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INVESTIGATING THE RELATIONSHIP BETWEEN UNIVERSITY LIBRARY CULTURE AND STUDENTS COMMITMENT FOR READING HABIT

Abstract

The current study tries to understand the dynamic relationship between institutions libraries culture (Bureaucratic, Innovative, Supportive cultures) and student's commitment toward using books/material for learning. For this purpose data was collected through proportionate sampling technique and population consist of over all students studying in The University of Lakki Marwat District lakki marwat Khyber Pakhtoonkhwa Pakistan. Data was analyzed through SPSS. According to the findings gender differences did not evident any significant relation with students commitment types and university library culture. While Subject difference results through ANOVA state that normative commitment as well as supportive culture was recorded among zoology students. Regression results depict that supportive , innovative as well as bureaucratic library culture promote students Continuance and normative commitment for reading habit and to spent more time in library. While affective commitment did not evident any strength with library culture, that may promote reading and learning habits amongst students of different discipline. Based on the results recommendations are also suggested in the last part of the paper.

Key words; Affective Commitment; Continuance Commitment, Normative Commitment, Bureaucratic Culture, Innovative Culture, Supportive Culture

Introduction

Human Capital is one of the most important resource for the organization and have a competitive edge on the others resources (Holland, Sheehan and De Cieri, 2007). Now-a- days the main focus in the organization is about employees (Cohen, 2005). Employees are the greatest resource for the organization and play an important role though involvement and commitment in turning organization became more competitive (Sempene,Rieger,Roodt,2002).Committed

employees are loyal & concern with their work, increase their performance level and offer their skills ,knowledge, experience to the organization (Khan, Rao, Usman, & Afzal, 2017).The main factor in the association of employees and organization has the employees commitment and their loyalty (Saif.,2015; Palupi, Cahjono, & Satyawati, 2017). Williams & Anderson (1991) stated that organizational efficiency and effectiveness can be enhancing if we improve the basic requirements of the job. The organizational effectiveness depends on the Recruiting, Managing, Developing and Retaining of the employees with the organization (Wallach, 1983).These four aspects can be strongly influenced the efficiency and effectiveness of the Manpower in the organization. Promoting students habit for learning to spent time in libraries depend upon the culture of institutions as well as leadership abilities to promote suitable environment for students. Hence the current study tries to understand the dynamic relationship between institutions libraries culture (Bureaucratic, Innovative, Supportive cultures) and student's commitment toward using books/material for learning. The study will further enhance the understanding of researchers by investigating the impact of various demographic attributes on students learning via time spent in libraries and their level of commitment.

2.0. Literature Review

2.1. Organizational Commitment

Organizational commitment (CMTF) is the psychological connection of the employees to the business. The employee's feels commitment with organization in order to achieve the goals and objective for the goodwill of the organization (Raju & Srivastava, 1994).CMTF is the employee's trust and feelings towards organization through which employees stay longer with the organization (Javed et al.,2013).

The subsequent definition for the CMTF will be applied in this research:

Organizational commitment is “a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization (Mowday, Steers, & Porter, (1979)”

In the view of Allen and Mayer (1996) CMTF shows physiological association of employer and employees, which forced the employees to retain with organization or not. In the view of Chughati and Zafar (2006), Mowday et al, (1982) the physiological behavior have impact on the employees working behavior within the organization. Meyer and Allen, (1997) depict that CMTF is the factor through which employees retain and also show their working capacity to attain the targeted objectives. The CMTF is an vital and significant aspects for every organization to meet the challenging business environment in the business world. Mowday et al (1979) define CMTF as “the relative strength of an individual’s identification with and involvement in a particular organization”. In the view of Meyer and Allen (1991, 1997) the CMTF are divided into three dimensions such as affective, continuance and normative. Affective commitment shows that employees are emotionally attach to the organization, continuance commitment (CC) shows believe to stay with the organization and normative commitment (NC) is the degree though which employees shows the sense of obligation (Meyer and Allen 1990). Allen& Mayer (1996) stated that CMTF shows physiological relationship between employees and his organization, which forced the employees to retain with organization or not. In the view of chughati and Zafar (2006), Mowday et al, (1982) the physiological behavior have impact on the employees working behavior within the organization. The CMTF is an important and significant factor for every organization to meet the challenging business environment in the business world. Mowday et al (1979) define organizational commitment as “the relative strength of an individual’s identification with and involvement in a particular organization”. Affective commitment shows that employees are emotionally attach to the organization, continuance commitment shows believe to stay with the organization and normative commitment is the degree though which employees shows the sense of obligation (Meyer and Allen 1990). The study of Rehman *et al* (2013) state that commitment of employees enhances the satisfaction of employees, in turn organization achieves its objective affectively. Similar results were quoted by Gul *et al.*, (2012) in the pharmaceutical sector of Pakistan.

2.2 Organizational Culture

In the view of Dubkēvičs & Barbars, (2010) organizational culture is a multiplex phenomenon. This phenomenon is a comprehensive and perspective. Whenever the researcher conducts a

research they define organizational culture in many ways. In the view of Schein, (1985) Sempane, Rieger, & Roodt, (2002) OC is an important system through which attitudes are decided.

Wallach (1983) depicts that organizational culture is divided into three categories such as:

(1) Bureaucratic (2) Innovative (3) Supportive cultures

Bureaucratic culture is well structured, systematic and defined society, in which power & control will be clearly defined and also well-defined responsibility and authorities. Organizations with this type of culture are structured, stable, well organized and power oriented.

Innovative culture has challenging work conditions, a creative environment and is result oriented in nature. Innovative culture requires willing full and strong leadership with clear, defined and tangible vision. Innovation, creativity and the element of risk-taking will be present in the innovative culture.

Supportive culture supports the teamwork to achieve their goals. This is people-oriented, encouraging and a trusty environment. This culture is clear, safe, sociable, trustable and collaborative.

2.7. Culture and employees Commitment

According to (Yiing, & Ahmad, 2009; Al-Sada, Al-Esmael, & Faisal, 2017) supportive culture shows significant relationship with commitment. In the view of Kundu and Lata (2017) supportive culture shows positive relationship and partial mediation with employees commitment. According to (Hakimian, Farid Ismail and Nair., 2016; Yiing, & Ahmad, 2009) CMFT (affective and normative) shows significant relationship with innovative culture. According to Saha and Kumar (2018) the bureaucratic culture does not play a role to enhance the association between Commitments of employees. Study of Adegbaye Agboola and Buraimo, (2021) confirmed that there was no difference between library employees commitment in respect of their age, gender and experience. In the study of Adegbaye et al., (2021) three prominent commitment attributes of library personnel were assessed in regard to various demographic attributes in African university work context and it was found that there is no difference in explaining commitment of employees in regard to age, gender and experience. However another study of Watson, Taheri, Glasgow, and O’Gorman, (2018) findings indicate

that experience level has significant impact on commitment level of employees, while gender did not evident any differentiating role in enhancement of commitment. Another study of Rana, and Singh, (2021) findings state that older employees and female employees are significant contributors for enhancing employee's commitment in the Indian banking sector.

Based on the previous literature (Rana, and Singh, 2021; Watson et al.,2018; Adegbaye et al.,2021; Saha and Kumar 2018; Hakimian et al.,.,2016; Yiing, & Ahmad, 2009) it is evident that

***H1;** Age , and gender have significant impact on commitment of students for reading habits in university Library.*

The results of (Aranki, Suifan, and Sweis, 2019) suggest that there is positive relationship between commitment and organization culture among (IT) companies in Jordan. Similar results were quoted by Syakur, Susilo, Wike, and Ahmadi, (2020) among the higher education sector. Another study conducted by (Al-Sada, Al-Esmael, & Faisal, 2017) depict that supportive culture and organizational commitment are significantly correlated to each other in the work context of higher education in Qatar. In the view of Lok and Crawford (2001) culture attributes such as (innovative and supportive) enhance commitment level of employees while bureaucratic culture did not evident any kind of support for employees commitment. Another study conducted by (Khan,Memon, and Ramayah, 2018) confirmed the association between innovative culture and employees commitment in the academic sector of Malaysia. According to the findings of Saha, and Kumar, (2018) depict that affective commitment has significant impact on supportive and innovative cultures, but did not evident for strength with bureaucratic culture among Indian work context. On the other side the study of Sarhan, Harb, Shrafat, and Alhusban,(2020) state that bureaucratic and supportive has significant relationship with commitment while innovative culture did not evident any strength of relationship with employees overall commitment in the hostel industry. Based on the previous literature (Aranki *et al.*, 2019; Sarhan *et al.*,2020; Khan *et al.*, 2018; Saha, and Kumar,2018; Syakur *et al.*,2020; Lok and Crawford.,2001; Al-Sada *et al.*, 2017) it is hypothesized that

***H2;** Students normative commitment to spent time in university library is significantly related to Innovative culture of library.*

H₃; Students Affective commitment to spent time in university library is significantly related to Supportive Culture of library.

H₄; Students Continuance commitment to spent time in university library is significantly related to Bureaucratic culture of library.

3.0. Research Methodology

3.1. Participants;

The current study population consists of university of Lakki Marwat all the students currently studying in bachelor, master and M.Phil programs in various departments. The students are selected from three major department namely Computer science, management science and zoology. The selection of these three groups is based upon the philosophy of representing social sciences, numerical sciences and biological sciences appropriately. According to our data total 120 participants were selected and each department represent different proportion i.e. Management sciences (36), computer science (35) and zoology (46).

3.2. Population and sample;

Total population of the university of Lakki Marwat consist of 500 students on campus, while sample from each department was drawn based on their proportion to total population. Hence proportionate sampling technique was applied. However during data collection stage few questionnaires consist of missing values, hence the final numbers of students in response to their department are presented in statistical analysis.

3.3. Data Collection Tools.

For the current study data was collected through adapted construct from previous studies. Response of the students was recorded on five point likert scale. Organization culture was assessed through Organizational Culture Index of Wallach (1983). While students commitment was analyzed through Meyer and Allen (1991) adapted construct. Demographic information's of the respondents were also recorded during data collection procedure.

3.4. Data Analysis Tools

In order to analyze the response of students regarding their commitment to spent time in library and the culture that promote students commitment was analyzed through different statistical procedures. In order to check the impact of gender differences on student's commitment and library culture t-test was applied. While subject difference among students affect on their commitment and preference for culture was analyzed through ANOVA. Finally the strength of relationship between student's commitment level and variation in organization culture was checked through correlation, while change in student's commitment types with respect to culture variation was assessed through regression analysis.

Result and Discussion

Table 1 . T test results for measuring the commitment differences among students while studying in university library

| Variables | Groups | n | \bar{X} | SD | T test | | |
|------------------------|--------|----|-----------|--------|--------|---------|------|
| | | | | | t | df | Sig. |
| Normative Commitment | Male | 67 | 2.6662 | .77220 | -2.042 | 118 | .111 |
| | Female | 53 | 2.9897 | .96367 | -1.990 | 98.266 | |
| Affective Commitment | Male | 67 | 2.8291 | .70586 | .066 | 118 | .279 |
| | Female | 53 | 2.8199 | .82347 | .065 | 102.684 | |
| Continuance Commitment | Male | 67 | 2.9879 | .64521 | -2.151 | 118 | .826 |
| | Female | 53 | 3.2642 | .76078 | -2.111 | 101.993 | |

An independent group sample t-test was performed to investigate the differences in commitment level of students time spent in library for knowledge acquisition. According to the result from Table (1) it was recorded that there is no difference among male and female students commitment to spent time in library.

Table 2. T test results for measuring the Library culture differences perception among students while studying in university library

| Variables | Groups | n | \bar{X} | SD | T test | | |
|--------------------|--------|----|-----------|--------|--------|---------|------|
| | | | | | t | df | Sig. |
| Innovative Culture | Male | 67 | 2.9188 | .66886 | -1.854 | 118 | .883 |
| | Female | 53 | 3.1662 | .79283 | -1.818 | 101.649 | |

| | | | | | | | |
|----------------------|--------|----|--------|--------|--------|---------|------|
| Supportive Culture | Male | 67 | 2.7858 | .73883 | -1.915 | 118 | .427 |
| | Female | 53 | 3.0642 | .85189 | -1.883 | 103.438 | |
| Bureaucratic Culture | Male | 67 | 2.7618 | .84558 | -2.134 | 118 | .189 |
| | Female | 53 | 3.0692 | .69669 | -2.183 | 117.786 | |

Similarly the culture of university library was assessed through student's response, and it was found that although across the globe various cultures are applied in different organization as coined by Wallach (1983). However the current study results from table (2) depict that there is no difference between male and female students response related to cultural differences in university library.

Table 3. One way ANOVA test to determine the group means differences based on students subject background and their commitment while studying in university library.

| | Discipline | n | \bar{X} | SD | Source of Variance | Sum of Squares | df | Mean Square | F | p | Difference |
|------------------------|------------------------|----|-----------|---------|--------------------|----------------|-----|-------------|-------|------|------------|
| Normative Commitment | A; Computer Science | 35 | 2.7895 | .76552 | Between Groups | 6.459 | 2 | 3.29 | 4.48 | .013 | B>A;B>C |
| | B; Zoology | 46 | 3.0706 | .74711 | Within Groups | 84.282 | 117 | .720 | | | |
| | C; Management Sciences | 39 | 2.5182 | 1.01618 | Total | 90.741 | 119 | | | | |
| Affective Commitment | A; Computer Science | 3 | 2.8959 | .74138 | Between Groups | .249 | 2 | .125 | .215 | .807 | |
| | B; Zoology | 4 | 2.7927 | .78081 | Within Groups | 67.898 | 117 | .580 | | | |
| | C; Management Sciences | 3 | 2.7995 | .75700 | Total | 68.147 | 119 | | | | |
| Continuance Commitment | A; Computer Science | 3 | 2.9894 | .64974 | Between Groups | 1.824 | 2 | .912 | 1.839 | .163 | |
| | B; Zoology | 4 | 3.2646 | .54459 | Within Groups | 58.007 | 117 | .496 | | | |
| | C; Management Sciences | 3 | 3.0356 | .89307 | Total | 59.831 | 119 | | | | |

In order to determine the difference between student commitment levels in response to their subject specialization ANOVA test was performed. According to the results from table (3) it was found that normative commitment among students from zoology background was different as compare to the students from management and computer sciences. From the table it is clearly indicated that mean values of ($M_{\text{Zoology}}=3.0706$) is higher than ($M_{\text{Computer Science}}=2.7895$) and ($M_{\text{Management Science}} = 2.5182$). Hence it was confirmed that normative commitment for zoology students to spent time in library is higher, that may be related to the number of assignments

accomplishment, diagrammatical nature of study and frequent quizzes. On the other side most of the students belongs to computer science spent their major time on computer system in digital labs to understand the various concepts related to their subjects. While students of management sciences focus on group discussion for case studies and practical business related issues, hence their commitment to spent time in library is lowest.

Table 4. One way ANOVA test to determine the Library culture differences perception among students while studying in university library

| | Discipline | n | \bar{X} | SD | Source of Variance | Sum of Squares | df | Mean Square | F | p | Difference |
|----------------------|---------------------|----|-----------|--------|--------------------|----------------|-----|-------------|-------|------|------------|
| Bureaucratic Culture | Computer Science | 35 | 2.8807 | .81616 | Between Groups | .345 | 2 | .172 | .269 | .764 | |
| | Zoology | 46 | 2.8471 | .77285 | Within Groups | 74.881 | 117 | .640 | | | |
| | Management Sciences | 39 | 2.9723 | .81685 | Total | 75.226 | 119 | | | | |
| Supportive Culture | Computer Science | 35 | 2.8887 | .68921 | Between Groups | 3.225 | 2 | 1.612 | 2.590 | .079 | |
| | Zoology | 46 | 3.0958 | .65741 | Within Groups | 72.833 | 117 | .623 | | | |
| | Management Sciences | 39 | 2.7061 | .98987 | Total | 76.058 | 119 | | | | |
| Innovative Culture | Computer Science | 35 | 2.9310 | .66771 | Between Groups | .704 | 2 | .352 | .651 | .524 | |
| | Zoology | 46 | 3.1168 | .65686 | Within Groups | 63.320 | 117 | .541 | | | |
| | Management Sciences | 39 | 3.0105 | .86975 | Total | 64.024 | 119 | | | | |

Table (4) depicts the information's about student's perception of cultural differences among students while studying in university library. It was found that there is no difference in explaining any specific type of culture for sending time in university library.

Table 5. Reliability and Correlation Analysis

| | NCM | CNM | BCL | AFC | SCL | ICT |
|-----|-------|-------|--------|-------|--------|--------|
| NCM | (.78) | .052 | .441** | .086 | .821** | .529** |
| CNM | | (.81) | .310* | -.044 | .589** | .300** |
| BCL | | | (.77) | .021 | -.005 | .327** |
| AFC | | | | (.83) | .291* | .156 |
| SCL | | | | | (.84) | .462** |
| ICT | | | | | | (.88) |

NCM=Normative Commitment, CNM=Continuance Commitment, AFC=Affective Commitment, BCL=Bureaucratic Culture, SCL=Supportive Culture, ICT= Innovative Culture.

Table (5) denote the strength of relationship between students commitment types and organization culture attributes that promote students time spent in main library for education purpose. It was found that highest correlation exist between normative Commitment and supportive Culture ($r=.870$; $p<0.05$) followed by Normative Commitment and innovative Culture ($r=.529$; $p<0.05$), while lowest correlation exist between Affective Commitment and Supportive Culture ($r=.181$; $p<0.05$). Values in diagonal in against each variable Colum is its reliability, according to the results highest reliability belongs to innovative commitment (.88) followed by supportive culture (.84) , while lowest reliability of the items belongs to Bureaucratic Culture (.77).

Table 6. Regression Analysis

| Predictor | Dependent Variable | B | SE | (β) | T | Sig | R | R ² | F | P |
|----------------------|------------------------|-------|------|-------------|--------|------|-------------------|----------------|---------|-------------------|
| Constant | Normative Commitment | 1.624 | .247 | | 6.566 | .000 | .441 ^a | .194 | 28.455 | .000 ^b |
| Bureaucratic Culture | | .439 | .082 | .441 | 5.334 | .000 | | | | |
| Constant | Normative Commitment | .669 | .149 | | 4.495 | .000 | .821 ^a | .674 | 243.814 | .000 ^b |
| Supportive Culture | | .796 | .051 | .821 | 15.615 | .000 | | | | |
| Constant | Normative Commitment | 1.278 | .247 | | 5.176 | .000 | .529 ^a | .280 | 45.889 | .000 ^b |
| Innovative Culture | | .547 | .081 | .529 | 6.774 | .000 | | | | |
| Constant | Continuance Commitment | 1.620 | .313 | | 5.172 | .000 | .300 ^a | .090 | 11.691 | .001 ^b |
| Innovative Culture | | .350 | .102 | .300 | 3.419 | .001 | | | | |
| Constant | Continuance Commitment | 1.647 | .296 | | 5.572 | .000 | .310 ^a | .096 | 12.540 | .001 ^b |
| Bureaucratic Culture | | .348 | .098 | .310 | 3.541 | .001 | | | | |
| Constant | Continuance Commitment | .903 | .232 | | 3.892 | .000 | .589 ^a | .347 | 62.618 | .000 ^b |
| Supportive Culture | | .631 | .080 | .589 | 7.913 | .000 | | | | |
| Constant | Affective Commitment | 2.884 | .158 | | 18.280 | .000 | .156 ^a | .024 | 2.949 | .089 ^b |
| Innovative Culture | | .095 | .055 | .156 | 1.717 | .089 | | | | |
| Constant | Affective Commitment | 3.064 | .197 | | 15.581 | .000 | .036 ^a | .001 | .156 | .694 ^b |
| Bureaucratic Culture | | .026 | .065 | .036 | .395 | .694 | | | | |
| Constant | Affective Commitment | 2.484 | .205 | | 12.115 | .000 | .291 ^a | .084 | 10.880 | .001 |
| Supportive Culture | | .224 | .068 | .291 | 3.299 | .001 | | | | |

Table (6) shows the detail information about regression analysis between student's commitment to spend time in main library and library culture. According to the results due supportive library culture (86%) change in students normative commitment is occur. That result is higher level of time spending in library for knowledge acquisition. At the same time result depict that (52%) and (44%) change in student's normative commitment occur due to the Innovative Culture and Bureaucratic Culture respectively. Findings reveal that (58%) variance occur in students Continuance Commitment ($R=.589$; $R^2=.347$; $F=62.618$; $p<.05$) due to the Supportive Culture of university library. While (30%) and (31%) change in students Continuance Commitment occur due to innovative and Bureaucratic Culture respectively.

However weak relationship was recorded for students Affective Commitment and various cultural attributes of university library. As the result are insignificant for Affective Commitment hence no relationship was evident for promoting students time spending in library in the presence of Innovative and supportive Culture.

Conclusion and Recommendation

According to the findings gender (male and female) students did not evident any kind of relationship with various commitment level of students to spend time in main library. Similarly gender did not show any kind of significant relationship with nature of culture to promote reading and learning skills among the students. However variation in students due to their specialization course depict that students from zoology discipline favor supportive culture of library to spent time in library. Due to normative commitment among the students of zoology discipline they try to spend some time in university library to get relevant information for their assignments. Based on these details the first one hypothesis is partially accepted. Similar results were recorded by the study of (Adegbaye *et al.*, 2021; Watson *et al.*, 2018). However the results of Rana, and Singh, (2021) state that female employee's commitment level is differentiated among baking sector jobs.

In order to establish the relationship between students commitment types and library culture, result state that all three types of library culture (innovative, supportive and Bureaucratic) promote normative commitment among the students of university. Similar results were quoted by (Al-Sada, Al-Esmael, & Faisal, 2017). Generally speaking normative commitment is associated

with the sense of obligation to spend time in library in order to get required material through university registered library cards. It also promotes the sense of reading among students.

On the other side library culture (innovative, supportive and Bureaucratic) attributes did not shown significant impact on students Affective Commitment. Similar results are coined by (Sarhan et al.,2020; Khan et al., 2018) in the domain of academic sector as well as hotel industry. Based on the result H3 is rejected.

After thoroughly studying the behavior pattern of students to spent time in university library following are the recommendations for future study. In the current study data was obtained at once and in single step. However future studies may get the details from the students during before midterm final term exam. Future studies may also investigate the commitment of students during experimental study (control & experimental group) to observe the variation in human behavior for using library resources. In the current study student's commitment level was observed through only three different subjects; however future study may investigate the impact of commitment types on students time spent in library in relation to wide range of subjects.

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