International Journal of Information Resource Management (IJIRM)
Volume 3, Number 4 (October, 2026)
E- ISSN: 1118-7786

SELF ESTEEM, WORK MOTIVATION AND EMOTIONAL INTELLIGENCE AS CORRELATE OF ORGANISATIONAL COMMITMENT OF LIBRARIANS IN UNIVERSITIES IN SOUTH-WEST, NIGERIA

Dr. Adebola Aderemi Olatoye
The Nigerian Baptist Theological Seminary,
Ogbomoso, Oyo State.

Abstract

The study investigated the effects of emotional intelligence and work motivation on the organisational commitment of librarians at universities in southwestern Nigeria. It specifically focused on determining the level of emotional intelligence of librarians in universities in Southwestern Nigeria, examining their work motivation, and ascertaining their organisational commitment. The study adopted a descriptive survey design, with a population of 528 librarians in all universities in Southwestern Nigeria. A total enumeration was adopted, with the questionnaire as the data collection instrument. Data were analysed using descriptive and inferential statistical tools. Findings from the tests of hypotheses also showed that self-esteem is a good predictor of organisational commitment among librarians in universities in Southwestern Nigeria; emotional intelligence is a good predictor of organisational commitment among librarians in universities in Southwestern Nigeria; and work motivation is a good predictor of organisational commitment among librarians in universities in Southwestern Nigeria; also, the joint contribution of the independent variables to the dependent variable was significant. The study concluded that organisational commitment among library employees in universities in southwestern Nigeria is influenced by self-esteem, emotional intelligence, and work motivation, and recommended that librarians' self-esteem be boosted, their emotional intelligence enhanced, their motivation reinforced, and their working conditions improved.

Keywords: Emotional Intelligence, Librarians, Organisational commitment, Self-esteem, Work motivation

Introduction

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Organisational commitment is widely regarded as a critical determinant of employee performance, retention, and the overall success of institutions, especially within knowledge-intensive sectors such as academic libraries. As university libraries in Nigeria evolve to meet the demands of 21st-century information needs, the psychological, emotional and motivational attributes of librarians become increasingly significant in shaping their commitment to organisational goals and values. Among these attributes, self-esteem, work motivation, and emotional intelligence have emerged as vital psychological constructs influencing how employees engage with their organisations (Meyer & Allen, 2021; Tahhan, 2025).

Self-esteem, defined as the evaluative perception an individual holds about their self-worth, plays a foundational role in shaping professional identity and workplace behaviour (Krauss & Orth, 2022). Librarians with high self-esteem are more likely to approach tasks with confidence, adapt to institutional changes, and exhibit resilience in the face of challenges (Udem & Ogbonna, 2024). In the context of Nigerian university libraries, where resource constraints, digital transformation, and evolving user needs present ongoing challenges, self-esteem may significantly affect librarians' willingness to remain committed and contribute positively to institutional goals.

Similarly, work motivation serves as a crucial driver of employee engagement and productivity. It encompasses both intrinsic and extrinsic factors that energise, direct, and sustain work-related behaviour (Akerele, 2023). Within university libraries, work motivation can stem from recognition, opportunities for career advancement, institutional

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support, and the perceived relevance of the librarian's role. Motivated librarians are more likely to exhibit affective commitment, stay with their institutions, and go beyond their formal duties (Ezeudu, Ifijeh, Iroaganachi & Izuagbe, 2024).

Emotional intelligence (EI), the capacity to perceive, understand, manage, and regulate emotions in oneself and others, has gained prominence as a predictor of various organisational outcomes, including job satisfaction, leadership effectiveness, and commitment (Dahir, 2025). Librarians with high EI are better equipped to manage interpersonal relationships, handle workplace stress, and foster collaborative environments, all of which are conducive to stronger organisational commitment (Stephen, 2025). This is especially pertinent in university settings where librarians often interact with diverse users, administrators, and academic staff.

Despite growing interest in psychological and emotional factors influencing employee outcomes, empirical studies examining their combined effects on organisational commitment among librarians in the Nigerian university context remain limited. Particularly in Southwestern Nigeria, where universities vary in funding, governance, and operational capacity, understanding these dynamics is critical for human resource planning and for enhancing library services.

Research Question

The following questions guided this study:

1. What is the relative contribution of self-esteem to the organisational commitment of librarians in universities in Southwestern Nigeria?

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2. What is the relative contribution of emotional intelligence to the organisational commitment of librarians in universities in Southwestern Nigeria?
3. What is the relative contribution of work motivation to the organisational commitment of librarians in universities in Southwestern Nigeria?
4. What is the joint contribution of self-esteem, emotional intelligence, and work motivation to the organisational commitment of librarians in universities in Southwestern Nigeria?

Literature Review

The dynamics of organisational commitment among librarians have been widely explored in the human resource and library science literature, particularly regarding psychological, emotional, and motivational factors. This literature review examines the three key variables, self-esteem, work motivation, and emotional intelligence and their respective and collective influence on organisational commitment, with specific attention to the academic librarianship context in Southwestern Nigeria. Organisational commitment is defined as the psychological attachment an employee feels toward their organisation, often manifesting in a strong belief in the institution's goals, a willingness to exert considerable effort on behalf of the organisation, and a strong desire to remain a member of the organisation (Meyer & Allen, 2021). Meyer and Allen's three-component model remains a dominant framework, comprising:

- Affective commitment (emotional attachment),
- Continuance commitment (cost-based decision to stay),

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- Normative commitment (sense of obligation to remain).

In the context of librarianship, organisational commitment influences job satisfaction, user service quality, and retention rates. Babalola, Alegbeleye & Adegbaye (2023) found that high levels of organisational commitment among university librarians in Nigeria were significantly associated with positive service attitudes, knowledge sharing and involvement in professional development.

Self-esteem refers to the evaluative aspect of the self-concept, representing one's belief in one's intrinsic worth and capabilities. It serves as a motivational resource that influences how individuals perceive and perform their roles in organisational settings. Research shows that self-esteem is positively linked to organisational commitment. Employees with high self-esteem are more confident, show greater initiative and are more resilient in the face of organisational stressors (Modise, 2023). In the library sector, librarians with higher self-esteem are better able to adapt to technological changes, assume leadership roles, and develop a stronger psychological bond with their institutions (Adeoye & Popoola, 2021). In Nigeria, Udem, Aguigwo & Obuezie (2026) investigated the role of self-esteem among librarians in federal universities and found a significant positive correlation between high self-esteem and affective commitment. They noted that librarians with higher self-worth perceived their roles as more meaningful and were more likely to stay committed even in under-resourced environments.

Work motivation is broadly defined as the set of internal and external forces that initiate work-related behaviour and determine its form, direction, intensity, and duration

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(Coco, Heidler, Fischer, Albanese, Marzo & Kozon, 2023). It is often classified into intrinsic motivation, which is driven by interest or enjoyment in the task, and extrinsic motivation, which is influenced by rewards, recognition, or avoidance of punishment. In university libraries, work motivation significantly influences librarians' willingness to innovate, provide quality service, and remain committed to institutional objectives (Pandya, 2024). Motivated librarians are also more likely to engage in continuous professional development, contribute to team success, and show loyalty. Empirical studies in Nigeria reveal that poor motivational structures, such as lack of recognition, low remuneration and limited career advancement, negatively affect librarians' organisational commitment (Ifijeh & Popoola, 2025). Conversely, motivational strategies such as professional support, timely promotions, and job enrichment have been found to enhance commitment levels (Menezes, Gumashivili, & Kanokon, 2025).

Emotional intelligence (EI) is the ability to perceive, understand, manage, and regulate one's own emotions and those of others (Isabel, María-Dolores, 2023). Coronado-Maldonado & María-Dolores (2023) expanded the concept into five domains: self-awareness, self-regulation, motivation, empathy, and social skills. EI has been found to positively impact several work outcomes, including stress management, teamwork, leadership, and commitment. High EI employees are generally more adaptable, empathetic, and effective in interpersonal communication, traits that foster a conducive work environment and organisational loyalty (Antariksa, 2025). In the library profession, where interpersonal engagement with patrons, colleagues, and administrative authorities is

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integral, EI plays a pivotal role. Yusuf & Bolaji (2025) found that emotional intelligence significantly predicted affective and normative commitment among academic librarians in Nigerian universities. Their study revealed that emotionally intelligent librarians tend to experience less workplace conflict and are more likely to remain engaged with their institutions during times of stress and change.

Although each variable independently influences organisational commitment, their interrelationships provide a richer understanding of commitment dynamics. For instance, self-esteem and emotional intelligence are often predictors of intrinsic motivation, which in turn enhances commitment (Tegegne & Wondimu, 2024). Librarians who feel competent (self-esteem), can manage emotions (EI) and are internally motivated are more likely to exhibit long-term dedication to their roles and institutions. Furthermore, the intersection of emotional intelligence and motivation is particularly critical in the Nigerian academic environment, where librarians face multiple stressors, including poor infrastructure, limited funding, and high user demands (Akpan, Isobara, Umana, 2025). High EI helps mitigate these stressors, while motivation maintains their commitment to high service standards. In addition, high levels of both self-esteem and emotional intelligence foster greater job satisfaction and work-life balance, both of which enhance affective and normative commitment (Salameh-Ayanian, Tamer, & Jabbour Al Maalouf, 2025).

Despite the availability of research on each variable, limited studies in Nigeria and particularly in Southwestern Nigeria have investigated the combined implications of self-esteem, work motivation, and emotional intelligence on organisational commitment among

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academic librarians. Most existing studies treat these factors in isolation, ignoring their potential synergy. This gap warrants a holistic investigation that can inform policy and staff development strategies in university libraries.

Methodology

The study adopted a descriptive correlational survey design. The study population consisted of 528 librarians from all universities in Southwestern Nigeria. A total enumeration was used for the study. 454 copies of the questionnaire were returned, giving a response rate of 85.98%. Collected data were analysed using descriptive statistics, including tables, frequencies, and percentages for demographic characteristics; the mean and standard deviation were used to assess variable levels, and inferential statistics, such as correlation analysis, were used to test the hypotheses.

Table 1: Population of the study

S/N	Federal universities	Librarians
1	Federal University of Agriculture, Abeokuta, Ogun State	24
2	Federal University of Technology, Akure, Ondo State	26
3	Federal University, Oye-Ekiti, Ekiti State	12
4	Obafemi Awolowo University, Ile-Ife, Osun State	28
5	University of Ibadan, Ibadan, Oyo State	60
6	University of Lagos, Akoka, Lagos State	20
S/N	**State universities**	**Librarians**
1	Adekunle Ajasin University Akungba-Akoko (AAUA), Ondo State	06
2	Bamidele Olomilua University of Science and Technology, Ikere-Ekiti, Ekiti State	07
3	Ekiti State University, Ado Ekiti, Ekiti State	24
4	First Technical University (Tech-U) Ibadan	04
5	Ladoke Akintola University of Technology (LAUTECH), Ogbomoso, Oyo State	20

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6	Lagos State University. Ojo, Lagos State	17
7	Lagos State University of Science and Technology, Ikorodu, Lagos State	09
8	Olabisi Onabanjo University, Ago Iwoye, Ogun State	15
9	Ondo State University of Medical Sciences (UNIMED), Ondo State	09
10	Ondo State University of Science and Technology (OSUSTECH) Okitipupa, Ondo State	07
11	Osun State University, Osogbo, Osun State	09
12	Tai Solarin University of Education, Ijebu Ode, Ogun State	13

S/N	Private universities	Librarians
1	Achievers University, Owo, Ondo State	03
2	Adeleke University, Ede, Osun State	08
3	Ajayi Crowther University (ACU), Ibadan, Oyo State	08
4	Anchor University, Lagos State	03
5	Atiba University Oyo	03
6	Augustine University, Ilara, Epe, Lagos State	06
7	Backcock University, Illishan-Remo, Ogun State	14
8	Bells University of Technology, Ota, Ogun State	04
9	Bowen University, Iwo, Osun State	10
10	Caleb University, Imota, Lagos State	06
11	Chrisland University, Abeokuta, Ogun State	04
12	Christopher University, Mowe, Ogun State	04
13	Covenant University Ota, Ogun State	21
14	Crawford University, Igbesa, Ogun State	04
15	Crescent University, Abeokuta, Ogun State	03
16	Dominican University Ibadan (DUI), Oyo State	05
17	Dominion University Ibadan, Oyo State	03
18	Elizade University, Ilara-Mokin, Ondo State	05
19	Fountain University, Osogbo, Osun State	03
20	Hallmark University, Ijebu Itele, Ogun State	04
21	Joseph Ayo Babalola University (JABU), Ikeji-Arakeji, Osun State	08
22	Kings University, Ode Omu, Osun State	04
23	Kola Daisi University Ibadan (KUI), Oyo State	03
24	Lead City University (LCU), Ibadan, Oyo State	16
25	Mcpherson University, Seriki Sotayo, Ajebo, Ogun State	03
26	Mountain Top University, Mowe. Ogun State	03
27	Oduduwa University, Ipetumodu, Osun State	03
29	Pan-Atlantic University, Lagos State	05
29	Precious Cornerstone University, Ibadan, Oyo State	05
30	Redeemer's University Nigeria (RUN), Ede, Osun State	15

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31	Trinity University, Ogun State	02
32	Westland University Iwo, Osun State	02
33	Westley University of Science and Technology, Ondo, Ondo State	04
	Total	**528**

Data Presentation and Discussion of Findings

Table 2: Demographics of Respondents

Demographic Characteristics	Frequency	Percentage
Gender		
Females	247	54%
Males	207	46%
Marital Status		
Single	73	16%
Married	343	75%
Divorced	21	5%
Widowed	17	4%
Work Experience		
Less than 5 years	89	19.6%
5 – 10 years	163	35.9%
11 – 15 years	99	21.8%
16 – 20 years	43	9.5%
21 – 25 years	24	5.3%
26 – 30 years	22	4.8%
31 – 35 years	10	2.2%
Above35 years	4	0.9%
Designation		
Assistant Librarian	72	15.9%
Librarian II	56	12.3%
Librarian I	86	18.9%
Senior Librarian	96	21.1%
Principal Librarian	80	17.6%
Deputy University Librarian	34	7.5%
University Librarian	30	6.6%

Test of Hypotheses

Hypothesis One: There is no significant relationship between self-esteem and organisational commitment of librarians in Southwestern Nigeria.

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RQ1: What is the relative contribution of self-esteem to the organisational commitment of librarians in universities in Southwestern Nigeria?

Table 6: Regression analysis of self-esteem to organisational commitment of librarians in universities in southwestern Nigeria

Coefficients						
		Unstandardized Regression Coefficients		Standardized Regression Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	21.817	2.973		7.338	.000
	SelfEsteem	.457	.034	.541	13.630	.000
Dependent variable: Organisational commitment						

Table 6 presents the regression analysis of the independent variable (Self-Esteem) on organisational commitment among librarians in universities in Southwestern Nigeria. The contribution of the independent variable to the dependent variable is the beta weights in the table, while the robustness of the beta weights is indicated by the significance at the 0.05 level of the corresponding T values. The results show that the independent variable made a strong contribution to respondents' organisational commitment. Self-esteem (B = 0.541, t = 13.630) had a positive relative contribution to organisational commitment of librarians in universities in Southwestern Nigeria. This implies that the independent variable (Self-esteem) was the important predictor variable in the regression model. Thus, self-esteem is a good predictor of organisational commitment among librarians in universities in Southwestern Nigeria. The findings align with Gómez-Jorge & Díaz-Garrido (2026), who posited that the positive relationship between self-esteem and organisational commitment can be explained by the fact that high self-esteem improves individuals' identification with the place, and results in organisational commitment.

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Hypothesis Two: There is no significant relationship between emotional intelligence and organisational commitment of librarians in Southwestern Nigeria.

RQ2: What is the relative contribution of emotional intelligence to the organisational commitment of librarians in universities in Southwestern Nigeria?

Table 6: Regression analysis of emotional intelligence to organisational commitment of librarians in universities in southwestern Nigeria

Coefficients					
		Unstandardized Regression Coefficients		Standardized Regression Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	21.817	2.973		7.338	.000
	Emotional Intelligence	-.144	.039	-.156	-3.675	.000
Dependent variable: Organisational commitment						

Table 6 presents the regression analysis of the independent variable (emotional intelligence) on organisational commitment among librarians in universities in Southwestern Nigeria. The contribution of the independent variable to the dependent variable is the beta weights in the table, while the robustness of the beta weights is indicated by the significance at the 0.05 level of the corresponding T values. The results show that the independent variable made a strong contribution to respondents' organisational commitment. Emotional intelligence ($B = 0.156$, $t = 3.675$, $p < 0.05$) negatively influenced organisational commitment among librarians in universities in Southwestern Nigeria. This implies that the independent variable (Emotional Intelligence) was the important predictor variable in the regression model. Thus, emotional intelligence is a good predictor of organisational commitment among librarians in universities in Southwestern Nigeria.

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The findings indicate *a* significant relationship between emotional intelligence and organisational commitment among librarians at universities in Southwestern Nigeria. This suggests that emotional intelligence does directly impact librarians' organisational commitment, aggressing with previous research that has frequently reported a positive link between these variables (Ahsan, 2023). The significant relationship may indicate that while emotional intelligence is beneficial for personal and interpersonal effectiveness, it does not necessarily translate to a stronger commitment to the organisation. This finding may suggest that other factors, such as organisational culture, leadership style, and job characteristics, are more dominantly shaping the sense of commitment to an organisation than just being emotionally intelligent. This result agrees with studies by Novruzov (2024) and other researchers, who found that individuals with high emotional intelligence are generally more committed to their organisations.

Hypothesis Three: There is no significant relationship between work motivation and organisational commitment of librarians in Southwestern Nigeria.

RQ3: What is the relative contribution of work motivation to the organisational commitment of librarians in universities in Southwestern Nigeria?

Table 7: Regression analysis of work motivation to organisational commitment of librarians in universities in southwestern Nigeria

Coefficients					
		Unstandardized Regression Coefficients		Standardized Regression Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	21.817	2.973		7.338	.000
	Work Motivation	.401	.077	.227	5.194	.000
Dependent variable: Organisational commitment						

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Table 7 presents the regression analysis of the independent variable (work motivation) on organisational commitment among librarians in universities in Southwestern Nigeria. The contribution of the independent variable to the dependent variable is the beta weights in the table, while the robustness of the beta weights is indicated by the significance at the 0.05 level of the corresponding T values. The results show that the independent variable made a strong contribution to respondents' organisational commitment. Work motivation ($B = 0.227$, $t = 5.194$, $p < 0.05$) had positive relative contribution to organisational commitment of librarians in universities in Southwestern Nigeria. This implies that the independent variable (work motivation) was the important predictor variable in the regression model. Thus, work motivation is a good predictor of organisational commitment among librarians in universities in Southwestern Nigeria.

The study reveals a positive correlation, suggesting that work motivation not only fosters a sense of purpose but also aligns employees with the organisation's goals, thereby boosting their commitment. This conclusion is in line with research by Oktafien & Santoso (2025), which underscores the role of motivation in enhancing organisational commitment. Motivated employees are more inclined to dedicate themselves to their roles, resulting in greater loyalty and commitment to the organisation. This finding highlights the crucial role of work motivation in building organisational commitment, aligning with self-

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determination theory, which stresses the importance of intrinsic motivation in fostering commitment (McAnally & Martin, 2024).

Hypothesis Four: There is no significant joint contribution of self-esteem, emotional intelligence and work motivation to organisational commitment of librarians in universities in Southwestern Nigeria.

RQ4: What is the joint contribution of self-esteem, emotional intelligence, and work motivation to the organisational commitment of librarians in universities in Southwestern Nigeria?

Table 4.4.6a Regression analysis showing the joint contribution of self-esteem, emotional intelligence, and work motivation on organisational commitment of librarians in universities in southwestern Nigeria

R	R Square	Adjusted R Square	Std. Error of the Estimate
.647	.418	.405	5.60685

ANOVA

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	10003.775	10	1000.377	31.822	<.001	Sig.
Residual	13926.500	443	31.437			
Total	23930.275	453				

Table 4.4.6a shows the joint contributions of self-esteem (self-respect, self-regard, self-confidence), emotional intelligence (self-awareness, self-management, social awareness, relationship management, and self-regulation), and work motivation (intrinsic and extrinsic) to organisational commitment among librarians in universities in southwestern Nigeria. The table also shows a coefficient of multiple correlation (R) of .647, a multiple correlation (R2) of .418, and an adjusted R-squared of .405. This means that the ten predictor variables accounted for 40.5% of the variance when taken together. The

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significance of the composite contribution was tested at α = 0.05. The table also shows that the analysis of variance for the regression yielded an F-ratio of 31.822 (significant at the 0.05 level). This implies that the independent variables jointly contributed significantly to the dependent variable and that other variables not included in this model may have accounted for the remaining variance.

This finding is consistent with previous research, such as that by Chompukum & Vanichbuncha (2025), which suggests that self-esteem fosters a positive self-concept, thereby enhancing organisational commitment. Work motivation also plays a crucial role, with a beta weight of B = 0.227 and a t-value of 5.194 ($p < 0.05$), underscoring the importance of intrinsic motivation in fostering commitment (Shah, Jamali, Larik & Chang, 2023). This finding may suggest that emotionally intelligent individuals are more sensitive to organisational dynamics and might perceive negative aspects that reduce their commitment (Dooshima, 2024). This contrasts with the findings of Patel (2023), who reported a positive correlation between emotional intelligence and organisational commitment. The difference in these two findings may not be unconnected with the latest drive that is making staff and people generally to show less commitment to organisations due to quite challenging issues any individual may need to coordinate with from time to time.

Recommendations

Based on the findings of the study, the following recommendations were made:

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1. Universities in southwestern should focus on boosting the self-esteem of librarians through targeted professional development programmes, mentorship opportunities, and recognition for their contributions. Building self-regard and self-respect will likely enhance overall work motivation and organisational commitment.
2. Universities in southwestern should implement programmes and training sessions aimed at enhancing librarians' emotional intelligence in areas of self-awareness, social awareness, and relationship management.
3. Universities should introduce and reinforce strategies for intrinsic motivation, such as offering opportunities for job enrichment, training, education, and career advancement. Additionally, promoting job rotation and job enlargement can increase job satisfaction and work engagement.
4. University librarians need to improve work conditions, providing better job security, and offering competitive fringe benefits because it will contribute to enhancing the overall organisational commitment. Attention to work-life balance and job satisfaction is key in ensuring long-term employee retention and performance.

Conclusion

This study examined the levels of self-esteem, emotional intelligence, and work motivation, and their correlation with organisational commitment among librarians in universities in southwestern Nigeria, emphasising the importance of organisational commitment for librarians with moderate levels of these traits. As such, librarians' performance is not solely driven by motivation but also by factors such as self-esteem and

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emotional intelligence, which foster organisational commitment. In conclusion, the study emphasizes the critical roles of self-esteem, emotional intelligence and work motivation in promoting optimal performance and best practices among library employees. It also showed that organisational commitment is influenced by self-esteem, emotional intelligence, and work motivation among library employees in universities in southwestern Nigeria.

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