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The Influence of Leadership style, Organisational justice and Human capital development on Employee commitment in University Libraries in South-West, Nigeria

Okeoghene Mayowa-Adebara
National Open University of Nigeria, okeogheneisaac@gmail.com

THE INFLUENCE OF LEADERSHIP STYLE, ORGANIZATIONAL JUSTICE AND HUMAN CAPITAL DEVELOPMENT ON EMPLOYEE COMMITMENT IN UNIVERSITY LIBRARIES IN SOUTH-WEST, NIGERIA

By
Mayowa-Adebara, Okeoghene CLN, PhD.
Library Department
National Open University of Nigeria, Ibadan Study Centre, Oyo State.
okeogheneisaac@gmail.com

ABSTRACT

The study investigated the influence of leadership style, organizational justice, and 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 library personnel. A validated questionnaire was used for data collection. A return rate of 72% was achieved. Data were analyzed using descriptive and inferential (linear and multiple regression) statistics. The study revealed that leadership style, organizational justice and human capital development jointly had a significant influence on employee commitment in the university libraries ($F_{(3,488)}$ = 82.89, Adj R^2= .333, p<0.05). The result further revealed that unclear organizational policies (42%), lack of supervisor support (41%), denial of promotion and entitlements (39%) and lack of career opportunities (34%) were some of the challenges affecting librarians' commitment in university libraries. The study concluded that the level of employee commitment in university libraries was fairly high. The study therefore recommended that university library management should deploy means to further increase employee commitment by providing good conditions of service such as regular promotion, salary increment and provision of career opportunities.

Keywords: Employee commitment, Human capitaldevelopment, Leadership style, Library personnel, Nigeria, Organizational justice, South-West, University libraries

Word Count: 218

INTRODUCTION

Employee commitment plays a major role in the success of any organization. It is defined as the level of attachment that employees feel towards the organization, their willingness to perform tasks on behalf of the organization and their tendency to remain members of the organization (Dey, 2012). According to Madigan, Norton and Testa (1999), committed employees are dedicated and would work assiduously, conscientiously, provide value, promote the organization's services or products and solicit continuous advancement. In exchange, employees anticipate a just organization, good leadership, a climate that fosters growth and empowerment for their career and training.

Employee commitment involves employees' loyalty towards the achievement of organizational goals by complying with the rules, regulations and objectives.Allen and Meyer (1990) conceptualised employee commitment as three components which include affective commitment, normative commitment, and continuance commitment. Affective commitment involves employee emotional attachment and feeling of belonging to the organization. Therefore, affectively committed employees have strong bonds and are of great value to the organization. Normative commitment is a feeling of obligation on the part of employees to remain in an organization due to the consequences of leaving. While, continuance commitment refers to employees' need to stay in the organization due to lack of alternatives (Meyer, Stanley, Jackson, McInnis, Maltin, & Sheppard, 2012).

Low commitment could be a major issue in the success of organizations including university libraries in Nigeria. Studies have reported that employee commitment in university libraries in Nigeria has been observed to be low (Amusa et al, 2013; Crook, 2010; Ogunjinmi, Onadeko, Ladebo & Ogunjinmi, 2014). Several studies have also identified factors that constitute low level of commitment among employees in various organizations. Some studies have pointed out that employees are faced with problems relating to job security, career path, supervisor-subordinate communication, teamwork, unfair treatment by supervisors, poor working conditions, role clarity, motivation and reward system, lack of effective leadership style, and organizational culture (Gelaidan & Ahmad, 2013; Nguyen, Mai & Nguyen, 2014; Oginni, Afolabi & Erigbe, 2014). University libraries in South-West, Nigeria may not be secluded from this disheartening situation. It can be inferred from the above that good supervisor-subordinate communication, team spirit, fair treatment, motivation, and effective

leadership may increase employee commitment while absence of it may result to low commitment of employees in the organization.

It becomes crucial for organizations that want to succeed in terms of attainment of goals and objectives to have capable leaders who would influence employees to act in a direction that will increase their commitment to organizational goals. Thus, leadership is defined as the manner in which a leader motivates and aligns his subordinates towards accomplishing the goals and vision of the organization (Wakabi, 2016). Leadership is an important aspect of the university library that can affect employee depending on the style adopted by a leader. Leadership style is a leader's approach of providing direction, implementation plans, and people motivation (Northouse, 2015).There are different types of leadership style such as autocratic leadership style, democratic leadership style, transactional leadership style, transformational leadership style and laissez-affaire leadership style. However, transformational and transactional leadership styles are chosen for this study.

Transformational leaders are creative thinkers, innovators and motivators that ensure they work with their followers in order to enhance their aspiration and enable them discharge their duties in accordance with the goals of the organization (Grant, 2012). While, transactional leadership style is concerned with task completion and issuance of reward and punishment in order to improve employee performance within an organization(Spahr, 2014). Transactional leaders are interested in rewarding performance rather than ideas that may lead to the attainment of organizational goal.

Scholars in librarianship have reported some styles of leadership practised by librarians in university libraries in Nigeria. For example, Akor (2014); Nwaigwe (2015); and Wombo and Dahiru (2017) reported that librarians practised democratic leadership style, while Ogbah (2013) reported that university librarians practised autocratic leadership style. The literature reviewed from various sectorsin Nigeria suggested that both transformational and transactional leadership styles are related to employee commitment even though transformational leadership is more related to employee commitment than transactional leadership style (Kehinde & Banjo, 2014). However, the indication may not be so pronounced in the university library setting. Germano (2010) opined that for the library to remain a viable institution, its leaders must ensure they are able to manage change, nurture employees by encouraging them to learn, grow and develop to increase their service skills.A

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good leader according to Zsolnai (2016), listens to the needs of subordinates, communicates long-term commitment, motivates and considers the input of others when making decisions. Hence, it is vital for leaders to exercise fairness and justice in the organization in order to encourage employee commitment. Rasch and Szypko (2013) argued that when employees notice their leader as being fair in terms of reward, procedure, and interaction, they may be more committed to the organization.

Organizational justice is defined as a process by which employees perceive the resource allocation, decision-making, and interpersonal interaction in an organization to be either fair or unfair (Caron, Ben, Ahmed & Vandenberghe, 2013). It is thus concerned with workplace behaviour especially from the way and manner supervisors treat their subordinates with regard to pay (salaries, wages, and rewards), organizational procedures (policies, decision making) and interpersonal relationship. Raza, Rana, Qadir, and Rana (2013) stated that there are three (3) components of organizational justice and they are distributive justice, procedural justice and interactional justice. Distributive justice refers to individuals' feeling that the time and effort expended in their job is well rewarded by the organization which involve fairness in employee outcomes such as pay, compensation and promotion. It could also mean fairness in distribution of pay, bonusesand job responsibilities according to employee inputs and skills. On the other hand, procedural justice refers to employee's satisfaction with the procedures of distribution or allocation of resources in the organization, while interactional justice deals with the extent to which employees are treated with respect, dignity, and interpersonal relationship among employees and among subordinates and supervisors.

According to Dodman and Zadeh (2014), supervisors' or leaders' unfair treatment of employees will lead to negative attitude on the part of employees and can also bring about low morale, disloyalty, low motivation, and decrease commitment which can result in employees quitting the organization. In this regard, studies have reported the existence of injustice in some Nigerian organizations to include unfair treatment of subordinates by their supervisors, partiality in reward systems such as inappropriateness of outcomes and processes, biases in promotional activities, disregard or disrespect for workers, favouritism and poor organizational policies or procedures (Akoh& Amah, 2015; Fabian & Anhange, 2015; Oluwafemi, 2013). However, literature has revealed that organizational justice is critical to all organizations as it enhances organizational citizenship behaviour, employee commitment, organizational effectiveness, creativity, policy making and implementation, and

promotion of organizational goodwill (Baba & Ghazali, 2017; Mukherjee, Singh & Mehrotra, 2016). This goes to show that fair and equal treatment of employees would encourage them to display the right attitude to work and make them feel indispensable to the organization. It becomes reasonable to assume that fair treatment of employees could bring about some benefits to the organization especially in terms of providing value added services that may promote organizational image. Hence, constant development of human capital such as training and continuous career development may be necessary for employees particularly in this era of technological advancement.

Human capital development (HCD) therefore, is defined by Nwuche (2017) as the process of enhancing employees' knowledge, skills, and competencies through continuous training (on-the-job and off-the-job) and development in order to ensure they contribute maximally to the goals of the organization. Human capital development therefore, involves developing employees so that they can be knowledgeable, skillful and competent in carrying out their various duties. HCD covers a variety of subject areas ranging from healthcare, nutrition, personality, character, ethics, population control, knowledge, training, and career development. People/employees are vital asset in organization and as such, the organization 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 organization.

Libraries play a fundamental role within the university community in terms of providing information services to users within and outside the university community. This objective can only be achieved through library personnel who are capable, efficient and committed to meeting the information needs of users. It becomes necessary for libraries to adopt leadership style that will bring about positive change by ensuring library personnel are fairly and justly treated and also provide opportunities for training and career development programmes for healthy competition as well as creativity. Absence of this could lead to lack of commitment on the part of employees and this can bring about high level of service deficiency in the library.

In Nigeria, there are one hundred and forty one universities (National University Commission, 2015) comprising eighty public universities made up of forty federal universities and forty state owned universities and sixty one private universities. These universities cut across the six geopolitical zones in Nigeria. In South-West Nigeria which is the context of this study, there are currently forty-three universities comprising eight federal

universities, seven state universities and twenty eight private universities. These universities are spread among the six states that make up South-West zone. Each of these universities has a library that is headed by a university librarian who works hand in hand with other library personnel to provide information services in support of teaching, learning and research at the institutions.

Statement of the Problem

Studies have reported that library personnel 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 perceived that the level of employee commitment in many university libraries in Nigeria is low. A dissatisfied employee may either resign from his/her job or constitute nuisance to the organization and this could encourage inefficiency and low productivity or commitment (Ademodi & Akintomide, 2015 p. 1). As has being reported by studies that there is low level of commitment among library personnel in Nigerian university libraries, several reasons can be responsible for this. For example, if library personnel nurse feelings of unfairness, dissatisfaction, unkind attitude and unequal treatment as compared with their counterparts within the same university system, this may affect their commitment level. Other reasons can be unfavourable leadership styles coupled with 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 the adoption of appropriate leadership style that could have positive effect on employee commitment as well as provide 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 leadership style, organizational justice, and human capital development influence the commitment of librarians in university libraries in South-West, Nigeria.

Objective of the Study

The general objective of this study is to investigate the influence of leadership style, organizational justice and 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 leadership styles practised in university libraries in South-West, Nigeria;

3. find out the degree of organizational justice in university libraries in South-West, Nigeria;

4. ascertain the level of human capital development in university libraries in Nigeria;

5. find out the challenges that affect employee commitment in university libraries in South-West, Nigeria.

6. investigate if leadership style, organizational justice and human capital development will jointly predict employee commitment in university libraries in South-West, Nigeria.

Research Questions

The following research questions are raised based on the objectives of the study:

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

2. What is the style of leadership practised in university libraries in South-West, Nigeria?

3. What is the degree of organizational justice in university libraries in South-West, Nigeria?

4. What is the level of human capital development of librarians in university libraries in South-West, Nigeria?

5. What are the challenges that affect employee commitment in university libraries in South-West, Nigeria?

Hypothesis

The following null hypothesis is tested at 0.05 level of significance:

Ho: Leadership style, organizational justice and human capital development have no significant influence on employee commitment in university libraries in South-West, Nigeria.

Scope of the Study

The study was limited to library personnel in all the universities in South-West region of Nigeria. This study covered all federal, state and private universities. Respondents were professional and para-professional library personnel in the private and public universities that are in South-West region of Nigeria. Other personnel of the library such as clerical staff and porters were excluded.

LITERATURE REVIEW

The Leadership Style and Employee Commitment

Many empirical studies have revealed that leadership styles have influence on employee commitment while results from some other studies disagreed with this fact. The study of Den Hartog and Belschak (2012) found out that there was a positive significant relationship between leadership style and employee commitment.

Akinyemi and Ifijeh (2012) studied leadership style and job commitment of library personnel in private universities in South-West Nigeria and the result confirmed that there was a positive relationship between leadership style and job commitment. They also stated that majority of library personnel agreed that participatory leadership style encourage staff involvement in decision-making process. The result was positive because leaders provided mutual benefits to members of the library as well as provide opportunities for library staff to develop themselves which in essence fostered commitment. This signifies that when library leaders involve subordinates in decision making and also provide motivation, library staff will be more committed to the organization. Rehman, Shareef, Mahmood and Ishaque (2012) approached leadership style from transformational and transactional leadership perspective and organizational commitment was measured using affective, continuance and normative. The objective of the study was to determine the relationship between the variables. The study reported a positive correlation between transformational and transactional leadership with organizational commitment in educational sector in Pakistan. Although, they stated that transformational leadership style was more strongly correlated with organizational commitment than transactional leadership style. This goes to show that library heads should endeavour to communicate, inspire and motivate employees by respecting and commending individual contribution to the goal of the organization. Hassan and Umar (2016) discussed leadership style from a specific perspective as they measured leadership using transformational, participatory and autocratic style. The objective of the study was to identify the types of leadership style adopted in Gombe State University from 2004-2013 and the impact of the adopted leadership style on employee performance. The result of the study revealed that Gombe State University adopted participatory leadership style because management took into consideration the views of their employee before making decision. It was also revealed that leadership style had positive influence on employee performance. This was because respondents (academic and non-academic staff) had good relationship with management and respect for one another had helped workers to put more effort in their job.

To buttress this, Omidifar (2013) surveyed 357 high school teachers and principals in Tehran, Iran and found out that there was a significant relationship between leadership style and employee commitment. The reason was because teachers were willing to make appropriate use of their potentials and add value to the educational objectives if given an enabling environment.This finding of the study agreed with Anyaoku, Osuigwe and Oguaka (2015);Ekpe, Mat, Adelaiye (2017) also reported that leadership style had significant influence on employee commitment in Nigerian universities.

Still on leadership style, Abba, Anumaka and Gaite (2016) also surveyed 285 respondents in six polytechnics in North West region, Nigeria in order to measure leadership practises and productivity of academic staff. The result revealed that transformational leadership style influenced academic staff productivity, but transactional leadership style does not have positive significance on staff productivity. Abodunde, Ayo-Oyebiyi and Unachukwu (2017) surveyed leadership style of managers in Nigerian insurance firms in Lagos and its impact on employee job satisfaction. The study indicated that transformational leadership style had a significant effect on employee job satisfaction while transactional leadership style had a weak significant effect on employee job satisfaction. Another study carried out by

Awan, Mahmood and Idrees (2014) examined leadership style, culture and job commitment in university libraries in Pakistan. The study approached leadership style from a specific perspective by using autocratic, participative and Laissez-faire as indicators to measure leadership style. The objective of the study was to find out the relationship between leadership style and organizational commitment. They surveyed 115 respondents and found out that there was no significant relationship between leadership style and employee commitment based on autocratic and laisser-faire leadership style. The result was negative because majority of the librarians were not participative leaders rather they were autocratic and few were practicing laisser-faire style of leadership. This study agreed with that of Al-Ansi, Rahardjo and Prasetya (2015) who reported that leadership style (transformation and transactional) does not have any effect on organizational commitment. This result was so because leaders or top management ignore problems or want problems to become serious before taking measures to solve issues; and there was also low communication between leaders and employees. It therefore implies that when leaders communicate and recognise employees' accomplishment, the more employees will be willing to be committed to the

goals of the organization. Dikko, Abdul Mutalib and Ghazali (2017) conducted a study on the impact of leadership style (transformational and transactional) on organizational commitment of 300 lecturers in Nigerian universities. The outcome of their study indicated that both transformational and transactional leadership style had a positive effect on organizational commitment. They further explained that when leaders pay attention, respect, and encourage their followers, it will lead to attainment of organizational goal.On the other hand, Ojokuku, Odetayo and Sajuyigbe (2012) negated this result as the outcome of their study on the impact of leadership style and organizational commitment in selected banks in Nigeria showed that transactional leadership style was not significant to organizational performance.

The Influence of Organizational Justice and Employee Commitment

Justice is vital if employees are to be committed to the organization. According to Sarnecki (2015) organizational justice has a great effect on employees' turnover intentions such as commitment. Therefore, employees may increase their efforts and loyalties to the organization when they perceived that they are equitably and fairly treated (Al-Zu'bi, 2010).

In order to assess the relationship between organizational justice and employee commitment, different researchers have carried out different studies in this regard and have reported different findings. A study by Somayyed, Mohsen and Zahed (2013) was to ascertain the relation between organizational justice and organizational commitment among the librarians working in ministry of science academic libraries of Khouzestan province in Iran. The objective was well addressed, but the research design used in the study was not clear. A total of 133 questionnaire copies were distributed and response showed that there was a positive relationship between organizational justice and commitment. This was based on the premise that managers had good interpersonal relationship with librarians and they also improved the procedures through which rewards were received.

Efanga and Akpan (2015) and Nwibere (2014) studied the relationship between organizational justice and organizational citizenship behaviour in universities and secondary schools in Niger Delta region and Akwa-Ibom state, Nigeria respectively. The result from their study revealed that organizational justice was statistically and positively related to organizational citizenship behaviour. This positive result was based on the fact that employees were satisfied with distribution of rewards, methods and procedures of decision making as well as good relations with their supervisors and this fostered their display of positive attitude and commitment to work. This therefore goes to show that when librarians

experience injustice in the library, there is the tendency for them to strike back by displaying nonchalant attitude to work which in essence may hinder commitment. Yasar, Emhan and Ebere (2014) analysed organizational justice, supervisor support and organizational commitment of employees in energy sector in Nigeria. The outcome of the study indicated a positive relationship between organizational justice and organizational commitment. The reason for this relationship was because the organization was concerned about the wellbeing of its workers. This study corroborated that of Monanu, Okoli and Adibe (2015) examined the link between organizational justice and counterproductive work behaviour of civil servants in Anambra state, Nigeria. The result of their study revealed a positive relationship between organizational justice and counterproductive work behaviour. This means that workers may display negative work behaviour if treated unfairly by their supervisors. In similarity, Arogundade, Arogundade, and Oyebanji (2015) investigated the perception of organizational justice and its influence on teachers' commitment in Lagos State, Nigeria. The result of their study indicated a positive relationship between organizational justice and commitment because teachers perceived their principal to be fair, respectful and unbiased in their dealings.

In addition, Gbadamosi and Nwosu (2011) and Ogunyemi and Ayodele (2014) found out from their study that organizational justice is a determinant of employees' organizational commitment in Babcock University, Nigeria. Ebeh, Njoku, Ikpeazu, Nwiana-Ana (2017) conducted a study on organizational justice and commitment from a general perspective and survey research design was adopted. The result of the study indicated that organizational justice can predict organizational commitment. They further explained that employees that were satisfied with the way and manner they were treated by their managers were committed and devoted to the organization.This finding was consistent with that of Ponnu and Chuah (2010) who reported that fairness in organization offers opportunity for workers to have a sense of belonging which means commitment on the part of employees.

On the other hand,Nwokolo, Ifeanado and Anazodo (2016) carried out a study to find out if perception of organizational justice can predict employee engagement among secondary school teachers in Awka south local government area of Anambra state, Nigeria. The result of their study indicated that organizational justice does not predict employee engagement. Ogwuche and Apeikar (2016) surveyed 221 respondents on the influence of interactional justice and organizational support on organizational commitment among the academic staff

of Benue state university in Nigeria and found out that there was a significant positive relationship between interactional justice and organizational commitment. This implies that employees are likely to be committed to the organization when they are treated with respect and dignity by their colleagues and supervisors in terms of interpersonal relationship. Some other studies argued that organizational justice does not predict employee commitment. This was true in the case of Srivastava (2015) who studied multiple dimensions of organizational justice and work-related outcomes among health-care professionals in India. The result of the study revealed that organizational justice dimensions such as distributive, procedural and interactional justice did not predict organizational commitment. This negativity was due to the fact that managers do not provide the needed information pertaining to organizational issues which may lead to low commitment on the part of employees. In the same light, Uhiara, Njoku, Ngozi and Jimogu (2011) findings supported the fact that organizational justice was not significantly related to organizational citizen behaviour in Nigeria. Furthermore, injustice in workplace may force employees to indulge in counterproductive work behaviour like absenteeism, sabotage, disruption, and theft which may lower commitment to duties and also reduce productivity and withdrawal of organizational citizenship behaviour (Shahzad & Mahmood, 2012).

The Influence of Human Capital Development and Employee Commitment

Human capital development is an essential tool that aid employers in retaining the best employees in an organization. Mohammed (2010) opined that training and career development programmes aid both professional and para-professional librarians to keep abreast with new knowledge and development in their field. Empirical evidences have shown that human capital development is significantly related to employee work outcome. Sampson, Ibeh and Emerole (2016) studied the effect of human capital development programmes on employees' performance in Abia State House of Assembly, Nigeria. The study revealed that Abia State House of Assembly employed various HCD programmes such as training, seminars, workshops and skill acquisition. The study further revealed a significant relationship between HCD programmes and employee performance. Therefore, when organizations provide training programmes to employees, employees will be willing to perform their job task. This finding corroborated Yaya (2016) who 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.

The result of this 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 (Brenya, 2014).

Preko (2014) investigated HCD on effective work performance of staff at Kwame Nkrumah University of science and technology, Ghana. 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. These findings was also supported by Ababneh (2014) whose study revealed that when organizations assist in developing employees' career, employees will be more committed to their job task and therefore achieve the set goals of the organization. Osibanjo, Oyewunmi, and Ojo (2014) also reported a positive relationship between career development and organizational growth in Nigeria banking industry. The study also showed that organizational growth was influenced by skills, promotion, reward and recognition. However, employees' experience does not influence growth and as such it was recommended that management of banks should endeavour to retain experienced employees as this would enhance organizational growth.

Udofia (2014) and Usoroh, Umoren and Ibang (2015) 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

Fautahun (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 organization. Librarians are not just interested in salary and rewards; rather they want an organization that will match their knowledge, skills and experiences with the needed career. Marimuthu, Arokiasamy, and Ismail (2009) also concluded that there are practical proof to show that provision of human capital development in organizationspromotecreativity, innovativeness and increases organization's overall performance. Hence, organization should expend their time, financeand draw out plan that is directed towards investing in all aspect of human capital as not only it affect the organizational performance but also ensure employees remain committed to their organizations.

Conceptual Model

| Independent variables | Dependent variable |

Leadership style
Transformational

Transactional

Organizational justice
Distributive

Procedural

Interactive

Human capital development

Manpower training

Career development

Employee commitment

Affective
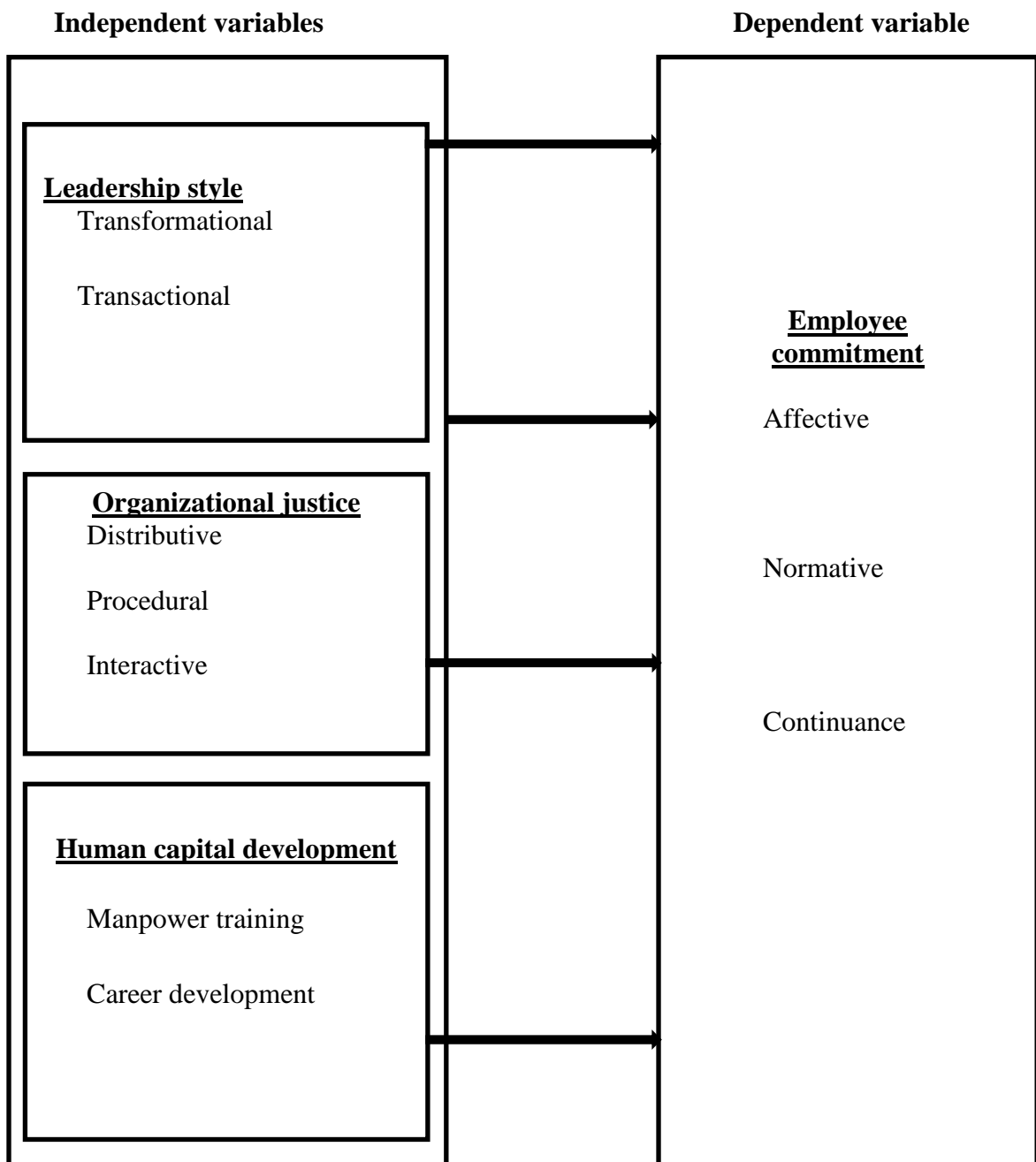
Normative

Continuance

Figure 2: Conceptual Model for leadership style, organizational justice, human capital development and employee commitment

Source: Mayowa-Adebara (2017)

Discussion of the 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 leadership style, organizational justice, human capital development and employee commitment. The self-made model explains the influence of leadership style, organizational justice, and human capital development on employee commitment. The model is divided into two parts: independent and dependent variables. The independent variable section consists of leadership style, organizational justice and 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. Some of such factors are leadership style, organizational justice and human capital development.

Employee commitment is important to the success of the university libraries. Employee commitment in this case is librarians' willingness to devote their time, effort and loyalty to the university library. Organizational commitment as conceptualised in this study consists of three elements namely, affective, normative, and continuance commitment. Affective commitment is employees' feeling of belonging to an organization. Normative commitment is a feeling of obligation on the part of employee to remain in an organization while continuance commitment is employees' need to stay in an organization due to lack of options. Librarians' may be willing to give their best in the organization when they are treated fairly, when they have cordial relationship with supervisors and when they are well trained.

Leadership style is based on transformational-transactional leadership. Transformational and transactional leadership style is popular in literature and has gained attention by scholars recently. Transformational leaders are known to be change agents that hold high standards, are respected and trusted role models that followers identify with while transactional leadership style promote satisfactory performance using rewards. Transformational and transactional styles of leadership can be broken down into indicators such as idealised influence (organizational goals are shared by the leader and the followers), inspiration motivation (leaders instigate the followers to attaining the unexpected result), intellectual stimulation (leader's ability to evaluate situation), individualized consideration (leader considers followers' different circumstances).While transactional leadership style is broken down into contingent reward (incentive in exchange for performance) and management by exception (monitors employee work performance and uses punishment as a response to an

unacceptable performance). A transformational leader build trust, personal attention to employee's interest and instigates followers to achieve organizational goal while transactional leader provide reward system that will encourage maximum performance. The model therefore, intends to examine which of the leadership styles exist in university libraries. It is stated that the style of leadership adopted by the university library and the ways in which a leader delegates responsibility and interacts with subordinates could either affect the commitment of workers as well as the organization positively or negatively (Root, 2015).

Organizational justice consists of three components: distributive, procedural and interactive justice. Distributive justice is employees' awareness of how just they are treated by the organization in terms of reward; procedural justice has to do with employees' satisfaction with the procedures of distribution of resources and organizational decision-making process while interactional justice is the interaction between employees and their supervisor as well as other fellow co-workers. Therefore, librarians' overall satisfaction and commitment levels are directly affected by their perception of fairness in the organization particularly the fairness of their leader or supervisor (Khan & Abdul Rashid, 2012). This implies that when librarians are fairly treated, they would be able to discharge their duties effectively while those who are not fairly treated may decide to walk out from the organization.

Human capital development is another building block for improving employee commitment. Human capital development in this study consists of manpower training and career development. Training and career development are important for any organization to be at the competitive edge. Literature has revealed that lack of adequate training and career development opportunities may bring about low employee commitment in university libraries.

METHODOLOGY

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 "Leadership style, Organizational justice, Human capital development and Employee commitment" was used for data collection. The questionnaire was divided into five sections: Section A measured level of employee commitment using a Likert-type scale ranging from Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Items in this section were adapted from

Allen and Meyer (1997); Section B measured leadership style in university library using Likert-type scale with responses ranging from Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The items in this section were adapted from Bass and Avolio (1997) Multifactor Leadership Questionnaire; Section C measured organizational justice using Likert-type scale with responses ranging from Very High Degree= 4; High Degree= 3; Low Degree = 2; Very Low Degree= 1. The items in this section were adapted from the scale developed by Niehoff and Moorman (1993); Section D measured human capital development level also using Likert-type 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); Section E identified challenges affecting employee commitment. The questionnaire was validated by experts in the field of variables and it gave reliability coefficients of Leadership Style (0.90), Organizational Justice (0.89), Human Capital Development (0.86) and Employee Commitment (0.82). The data collected were analysed using descriptive statistics for question 1-5, 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 RESULTS

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

Table 1: Level of Employee Commitment

Affective Commitment	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD
I enjoy discussing my library with people outside	150	251	77	14	3.09	.75
	(30)	(51)	(16)	(3)		
This library is of enormous good to me	119	284	70	19	3.02	.73
	(24)	(58)	(14)	(4)		
I really feel as if this library problem is my own	121	241	108	22	2.94	.80
	(25)	(49)	(22)	(4)		
I do feel emotionally attached to this library	102	263	109	18	2.91	.75
	(21)	(53)	(22)	(4)		
I would be happy to spend the rest of my career in this library	112	173	147	60	2.68	.96
	(23)	(35)	(30)	(12)		
Average	**2.93 (0.62)**					
Normative Commitment						
I feel my library provides opportunity for me to make use of my abilities and feel accomplished	112	263	94	23	2.94	.78
	(23)	(53)	(19)	(5)		
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	81	261	118	32	2.79	.79
	(16)	(53)	(24)	(7)		
I feel the library owes me for my input and as such I do not feel ready to leave	76	200	168	48	2.62	.86
	(15)	(41)	(34)	(10)		
I feel it is not right to leave my library because I owe a great deal to my library	55	189	198	50	2.51	.82
	(11)	(38)	(40)	(10)		
I am obliged to my library and the workers in it and as such I will not leave the library	51	174	206	61	2.44	.84
	(10)	(35)	(42)	(12)		
Average	**2.66 (0.64)**					
Continuance Commitment						
I am still in this library because it is a necessity for me	64	191	181	56	2.53	.86
	(13)	(39)	(37)	(11)		
I feel I have put in so much effort and expertise to this library that will not make me to leave	53	163	208	68	2.41	.86
	(11)	(33)	(42)	(14)		
I feel that I have too few options to consider leaving this library	41	183	198	70	2.40	.83
	(8)	(37)	(40)	(14)		
It would be hard for me to stop working for this library even if I want to	39	150	200	103	2.25	.88
	(8)	(30)	(41)	(21)		
If I quit my job with the library, my career will be disrupted	36	92	202	162	2.00	.90
	(7)	(19)	(41)	(33)		
Average	**2.32 (0.66)**					
Overall mean	**2.64 (0.48)**					

Source: Field Survey, 2017
KEY: Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1 SD=Standard Deviation.
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 style of leadership practised in university libraries in South-West, Nigeria?

Table 2: Leadership Style practised in University Libraries

Transformational Leadership Style	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD
My supervisor makes me feels good around him/her	117	276	74	25	2.99	.77
	(24)	(56)	(15)	(5)		
My supervisor helps me develop myself	123	254	96	19	2.98	.77
	(25)	(52)	(20)	(4)		
My supervisor expresses with a few simple words on what I could and should do	89	312	65	26	2.94	.72
	(18)	(63)	(13)	(5)		
I am proud to be associated with my supervisor	103	264	94	31	2.89	.80
	(21)	(54)	(19)	(6)		
My supervisor enables me to think about old problems in a new way	101	257	105	29	2.87	.80
	(21)	(52)	(21)	(6)		
I have complete faith in my supervisor	101	247	120	24	2.86	.79
	(21)	(50)	(24)	(5)		
My supervisor helps me find meaning in my work	83	283	98	28	2.86	.76
	(17)	(58)	(20)	(6)		
My supervisor provides me with new ways of looking at puzzling things	84	271	115	22	2.85	.75
	(17)	(55)	(23)	(4)		
My supervisor let me know how he/she thinks I am doing	73	287	112	20	2.84	.72
	(15)	(58)	(23)	(4)		
My supervisor provides appealing images about what I can do	83	264	125	20	2.83	.75
	(17)	(54)	(25)	(4)		
My supervisor helps me to rethink ideas that I had never questioned before	76	264	121	31	2.78	.78
	(15)	(54)	(25)	(6)		
My supervisor gives personal attention to me when I seem rejected	74	261	119	38	2.75	.80
	(15)	(53)	(24)	(8)		
Average	**2.87 (0.63)**					
Transactional Leadership Style						
My supervisor is satisfied when I meet agreed upon standards	98	303	68	23	2.97	.72
	(20)	(62)	(14)	(5)		
My supervisor tells me what to do if I want to be rewarded for my work	87	260	111	34	2.81	.80
	(18)	(53)	(23)	(7)		
My supervisor tells me the standard I have to know to carry out my work	78	275	104	35	2.80	.79
	(16)	(56)	(21)	(7)		
My supervisor provides recognition/rewards when I reach my goals	79	259	122	32	2.78	.78
	(16)	(53)	(25)	(7)		
My supervisor call attention to what I can get for what I accomplish	64	281	113	34	2.76	.76
	(13)	(57)	(23)	(7)		
Average	**2.83 (0.64)**					
Overall mean	**2.85(0.64)**					

Source: Field Survey, 2017

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Table 2 shows that both transformational and transactional leadership styles were practised in university libraries in South-West Nigeria (M=2.85). Transformational leadership style was found to be more practised (M=2.87) which was slightly higher than transactional leadership style (M =2.83). What contributed most to the practise of transformational leadership style was that supervisors made employees' feel good (M= 2.99), helped employees develop his/her self (M= 2.98), and inspired and motivated employees (M= 2.94).

For transactional leadership style, supervisors were satisfied when library personnel met agreed-upon standards (M= 2.97), supervisor told library personnel what to do if they wanted to be rewarded for their work (M= 2.81), and supervisor provided recognition/rewards when library personnel reached their goals (M= 2.78). From this analysis therefore, the practised leadership style of university libraries in South-West, Nigeria were transformational leadership and transactional leadership style.

Research Question 3: What is the degree of organizational justice in university libraries in South-West, Nigeria?

Table 3: Degree of Organizational Justice in University Libraries

The Degree to which.......... Distributive Justice	Very High Degree (%)	High Degree (%)	Low Degree (%)	Very Low Degree (%)	Mean	SD
My work schedule is fair.	90	292	92	18	2.92	.72
	(18)	(59)	(19)	(4)		
My work load is fair	52	298	115	27	2.76	.71
	(11)	(61)	(23)	(5)		
My job responsibilities are fair.	49	284	117	42	2.69	.76
	(10)	(58)	(24)	(9)		
My overall rewards are fair	38	254	158	42	2.59	.75
	(8)	(52)	(32)	(9)		
My level of pay is fair.	45	234	173	40	2.58	.77
	(9)	(48)	(35)	(8)		
Average	**2.71 (0.62)**					
Interactional Justice						
Supervisor shows concern for my rights as an employee when decisions are made about my job.	74	256	119	43	2.73	.82
	(15)	(52)	(24)	(9)		
Supervisor offers adequate justification for decisions made about my job.	68	254	127	43	2.71	.81
	(14)	(52)	(26)	(9)		
Supervisor treats me with kindness, respect and dignity when decisions are made about my job.	58	276	112	46	2.70	.80
	(12)	(56)	(23)	(9)		
Supervisor explains clearly any decision made about my job.	63	266	114	49	2.70	.82
	(13)	(54)	(23)	(10)		
Supervisor is sensitive to my personal needs when decisions are made about my job.	58	267	117	50	2.68	.81
	(12)	(54)	(24)	(10)		
Supervisor discusses the implications of the decisions made about my job with me.	54	259	136	43	2.66	.79
	(11)	(53)	(28)	(9)		
Average	**2.70 (0.71)**					
Procedural Justice						
Management makes job decisions in an unbiased manner.	65	244	143	40	2.68	.80
	(13)	(50)	(29)	(8)		
Supervisor collects accurate and complete information to make job decisions.	66	252	127	47	2.68	.82
	(13)	(51)	(26)	(10)		
Concerned employees are heard before job decisions are made by supervisor.	62	224	158	48	2.61	.83
	(13)	(46)	(32)	(10)		
All job decisions are applied consistently across all affected employees.	56	239	141	56	2.60	.83
	(11)	(49)	(29)	(11)		
Employees are allowed to challenge or appeal job decisions made by the manager.	47	205	166	74	2.46	.86
	(10)	(42)	(34)	(15)		
Average	**2.61 (0.70)**					
Overall mean	**2.67(0.55)**					

Source: Field Survey, 2017
Key: Very High Degree= 4; High Degree= 3; Low Degree = 2; Very Low Degree= 1; (SD) = Standard Deviation.
Decision Rule : If mean is ≤ 1.49 = Very Low Degree; 1.5 to 2.49 = Low Degree; 2.5 to 3.49 = High Degree; 3.5 to 4 = Very High Degre

From Table 3, the degree of organizational justice in university libraries in South-West, Nigeria was high ($M = 2.67$). Distributive justice (i.e fairness in reward allocation, workload and job responsibility) ($M= 2.71$), and interactional justice (i.e respect, kindness and dignity) which had ($M= 2.70$) contributed almost equal proportions than procedural justice (i.e fairness in processes) which scored ($M =2.61$), even though the score was also high.

A major contribution to the high degree of distributive justice was that library personnel work schedule were fair ($M= 2.92$), workload were fair ($M= 2.76$), job responsibilities were fair ($M= 2.69$), and rewards were fair ($M= 2.59$). For interactional justice, supervisor showed concern for library personnel rights as an employee when decisions were made about their job ($M= 2.73$), supervisor offered adequate justification for decisions made about employees' job ($M= 2.71$), and supervisor treated employees with kindness when decisions were made about their job ($M= 2.70$).

Under procedural justice, job decisions were made by management in an unbiased manner ($M= 2.68$), supervisor tried to collect accurate and complete information when making job decisions ($M = 2.68$), and supervisor ensured that all concerned employees were heard before job decisions were made ($M= 2.68$).

Research Question 4: What is the level of human capital development in university libraries in South-West, Nigeria?

Table 4: Level of Human Capital Development

The level to which my library/library provide(s)...... **Career Development**	Very High Level (%)	High Level (%)	Low Level (%)	Very Low Level (%)	Mean	SD
Encourages me to undertake further academic studies to improve on my skills.	107 (22)	256 (52)	93 (19)	36 (7)	2.88	.83
Career development activities to help me improve my abilities, strengths, weaknesses and goals.	111 (23)	227 (46)	130 (26)	24 (5)	2.86	.82
Opportunities for me to learn general skills and knowledge which may be of use to me in my future career.	90 (18)	251 (51)	119 (24)	32 (7)	2.81	.81
Performance appraisal process emphasises on career development.	74 (15)	274 (56)	100 (20)	43 (9)	2.77	.81
Opportunity for me to take on additional tasks.	80 (16)	252 (51)	125 (25)	35 (7)	2.77	.80
Needed tools and support to develop my career.	85 (17)	231 (47)	148 (30)	28 (6)	2.76	.80
Points out career opportunities to librarians.	74 (15)	243 (49)	138 (28)	37 (8)	2.72	.81
Opportunity for me to understudy my superior.	63 (13)	244 (50)	139 (28)	46 (9)	2.66	.82
Average	**2.78(0.66)**					
Manpower Training						
Good environmentfor me to acquire knowledge and learn job skills.	148 (30)	237 (48)	87 (18)	20 (4)	3.04	.80
Study materials that enhance my knowledge on the job.	123 (25)	220 (45)	128 (26)	21 (4)	2.90	.82
Opportunity to undertake in-house-job specific training.	83 (17)	244 (50)	130 (26)	35 (7)	2.76	.81
Training programmes are supported through a documented policy.	86 (17)	229 (47)	135 (27)	42 (9)	2.73	.85
Job-rotation opportunities for me to learn new skills.	81 (16)	219 (45)	160 (33)	32 (7)	2.71	.82
Opportunity for librarians who return from training programmes to try out what they have learnt.	81 (16)	228 (46)	142 (29)	41 (8)	2.71	.84
Opportunity to undertake off-the-job training programmes and seminars.	76 (15)	226 (46)	156 (32)	34 (7)	2.70	.81
Sponsors training programmes based on my training needs.	74 (15)	183 (37)	183 (37)	52 (11)	2.57	.87
Average	**2.77 (0.64)**					
Overall mean					**2.77 (0.62)**	

Source: Field Survey, 2017

Key: Very High Level= 4; High Level= 3; Low Level = 2; Very Low level= 1, SD=Standard Deviation.
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 4 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 ($M= 2.90$).

Research Question 5: What are the challenges that affect employee commitment in university libraries in South-West, Nigeria?

Table 5. Challenges affecting employee commitment

Challenges	% response
Organizational policies are not clear	42
Lack of Supervisors support	41
Denial of one's promotion, entitlement and other benefits attached to ones work.	39
Lack of career opportunities	34
Increased turn-over in my library	33
Un-conducive work environment	33
Lack of role clarity	33
Lack of support for professional development	32
Lack of peer cohesion	29

Source: Field Survey, 2017

Table 5 highlights possible challenges that could hinder librarians' commitment in university libraries in South-West, Nigeria. Generally, the table 4.6 shows that 42% of the respondents agreed that organizational policies were not clear, 41% agreed to lack of Supervisors support , 39% agreed that denial of promotion, entitlement and other benefits attached to work may affect commitment, 34% agreed to lack of career opportunities, 33% agreed to increased turnover in the library, 33% agreed to un-conducive work environment, 33% agreed to lack of role clarity, 32% agreed to Lack of support for professional development, and 29% agreed

to lack of peer cohesion. It can be deduced that unobvious organization policies, lack of support for professional development and denial of promotion, entitlement and other benefits attached to work contributed more to the challenges affecting librarians' commitment in university libraries in South-West, Nigeria

Hypothesis Testing and Interpretation
Table 6a: Regression Analysis of the Combined Influence of Leadership Style, Organizational Justice and Human Capital Development on Employee Commitment

ANOVA						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	38.927	3	12.976	82.885	.000
	Residual	76.397	488	.157		
	Total	115.325	491			
R = .581 R Square = .338 Adjusted R Square = .333						

*Sig. at .05 level

Table 6a indicates that leadership style, organizational justice and human capital development jointly have significant influence on employee commitment in university libraries in South-West, Nigeria $(F_{(3,488)} = 82.89$, *Adj* $R^2= .333$, $p<0.05$).The null hypothesis is therefore rejected. Leadership style, organizational justice and human capital development jointly accounts for 33.8% of the total variance in employee commitment.

Table 6b: Relative Contribution of Leadership Style, Organizational Justice and Human Capital Development on Employee Commitment

Coefficients						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	Std. Error	Beta		
1	(Constant)	1.130	.097		11.620	.000
	Leadership Style	.202	.046	.245	4.416	.000
	Organizational Justice	.202	.050	.231	4.054	.000
	Human Capital Development	.141	.041	.179	3.435	.001

*Sig.at .05 level

Table 6b shows that the standardized beta coefficients showed that leadership style (β= .245, p< 0.05) relatively contributed most to employee commitment than organizational justice (β= .231, p< 0.05) and human capital development (β= .179, p< 0.05).

Discussion of Findings

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 and Opeke (2013), Amune (2015), Ikonne and Ikonne (2016), and Mayowa-Adebara and Aina (2016) all of whom 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 Aina et al, (2012); Ogunjinmi et al (2014) 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 organization. The finding that affective commitment contributed most to the level of commitment of librarians was in line with the observation of Alnıaçık, Alnıaçık, Akçin, and Erat (2012) who opined that employees with a high level of affective commitment are more motivated and have a strong desire to contribute maximally to the organization.

Research question two showed that transformational leadership and transactional leadership style were both practised in university libraries in South-West, Nigeria almost to the same level. However, the more prevalent or practised leadership style was transformational leadership.The finding was inconsonance with Tarsik et al (2014) who reported that librarians' practised transformational leadership style because it brings about improvement in subordinates, encourages teamwork, and it has the potential of transforming workers positively. Nor Famiza et al (2014) found out that academic librarians tends to practise more of transformational than transactional leadership style with minimal practise of laissez-faire.

The findings of this study contrasted the research findings of Akor (2014); Nwaigwe (2015); Ogbah (2013); and Wombo et al (2017) who found out that librarians in university libraries in Nigeria practised more of democratic and autocratic leadership style respectively. Conversely, Jantz (2012) opined that transformational leadership style is important to academic libraries as it enables librarians to create an innovative environment. From the foregoing, it can be deduced that there is no "one size fits all" when it comes to leadership rather styles are adapted to fit the situation on ground.

Research question three revealed a high degree of organizational justice in university libraries in South-West, Nigeria. This finding was in consonance with that of Abdul Rauf (2014); Demikiran, Taskaya, & Dinc (2016); Sokhanvar, Hasanpoor, Hajihashemi, and Kakemam (2016) who reported a high level/degree of organizational justice because supervisors/leaders showed respect, courtesy; provide workers with timely and accurate information regarding organizational actions and remunerations were equally distributed as a result of workers' hard work. However, the finding disagreed that of Nikookar, Nowkarizi & Sharif (2016) who reported a low degree of organizational justice in public libraries in Iran. This low degree of organizational justice was attributed to librarians' dissatisfaction of job responsibilities, salary, unfair decisions by supervisors and managers, and low communication between supervisors and colleagues. Researchers have confirmed that absence or low degree of organizational justice may give rise to counterproductive work behaviour such as reduced amount of respect towards the organization, critical expression about the organization, lower employee commitment, reduce performance and job satisfaction (Khalil & Sharaf, 2014; Shaharrudin, Ahmad & MuhaizamMusa, 2016).

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. Little wonder, Enyekit, Amaehule and Teerah (2011) opined that the essence of human development is to enhance employees' knowledge, skills and improve performance. 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.

Research question five showed that the challenges that affected employee commitment in university libraries in South-West, Nigeria were; unclear organizational policies, lack of supervisor support, denial of librarians' promotion, entitlement and other benefits attached to their work,lack of career opportunities, unconducive work environment, lack of role clarity, andlack of support for professional development. These findings were in line with (Chan & Snape, 2013; Haq et al, 2014; Olatunji et al, 2016; Yamaguchi, 2013) all of whom reported that librarians' face challenges in area of supervisors support, staff welfare, and career opportunities. The finding was also in agreement with Ogbah (2013) who identified promotion criterion as factor that militated against employee commitment in academic libraries.

Finally, table 6a and b revealed that leadership style, organizational justice and human capital development had significant influence on employee commitment in university libraries in South-West, Nigeria. Therefore, null hypothesis which states that leadership style, organizational justice and human capital development have no significant influence on employee commitment in university libraries in South-West, Nigeria was rejected. The findings of this research indicated that leadership style, organizational justice and human capital development jointly influence employee commitment in university libraries in South-West, Nigeria. This implied that leadership style, organizational justice and human capital development are essential ingredients that foster commitment in university libraries in South-West, Nigeria. It was also revealed in table 6b that leadership style relatively contributed most to employee commitment than organizational justice and human capital development. The findings of this study also confirmed scarcity of research investigating the influence of leadership style, organizational justice and human capital development on employee commitment. Hence, the study therefore provides a base for which the existed gap in literature has been filled and a foundation on which other future researches could be based.

Conclusion

The study concluded that leadership style, organizational justice and human capital development were significant predictors of employee commitment in university libraries in South-West, Nigeria. However, it was revealed that leadership style contributed most to employee commitment. The most significant challenges affecting library personnel commitment in South-West, Nigeria includes unclear organizational policies, lack of professional development, denial of promotion, entitlement and other benefits attached to

librarians work. Hence, it becomes important for universities libraries in Nigeria to be conversant with those factors that promote commitment among library personnel.

5.3 Recommendations

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. Transformational leadership and transactional leadership style were widely practised by university libraries in the South-West, Nigeria. It is recommended that library management should move more towards transformational leadership style as it has potential of aiding innovation, creativity and commitment among employees through inclusive management.

3. 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.

4. The study revealed a high degree of organizational justice which may be attributed to the fact that employees were treated fairly in terms of reward allocation, procedures and interaction. Hence, university library management in the South-West region should continue to uphold organizational justice as this will go a long way to further increase employee commitment.

5. University library management should ensure clear organizational policies, improve on supervisor support and ensure regular promotion of employees as this will have positive influence on their commitment.

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