



Organisational Commitment of Library and Information Science Educators in Universities in South-West, Nigeria

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Abstract

The study investigated the organisational commitment of Library and Information Science (LIS) educators in universities in South-West, Nigeria using the model of organisational commitment. This became eminent at the wake of low job performance recorded by LIS educators in teaching and research. Three objectives guided the study. The study adopted a survey research design and questionnaire was used as instrument for data collection. The population of the study comprised 480 Library and Information Science (LIS) Educators in six federal, nine state and thirty private universities in South-West, Nigeria. Total enumeration technique was used to obtain the sample size of 480 LIS educators. Four hundred and eighty copies of the questionnaire were administered and 334 copies were filled and found usable for the study representing 69.5% response rate. The study showed the affective and normative levels of organisational commitment of LIS educators to be high while continuance commitment was low. The study recommended that the staff development units of universities should increase the quota for local and international training funds so that there will be increased knowledge acquisition and knowledge sharing practices among budding LIS educators in universities in South-West, Nigeria.

Keywords: Organisational Commitment, Job Performance, LIS Educators, Universities

Introduction

Organisational commitment is a factor that can affect job performance of Library and information Science (LIS) Educators. Absar (2014) defines the concept of the organisational commitment as the degree to which employees are involved with their organisations and are interested in remaining with them. Similarly, Dikko et al., (2018) describe organisational commitment as the ability of academicians to employ modern learning techniques to increase student performance.



This signifies that LIS Educators must commit themselves to teaching and learning techniques. Meyer and Allen (1991) conceptualise commitment as a three-dimensional construct namely; affective, continuance and normative commitment. Affective commitment involves the employee's emotional attachment to identify with, and get involved in the activities of the organisation. Affective commitment of LIS Educators is concerned with when they enjoy and are satisfied with their jobs.

Continuance commitment involves an instrumental calculation of the relative benefits that an employee associates with staying in the organisation against the costs of leaving the organisation (Mercurio, 2015). LIS Educators may feel the need to stay in their organisation because the loss they would experience by leaving is greater than the benefits anticipated in a new role. Normative commitment embraces the employee's feelings of obligation to stay within the organisation. Normative commitment of LIS Educators is the obligation to stay in the organisation irrespective of how they feel simply because it is the right thing to do. This is usually expressed through the need of LIS Educators to remain committed to their universities because the universities have sponsored local and overseas training or invested in their career.

Affective commitment is the emotional involvement of employees in the organisation in the form of feelings of love in the organisation (Amin et.al, 2018). Similarly, McDonald and Park (2018) defined affective commitment as feelings of love in the organisation that led to the willingness to stay on and develop social relationships and appreciate the value of the relationship with the organisation due to being a part of the organisation. Yah (2018) asserts that affective commitment is something related to emotional attachment, and the involvement of individuals in an organisation, individuals who have strong affective commitment will continue to work in the organisation because that is what they want to do.

Normative commitment is based on a moral obligation (Meyer & Allen, 1997) to remain an employee of the organisation as a result of internalisation of normative pressures (Gbadamosi et al., 2007), a sense of guilt resulting from thoughts about leaving the organisation (Fako et al., 2014), a desire to compensate favours received from the organisation



(Joolideh & Yeshodhara, 2009), or perceived expectation to reciprocate specific benefits to an organisation (Mercurio, 2015). For example, the organisation may have invested huge resources in training an employee who, in turn, considers it morally expedient to stay as a token of indebtedness to the organisation. Thus, the strength of normative commitment is influenced by the principle of reciprocal obligation between the organisation and its members (Sulliman & Illes, 2000). Another antecedent of normative commitment is organisational tenure. For instance, it is not difficult to imagine an individual developing a sense of obligation to an organisation over a long-term employment.

Library schools in Nigeria are saddled with the responsibility of LIS education, which like other academic programmes, are guided by structured curricula that outline series of intended learning experiences to be provided and directed by educational institutions for desired goals. In the Nigerian school system, LIS Educators are qualified teachers who possess Bachelor's, Master's or Doctoral degrees in librarianship. They are domiciled in universities offering Library and Information Science as a professional course in private, state, and federal universities, polytechnics, and colleges of education at various levels. Library and Information Science education in universities is offered at different levels for varieties of certifications, ranging from Certificate, Diploma, Bachelor Degree, Postgraduate Diploma, Master Degree, Master of Philosophy, to Doctor of Philosophy (PhD). The programmes are offered on full time and part-time basis in most universities in Nigeria. The minimum duration for the training is as stipulated by the National Universities Commission (NUC) and other relevant institutions.

The core of LIS Educators' job function is teaching and research which involve knowledge management practices. Teaching connotes acquiring new content from diverse sources in the form of lecture notes, and to teach and provide these lecture resources to students in the form of books and other formats. Equally, it is mandatory that the educators engage in research by producing articles in peer-reviewed journals, presenting papers at conferences, seminar presentations, among others, and their job performance would be appraised based on these parameters. Despite gaining some intrinsic and extrinsic rewards by engaging in teaching and research activities, the greatest rewards (such



as tenure, promotion, and professional standing) flow to those faculty members who publish scholarly work (Morley, 2008). Those who do not engage in publishing scholarly works will suffer career setbacks and stagnation which can lead to low organisational commitment.

Concisely, Dikko et al., (2018) reveal that working environment is a common source of commitment to educators. Tziner and Chernyak-Hai (2012) identify cordial relations with peers and supervisors as another factor of organisational commitment. This not only develops attachment to the organisation but also increases employee loyalty and dedication to job and organisation. Organisational commitment of LIS Educators implies their considerable identification and involvement with the university (Markovits et al., 2010). It indicates a good person-organisation fit that should result in willingness to do any work that is consistent with and promotes the reason for the existence or purpose for which the university was established (Fako et al., 2018). It is important to understand the commitment that LIS Educators feel towards their universities given that it is linked with their performance and willingness to do more (Jing & Zhang, 2014), achievement of organisational goals (Khalili & Asmawi, 2012), and the library schools' overall success (Lovakov, 2016).

Krishnanathan and Mangaleswaran (2018) explored the relationship between organisational commitment and job performance and the impact of organisational commitment on job performance of Administrative Officers in University of Jaffna, Sri Lanka. Data was collected from 40 Administrative Officers in University of Jaffna, Sri Lanka through the structured questionnaire. The data were analysed with univariate and bivariate analyses using SPSS 19.0. Findings of the study stated showed that there is a medium positive relationship between organisational commitment and job performance. Also, findings of the study stated that organisational commitment has significant impact on employee performance.

Metin and Asli (2018) examined the relationship among organisational commitment and job performance with a case of industrial enterprises. The sample consisted of 329 employees working in businesses operating in Konya Chamber of Commerce and Industry in Turkey. Regression analysis was used for data analysis and the study found that normative



commitment and continuance commitment had no significant effect on job performance.

Nkhukhu-Orlando et al., (2019) investigated factors that are associated with affective commitment and those that predict affective commitment of academic employees. The study used a cross-sectional survey design. Respondents were selected from among a population of academic employees with office space at the University of Botswana. The study population was stratified into units with an average size of nine academic employees each. Large departments such as English, Mathematics and Economics that had about 25 or more academic staff were divided into three enumeration units each. Two or three academic staff members were selected from each enumeration unit. A researcher designed questionnaire was distributed over a period of two weeks. The study adopted a quantitative non-experimental design using a survey instrument. The study found that only 34.1% of academic employees sampled had affective commitment. Logistic regression analyses identified three predictors of affective commitment among academic employees. They are satisfaction with management, contribution to policy making, and responding to emails. The study found no significant associations between demographic factors and affective commitment.

Musabah (2017) investigated the influence of organisational commitment on Omani public employee job performance. Confirmatory factor analysis and structural equation modelling were used for data analysis. Quantitative survey method was adopted and a sample size of 335 middle-level managers of Omani public civil service organisations was selected to give answers to the instrument questions. The empirical results indicated that all organisational commitment subscales (affective, normative, and continuance) had a significant impact on job performance dimensions (contextual and task performance).

Oyeniya et al., (2017) assessed the influence of organisational commitment on job performance among the employees in Nigerian hospitality industry. Seventy-five respondents participated in the study, data were analysed using Pearson Product Moment Correlation Coefficient and Linear Regression. The study revealed that affective, commitment and continuance commitment had insignificant influence



on job performance while normative commitment had both negative and insignificant influence on job performance.

Folorunso et al., (2014) examined the impact of organisational commitment dimensions on employee performance with empirical evidence from academic staff of Oyo State owned tertiary institutions in Nigeria. The researchers adopted multi-stage sampling procedure for the selection of the participants. At first stage, two higher institutions of learning through purposive sampling techniques were selected, while random sampling techniques was used to select 25% of total population of from two selected higher institutions of learning. A structured questionnaire was used to collect data from one hundred and ninety-seven employees who participated in the study. Pearson Product Moment Correlation Coefficients and Multiple Regression analysis were used for data analysis. The study found that organisational commitment dimensions jointly and independently influenced employee performance.

Rafiei et al., (2014) analysed the impact of organisational commitment on job performance in Iran. Two hundred and forty-four employees of cooperatives, labour and social welfare department of Markazi province were studied with the use of single-stage cluster sampling. The study adopted a standard questionnaire developed by Allen and Meyer (1991) in getting responses on organisational commitment while a standard questionnaire developed by Patterson (1990) was utilised in getting responses on job performance. Structural equation modelling (SEM) technique was used for data analysis. The result showed that organisational commitment had a positive significant effect on job performance. The study found that all the three dimensions of organisational commitment, affective, continuance and normative commitment had a positive and significant effect on job performance.

Meyer et al., (2002) conducted a meta-analysis of all the three dimensions of organisational commitment and showed that they are associated but different in nature. Among them, affective organisational commitment has the strongest correlation with employee-related outcomes (i.e. level of stress, workload, and work-family management) and organisation-related outcomes (i.e. performance, achievement of goals, employee behaviour, turnover, and profits). Normative



commitment is also linked with the previously mentioned outcomes, but the strength of the correlation is relatively less than affective organisational commitment. However, continuance commitment is not linked with any of the afore mentioned outcomes. It is therefore expedient to investigate which of the dimensions of organisational commitment is exhibited by Library and Information Science educators in universities in South-West Nigeria.

Objectives of the Study

The following are the objectives were to determine:

1. the affective organisational commitment exhibited by Library and Information Science educators in universities in South-West Nigeria;
2. the continuance organisational commitment exhibited by Library and Information Science educators in universities in South-West Nigeria; and
3. the normative organisational commitment exhibited by Library and Information Science educators in universities in South-West N

Methodology

This study employed descriptive survey design, the study population comprised 487 Library and Information Science (LIS) educators in six federal, nine state and thirty private universities in South-west, Nigeria. The total population covered the academic librarians and academic staff of Library and Information Science Departments in universities in South-West Nigeria. Library and Information Science Educators refer to lecturers/educators in universities responsible for the training of library personnel and professionals working in academic libraries responsible for teaching LIS related courses in universities. Total enumeration technique was used to obtain the sample size of 480 LIS educators. The instrument used for data collection was questionnaire. Four hundred and eighty questionnaires were administered and 334 copies were filled and found usable for the study representing 69.5% response rate. Data was analysed using descriptive statistics and Pearson Product Moment Correlation for inferential statistics at 0.05 alpha level.

**Results****Table 1: Demographic Data of the Respondents**

Characteristics	Frequency	Percentage (%)
Gender		
Male	153	45.8
Female	181	54.2
Total	334	100.0
Age-range		
21 – 30	63	18.9
31 – 40	102	30.5
41 – 50	103	30.8
51 – 60	58	17.4
61+	8	2.4
Total	334	100.0
Academic Position		
Professor	3	.9
Associate Professor	3	.9
Senior Lecturer	23	6.9
Lecturer I	14	4.2
Lecturer II	22	6.6
Assistant Lecturer	12	3.6
Graduate Assistant	21	6.3
University Librarian	11	3.3
Deputy University Librarian	5	1.5
Principal Librarian	26	7.8
Senior Librarian	40	12.0
Librarian I	43	12.9
Librarian II	33	9.9
Assistant Librarian	78	23.4
Total	334	100.0

The results showed that 153 of the respondents (45.8%) were male while 181 respondents (54.2%) were female. This implied that there was a higher proportion of female Library and Information Science Educators than their male counterparts. The age of the respondents also showed that 63 (18.9%) were within ages 21-30, 102 (30.5%) were within ages



31-40, 103 respondents (30.8%) were within ages 41-50, 58 (17.4%) were within ages 51-60 while 8 (2.4%) were above 61 years of age. One may imply that a high percentage of the active working age made up the majority of the respondents. The table showed the respondents to be 3 (.9%) Professors, 3 (.9%), Associate Professors, 23 (6.9%) Senior Lecturers, 14 (4.2%) lecturer I, 22 (6.6%) Lecturer II, 12 (3.6%) Assistant Lecturers, 21 (6.3%) Graduate Assistants, 11 (3.3%) University Librarians, 5 (1.5%) Deputy Librarians, 26 (7.8%) Principal Librarians, 40 (12.0%) Senior Librarians, 43(12.9%) in the position of Librarian I, 33 (9.9%) in the position of Librarian II and 78 (23%) Assistant Librarians. This imply that there exists a higher percentage of educators in academic libraries than their counterparts in library schools. The table also showed the academic qualification of the respondents as 60 (18%) Ph.D. holders, 168 (50%) Master's degree holders, 85(25.4%) degree holders while 21 (6.3%) possess other degree education qualifications. One may imply that the highest percentage of the respondents possess MLIS degrees, while a lower percentage are Ph.D. degree holders. More so, the table showed the number of years working in higher education of the respondents as 96 (28.7%) within the range of 1-5 years, 88 (26.3%) within the range of 6-10 years, 87 (26%) within the range of 11-15 years, 34 (10.2%) within the range of 16-20 years, 18 (5.4%) within the range of 21-25 years and 11(3.3%) above 26 years. This implied that a higher percentage of respondents are just starting their careers as LIS Educators.

**Table 4.5: Organisational Commitment of Library and Information Science Educators in South-West Nigeria**

N	Organisational Commitment	VH	H	L	VL	Mean	S.D
1	I am proud to tell others that I work at my institution	109 32.6 %	2054 61.1% %	18 5.4% %	2 0.6% %	3.39	.552
2	I feel personally attached to my institution	109 32.6 %	205 61.4 %	18 5.4% %	2 0.6% %	3.26	.581
3	I feel a strong sense of belonging in my institution.	89 26.6 %	218 65.3 %	25 7.5% %	2 0.6% %	3.25	.585
4	Working at my institution has a great deal of personal meaning for me.	97(2 9.0 %	151 45.2 %	76 22.8 %	10 3.0% %	3.18	.578
5	I really feel that the problems faced by institution are also my problems	86 25.7 %	214 64.1 %	23 6.9% %	11 3.3% %	3.12	.667
6	This institution deserves my loyalty.	95 28.6 %	214 64.1 %	15 4.5% %	10 3.0% %	3.18	.647
7	Working at my institution a personal meaning for me.	10 3.0 %	76 22.8 %	151 45.2 %	97 29.0 %	3.18	.578
8	I owe a great deal to this institution.	87 26.0 %	213 63.8 %	24 7.2% %	10 3.0% %	3.13	.661
9	I would not leave my institution right now because of my sense of obligation to	82 24.6 %	196 58.7 %	44 13.2 %	12 3.6% %	3.04	.722



10	I would be happy to work at my institution until I retire	141 42.2 %	182 54.5 %	11 3.3%	-	3.00	.800
11	The reason I continue to work for this institution is that leaving is a sacrifice	73 21.9 %	164 49.1 %	79 23.7 %	18 5.4%	2.87	.810
12	Right now, staying with my job at this institution is a matter of necessity	60 18.0 %	175 52.4 %	82 24.6 %	17 5.1%	2.83	.776
13	Even if it were to my advantage, I do not feel it would be right to leave.	54 16.2 %	175 52.4 %	88 26.3 %	17 5.1%	2.80	.767
14	Consequence of leaving my job at this institution is scarcity of alternatives	59 17.7 %	154 46.1 %	88 26.3 %	33 9.9%	2.72	.870
15	I believe I have too few options to consider leaving this institution.	60 18.0 %	151 45.2 %	93 27.8 %	30 9.0%	2.72	.861
16	I do not feel any obligation to remain with my institution.	46 13.8 %	155 46.4 %	95 28.4 %	38 11.4 %	2.63	.860
17	I would feel guilty if I left this institution now.	50 15%	144 43.1 %	103 30.8 %	37 11.1 %	2.62	.871
18	Too much of my life would be disrupted if I leave my institution.	44 13.2 %	131 39.2 %	121 36.2 %	38 11.4 %	2.46	.861

The results, as presented in Table 2, revealed that the level of organisational commitment of the Library and Information Science Educators in South-West Nigeria. The findings showed that items on



how proud respondents are to tell others that they work at their institution had the highest mean of ($\bar{x} = 3.39, \delta = 0.552$) followed by and they feel personally attached to their institutions ($\bar{x} = 3.26, \delta = 0.581$) respectively which are indicators of affective organisational commitment. Respondents claimed that too much of their lives would be disrupted if they left their institutions with the lowest mean value ($\bar{x} = 2.46, \delta = 0.861$) which is an indicator of continuance organisational commitment.

Discussion

The results showed high levels of affective organisational and normative commitment but low level of continuance commitment. This is in tandem with Tolentino (2013) who found that university academic staff had higher levels of affective and normative commitment. Normative commitment is depicted in cases whereby most universities invest huge resources in training LIS educators and, in turn, they consider it morally expedient to stay as a token of indebtedness to the organisation. Another antecedent of normative commitment is organisational tenure. For instance, it is not difficult to imagine LIS educators developing a sense of obligation to their universities over a long-term employment. Meyer et al. (2002) conducted a meta-analysis of all the three dimensions of organisational commitment and showed that they are associated but different in nature. Among them, affective organisational commitment has the strongest correlation with employee-related outcomes (i.e. level of stress, workload, and work-family management) and organisation-related outcomes (i.e. performance, achievement of goals, employee behaviour, turnover, and profits). Normative commitment is also linked with the previously mentioned outcomes, but the strength of the correlation is relatively less than affective organisational commitment. However, continuance commitment is not linked with any of the aforesaid outcomes.

Conclusion

The study concluded that the affective and normative levels of organisational commitment of LIS educators to be high and this can be attributed to the fact that the main reasons why LIS educators remain in their institutions maybe because they have emotional attachment or are obligated to their institutions.



Recommendations

Based on the research findings, the following recommendations were proffered:

1. The staff development units of universities should increase the quota for local and international training funds so that there will be increased knowledge acquisition and knowledge sharing practices among budding LIS educators in universities in South-West, Nigeria.
2. University management should provide aesthetics and functional working conditions so that LIS educators will develop affective commitment towards their organisations.

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