Influence of Human Capital Development on Employee commitment in University Libraries in South-West, Nigeria

Rosaline Oluremi Opeke (PhD)
Department of Information Resources Management
Babcock University, Ilishan Remo, Ogun State, Nigeria
&
Okeoghene Mayowa-Adebara
Library Department/Learning Resources Centre
National Open University of Nigeria, Ibadan Study Centre, Oyo State, Nigeria

Abstract

The study investigated the influence of human capital development on employee commitment in university libraries in South-West, Nigeria. The study adopted survey research design. The population of the study consisted of 684 librarians from 43 universities in the six states of South-West, Nigeria. Total enumeration was used to cover all the professional and para-professional librarians. A validated questionnaire was used for data collection. Cronbach's Alpha coefficients for the constructs ranged from 0.82 to 0.86. A return rate of 72% was achieved. Data were analysed using descriptive and inferential (linear and multiple regression) statistics. Findings showed that the level of employee commitment in university libraries in South-West, Nigeria was fairly high (M=2.64 on a 4-point scale). Human capital development had a significant influence on employee commitment ($\beta = .179$, $t_{(489)} = 77.25$, $R^2 = .24$, $p<0.05$). However, manpower training ($\beta = .261$, $p< 0.05$) relatively contributed more to employee commitment than career development ($\beta = .257$, $p< 0.05$). The study concluded that human capital development influenced employee commitment in university libraries in South-West Nigeria. The study recommended that the current propensity towards human capital development by university libraries in South-West can be strategically deployed to induce staff motivation, resourcefulness, growth, and staff retention. The presence of a visible and well-understood policy will further help this.

Keywords: Employee commitment, Human capital development, Nigeria, South-West, University libraries

Introduction

Employee commitment plays a major role in the success of any organisation. It is define as the need of the employees to correspond with the goals of the organisation (Visanh & Xu, 2018). Employee commitment involves employees' loyalty towards the achievement of organizational goals by complying with the rules, regulations and objectives. According to Beloor, Nanjundeswaraswamy, and Swamy (2017),committed employees are dedicated, feel a connection with their organisation, feel that they fit in and, feel they understand the goals of the organisation. In exchange, employees anticipate an organisation that fosters growth and empowerment for their career and training.

Human resource is indispensable to organizational success. It is the most important factor of production and as such, it is pertinent for organisation to invest in them. In order to drive effectiveness, efficiency, competitiveness and commitment in the organisation, the development of human capital becomes paramount. Human capital is the knowledge, abilities, talents, skills, experiences and capabilities possessed by employees within an organisation. Human capital development (HCD) on the other hand, is defined by Hashim and Shariff (2016) as the process that involves training, education and other professional programmes aimed at increasing the level of knowledge, skills, abilities, values, and social capital of an employee which will lead to the employee's job satisfaction and performance, and eventually on an organisation's performance. HCD covers a variety of subject areas ranging from healthcare, nutrition, personality, character, ethics, population control, knowledge, training, and career development. Employees are vital asset in organisation and as such, the organisation needs to invest in employees by providing training and career development opportunities that would equip and encourage them to make good use of their potentials in the organisation.

Training as an aspect of HCD is vital in promoting efficiency and motivating employee confidence and self-worth. It is the specific learning activities undertaken to improve an employee's knowledge, skills and abilities in order for them to better perform their duties (Nel, Werner, Du Plessis, Fazey, Erwee, Pillay, Hearn, Millett, & Wordsworth,2012). This implies that anytime new skill or knowledge is required in the work environment, training programme must be scheduled in order for employees to acquire the needed skills. Training should also be tailored to the need of the organisation. For instance, in order to keep up-to-date with the introduction of new technologies in the library environment, library personnel should be scheduled for ICT training to boost their career..

Career development is a long-term process in which an organisation invests in the growth of its human resources due to the competitive nature of the work environment. Manpower training and career development as a subset of human capital development may increase employee skills effectively. Organisations, especially university libraries hold on to employees who are skilful, capable, productive and committed to the organisation. In exchange, employees expect an organisation that fosters growth and empowerment for their training and career development. Nevertheless, most organisations in Nigeria do not invest in employee training and career development due to financial issues and ignorance of the effect of staff efficiency to the goals on the organisation, and lack of training policy; while some other organisations leave much of the training and career development activities in the hands of individual employees (Nwuche & Awa, 2011)

Statement of Problem

Studies have reported that librarian in academic libraries are uninterested in library work, their task performance is not encouraging and they demonstrate lack of dedication and commitment to duty (Amusa et al, 2013).It is reported that the level of employee commitment in many university libraries in Nigeria is low (Madawaki & Badia, 2017).As has been reported by study that there is low level of commitment among library personnel in Nigerian university libraries, several reasons can be responsible for this. For example, lack of opportunities for library personnel to develop their knowledge, skills, talent that would help them to deliver better services to users. Nevertheless, high level of employee commitment and attainment of organizational goals of the university library may also be dependent on provision of opportunities for library personnel to develop knowledge, skills, talent and competence to deliver services to library users. This study sought to find out the level of employee commitment in Nigeria university libraries and to what extent human capital development influence the commitment of library personnel in universities in South-West, Nigeria.

Objective of the Study

The general objective of this study is to investigate the influence of human capital development on employee commitment in university libraries in South-West, Nigeria. The specific objectives are to:

1. Find out the level of employee commitment in university libraries in South-West, Nigeria;
2. Ascertain the level of human capital development in university libraries in Nigeria;
3. Ascertain the influence of human capital development on employee commitment in university libraries in South-West, Nigeria;

Research Questions

Based on the specific objectives, the following research questions were

formulated:

1. What is the level of employee commitment in university libraries in South-West, Nigeria?
2. What is the level of human capital development of librarians in university libraries in South-West, Nigeria?

Hypothesis

Ho: There is no significant influence of human capital development on employee commitment in university libraries in South-West, Nigeria.

Literature Review

Employee Commitment

Employee commitment has different meaning to different researchers. According to (Akanbi & Itiola 2013),employee commitment is the level to which employees recognise with their organisation and are committed to contribute immensely in order to achieve organizational goals and objectives. Igbeneghu and Popoola (2011) described organizational commitment as the attachment employee feels towards the organisation. They further stated the three components that make up organizational commitment to include affective, normative and continuance commitment.

Affective commitment is the sense of belonging in which the employee considers him/herself an active member in the organisation (Deniz, Noyan & Ertosun, 2013). The fact that affectively committed employees will identify with, involve in and become emotionally attached to their organisations, they will consequently have strong attitude that will enable them to continue working for the same employer, not because they have to, but because they want to(Pepe 2010). Employees with a high level of affective commitment are more motivated and have a strong desire to contribute maximally to the organisation (Aln?aç?k, Aln?aç?k, Akçin, & Erat, 2012). Amune (2015) who compared the relative merits of employee commitment among academic librarians in Nigerian public and private universities found outs that out of 400 librarians, 277 were affectively committed to their institution, which was due to the emotional attachment, identification, and involvement that the librarians had with their organisations. However, the remaining 123 librarians were not committed to the organisation.

Continuance commitment is the kind of loyalty that employees' demonstrate when

they need the job (Allameh, Amiri & Asadi, 2011). Akeke, Akeke and Awolusi(2015)conducted a study to find out the effect of job satisfaction on organizational commitment among non-academic staff of tertiary institutions in Ekiti state, Nigeria. The result of their study showed that non-academic staff continuance commitment increases due to the cost associated with leaving the organisation. The cost may include job security, and pay among others. This is an indication that continuance commitment maybe related to extrinsic rewards such as pay, promotion, bonuses and job security. Hence low continuance commitment means that employees are not satisfied with extrinsic rewards such as pay and bonus (Huang 2015).

Normative commitment is the extent to which employees' feels morally obligated to their employing organisations (Balassiano & Selles 2012). Due to the morality and value-driven principles held by normative committed employees, they will often feel obligated to reciprocate with loyalty and commitment toward the organisation that hired them (Johnson, Chang & Yang 2010).Consequently, Studies have reported that employee commitment in Nigeria is observed to be low (Amusa et al, 2013; Madawaki et al, 2017). On the other hand, Ikonne and Ikonne (2016) reported that librarians were highly committed to their library because they feel emotionally attached and loyal to their library. This finding agreed with that of Babalola and Opeke (2013) who studied participative management and organizational commitment among academic librarians in Ogun State, Nigeria. They found out that librarians were committed, however, affective and continuance commitment was high but normative commitment was relatively low in academic libraries in Ogun State.

Human Capital Development

Human capital according to Igba, Igba, and Nwoge(2015)can be described as the talents, skills and knowledge acquired by individuals with the aim of fostering growth in the organisation. Human capital in the context of libraries is the knowledge and skills that librarians acquire on the job, through training programmes that enable them to perform well on their job. However, the planned action to enhance employees' knowledge, skills, efficiency and motivate creativity to enable employee perform maximally as well as sustain competitive advantage is human capital development.

Human capital development according to Kanayo (2013, p. 121) is strategic to the socio-economic development of a nation which includes education, health, labour,

employment and women affairs. Investing in human capital development is therefore critical as it is targeted at ensuring that the nation's human resource endowment is knowledgeable, skilled, productive and healthy to enable the optimal exploitation and utilization of other resources to engender growth and development.

Enyekit, Ubulom and Onuekwa(2011) considered human capital development (HCD) as that effort that increase or enhance employee's knowledge, skills and capabilities, and encourage creativity. They further explained that human capital development also involves investment in human capital, coaching, training, career development, and internship. Similarly Brenya (2014)stated that HCD involves supporting and investing in employees' learning, coaching, training, job rotation, and job enlargement. Therefore, human capital development activities are paramount to any organisation as it does not only enhance workers' performance but also provide support for human capital of an organisation. The role of library personnel in university is to provide information services for teaching, learning and research and as such, the management of the university should provide these personnel with the needed tools to enable them fulfil their job tasks. Yaya (2016) affirmed that for libraries to be at the competitive edge, librarians should be exposed to relevant training and career development programmes in order to perform optimally and to meet the need of users. This study intends to look at manpower training and career development as forms of human capital development.

Training of workforce is a crucial element of human capital development (HCD) in university libraries. Therefore, without educated and well-trained librarians, the university libraries are not fully prepared or ready to deliver effective service to users. Training is a planned action to develop employees' affective, cognitive and psychomotor skills through learning experience in order for employee to perform adequately in their job task (Ezeani & Oladele, 2013). Training helps employees, both old and new to learn new skills so that they can be acquainted with the changes in their work environment. In similarity, Bashir and Long (2015)defined training as fundamentally a learning process by which the management of an organisation provide its employees purposeful learning opportunities in a planned manner. In the same light, Khan and Bhatti (2012)reiterated that due to changing needs of library users, and changing needs of university libraries in terms of information communication technology (ICT) requirements, librarians need

constant and continuous training and development to acquire new knowledge, skills and capabilities.

Training is an essential tool of human capital development in university libraries, as no organisation can be successful without continuous training and manpower development. Little wonder, National Universities Commission (NUC) (1996, 51-52) cited in Abba and Dawha (2009)manual on university management emphasises the importance of staff training and development in university libraries, by stating that:

> The librarian should ensure regular training development of all his staff. He should encourage illiterate staff, if any, to go for adult literacy classes to ensure their retention and progress in a 'book' institution such as the university library. The Librarian should encourage all his staff, where appropriate, to go for higher education. Library Assistants for library diploma; graduates for master's and doctorate degrees; short course for administrative and secretarial staff. Sponsorship for any training should be based on good performance of the staff. The Librarian should encourage his staff to participate in continuing education programmes. The staff should be sponsored for conferences, seminars and workshops. They should be encouraged to participate actively by presenting papers at these gatherings. The library staff seminar papers usually help the staff for these external outings.

The manual further stressed that there are many avenues through which librarians can gain expertise by attending both local and international training.

Organisations, like university libraries, invest so much in training in order to boost intellectual capital and to be at the competitive edge (Bulut & Culha 2010). This fact was emphasised by Agbo (2015)who outlined that some benefits of manpower training programmes in the library are to: increase staff sense of belonging in the operation of the library; encourage productivity; recognition from other organisations; skilled workforce; confidence in staff; opportunity for self-development and growth; and collaboration with colleagues prepare librarians for a new and higher responsibilities.

Empirical studies have also shown the different types of manpower training programmes that are available to librarians in university libraries. Agbo (2015);

Eze (2012)and Ukwoma and Akanwa (2008)identified the human resources development programmes in academic libraries in Nigeria. The results of their study revealed that librarians were trained through job rotation, in-service training, seminars, conferences and workshops. However, they also stated factors that hindered human resource development programmes in university libraries in Nigeria to include inadequate funding, manager's resistance to develop subordinates, lack of sincerity in performance appraisal, no written staff development policy, inadequate training facilities, time, lack of committed leadership, incessant labour disputes ,poor reward system, poor performance appraisal system, and lack of interest on the part of librarians on training programmes(Emmanuel, 2015).

On the other hand, career development is purposefully used by organisations to attract and retain talented employees. According to Oduma and Susan (2015), career development encompasses an employee's working life such as staff orientation, on-the-job training, experience, short courses, professional courses, postgraduate degrees or diplomas. Career development is essential in university libraries as it encourages employee's commitment to the organisation. Nwuche et al(2011) investigated career planning and development in Nigerian organisations. The results of their study revealed that many organisations provide career development programmes like mentoring, on-the job training, job assignment, and job rotation but little attention was given to off-the-job skill training. They further reiterated that organisations recognise employees as a valuable asset but due to cost constraints, attention was not given to some career activities that may benefit employees. Idowu (2012) conducted a survey on 311 library staff on organizational career management and development practises in university libraries in South-West Nigeria. The result of the study revealed that there was a relatively high level of career development among library staff and they believed that career development is indeed of great importance to them.

Human Capital Development and Employee Commitment

Human capital development is an essential tool that aid employers in retaining the best employees in an organisation. Empirical evidences have shown that human capital development is significantly related to employee work outcome. This result did not corroborated Amoah and Akussah(2017)who investigated human capital development and academic librarians' performance in Sam Jonah library, Ghana. The result of the study revealed that human capital development does not relate to

librarians' performance. This negative relationship was due to lack of improvement on librarians' performance especially those that undertook library related training. Similarly, Brenya (2014)studied the effect of human capital development on employee commitment in the judicial service in the western region, Ghana. The study revealed that human capital development was not significant to employee commitment due to management low commitment towards training and development programme. However, irrespective of the low level of human capital development, employees were still affectively committed.

Yaya (2016) examined the effect of librarians' job satisfaction on human capital development in public university libraries, Nigeria. The study evaluated the significance of manpower training and career development on librarians' job satisfaction. The outcome of the study indicated a high level of human capital development. However, there was low level of career development when compared with manpower training programmes. Preko (2014) investigated HCD on effective work performance of staff at Kwame Nkrumah University of science and technology, Ghana. She measured HCD from training, coaching, mentoring and shadowing perspective. The objective of the study was to ascertain the effect of HCD on effective work performance. The study adopted survey research design and purposive sampling technique was used to select 150 respondents which form the population of the study. The result of the study revealed that HCD was significantly related to workers' performance. The result was positive because staff were assisted by their superiors in developing skills and experiences through regular coaching and mentoring. However, some of the respondents reported that training programmes were not regular. Hence, the need for investment in training programmes to further enhance staff performance. This finding was also supported by Ababneh (2013) who surveyed 531 employees of the Jordanian public sector. The analysis of his study revealed that when organisations assist in developing employees' career, employees will be more committed to their job task and therefore achieve the set goals of the organisation.

Udofia (2014) and Usoroh, Umoren, and Ibang(2016) studied the relationship between staff training and job performance of librarians in university library in Uyo, Nigeria. The result of their study indicated a positive relationship between training and librarians' performance, stating that no university libraries can succeed without efficient workforce. The study also pointed to the fact that, in-service training programme enhance librarians' efficiency and professional skills.

Studying the issue of staff training and turnover, Gojeh, Ayde, and Fantahun (2015)surveyed 315 participants inclusive of librarians in universities in Ethiopia. They reported that lack of career development and manpower training could influence turnover and retention of staff in the university. From the foregoing, it can be deduced that employee commitment is of high importance to the success of the organisation. Librarians are not just interested in salary and rewards; rather they want an organisation that will match their knowledge, skills and experiences with the needed career. Marimuthu, Arokisamy and Maimunah(2009)also concluded that there is practical proof to show that provision of human capital development in organisations promote creativity, innovativeness and increases organisation's overall performance. Hence, organisation should expend their time, finance and draw out plan that is directed towards investing in all aspect of human capital as not only it affects the organizational performance but also ensure employees remain committed to their organisations.

Conceptual Model for the Study

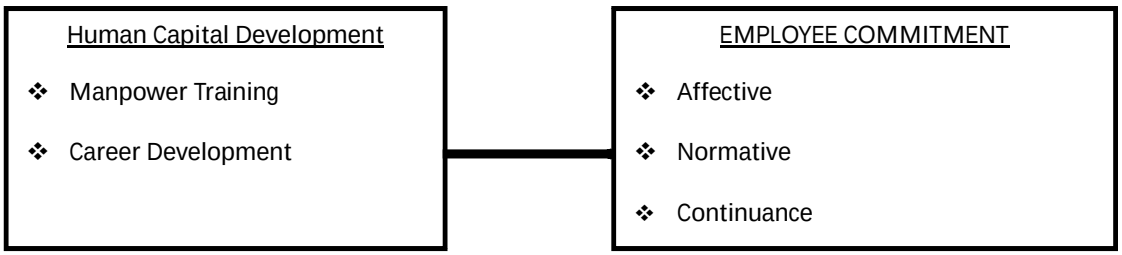


Figure 1: Conceptual model for the Study.

Discussion of conceptual Model

The conceptual framework for this study was built on the theories and literature reviewed. The propose model was developed in the light of past literature review relating human capital development and employee commitment. The self-made model explains the influence of human capital development on employee commitment. The model is divided into two parts: independent and dependent variable. The independent variable section consists of human capital development; while the dependent variable is employee commitment of librarians in the university library. This is based on literature reviewed which confirmed that there are several factors that affect the level of commitment of workers. One of such factors is human capital development. Human capital development in this study consists of manpower training and career development.

Method

The study adopted a survey research design. The study population was made up of six hundred and eighty-four (684) library personnel from forty-three (43) universities in South-West, Nigeria. In this study, total enumeration was used to cover all 684 library personnel in all the universities in South-West, Nigeria. A questionnaire titled "Human capital development and Employee commitment" was used for data collection. The questionnaire was divided into two sections: Section A measured level of employee commitment using a scale ranging from Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Items in this section were adapted from Allen and Meyer (1996); and Section B measured human capital development level also using scale ranging from Very High Level= 4; High Level= 3; Low Level = 2; Very Low level= 1. Items in this section were adapted from Noe and Wilk (1993); Meyer and Smith (2000). The questionnaire was validated by experts in the field of variables and it gave reliability coefficients of Human capital development (0.86) and Employee Commitment (0.82). The data collected were analysed using descriptive statistics for question 1-2, while the hypothesis was tested using linear and multiple regression analysis. Responses from the questionnaire were coded and analysed using the Statistical Package for Social Sciences Software (SPSS Version 22).

Data Analysis and Discussion of Findings

Research Question 1: What is the level of employee commitment in university libraries in South-West, Nigeria?

The analysis is given in Table 1

Table 1: Level of Employee Commitment

	Mean	SD
Affective Commitment		
I enjoy discussing my library with people outside	3.09	.75
This library is of enormous good to me	3.02	.73
I really feel as if this library problem is my own	2.94	.80
I do feel emotionally attached to this library	2.91	.75
I would be happy to spend the rest of my career in this library	2.68	.96
Average	**2.93**	

Normative Commitment		
I feel my library provides opportunity for me to make use of my abilities and feel accomplished	2.94	.78
I continue to work for this library because I believe that the library deserves my loyalty and therefore I feel a sense of moral obligation to remain	2.79	.79
I feel the library owes me for my input and as such I do not feel ready to leave	2.62	.86
I feel it is not right to leave my library because I owe a great deal to my library	2.51	.82
I am obliged to my library and the workers in it and as such I will not leave the library	2.44	.84
Average	**2.66**	
I am still in this library because it is a necessity for me	2.53	.86
I feel I have put in so much effort and expertise to this library that will not make me to leave	2.41	.86
I feel that I have too few options to consider leaving this library	2.40	.83
It would be hard for me to stop working for this library even if I want to	2.25	.88
If I quit my job with the library, my career will be disrupted	2.00	.90
Average	**2.32**	
Overall mean	**2.64**	

Decision Rule : If mean is ? 2.5 = Low Level; 2.5 to 2.99 =Moderate/Fairly High Level; 3.00 to 4.00 = Very High Level.

Table 1 shows that the level of employee commitment in university libraries in South-West, Nigeria was fairly high (M = 2.64) on a 4-point scale. For all parameters measured, affective commitment had the highest mean of (2.93), followed by normative commitment (M= 2.66), and continuance commitment which had a lower mean of (2.32). Considering the three components of employee commitment, library personnel in university libraries in South-West, Nigeria were more affectively committed than normative and continuance. The major factors that contributed to their affective commitment was that library personnel enjoyed discussing library matters with people outside (M = 3.09), the library was of enormous good to library personnel (M = 3.02), and library personnel took the library problems as their own (M = 2.94).

Under normative commitment elements, it was revealed that respondents believed that the library provided opportunity for library personnel to make use of their abilities and feel accomplished (M = 2.94), and they continue to work for the library because they felt the library deserved their loyalty (M = 2.79).

Considering continuance commitment, library personnel of the university libraries in South-West, Nigeria were of the opinion that staying in their libraries was a matter of necessity (M= 2.53). This indicated that the level of continuance commitment in university libraries was low as library personnel remain in libraries only due to lack of alternatives.

Research Question 2:What is the level of human capital development in university libraries in South-West, Nigeria?

Table 2 Level of Human Capital Development

	Mean	**SD**
The level to which my library/library provide(s) Career Development		
Encourages me to undertake further academic studies to improve on my skills.	2.88	.83
Career development activities to help me improve my abilities, strengths, weaknesses and goals.	2.86	.82
Opportunities for me to learn general skills and knowledge which may be of use to me in my future career.	2.81	.81
Performance appraisal process emphasises on career development.	2.77	.81
Opportunity for me to take on additional tasks.	2.77	.80
Needed tools and support to develop my career.	2.76	.80
Points out career opportunities to librarians.	2.72	.81
Opportunity for me to understudy my superior.	2.66	.82
Average	**2.78**	

Manpower Training		
Good environment for me to acquire knowledge and learn job skills.	3.04	.80
Study materials that enhance my knowledge on the job.	2.90	.82
Opportunity to undertake in-house-job specific training.	2.76	.81
Training programmes are supported through a documented policy.	2.73	.85
Job-rotation opportunities for me to learn new skills.	2.71	.82
Opportunity for librarians who return from training programmes to try out what they have learnt.	2.71	.84
Opportunity to undertake off -the-job training programmes and seminars.	2.70	.81
Sponsors training programmes based on my training needs.	2.57	.87
Average	**2.77**	

Decision Rule: If mean is ≤1.49 = Very Low Level; 2 to 2.49 =Low Level; 2.5 to 3.49 = High Level; 3.5 to 4= Very High Level.

Table 2 shows that the level of human capital development in university libraries in South-West, Nigeria was high (M = 2.77) on a 4-point scale. Career development (M= 2.78) and manpower training (M = 2.77) contributed almost equal proportions to the high level of human capital development.

For all parameters measuring level of career development, library personnel particularly opined that they were encouraged to undertake further study (M =2.88), career development activities improved their abilities (M = 2.86), and the libraries provided library personnel opportunities to learn general skills and knowledge which they may use in their future career (M =2.81). For manpower training, libraries provided good environment for library personnel to acquire knowledge and learn job skills (M = 3.04), as well as provided study materials for them to enhance their knowledge on the job (M= 2.90).

Testing of Hypothesis

Ho: There is no significant influence of human capital development on employee

commitment in university libraries in South-West, Nigeria.
Details of analysis are presented in Table 3a

Table 3a Regression Analysis of Human Capital Development on Employee Commitment

ANOVA						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	27.715	2	13.857	77.346	.000
	Residual	87.610	489	.179		
	Total	115.325	491			
R = .49 R Square = .24 Adjusted R Square = .24						

***Sig. at .05 level**

Table 3a indicates that human capital development significantly influence employee commitment in university libraries in South-West, Nigeria (? = .179, t(489)= 77.25, R2= .24, p<0.05). Human capital development accounts for 24% of the total variance in employee commitment. Therefore, the null hypothesis is rejected. It implies that human capital development has significant influence on employee commitment in university libraries in South-West, Nigeria.

Table 3b. Relative Contribution of Manpower Training and Career Development on Employee Commitment

Coefficients						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	Std. Error	Beta		
1	(Constant)	1.565	.088		17.735	.000
	Manpower Training	.198	.048	.261	4.091	.000
	Career Development	.189	.047	.257	4.032	.000

***Sig. at .05 level**

Table 3bindicates that the standardized beta coefficients show that manpower training (? = .261, p< 0.05) relatively contributed more to employee commitment than career development (?= .257, p< 0.05).

Discussion of Findings

Findings to research question one showed that the level of employee commitment in university libraries in South-West, Nigeria was fairly high. Affective commitment had the highest mean score followed by normative commitment and the lowest mean score was continuance commitment. Fairly high level of employee commitment indicated a lower rate of absenteeism, tardiness, intention to quit and increased level of job satisfaction (Bushra Usman & Naveed, 2011; Vijayashree & Jagdischchandra, 2011). According to Adekola (2012), in support of this finding stated that committed employees displayed high job performance when compared to under committed employees. Little wonder, employees were able to discuss their library with people, and they were emotionally attached to the library. The findings agreed with Babalola et al(2013) who reported that librarians were committed to their library. However, the level of affective and continuance commitment was high but normative commitment was relatively low in academic libraries. The findings also corroborated those of (Amune 2015;Ikonne et al, 2016; Mayowa-Adebara&Aina2016) who reported that librarians were committed to their library because they felt emotionally attached and loyal to their libraries. Surprisingly, the result disagreed with that of (Madawaki et al, 2017) who reported low employee commitment in Nigeria. Low level of employee commitment is an indication that employees are less loyal and concerned with the success of the organisation.

Findings to research question four revealed that the level of human capital development in South-West, Nigeria was high. This finding affirmed the result of Yaya (2016) who reported a high level of human capital development in public university libraries in Nigeria because university libraries offered training programmes to employees in order to improve their abilities and skills. The finding of this study was contrary to Brenya (2014)who reported a very poor level of human capital development (HCD) in judicial service in Ghana. This very low level of HCD was attributed to the fact that management were not committed towards the training and career development of their employees. Little wonder Ababneh (2013) revealed that when organisations assist in developing employees' career, and provide training programmes, employees will be more committed to their job task and therefore achieve the set goals of the organisation.

Hypothesis

It was revealed that human capital development had a significant influence on employee commitment in university libraries in South-West, Nigeria. Therefore, the null hypothesis which states that human capital development has no significant influence on employee commitment in university libraries in South-West, Nigeria was rejected. The result thus implied that the more university libraries provide opportunities for employees to develop their career, the more librarians will be committed to their organisations. However, the study disagreed with (Amoah et al,2017)who found out that human capital development had no influence on employee commitment in academic libraries. Brenya (2014) also reported that human capital development was not significant to employee commitment due to management low commitment towards training and development programmes.

The result of this study also revealed that manpower training relatively contributed more to employee commitment than career development. This result aligns with the report of Ismail (2015) who opined that the provision of training (on-the-job training, off-the-job training and formal education) to staff, leads to enrichment of commitment. To this effect, Marimuthu et al, 2009)concluded that provision of human capital development in organisations promote creativity, innovativeness and increases organisation's overall performance. Therefore, the more librarians are exposed to training and development programmes, the more likely they will remain committed to the organisation.

Based on the analysis of the data, the major findings of the study were as follows:

1. Library personnel in South-West, Nigeria considered their level of commitment as fairly high. Librarians were more affectivelly committed. However, continuance commitment was low.
2. Library personnel level of human capital development was high as shown by the level to which university libraries invested in the career development and training of their employees.
3. Human capital development had significant influence on employee commitment in university libraries in South-West, Nigeria.

Conclusion and Recommendations

The findings have shown that the level of employee commitment in university libraries in South-West, Nigeria was fairly high. It can be deduced that librarians in university had a lower rate of absenteeism, tardiness; better work quality and increased level of commitment. In the area of human capital development, libraries

ensure that library personnel improve their skills and undertake academic studies to further their career.

The study also confirmed human capital development significantly influenced employee commitment in university libraries in South-West, Nigeria was an indication that career development activities and manpower training can increase employee commitment.

Based on the findings of this study, the following recommendations are made:

1. The study revealed fairly high level of employee commitment in university libraries in South-West, Nigeria. Therefore, university library management should deploy means to further increase employee commitment. This they can do by providing good condition of service such as regular promotion, salary increment and provision of career opportunities.

2. The current propensity towards human capital development by university libraries in South-West can be strategically deployed to induce staff motivation, resourcefulness, growth, and staff retention. The presence of a visible and well understood policy will further help this.

References

Ababneh, R. (2013). Antecedents and outcomes of career development in Jordanian public sector. Journal of Emerging Trends in Economics and Management Sciences, 4(4), 417-426.

Abba, T., & Dawha, E. M. K. (2009). Assessment of personnel training needs in the Ibrahim Babangida Library, Federal University of Technology, Yola, Nigeria. Library Philosophy and Practise (e-journal). Paper 293. Retrieved from http://digitalcommons.unl.edu/libphilprac/293

Agbo, A. D. (2015). Staff training and development programmes in Nigerian university libraries: The case of Michael Okpara University of Agriculture, Umudike. International Journal of Multi-Disciplinary Research and Development, 2(2), 553-557.

Akanbi, P. A., & Itiola, K. A. (2013). Exploring the relationship between job satisfaction and organisational commitment among health workers in Ekiti State, Nigeria. Journal of Business and Management Sciences, 1(2), 18-22.

Akeke, N. I., Akeke, A. R., &Awolusi, O. D. (2015). The effect of job satisfaction on organisational commitment among non-academic staff of tertiary institutions in Ekiti state. International Journal of Interdisciplinary Research Method, 2(1), 25-39.

Allameh, S. M., Amiri, S., &Asadi, A. (2011). A survey of relationship between organisational commitments and organisational citizenship behaviour: Case study of regional water organisation of Mazandaran Province. Interdisciplinary Journal of Contemporary Research in Business, 3(5), 360-368.

Allen, Natalie J., and John P. Meyer. (1996). Affective, continuance and normative commitment to the organization: An examination of construct validity." Journal of Vocational Behaviour,49(3), 252-276.

Alnıaçık, U., Alnıaçık, E., Akçin, K., &Erat, S. (2012). Relationship between career motivation, affective commitment and job satisfaction. Procedia-Social and Behavioural Sciences, 58, 355-362. http://dx.doi.org/10.1016/j.sbspro .2012.09.1011

Amoah, G. B., &Akussah, H. (2017). Human capital development and performance of academic librarians: Sam Jonah library in focus. Library Philosophy and Practise (e-journal). 1521. Retrieved fromhttp://digitalcommons.unl.edu/libphilprac

Amune, J. B. (2015). A comparative study of the relative merits of employee commitment among the academic librarians in Nigerian public and private universities. International Journal of Academic Research in Business and Social Sciences ,5(5), 1-11.

Amusa, O. I., Iyoro, A. O., & Olabisi, A. F. (2013). Work environment and job performance of librarians in the public university in South-West Nigeria. International Journal of Library and Information Science, 5(11), 457-461.

Babalola, Y. T., &Opeke, R. O. (2013). Participative management and organisational commitment among librarians in Ogun state. Babcock Journal of Management and Social Sciences, 11(2), 109-120.

Balassiano, M., &Selles, D. (2012). Perceptions of equity and justice and their implications on affective organisational commitment: A confirmatory study in a teaching and research institute. Brazilian Administration Review, 9, 268-286. Retrieved from http://www.anpad.org.br/bar

Bashir, N., & Long, C. (2015). The relationship between training and organisational commitment along academicians in Malaysia. Journal of Management Development, 34(10), 1227-1245.

Beloor, Vanishree, T. S. Nanjundeswaraswamy, and D. R. Swamy. 2017. "Employee commitment and quality of work life – A literature review." The International Journal of Indian Psychology 4 (2): 175–88.

Brenya, P. (2014). The effect of human capital development on employee commitment in theJudicial Service: A case study of Western Region (Master's thesis, Kwame Nkrumah University of Science & Technology, Ghana).

Retrieved from ir.knust.edu.gh:8080/handle/123456789/7661

Bulut, C., &Culha, O. (2010). The effects of organisational training on organisational commitment. International Journal of Training and Development, 14 (4), 309–322.

Bushra F., Usman, A., & Naveed, A. (2011). Effect of transformational leadership on employees' job satisfaction and organisational commitment in banking sector of Lahore (Pakistan). International Journal of Business and Social Science, 2(18), 261-267.

Deniz, N., Noyan, A., &Ertosun, Ö. G. (2013). The relationship between employee silence and organisational commitment in a private healthcare company. Procedia-Social and Behavioural Sciences, 99, 691-700.

Emmanuel, E. (2015). The challenges of tertiary management education and strategic learning: Panacea in Nigeria. International Journal of Academic Research in Business and Social Sciences, 5(6), 35-49.

Enyekit, E. O., Amaehule, S., &Teerah, L. E. (2011). Achieving human capital development in Nigeria through vocational education for nation building. International Journal of Research in Management, Economics and Commerce,2(4), 1-9.

Eze, J. U. (2012). Staff training programmes in Nigerian public libraries: The case of Enugu state public library. Library Philosophy and Practise (e-journal). Paper 775. Retrieved fromhttp://digitalcommons.unl.edu/libphilprac/775

Ezeani, N. E., & Oladele, R. (2013). Implications of training and development programmes on accountants' productivity in selected business organisations in Onitsha, Anambra State, Nigeria. International Journal of Asian Social Science, 3(1), 266-281. Retrieved from www.aessweb.com/download.php?id=1740

Gojeh, L. A., Ayde, A., &Fantahun, A. (2015). Staff development and training on turnover pattern and retention in academic libraries of Ethiopian universities. Journal of library and Information Sciences, 3(1), 1-32.

Hashim, H. I. C., & Shariff, S. M. M. (2016). Halal supply chain management training: issues and challenges. Procedia Economics and Finance, 37, 33–38.

Huang, Y. D. (2015). Impact of intrinsic motivation on organisational commitment: Empirical evidences from China. International Business and Management, 11 (3), 31-44. Retrieved fromhttp://www.cscanada.net/index.php/ibm/article/view/773

Idowu, O. A. (2012). Influence of organisational career management and development practises in job satisfaction of support staff in selected university libraries in South-West, Nigeria. http://www.academia.edu/4767115/

Igbeneghu, B. I. & Popoola, S. O. (2010). Influence of age, marital status, length of service and job satisfaction on organisational commitment of medical records personnel in University Teaching Hospitals in Nigeria. Library Progress (International), 30(2), 237-268.

Ikonne, C. N. & Ikonne, C. N. (2016). Organisational commitment, job satisfaction, and organisational citizenship behaviour of librarians in selected university libraries in South-West Nigeria. Gateway Library Journal, 19(1), 1-14.

Ismail, H. N. (2015). Training and organisational commitment: exploring the moderating role of goal orientation in the Lebanese context. Human Resource Development International, 1-26.

Johnson, R. E., Chang, C., & Yang, L. (2010). Commitment and motivation at work: the relevance of employee identity and regulatory focus. Academy of Management Review, 35(2), 226-245. https://www.researchgate.net/publication/234021621

Khan, S. A. & Bhatti, R. (2012). Application of social media in marketing of library and information services: A case study from Pakistan. Webology, 9(1). Retrieved from Http:/ww.webology.org/2012/v9n1/a93.html

Madawaki, Z. & Badia, M. Z. (2017). Relationship between job satisfaction and staff commitment in federal university libraries in North-Eastern, Nigeria. Internal Journal of Social Sciences & Humanities Research, 5(1), 204-211.

Marimuthu, M., Arokiasamy, L., & Ismail, M. (2009). Human capital development and its impact on firm performance: Evidence from developmental economics. The Journal of International Social Research, 2(8), 265- 272.

Meyer, J. P., & Smith, C. A. (2000). HRM practises and organisational commitment: Test of a mediation model. Canadian Journal of Administrative Sciences, 17(4), 319-331.

Nel, P. S., Werner, A., Du Plessis, A. J., Fazey, M., Erwee, R., Pillay, S., Hearn, M. B., Millett, B., & Wordsworth, R. (2012). Human resource management in Australia and New Zealand. Oxford University Press, South Melbourne, Victoria, Australia.

Noe, Raymond A., and Steffanie L.Wilk. 1993. “Investigation on the Factors that Influence Employees' Participation in Development Activities.” Journal of Applied Psychology 78(2): 291-302. http://dx.doi.org/10.1037/0021-9010.78.2.291

Nwuche, C. A., & Awa, H. O. (2011). Career planning and development: The realities in Nigerian organisations. International Business Management,2(2), 117-127.

Oduma, C., & Were, S. (2014). Influence of career development on employee performance in the public university, a case of kenyatta university. International Journal of Social Sciences Management and Entrepreneurship, 1(2), 1-16.

Kanayo, O. (2013). The impact of human capital formation on economic growth in Nigeria. Journal of Economics 4(2), 121-132.

Pepe, M. (2010). The impact of extrinsic motivational dissatisfiers on employee level of job satisfaction and commitment resulting in the intent to turnover. Journal of Business & Economics Research, 8(9), 99-107. Retrieved from https://clutejournals.com/index.php/JBER/article/download/762/747

Preko, A. (2014). Assessing the impact of human capital development on effective work performance at selected departments in the college of Arts and Social sciences Kwame Nkrumah University of Science and Technology (Master's thesis, Kwame Nkrumah University of Science and Technology, Ghana). Retrieved from ir.knust.edu.gh/bitstream/.../1/FINAL%20THESIS%202014%20Alice%20Preko.pdf

Udofia, I. E. (2014). The relationship between staff training and job performance of librarians in the university of Uyo library. South-South Journal of Culture and Development, 16(2), 1-9.

Ukwoma, S. C., &Akanwa, P. (2008). Human resources development programmes in Nigerian academic libraries: A comparative study of Universities in Imo state. Samaru Journal of Information Studies, 8 (2), 38-47.

Usoroh, I., Umoren, E., &Ibang, P. E. (2015). Impact of training and education on productivity of academic librarians in Nigeria: case of Akwa- Ibom state, Nigeria. Journal of Development and Communication Studies, 4(2), 477-486.

Vijayashree, L., &Jagdischchandra, M. V. (2011). Locus of control and job satisfaction: Public sector unit employees. Serbian Journal of Management, 6(2), 193-203.

Visanh, P. & Xu, H. (2018). A review of factors affecting organizational commitment of employee performance. PARIPEX-Indian Journal of Research, 7(3), 157-158. Retrieved from www.worldwidejournals.com

Yaya, J. A. (2016). The effect of human capital development on job satisfaction of librarians in public universities in Nigeria. American Journal of Business and Society, 1(30), 98-117. Retrieved fromhttp://www.aiscience.org/journal/ajbs