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Enhancing Organizational Commitment Among Academic Librarians: Career Development Indicators as Facilitating Conditions

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ABSTRACT

Librarians' commitment is crucial for the success of any library. However, this subject has become a concern to library management as it dominates recent library literature. Hence, this study examined the effects of career development indicators on the organizational commitment of librarians in university libraries in Southern Nigeria. Survey research design was used for the study. The population comprised 556 professional librarians from university libraries in Southern Nigeria. The total enumeration sampling technique was used and the questionnaire method was employed for data collection. A returned rate of 94.2% ($n = 524$) was obtained. Data analysis was done using multiple regression analyses. Findings revealed that career development indicators had both significance and insignificance influence on the dimensions of organizational commitment of librarians in Southern Nigeria. Consequently, the study concluded that investing in career development indicators like mentoring and training will help to boost the organizational commitment of librarians, ultimately leading to increased productivity.

KEYWORDS

Career development; career planning; counseling; coaching; mentoring; organizational commitment; training

Introduction

Universities are very important educational institutions which have the responsibilities of producing intellectuals and informed individuals, capable of providing leadership in all sectors of the economy of nations. The traditional functions of universities include teaching, learning, research and community development. Okogwu (2022) posited that university libraries are important reservoirs of knowledge and can be considered as the “heart” of the university systems. However, libraries are only as relevant as the quality and commitment of librarians and other categories of staff available. Librarians employed in University libraries are referred to as academic librarians. The term is not unique to librarians working in universities alone, it may also apply to their counterparts in other higher institutions of learning like polytechnics, colleges of education, and monotchnics. Librarians are graduates from accredited library schools and may hold advanced degrees. Academic librarians run the library

systems, provide professional information delivery services in the aforementioned institutions and are actively involved in scholarly publications (McMahon, 2023). Looking at the importance of libraries in the university systems, the commitment of librarians is an important factor in the attainment of library objectives and by extension those of the university.

This study examine commitment as a broad concept which involves analyzing organizational effectiveness and work attitude, relating directly to employees' willingness to participate in the attainment of set objectives and stay in an organization. It is an emotional response that can be measured through employees' behaviors, beliefs and attitudes (D'souza & Poojary, 2018). Thus, an academic librarian's commitment may be viewed as the librarian's emotional attachment to, identification with, and involvement in a particular university library. It from this context that commitment is operationalized as organizational commitment. Meyer and Allen (1991) observed that organizational commitment is multi-

dimensional in nature, taking the forms of affective commitment, continuance commitment, and normative commitment. Irrespective of the dimensions, committed librarians feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. Committed librarians would usually perform their jobs more than management expectations (Adegbaye et al., 2021).

According to Manolescu (2003), career planning is an ongoing process of self-discovery where individuals gradually formulate their occupational preferences based on their skills, needs, motivations, aspirations, and personal values. Consistently, career planning has also been described as a systematic process aimed at directing career growth through the implementation of strategies, self-assessment, analysis of opportunities, and evaluation of outcomes (Antoniou, 2010). The authors viewed career planning from the human resource management perspective to the identification of needs, aspirations, and opportunities of individuals' careers, and implementing human resource development programmes to support their career growth. Nwuche and Awa (2011) posit that communication, workshops, career counseling, etc., are among the career planning factors that organizations provide. They do this by communicating available career opportunities and resources as well as their expectations from employees. This would mean that librarians may show commitment to their organizations if career planning resources are well communicated.

Counseling is also recognized as a crucial aspect of career development within the current study. It involves providing assistance to clarify aspirations, goals, personal identity management, and commitment to action regarding one's career and career transitions. In order to facilitate a smooth transition from school to the labor market or workplace and to enable informed decision-making, individuals require career guidance (Fitzenberger et al., 2020). When individuals actively engage in this process, it can enhance their confidence levels, personality traits, and employability (Sakkaravarthi & Thanuskodi, 2020). Through counseling, librarians are better equipped to demonstrate commitment.

Mentoring stands as a significant aspect of career development, involving a personalized learning approach where an experienced librarian, serving as a mentor, supports the professional growth and achievement of career objectives for a new librarian, known as a mentee (Ubogu, 2019). This mentor-mentee relationship is vital for the continuity and sustainability of the library profession, as highlighted by Idoko et al. (2016). They argue that institutional survival relies on the transfer of industry-related knowledge from seasoned professionals to emerging ones.

Also identified as an indicator of career development toward the attainment of organisational commitment of librarians is coaching. This is the purposeful and skillful effort by one individual to help another achieve specific performance goals where the coach, working with an individual or a group facilitates the attainment of the his/her goals (Metz, 2010). While showing the methods through which mentoring can be achieved, Ubogu (2019) reported that coaching was the second most influential method of mentoring among the four methods examined. The quality of knowledge exchange and the personalized facilitation of an individual's growth, development, and achievement of specific goals, significantly influences professional commitment and the overall advancement of the field.

Training, as defined by, encompasses both formal and informal methods of career development, including attending conferences, seminars, workshops, short courses, and engaging in on-the-job training to update one's professional knowledge. It is a deliberate effort aimed at enhancing individual performance in a specific field or area. In the context of librarianship, training involves acquiring knowledge, skills, and abilities relevant to the library profession. The extent and quality of training received by librarians directly influence their career development prospects and, consequently, impact their commitment to their work, organization, and the profession as a whole. Boosting the organizational commitment of librarians through career development indicators such as career planning, counseling, mentoring, coaching, and training is essential for promptly achieving library and university goals. While organizational commitment has been analyzed from various perspectives, this

paper delves into the concept by exploring career development indicators, an area that has not garnered sufficient attention in literature.

Statement of the problem

Employee commitment is essential for productivity in organizations, including universities and libraries. Librarians' commitment is therefore an important factor in the actualization of the aims and objectives of any library. In recent times, it has been observed that the organizational commitment levels of librarians in Nigerian universities is low. This is clearly evident in poor work attitudes displayed by librarians (Nurudeen & Chiemenem, 2019). These poor work attitudes include lateness to work, absenteeism from work, indolence and others, result in very low productivity and inability to meet timelines for the attainment of library objectives. Another manifestation of low organizational commitment is high job turnover among librarians. While high employee turnover could be a reflection of poor performance and inability to attain set objectives in organizations, research has indicated that career development indicators could have implications for positive work attitudes (Jia-Jun & Hua-Ming, 2022; Santoso & Sidik, 2019). However, there is a dearth of literature on the effects of career development indicators on the organizational commitment of librarians in Nigerian universities. It is against this background that this study set out to examine the influence of career development indicators on the dimensions of organizational commitment among librarians in public universities in southern Nigeria.

Objectives of the study

The main objective of this study is to examine the effects of career development indicators on the organizational commitment of librarians in universities in southern Nigerian. The specific objectives of the study are to:

1. Examine the effects of career development indicators on the affective commitment of librarians in public universities in southern Nigeria.
2. Find out the effects of career development indicators on the continuance commitment of

librarians in public universities in southern Nigeria

3. Ascertain the influence of career development indicators on the normative commitment of librarians in public universities in southern Nigeria.

Review of literature

Organizational commitment is essentially about employees' attitudes toward their organizations. In this regard, Jeet and Sayeed (2014) viewed organizational commitment as a sense of loyalty to one's organization, readiness to perform work and the determination to remain with the organization. In the same vein, Farrukh et al. (2017) perceived organizational commitment as employees' involvement in a particular organization and beliefs in the organization's values, goals, sense of loyalty, moral obligation and the need to stay in the organization. Al-Jabari and Ghazzawi (2019) described organizational commitment as the level to which an individual associates with the organization and wants to always contribute to all their activities without relenting. In the context of this study, organizational commitment is like a force that is strong, drawing one metal to another, it is the amount of a librarian's readiness to remain with a given university and library. It often reveals the librarian's confidence in the aims and objectives of the university library, the will to make effort to succeed, and the intent to work with the university continuously.

Meyer and Allen (1991) proposed a three-component model which are affective, continuance and normative commitments. Affective Commitment involves the employees' emotional attachment to, identification with, and involvement in the organization; Continuance Commitment involves commitment based on the costs that the employee associates with leaving the organization; while Normative Commitment involves the employees' feelings of obligation to stay within the organization. There are many factors that could influence organizational commitment. This study is concerned with the influence of career development. Defined career development as a continuous process of work life; the author further stated that it helps people to

recognize the gap that they lack in building up their skills and know how to develop it more in order to succeed through the time of change. Similarly, Anekwe et al. (2020) viewed career development as a method of providing opportunities for employees and organization to attain definite goals.

Similarly, perceived the concept of career development as the constant enhancement of knowledge and skills, comprising job mastery and professional development. The author suggested that job mastery skills are those that are needed to perform one's job successfully. The benefit of career development is for both the employee and institution, and the employee development is for future position which will lead to the assurance of the organization having an amount of competent, dedicated employee to substitute the higher-level employee. There are different dimensions to career development, which include personal and organizational. Personal dimension to career development consist of all individual efforts on employee in order to build up their skills and abilities in their career. Organizational level on the other hand, is a scheduled programme intended to equal individual and organizational wishes. Mishra and Sachan (2012) stated some variables of career development to include rewards, promotion, skills, experience values and recognition. Career development practices or indicators include career planning, mentoring, training, career counseling and coaching (Diriye, 2015).

The impacts of a few career development indicators on some aspects of employee commitment have been discussed in literature. Muma et al. (2014) carried out a study on the effect of training needs assessment on employee commitment among employees of the Jomo Kenyatta University of Agriculture and Technology in Kenya. The findings indicated that training had an influence on employee commitment. The study also established that training needs assessment in the University of Agriculture and Technology and other public universities was not being done effectively and thus led to lack of commitment on the part of employees to their jobs. In a related study on training, Dome et al. (2017) surveyed the moderating effect of

employee training on the relationship between organizational commitment and employee performance among insurance firms in Eldoret, Kenya. Findings revealed that affective commitment positively influenced employee performance while training partially moderated the relationship between employee affective commitment and performance. The study therefore recommended that organizations use training programs to achieve effective employee affective commitment toward better performance.

This review is by no means exhaustive; however, not much studies were found dealing with the direct relationship among career development indicators and dimensions of organizational commitment of librarians. This study will help to bridge this gap Figure 1.

Conceptual model

Methodology

This study adopted the survey research design. The population for this study comprised 556 professional librarians sampled from 39 universities (18 federal universities and 21 state universities) across the Southeast, Southwest, and Southsouth Nigeria. Since the population was within a manageable proportion, the total enumeration sampling procedure was employed to survey all professional librarians across the selected university libraries in the Southern Nigeria. Two scales were used to measure the librarian commitment and career development indicators. The scale used by Babalola et al. (2020) to determine librarians' commitment, which was originally developed by Meyer and Allen was adopted. It was measured on a 5-point Likert scale of 1 – very low level/extent to 5 – very high level/extent. The Cronbach's alpha coefficient was 0.87. On the other hand, the scale that was employed to measure career development was self-developed. This decision was necessitated by the challenge of finding prior studies that accurately integrate career planning, coaching, counseling, mentoring, and training as the current study intends.

The modified librarians' commitment scale comprised three indicators of commitment namely affective, continuance and normative

dimensions comprised 12 items in total. The scale was measured on a 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree, yielded a Cronbach's alpha reliability coefficient of 0.90 (Table 1). The self-developed career development scale has 15 items and was measured on a 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree covering, career planning, coaching, counseling, mentoring, and training with an overall Cronbach's alpha reliability coefficient of 0.91 (Table 1). Five hundred and fifty-six 556 copies of the questionnaire were personally administered on the participants with the assistance of four research assistants. Out of the 556 copies questionnaire administered, 524 copies were completed and retrieved for data analysis. This figure represents a high response rate of 94.2%. Since the focus of the study is to ascertain the effect of the sub-constructs of career development relative to librarians' commitment in university libraries, the multiple linear regression analysis was applied to analyze collected data at 0.05 level of significance. The collected data was analyzed using SPSS (Statistical Package for the Social Sciences) software.

Data analyses and results

Objective 1: Effects of career development indicators on affective commitment of librarians in public universities in Southern Nigeria

Table 2 reveals the results of multiple linear regression analysis result for the influence of career development (indicators) on librarians' affective commitment in university libraries in Southern Nigeria. None of the career development (indicators) in the multiple linear regression indicates multicollinearity issues since their tolerance values were greater than 0.1 and VIF

was less than 10. Therefore, all the career development (indicators) were used in the multiple linear regression model.

The results showed that career planning ($\beta=0.252$, $t(515) = 4.104$, Part = 0.148, $p < 0.05$) and mentoring ($\beta=0.198$, $t(515) = 3.409$, Part = 0.123, $p < 0.05$) have positive and significant influences on librarians' affective commitment in university libraries in Southern Nigeria. In addition, career planning has a part correlation coefficient of 0.148. If we square this (multiply it by itself) we get 0.022, indicating that career planning explains 2.2% of the variance in Librarians' commitment. For the mentoring the value is .123, which squared gives us .015, indicating a unique contribution of 1.5% to the explanation of variance in Librarians' commitment. Nonetheless, counseling ($\beta=0.049$, $t(515) = 0.801$, Part = 0.029, $p > 0.05$), coaching ($\beta=0.054$, $t(515) = 0.803$, Part = 0.029, $p > 0.05$) and training ($\beta=0.100$, $t(515) = 1.779$, Part = 0.064, $p > 0.05$) had positive but insignificant influence on librarians' affective commitment. The result shows that career planning is the highest contributor to librarians' affective commitment in university libraries in Southern Nigeria. From the findings in Table 2, the value of *Adj. R²* was 0.319, an indication that there was variation of 31.9% in librarians' affective commitment in university libraries in Southern Nigeria due to changes in career development (indicators) at 95% confidence level. The F-test (5, 516) = 49.756 is statistically significant at $p < 0.05$ which validates the model's usefulness in predicting librarians' affective commitment based on the career development (indicators). From the data in Table 2, the established multiple linear regression model is thus expressed as:

$$AC = 1.449 + 0.228CP + 0.044C + 0.185M + 0.052CO + 0.100T$$

Model 1

where AC = Affective Commitment; CP = Career Planning; M = Coaching; M = Mentoring; M = Counseling; M = Training.

The regression model 1 shows that holding career development (indicators) to a constant zero, librarians' affective commitment would be 1.449, suggesting that without career development

Table 1. Measurements and their reliability coefficients.

Librarians organizational commitment		0.90
Dimensions	<ul style="list-style-type: none"> • Affective • Continuance • Normative 	<ul style="list-style-type: none"> 0.91 0.87 0.92
Career development		0.91
Indicators	<ul style="list-style-type: none"> • Career planning • Coaching • Counseling • Mentoring • Training 	<ul style="list-style-type: none"> 0.81 0.79 0.75 0.89 0.88

Bold value signifies the reliability of the measuring scales.

Table 2. Multiple linear regression analysis of influence of career development (indicators) on affective commitment.

Predictors	Model 1	B	T	Sig.	Collinearity statistics		Part	R ²	Adj. R ²	F	ANOVA (Sig.)
					Tolerance	VIF					
(Constant)	1.449		12.717	.000				0.325	0.319	49.756	0.000
Career planning	.228	.252	4.104	.000	.347	2.880	.148				
Counseling	.044	.049	.801	.423	.356	2.811	.029				
Mentoring	.185	.198	3.409	.001	.387	2.583	.123				
Coaching	.052	.054	.803	.422	.293	3.408	.029				
Training	.100	.100	1.779	.076	.412	2.426	.064				

Dependent Variable: Affective commitment

Predictors: (Constant), Career planning, Counseling, Mentoring, Coaching, Training

DF (F-Statistic) = 5, 516

DF (T-Statistic) = 515

(indicators), librarians' affective commitment in university libraries in Southern Nigeria would be positive. The result of the linear regression model signifies that when career planning and mentoring are increased by one unit, there will be corresponding positive increases of 0.228 and 0.185 respectively in librarians' affective commitment. In practical terms, these findings imply that investing in and enhancing career planning initiatives and mentoring programs within the Library could significantly contribute to increasing librarians' affective commitment, fostering a stronger sense of attachment, dedication, and loyalty among them toward their roles and the organization as a whole. However, counseling ($p > 0.05$), coaching ($p > 0.05$) and training ($p > 0.05$) had insignificant influence on librarians' affective commitment. It is clear from this finding that career planning and mentoring are significant predictors of librarians' affective commitment in university libraries in Southern Nigeria.

Objective 2: Influence of career development indicators on continuance commitment of librarians in public universities in Southern Nigeria.

Table 3 presents the summary results of multiple linear regression analysis result for the influence of career development (indicators) on librarians' continuance commitment in university libraries in Southern Nigeria. None of the career development (indicators) in the multiple linear regression indicate multicollinearity issues since their tolerance values were greater than 0.1 and VIF was less than 10. Therefore, all the career development (indicators) were used in the multiple linear regression model. The results showed that all the career development (indicators) have small, positive and significant influences on

librarians' continuance commitment in university libraries in Southern Nigeria [Career planning: $\beta = 0.130$, $t(515) = 2.351$, Part = 0.104, $p < 0.05$; Counseling: $\beta = 0.118$, $t(515) = 2.145$, Part = 0.095, $p < 0.05$; Mentoring ($\beta = 0.238$, $t(515) = 4.538$, Part = 0.198, $p < 0.05$; Coaching: $\beta = 0.155$, $t(515) = 2.575$, Part = 0.114, $p < 0.05$; Training: $\beta = 0.144$, $t(515) = 2.840$, Part = 0.125, $p < 0.05$]. In relative contribution, career planning has a part correlation coefficient of 0.104. If we square this (multiply it by itself) we get 0.011, indicating that career planning explains 1.1% of the variance in Librarians' continuance commitment, counseling had a unique contribution of 0.09% (Part = 0.095) to Librarians' continuance commitment while mentoring, coaching and training had unique contributions of 3.9% (Part = 0.198), 1.3% (Part = 0.114) 1.6% (Part = 0.125) to Librarians' Librarians' commitment in South-South Nigeria University libraries. The result shows that mentoring is the highest contributor to librarians' continuance commitment in university libraries in Southern Nigeria.

The *Adj. R²* (0.460) indicates that the career development (indicators) explained 46.0% of the changes in continuance commitment of librarians in university libraries in Southern Nigeria at 95% confidence level. The F-test (5, 516) = 87.831 is statistically significant at $p < 0.05$ which validates the model's usefulness in predicting librarians' continuance commitment based on the career development (indicators). From the data in Table 3, the established multiple linear regression model is thus expressed as:

$$CC = 0.682 + 0.119CP + 0.109C + 0.232M + 0.152CO + 0.145T \quad \text{Model 2}$$

Table 3. Multiple linear regression analysis of influence of career development (indicators) on continuance commitment.

Predictors	Model 2	B	T	Sig.	Collinearity statistics			R ²	Adj. R ²	F	ANOVA (Sig.)
					Tolerance	VIF	Part				
(Constant)	.682		6.480	.000				0.465	0.460	87.831	0.000
Career planning	.119	.130	2.351	.019	.346	2.886	.104				
Counseling	.109	.118	2.145	.032	.352	2.842	.095				
Mentoring	.232	.238	4.538	.000	.386	2.594	.198				
Coaching	.152	.155	2.575	.010	.292	3.421	.114				
Training	.145	.144	2.840	.005	.413	2.419	.125				

Dependent Variable: Continuance commitment

Predictors: (Constant), Career Planning, Counseling, Mentoring, Coaching, Training

DF (F-Statistic) = 5, 505

DF (T-Statistic) = 505

where CC = Continuance Commitment; CP = Career Planning; C = Counseling; M = Mentoring; CO = Coaching; T = Training.

The regression model 2 shows that holding career development (indicators) to a constant zero, librarians' continuance commitment would be 0.682, implying that without career development (indicators), librarians' continuance commitment in university libraries in Southern Nigeria would be positive. The result of the linear regression model signifies that when career planning, counseling, mentoring, coaching and training are increased by one unit, there will be a corresponding positive increase of 0.119, 0.109, 0.232, 0.152 and 0.145 respectively in librarians' continuance commitment. In practical terms, these findings imply that investing in and enhancing career planning, counseling, mentoring, coaching, and training initiatives within the organization could contribute positively to librarians' continuance commitment. These improvements may lead from a moderate to substantial increase in their perceived value and commitment to staying with the organization for reasons related to career development, support, and skill enhancement. This result implied that university libraries in Southern Nigeria must pay attention to career planning, counseling, mentoring, coaching and training to improve continuance commitment of library personnel.

Objective 3: Influence of career indicators on normative commitment of librarians in public universities in Southern Nigeria

Table 4 presents the summary results of multiple linear regression analysis result for the influence of career development (indicators) on librarians' normative commitment in university

libraries in Southern Nigeria. None of the career development (indicators) in the multiple linear regression indicate multicollinearity issues since their tolerance values were greater than 0.1 and VIF was less than 10. Therefore, all the career development (indicators) were used in the multiple linear regression model. The results showed that career planning ($\beta = -0.167$, $t(515) = -2.265$, $p < 0.05$) had small, negative and significant influence on librarians' affective commitment in university libraries in Southern Nigeria while mentoring ($\beta = 0.190$, $t(515) = 2.714$, $p < 0.05$) had a small significant positive influence on librarians' normative commitment. The results showed that career planning ($\beta = -0.167$, $t(515) = -2.265$, Part = -0.098 , $p < 0.05$) had negative and significant influences on librarians' affective commitment in university libraries in Southern Nigeria while mentoring ($\beta = 0.190$, $t(515) = 2.714$, Part = 0.118 , $p < 0.05$) had a small significant positive influence on librarians' normative commitment. In relative contribution, career planning has a part correlation coefficient of 0.098. If we square this (multiply it by itself) we get 0.010, indicating that career planning explains 1.0% of the variance in Librarians' normative commitment, mentoring had a unique contribution of 1.39% (Part = 0.118) to Librarians' normative commitment. However, counseling ($\beta = -0.051$, $t(515) = -0.706$, $p > 0.05$), coaching ($\beta = 0.102$, $t(515) = 1.269$, $p > 0.05$) and training ($\beta = -0.011$, $t(515) = 0.159$, $p > 0.05$) had insignificant influences on librarians' normative commitment. Relatively, counseling, coaching and training had unique contributions of 0.001% (Part = -0.031), .030% (Part = $.055$) 0.00% (Part = -0.007) to

Table 4. Multiple linear regression analysis of influence of career development (indicators) on normative commitment.

Predictors	Model 3	B	T	Sig.	Collinearity statistics			R ²	Adj. R ²	F	ANOVA (Sig.)
					Tolerance	VIF	Part				
(Constant)	2.661		27.886	.000				0.025	0.015	2.600	0.025
Career planning	-.105	-.167	-2.265	.024	.347	2.880	-.098				
Counseling	-.033	-.051	-.706	.480	.356	2.811	-.031				
Mentoring	.123	.190	2.714	.007	.387	2.583	.119				
Coaching	.069	.102	1.269	.205	.293	3.408	.055				
Training	-.007	-.011	-.159	.874	.412	2.426	-.007				

Dependent Variable: Normative commitment

Predictors: (Constant), Career planning, Counseling, Mentoring, Coaching, Training

DF (F-Statistic) = 5, 516

DF (T-Statistic) = 516

Librarians' normative commitment in South-South Nigeria University libraries.

The result shows that mentoring contributed highest to librarians' normative commitment in university libraries in Southern Nigeria. The *Adj. R²* (0.015) indicates that the career development (indicators) explained 1.5% of the changes in normative commitment of librarians in university libraries in Southern Nigeria. The F-test (5, 516) = 2.600 is statistically significant at $p < 0.05$ which validates the model's usefulness in predicting librarians' normative commitment based on the career development (indicators). From the data in Table 4, the established multiple linear regression model 4 is thus expressed as:

$$NC = 2.661 - 0.105CP - 0.033C + 0.123M + 0.069CO - 0.007M$$

Model 3

where NC = Normative Commitment; CP = Career Planning; C = Counseling; CO = Coaching; M = Mentoring; T = Training.

The regression model 3 shows that holding career development (indicators) to a constant zero, normative commitment would be 2.661, implying that without career development (indicators), normative commitment in university libraries in Southern Nigeria would be positive. The result also indicate that normative commitment of library personnel will be reduced by 0.105 when career planning is increased by one unit on a measurement scale, conditional on mentoring variable remaining constant. For academic libraries in South-South Nigeria, this suggests that enhancing mentoring programs might positively impact the normative commitment of librarians. On the other hand, counseling ($p > 0.05$), coaching ($p > 0.05$) and training

($p > 0.05$) had insignificant influences on librarians' normative commitment. This finding implies that librarians' mentoring in university libraries in Southern Nigeria must be improved to enhance their normative commitment on the job.

Discussion

The study examined the effects of career development indicators on organizational commitment of librarians in university libraries in Southern Nigeria. Findings from the study revealed that career development indicators have significant influence on the various dimensions of organizational commitment of librarians in public universities in South-South, Nigeria. This suggests that if university libraries would invest on the career development of librarians, there are strong tendencies that the librarians would be committed to their jobs and organizations. Previous studies in other fields agree with this finding. For example, Muma et al. (2014) examined the effect of training needs assessment on employee commitment and the study revealed that training can influence employee commitment.

Similarly, the study of Dome et al. (2017) showed that affective commitment had a positive influence on the performance of employees; the study further revealed that training had a partial influence on the relationship between employees' affective commitment and their performance at work. The current study further indicated that career planning, mentoring and training had a positive influence on the continuance commitment of librarians. This finding is corroborated by the study of Younis et al. (2013) who investigated career development and organizational

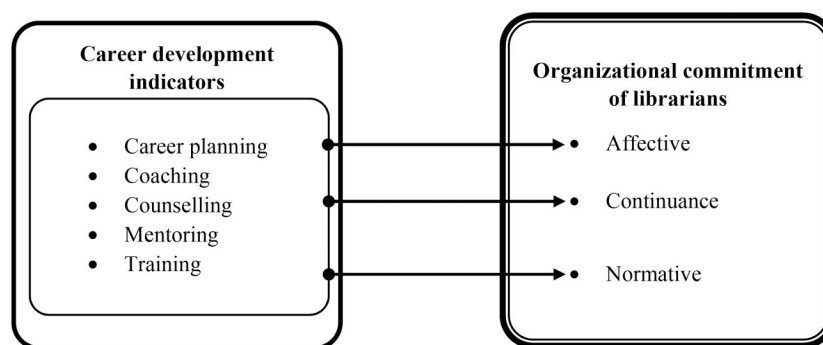


Figure 1. Conceptual model for career development indicators and organizational commitment of librarians.

commitment. Their result showed that career development indicators like career planning and training had a significance influence on organizational commitment of employees of a pharmaceutical company in the United Kingdom. Ahmadi et al. (2018) discovered that career goals had a positive influence on performance and organizational commitment of librarians, which is also in agreement with the findings of this study.

Conclusion

The study demonstrates that career development indicators can significantly influence the organizational commitment of librarians within university settings. It presents compelling empirical evidence supporting the impact of career development factors such as counseling, mentoring, and training on various dimensions of librarian organizational commitment. Therefore, both university and library administrators have the potential to enhance the organizational commitment of their librarians by investing in these factors, thus improving librarian productivity. The study suggests that librarians exhibit higher commitment levels to organizations that prioritize their training and development. This training can be conducted internally or librarians can be supported to pursue additional qualifications, attend conferences, seminars, and workshops. While funding may pose a challenge for some universities libraries, the study emphasizes that the benefits of such investments far outweigh the associated costs.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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QUESTIONNAIRE

Questionnaire on: career development indicators and librarians' commitment in university libraries in southern, Nigeria.

Section A: Organizational Commitment of Librarians

Instruction: Please tick the most appropriate of any of the following options; using the following scale – Strongly Agree (SD) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

S/N	Items	SA	A	D	SD
A	Affective commitment				
1	I do feel 'emotionally attached' to this library.				
2	My feel a strong sense of belonging in this library.				
3	I would be very happy to spend the rest of my career with this library.				
4	I think I could not easily become attached to another library as I am to this one.				
B	Continuance commitment				
5	One of the major reasons I continue to work in this library is that leaving would require considerable sacrifice-another library may not match the overall benefits I have.				
6	It would be very hard for me to leave my library right now even if I wanted to				
7	I feel it would be too costly for me to leave my library in the near future.				
8	Too much of life would be disrupted if I decided to leave my job at this library right now				
C	Normative commitment				
9	I do believe that a person must always be loyal to his or her library.				
10	Jumping from one library to another is unethical to me.				
11	I was taught to believe in the days when people stayed with one library from most of their careers				
12	If I get another offer for a better job elsewhere, I would feel it would not be right to leave my library				

Section B: Career Development Scale

Instruction: Please tick the most appropriate of any of the following options; using the following scale – Strongly Agree (SD) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

S/N	Items	SD	A	S	SD
	Career planning				
13	The rate of career growth for staff in my library is high				
14	The extent of career planning for staff in my library is high				
15	My library encourage staff to have a plan for their next few years of work				
	Coaching				
16	Staff are encouraged to become acquainted with higher level managers				
17	Seeking career guidance from a supervisor is strongly encouraged in my library				
18	Staff are encouraged to have an informal self-sought mentor in my library				
	Counseling				
19	Availability of career counseling and planning assistance to staff by my library				
20	The rate at which my library provides guidance to staff on career development is encouraging				
21	Seeking counseling and advice from higher level managers is strongly encouraged				
	Mentoring				
22	The level of mentorship in my library is inspiring				
23	Willingness among senior colleagues to groom upcoming professionals for higher positions is encouraged				
24	Subordinates submit to senior colleagues for grooming				
	Training				
25	There are opportunities for regular training on all cadres of staff to enhance their engagement				
26	Staff are allow ample time to learn new skills that prepares them for higher positions				
27	The on-the-job training opportunities are available for all staff				