



CONSTRAINTS AND STRATEGIES FOR ENHANCED MENTORING PROGRAMMES AND PRACTICES IN FEDERAL UNIVERSITY LIBRARIES IN SOUTH-EAST, NIGERIA

Dr. Florence Amaka Nwofor

Department Of Library and Information Science,
fa.nwofor@unizik.edu.ng, 08064172806. ORCID 0009-0005-8112-8915

Dr. Esther Ekene Aghauche

Department Of Library and Information Science
ee.aghauche@unizik.edu.ng 08035406774

Dr. Hope Chinyere Ilorah Chikaodili

University Library, Nnamdi Azikiwe University Awka.
hc.ilorah@unizik.edu.ng, 08066469497

ABSTRACT

The study examined the constraints militating against effective mentoring for professional skills development and suggested strategies for enhancing mentoring programs and practices for academic librarians in federal university libraries in South-East Nigeria. The sample for the study comprised 115 academic librarians from five federal university libraries in South – East, Nigeria. Data was collected through a questionnaire titled “Challenges and Strategies for Enhanced Mentoring Programmes and Practices in University Libraries Questionnaire” (CSEMPPULQ). The results showed that many factors constituted constraints focused upon in the study, they included amongst others: absence of mentorship in the professional education and training curriculum of librarians, non-institutionalization of articulated, structured formal mentoring programs in Nigerian university libraries, lack of mentoring policies, guidelines and frameworks and inadequate facilities for mentoring indicated by Std. Dev of .494, .497, .540, .608 respectively. Strategies suggested included revision of LIS curriculum to include mentorship, institutionalization of formal structured mentorship programs, developing formal mentorship policies and frameworks provision of mentoring facilities among others. Based on the findings it is recommended that institutions should develop and provide institutional mentoring programs in line with international best practices in libraries in university in South East, Nigeria. The study concluded that if intentionally articulated, mentoring will provide a strategic continuous learning platform for developing professional skills of academic librarians in the ever changing paradigm of the university libraries in the period of economic recession.

Keywords: Mentoring, Academic librarians, University libraries, Constraints of mentorship, South -East, Nigeria



Introduction

The objectives of setting up university libraries in Higher Education Institutions (HEIs) include: offering support for the educational and research activities of their parent institutions through the provision and dissemination of research - oriented information resources which occur in print and electronic formats. The university library is an integral part of the university which exists to meet the information needs of students, staff, faculty, researchers and other users in the community by services of academic librarians (Afolabi, 2014).

Academic librarians are information professionals who are trained to carry out core duties of academic libraries beyond the day-to-day routine of library officers and attendants. They have the responsibility of skilfully and purposively selecting, processing, organizing and making the learning resources in the library available to the users. Their duties also include: cataloguing, indexing, collection development, serials management, reader services and library administration (Ezeani, Ekeh & Ugwu, 2012). Other duties include coordination of public programmes, offering basic literacy education/information literacy, providing assistive resources and services for users with disabilities and finding community information resources (Ozioko, Nwabueze & Igwesi, 2014). The traditional roles and competencies of library practioners are shifting. They also perform research and publication functions as well as teaching and instructional duties which require up-to- date skills that is facilitated by continuous professional development.

Continuous Professional development(CPD) enables the capacity building of academic librarians by

equipping them with the requisite skills set in line with international best practices for cutting-edge services delivery .CPD in libraries frequently consists of on-the- job and off- the -job approaches.(Nwokeocha,2014). Typical on- the- job methods include: special projects ,in house job rotation, special-in-plant courses which lay emphasis on shared values in transferring knowledge and skills within the workplace and learning from experienced colleagues or workmates which comprise apprenticeship, assisting ,coaching and mentoring.

Mentoring is an in- house on- the- job continuous professional development tool used in accelerating professional skills development of academic librarians which has had great impact on services delivery of university libraries .It facilitates skills enhancement ,training in new skills and development of specific skills .Mbanefo (2015) defined mentoring as a developmental oriented relationship in which a more experience individual (mentor) in a formal or informal ambience provides another (mentee) with the requisite skills, trade, guidance , or other survival related opportunities upon which the younger ones can build ,develop or expand his means of livelihood. Mentoring is an evolving concept. In the mentoring relationship in university libraries, the mentor and mentee are academic librarians and the program could be formal or informal.

The formal mentoring programme also termed institutional, planned or structured mentorship, is a systematic policy issue with a framework and a standard aspect of management practice (Adeyanju, 2011). It is a compulsory and core component of an organization's staff training and development Programme. It could also be a part of a professional



associations' programmes. The formal mentoring could be e-mentoring, peer mentoring, group mentoring, multiple mentoring, and situational mentoring, and reverse mentoring and transitional mentoring. Organizations dedicated to the smooth professional advancement and acquisition of professional skills of their workforce find introducing formal mentoring programmes to be a highly beneficial human resources career development strategy. Contrastingly, informal/traditional mentoring is that which is not supported by an administrative framework but a casual networking arrangement whereby a senior member in the organization elects to initiate a relationship with a younger member who is recognized as having potential or talent or a younger librarian selecting a more experienced staff as a mentor. However, a hybrid version of mentoring also occurs in libraries. There are various mentoring programmes which vary greatly from one library to another. In university libraries mentoring programmes have been set up in the human resources department of universities or within the libraries. They provide another approach for equipping employees with personal and professional development opportunities, promoting the academic librarians integration, developing their skills with prospects of improved performance, career success and efficiency in service delivery in university libraries.

The mentoring practice is the structure or mode of the implementation of the mentoring. It is dependent on what it sets to achieve, who it targets to develop and at what time of career trajectory it occurs. It includes orientation or training for new entrants, mentoring for all cadre of staff, in-house conferences, workshops for staff provided by experienced staff,

sponsorship to conferences, career related mentoring.

Presently, libraries are challenged by existing competitive environment resulting from the increasing number of information providers and the change in information seeking behaviour of library users who turn to google and amazon for satisfying their information needs. Information users now stay back in the comfort of their homes to access information because of the ubiquitous availability of information occasioned by ICT. Moreover, ICT developments are affecting the way libraries operate, their tools and methods. Librarians' skills needs to be updated and improved through articulated on -the -job learning platforms designated "talent use" to provide cutting edge services delivery that will attract and keep users while libraries remain relevant. In line with the prevailing changes librarians need to move from their comfort zones in order to acquire skills needed for workforce in the new paradigm .If this is not done libraries may deal with abandonment. Formal mentoring programmes and practices seem to have the potential of catalysing professional skills development of academic librarians to reinvent the libraries but the extent to which they are employed in the development of academic librarians' professional skills development for effective service delivery in university libraries is not guaranteed. It seems that the programmes and practices are hindered by a myriad of constraints. Though international best practices have established mentoring as a continuous professional development option with a focus on the transfer of diverse workplace core skills needed by librarians for improved performance, it has been observed that, it seems that the mentoring programmes and practices developed in



university libraries in South-East, Nigeria do not effectively play this role sequel to existing challenges. However, research in the area of constraints and strategies appear to be rare. This gap formed the critical motivation that prompted this study which set to empirically investigate the constraints militating against the implementation of mentoring programs and practices and suggest strategies that will leverage the professional skills development of academic librarians for effective services delivery in federal university libraries in South- East, Nigeria.

Literature Review

Constraints of Mentoring programmes and practices for Professional Skills Development of Academic Librarians

Many factors hinder effective mentoring programmes in university libraries. It is a three pronged problem which could emanate from the mentee, mentor or the organization. The problems are varied and sometimes complex, and if not well managed could truncate the mentoring process. Sodipe and Madukoma (2013) noted that most of the mentoring programmes in university libraries in Nigeria are not well articulated or factored into organizational framework as obtains in international best practices. They identified the following drawbacks associated with mentoring to include:

1. Lack of organizational support of the mentoring programme which results in neglect of its core responsibilities to the mentor\mentee, apportioning inadequate time and lack of commitment to the mentoring programme by any of the parties that are involved.
2. When a mentoring programme is embarked upon there is difficulty in coordinating the programme by the

organization because of lack of organizational initiatives. This exposes the mentee to negative experiences while the mentor is unable to perceive the benefits.

3. Costs associated in overseeing and administering mentoring programmes.

Mentoring problems could also emanate from multiple factors. Ugwuanyi (2011) noted that it is not everyone who gets into mentoring relationship that enjoys the expected fruits of mentoring. He attributed this anomaly to a catalogue of factors which include wrong choice of mentors (mentors are chosen without due consideration of career goals, interest, aptitude or attitude of mentee in which case the effectiveness of the programme will be challenged), lack of clear-cut agenda, not setting the behavioural objectives from the broad goals which are specific, measurable and achievable and could be used as a yardstick to assess the attainment of overall goals, adherence to one pattern of mentoring, mentees inability to open up or speak out during interaction- when this happens mentees fail to interact and operate at the required frequency, unconstructive criticism of mentee rather than offering him\her encouragement that kills inventiveness and leads to despondency which dampens the zeal and spirit of self-discovery of the mentee, ignorance of the process of mentoring, lack of trust in the mentoring relationship and the non-institutionalization of formal mentoring programmes for professionals in Nigerian university libraries. Moreover, while the mentee over depends on the mentoring relationship the mentor is under pressure to take a mentoring role.

In a summary Hansford, Tennent and Ehrich in Ehrich (2013) identified



organizational shortcomings to include costs of implementing effective programmes and lack of partnership where institutional support is unavailable. Another observable challenge of the mentoring programme was associated with its planning which also stemmed from management's non-involvement of the librarians (mentors) in an assigned mentoring relationship. The aftermath of this is practically mentors and mentees are not involved in the planning stage to develop a plan of action, they do not have a choice of their 'pair' while others worked arbitrarily. In this case some mentors may refuse to participate in the mentorship. Johnson (2007) identified not setting pre-determined boundaries in advance, conflicting roles of mentor who sometimes assume roles of manager, assessor and supervisor as prevailing situations when there is lack of institutional support for mentoring programmes. Mentees\ mentors do not often times have specific expectations or goals. Zhang, Deyoe and Mateyeva (2008) supporting this view recorded that the respondents in their study of the Wichita university libraries in 2006 indicated that they do not know the mentors responsibilities while the mentees too are oblivious of their responsibilities as mentees. However, mentors pointed other difficulties such as viewing mentorship as an extra burden or responsibility and as an emotionally draining or stressful experience. The researchers also found that mentorship was problematic when there was insufficient resources or encouragement from others or when mentors felt conflict between their roles of developing mentees and their roles of assessing them. Professional expertise, differences in philosophy \ideology and sometimes knowledge caused tension in the relationship

Mismatching or poor matching, gender mismatch of mentors and mentee has also been identified as a critical problem inherent in organizing a mentoring programme. Psychological compatibility is the major factor of satisfaction or dissatisfaction in a mentoring relationship. Zang et al further revealed from their interview that some mentoring groups expressed mixed feelings of sympathy, guilt and regret that they did not contact much because of communication difficulties, other members felt uncomfortable with each other while the third group, mentioned an emotionally asymmetric relationship where the mentee became too attached to the mentor. Mentoring mismatch is a serious setback in mentoring and is a recurring decimal in the literature in obstacles to successful mentoring practices in academic libraries which has far reaching implications that could mar the entire process (Zang et al, 2008; Ugwuanyi, 2010; Wang, 2010; Idoko, Ugwuanyi & Ejikeme 2011; Njoku, 2017).

Another problem area is that mentoring programmes do not always achieve their goals. Hicks (2012) revealed that mentoring programmes do not always succeed in their goals. Consistent with this assertion are the reports by Davidson and Middleton cited by Hicks which indicated that formal mentoring opportunities sponsored by professional associations are not used as much as they could be and confirmed by Hine's on the moderately successful ALA NMRT mentoring scheme which was found useful by only 50% of the mentees.

Mentoring constraints could have an ethical dimension. Asadu (2010) confirmed that it not without some disadvantages which he described as dysfunctional and destructive. He identified



exploitation which could occur when the mentor uses the protégé to do his research for a publication, tap his ideas or create a research project and doesn't credit it to the mentee as a problem of mentoring e.g. an online library guide Hayes –Bohanan (2013). The efforts of the mentee in the area of research and publication will be subtly subverted. Adeniji and Adeniji (2010) called this cock syndrome. They also maintained that inaccessibility or inactiveness of the mentor could result in frustration of the mentee.

Adeniji and Adeniyi (2010) in a related study identified problems associated with the absence of academic culture in the university library. Onyido (2018) captures the prevalent problem vividly when he noted that the whole business of mentorship has broken down completely in the Nigerian university system. Senior academics have no interest in mentoring their younger colleagues while the younger academics feel they absolutely have no need for mentoring, so the university and by extension the library is filled with discrete individuals with a multiplicity of orientations because no organic bonding which is provided by academic culture and tradition has taken place. Prior to this time, the mentor seamlessly transferred the portfolio of orientations, skillsets, attitudes and values required to be a good academic and to practice which ensured continuity of academic culture and tradition which entails unbridled flair for research, regular in house seminars and conferences, sincere desire to share knowledge and ideas, and high academic standards.

Mentoring in the area of academic research and publishing, serves as a unique investment in the future of academic librarians as the emphasis on research and publications for appraisal and promotion requirements increases in intensity and

complexity, the inadequacy of quality mentors because not every seemingly successful librarian have the skills, competencies and experience to function as a mentor especially in research, this lack and absence of cross departmental mentoring cannot provoke the young as well as the old librarians into exploring mentoring for research and academic growth. Asadu (2010) confirmed that one of the key items lacking in the designing of mentoring programmes in academic libraries is the aspect of university wide academic citizenship process which academic librarians require to achieve promotion and tenure .Major, Mitchell and Morton cited in Wilson et al(2009) further observed that the academic librarians who are engaged in designing mentoring programmes tend to emphasize professional competence and overlook the aspect which concerns the acculturation into scholarship and research which include developing research competence , uncovering publishing opportunities grant writing, paper presentations, editorial activities and peer review of journal article.

Another strong obstacle to mentoring for academic librarians is the psychological and social factors that mar mentoring. Brewerton (2010) highlighted the following dimensions to include: inability to keep to plans (both mentees/mentors), over dependence of mentee on mentor in taking decisions, development of inappropriate emotional feelings occasioned by the intimate relationship of the parties and professional petty jealousy arising from colleagues. Moreover, Goldman (2011) identified the burdensome and time consuming nature of mentoring and unrealistic expectations

Personality conflict, communication gaps, misconceptions and resentment have brought unnecessary



difficulties into mentoring practices of various faculty members. On the other hand, Goodsett and Walsh (2015) revealed that the literature pointed to several potential hurdles in the personalities of the mentor. They highlighted poor mentor/mentee pairing, lack of ability to participate in the programme effectively and unstable mentoring programme which results in changes for mentee, misperception by mentors that mentoring benefits only mentees as factors which hinder mentoring programmes' effectiveness. Some librarians see it as kindness and not a professional relationship that earns him/her more professional skills. Such librarians do not take their roles seriously and rarely bring commitment and dedication to bear on the programme.

Another major problem is that LIS programmes are exposing students to the realities of tenure track positions and the place of mentoring as a CPD strategy either in the library as practitioners or LIS educators. Mentoring is not reflected in the LIS curricular. Moreover, there is no blueprint for training in mentoring in the education of LIS students as well as on the job for practitioners (Harrington & Marshall, 2014).

Another problem is lack of assessment of mentoring programmes. Njoku (2017) emphasized that this is a major obstacle to mentoring. She noted that mentoring is not complete without effective monitoring, evaluation and feedback. The feedback ensures improved job performance. The insistence on the old/traditional paradigm of mentoring possess a serious threat to successful mentoring. Most of the identified problems are associated with this method of mentoring. Coupled with this is the adoption of only one form of mentoring

Strategies for Enhancing Mentoring programmes and practices for Professional Skills Development of Academic Librarians

Management must be directly involved in developing the mentoring programme. Most developmental programmes that are linked to organizational purpose and strategy yield positive results. The role of library management in ensuring successful mentoring was expressed by Robbelot, Eng and Wessi (2013). They posit good communication from management, clear definition of programme goals and limitations, clearly defined roles and responsibilities, a reward system and an implementation procedure in a form of mentoring guide or manual, keeping measurable goals for assessment purpose can enhance mentoring practices. They insist that there must be a mentoring policy which must not be too detailed or prescriptive but should provide major definitions, goals structure of the mentoring programme, a procedure that directs and organizes mentoring practice, clarifies and interprets it if need be. Management should have a calendar of the mentoring programme. It should also spell out roles, functions, and responsibilities of mentors and mentees, facilitators and supervisors in order to check conflict. A checklist should also be developed to clarify major goals, mutual expectations, and responsibilities and major steps of the programme (information for the checklist must be taken from the current mentoring practice). Administration has to make sure the mentee and the mentors' responsibilities, evaluation, assessment, guidelines and time commitment are stipulated in policy framework. The library's policy and procedure for a successful mentoring programme must recognize and address exigencies that



may arise in the course of mentoring, provide a mechanism to dissolve a mentoring relationship if it does not work and ways for mentor and mentees to find another partner instead of being stuck in an uncomfortable and unproductive relationship.

The development of a successful mentoring programme is a creative process and it takes a lot of time and effort to make the programme work. It is critical that when a library decides to do mentoring it involves: trying, acting, discussing, deciding, failures, effecting corrections, surprises and reviews. Zang et al, (2007) indicate that there is no guarantee that every individual mentoring relationship will succeed. They however, quipped that the aim should be, to establish self-supported mechanisms for connection of less experienced librarians to more experienced librarians where every effort is made to ensure proper matching of mentors and mentees bearing in mind both individualized and organizational goals. In a related review, Megginson and Clutterbuck (2005) offer some techniques to establishing effective mentoring programmes to include; establishing and managing the mentoring relationship, setting goals; clarifying and understanding situations; building self-knowledge; understanding other people's behaviour; dealing with road blocks; stimulating creative thinking and building wider networks to support influence and learning.

Ugwuanyi (2010) also presented an all-embracing catalogue of strategies for improving mentorship. He admonished mentors to be quick to give information support, feedbacks, ideas and contacts to their mentees while the mentees should respond swiftly on the information given to them, bring well-conceived and articulated topics, questions and issues to their mentors

for discussion at every meeting. Moreover, he advised mentees not to feel rejected if they are turned down by their chosen mentor because it is not every senior level librarian that is ready to undertake this time consuming and patience demanding commitment. Adeniyi and Adeniji (2010) itemized credibility, diligence, sincerity and mutual respect as some of the attributes required to provide solutions to the highlighted problems posed by misconduct and loss of trust.

Research competence in mentoring is very critical. No wonder, Wilson et al (2009) suggested emphasis on developing research competence and uncovering publishing opportunities. They advocated the adoption of a more comprehensive research goal at the planning, implementation and institutionalizing phases of mentoring. Mentoring should address issues concerned with assimilating new academic librarians into the wider university faculty culture which has become indispensable in the present dispensation where research activities rather than service on campus governing bodies have become the yardstick for achieving librarians' collegiality in HEIs. They stressed that such can encourage tenure tracks librarians to integrate with the research and teaching faculty. They emphasize that a commitment to scholarship and instruction is one of the quintessential requirements in a faculty and librarians should be mentored in it. Kaufman (n.d) explained the mentoring success depends on the availability and willingness of senior faculty to offer guidance and advice. She reiterated that the chief librarian (university librarian) have a common goal to guide candidates through the tenure and promotion maze, prevent surprises and pitfalls at the end of the process. She advised that during the annual



meeting with library faculty, the chief librarian should review research, teaching activities and service to the university to the librarians, it is important that the librarian has the employees trust and that he gives the necessary time, attention, constructive and frank criticism in the annual reviews and informally throughout the year.

Formal mentoring components include carefully planned and implemented programme that can successfully assist in avoiding the hurdles of mentoring before they become a problem (Goodsett and Walsh, 2015). Designers and facilitators should have a spelt out schedule of what the training will involve, outline on how to get started and proceed, ideas on activities and topics of discussion and modalities of meetings and advice about research and service, professional organizations, journals for publication, reference to a professional person or resource, providing training for mentors through workshops on a formal mentoring departmental culture and help in problem situations. Mentors should develop the institutional attitude that holding a mentoring position is a valued and converted position. Gibbs in Zang Deyoe & Matveyeva (2007) identified the standard elements of formal mentorship in organization to include a targeted group of mentees or learners (e.g. new library faculty, mid-career librarians, exiting librarians or all library faculty); specifically defined mentor competencies (e.g. tenured faculty); selecting members according to defined competencies (a group of eligible library faculty); matching mentors and mentees (defined as a responsibility of facilitator); developing guidelines for meetings or plan of mentorship e.g. suggested mentoring calendar and training of mentors, assessment measures should be developed for evaluation of the programme

and subsequent review as the need arises. If put in place they will help in improving mentoring standards. This is particularly important because there is no easy one-size-fits all model for a successful mentoring programme and practice. Mentors should also have an appropriate means of exchanging mentoring experiences among mentors such as committees, business lunch meeting, wikis and blogs. Mentors should also have consultations with supervisors and sometimes with mentees (Zang et al, 2008). Ugwuanyi (2010) also insist that mentors must be given adequate formal training that will enable them achieve the desired objectives of the mentoring programme, and ensure the career growth of mentees. Goldman (2011) remarks that mentorship problem can be avoided with training of mentees and mentors.

Mentoring is critical to librarianship as it is to other practice based disciplines like medicine and law, they advised that elements of mentoring should be introduced in the LIS curriculum and taught in library schools before the employee starts work in a professional position (Fletcher and Mullen, 2012).

In addition, to this, formal and informal mentoring relationships should be explored as these guarantee that the various aspects of librarianship are handled according to their peculiarities. Njoku (2017) stressed that although informal mentoring occurs daily in all organizations, HEIs including libraries are making mentoring more comprehensive and reachable by introducing formal and group mentoring with many learning experiences. Quoting Turban and Dougherty, she insists that these developments have increased mentoring sustainability since it is being offered as a part of structured programmes of continuing professional development. This aligns with the views of Elhrich



(2013) as well as represent the trend in present day mentoring. They further suggested that having a formal structure and a level of flexibility are essential elements of a mentoring programme and suggested that they be adopted especially in consideration of the needs of the particular library. Adoption of new mentoring paradigm, the peer and developmental approach would help overcome most of the challenges associated with mentoring.

In designing mentoring programs the management should also consider psychological compatibility in matching mentors/mentees in a formal mentoring programme. Faculty should be involved in the choice of the mentee by asking them to fill a mentee application form where he/she will provide similar information about themselves. This could be preceded by other decisions such as specialization, department, gender of prospective mentee, preferable areas of offering help, research orientation, career counselling conferences attended. Mentors application form where tenured faculty provide information about his/her research and service interests, previous experience in both formal and informal mentorship, expectations towards mentoring relationship, the number of mentees she/he agrees to have in one year, preferences towards characteristics of prospective mentees. These information will help the supervisors in the matching process to find the best match for mentor/mentee. The researchers also advised that the new faculty and their colleagues should know each other better by postponing the matching process for one month after the faculty's arrival in order to avoid the monster called 'mismatch'. Writing on the essence of proper pairing for successful mentoring, Robbelot, Eng and Weiss (2013) opined that there is no magic formula for successful mentoring but

reiterated that good mentor-mentee pairing enhances the mentoring programme.

Writing on strategies for enhancing mentoring, Brewerton (2010) citing Parslow and Wary offered the following seven tips: Success comes mostly from doing simple things consistently; make sure you meet- busy mentors do not always find time to meet their mentee; Keep it brief - generally, meeting should be between 30 and 75 minutes long; Stick to the basic process –follow basic meeting rules; Develop the task, not tell habit, Remember it's all about learning and expect to gain-it's not only the mentee who will benefit, it should be a win-win situation and the mentor should acknowledge that. Communication is also an important strategy for enhancing mentoring. Adeniji and Adejini (2010) Ugwuanyi (2010) Ugwuanyi and Ejike (2011) confirmed the importance of communication. Osif (2008) urges mentees to be honest and open about what they are doing and trying to achieve. Lack of information can stall projects as well as the development of the relationship between mentor and mentee.

Neyer and Yelinek (2011) stated that the most effective mentoring relationships were based on giving time to it, sharing, interest and having mutual respect for each other. They encouraged more experienced librarians to mentor younger librarians by providing continuous education. They also note that good interpersonal and professional skills are equally important for successful mentoring. Goldman (2011) also suggest that mentors and mentees should have commitment and willingness to listen and learn from each other. Successful mentoring programmes and practices are a product of articulated effort which involves the mentor, mentee, management/facilitators. Idoko, Ugwuanyi and Osadebe (2016) maintained that



overcoming mentoring challenges entails proper planning, understanding, implementation and evaluation of the mentoring relationship. They highlighted good communication, interpersonal skill, professional skills, having mutual trust and respect, willingness to listen and learn from each other as factors that can also enhance mentoring relationship.

Research Questions

To achieve the objective of the study, the following research questions were specified

1. What are the constraints militating against effective mentoring programmes and practices for professional skills development of academic librarians in federal university libraries in South-East Nigeria?
2. What the strategies for enhancing mentoring programs and practices for professional skills development of academic librarians in federal university libraries in South-East, Nigeria.

Research Method

The study was carried out in five federal university libraries in South- East, Nigeria. It adopted a survey research design used on a target population of 115 academic librarians (including the university librarians) who worked in the main libraries excluding the branch /faculty libraries. The libraries included the University of Nigeria, Nsukka(UNN),Nnamdi Azikiwe University, Awka(NAU),Michael Okpara University of Agriculture, Umudike (MOUAU),Federal University of Technology, Owerri, and Alex Ekwueme

Federal University, Ndufu- Alike Ikwo (AEFUNAI) .There was no sampling since the population was small and manageable(this is referred to as total enumeration technique. A 46 item questionnaire titled *Challenges and Strategies for Enhanced Mentoring Programmes and Practices in University Libraries Questionnaire*(CSEMPULQ) served as the instrument for gathering data from the respondents .The design of the was guided by the literature review and was based on the research questions. The questionnaire was pilot tested on 20 academic librarians sample selected from the university library, university of Uyo to ascertain the validity and reliability of its items. The questionnaire was self-distributed to the participants personally by hand in each of the university libraries by visiting them in their offices on designated days and with the help of a research assistant the instrument were collected. The instrument was collected in a space of one week in each university.110 copies of the instrument was distributed out of which 103 were returned and found usable. The response rate was 94%. The questionnaire was structured on a 4point rating scale with response options scaled as 1(strongly disagree/not appropriate), 2(Disagree/less appropriate), 3(Agree/Appropriate), 4(Strongly Agree/Highly Appropriate) based on real limit of values presented in mean and standard deviation .This did not allow the respondents to give a not sure/indifferent response in order to overcome the neutral and don't know responses that could distort the results.



Presentation of Results

Table 1: Mean responses and standard deviation on the constraints of mentoring programmes and practices for professional skills development of academic librarians

S/N	Challenges of Mentoring Practices	n=103	Mean	Std. Dev	Remark
1	Absence of mentorship content in the professional education and training curriculum of librarians		3.59	.494	SA
2	Non institutionalization of articulated , structured formal mentoring programmes in Nigerian university Libraries		3.58	.497	”
3	Lack of institutional support of mentoring programmes (some management view it as time consuming and not a worthwhile venture)		3.50	.575	”
4	Existing mentoring programmes lack mentoring polices ,guidelines and framework		3.50	.540	”
5	Inadequate facilities for formal mentoring such as ICT facilities ,electricity, organized projects and programmes		3.48	.608	A
6	Inadequate funding for mentoring		2.74	1.137	A
7	Lack of motivational mechanisms for mentoring		3.44	.681	A
8	Adherence to one pattern of mentoring		3.14	.991	A
9	Lack of training for mentors before starting a mentoring programme		3.53	.623	SA
10	Lack of counselling for mentees before embarking on mentoring		3.59	.568	SA
11	Absence of academic culture in academic libraries		3.46	.826	A
12	Participation in mentoring being assigned (compulsory) rather than voluntary		3.09	.919	A
13	Potentials of change are not inherent in unstable mentoring relationships		3.13	.893	A
14	Role conflict between mentor and mentee (lack of knowledge of mentee and mentees responsibility)		3.30	.778	A
15	Mismatch between mentor and mentee		3.42	.799	A
16	Exploitation of mentee by mentor due to lack of integrity resulting in loss of trust (cock syndrome)		3.41	.773	A
17	Inability of mentor and mentee to keep to plans		3.37	.686	A
18	Misperception of mentoring as beneficial to only mentees		3.36	.712	A
19	Mentees’ unwillingness to learn		2.88	1.123	A
20	Overdependence of mentee on mentor		2.75	1.109	A
21	Insubordination on the part of the mentee		2.94	1.027	A
22	Development of inappropriate emotional feelings between mentor and mentee		2.62	1.104	A
23	Lack of inbuilt assessment measures and feedback for the programmes		3.36	.815	A
	<i>Cluster</i>		3.27	.434	A

Note. SA - strongly agree, A - disagree

Table 1 reveals the mean responses of the academic librarians on the challenges of mentoring practices for professional skills development. The table revealed that the mean responses range from 2.62 to 3.59, while the standard deviation ranged from .494 to 1.137. Thus, the table revealed that 17 items are the constraints to mentoring programs and practices for academic librarians. The table also showed that the responses of the librarians on 6 of the identified 23 items indicate strong

agreement of the constraints of mentoring programmes and practices. In a similar vein, the cluster mean depict agree with mean scores of 3.27 in the responses of the academic librarians on the challenges of mentoring practices for professional skills development. The result indicate that absence of mentorship content in the professional education and training curriculum of librarians and lack of counselling for mentees before embarking on mentoring 3.59 respectively are the



greatest challenges with mean score of 3.59. This was followed by non-institutionalization of articulated, structured formal mentoring programmes in Nigerian university Libraries with mean score of 3.80 .Ranking third among them are lack of institutional support of mentoring programmes and lack of mentoring polices, guidelines and framework for existing mentoring programmes with mean score of 3.50 respectively. Inadequate facilities for formal mentoring such as ICT facilities,

electricity, organized projects and programmes with mean score of 3.48 ranked fourth while absence of academic culture in academic libraries with mean score of 3.46 ranked fifth. Mismatch between mentor and mentee with mean score of 3.42 ranked sixth. Exploitation of mentee by mentor due to lack of integrity resulting in loss of trust (cock syndrome) with mean score of 3.41 is ranked seventh. The least challenge is inadequate funding for mentoring programmes’ provision with a mean score of 2.74.

Table 2: Mean responses and standard deviation on the strategies for the enhancement of mentoring programmes and practices for professional skills development of academic librarians

S/N	Item statement n=103	Mean	Std. Dev	Remarks
1	Revising LIS Curriculum to include elements of mentorship education	3.72	.493	HA
2	Institutionalization of structured formal mentoring with developmental approach for academic libraries in line with international best practices.	3.70	.461	HA
3	Establishing organizational support for mentoring programmes	3.69	.505	HA
4	Mentoring programmes should have spelt out policy, guidelines and frameworks that will give direction to the mentoring programmes	3.80	.405	HA
5	Libraries should provide adequate facilities that drive mentoring such as ICT, adequate electricity supply, organized projects.	3.51	.684	HA
6	Provision of adequate funds for establishing mentoring.	2.90	.985	A
7	Provision of motivational mechanisms for mentoring	3.28	.845	A
8	Libraries should adopt and adapt mentoring practice mixes that suit their own peculiar situations	3.55	.724	HA
9	Formal and adequate training should be organized for mentors before they embark on mentoring	3.56	.667	HA
10	Formal and adequate counselling should be organized for mentees before they embark on mentoring	3.54	.697	HA
11	Academic culture in university libraries should be improved in line with what is obtainable in academic units of departments and faculties.	3.66	.552	HA
12	Participation in mentoring programmes should be made voluntary by seeking the consent of mentors	3.50	.640	HA
13	The mentoring programme should be made flexible with provision that allows mentees to switch or reassign in an unproductive relationship	3.50	.540	HA
14	The roles of mentors and mentees should be specifically indicated in the expectations section of the framework	3.51	.608	HA
15	The incidences of mismatch should be reduced by orientation of participants prior to matching them	3.48	.575	A
16	Mentors should exhibit a high sense of integrity and trust in dealing with their mentees	3.50	.540	HA
17	Mentor and mentee should stick to schedule of the mentoring programme in all its ramifications.	3.50	.608	HA
18	Mentors must realize that mentoring also benefits them and should show commitment to the programme	3.48	.575	A



19	Mentees must appreciate the need for mentorship and show readiness to learn	3.39	.703	A
20	Mentees should be able to explore their self-efficacy and allow it to bear on the relationship while benefitting from the expertise of the mentor	3.22	.740	A
21	Mentees should show respect and reverence for the mentors in the mentoring relationship	3.43	.722	A
22	Both parties should guard against the relationship degenerating into having unusual feelings that is beyond friendship	3.30	.884	A
23	Develop an inbuilt assessment / evaluation of the programme	3.69	.505	HA
	<i>Cluster</i>	3.50	.390	SA

Note. HA – Highly appropriate, A - Appropriate

Data presented in Table 2 reveals the mean responses of the academic librarians on strategies for enhancing mentoring programmes and practices for professional skills development. The table revealed that the mean responses range from 2.90 to 3.80, while the standard deviation ranged from .405 to .985. Thus, the table revealed that 8 of the 23 items on strategies align to appropriate strategies. The table also showed that 15 responses of the librarians on the rest of the identified 23 items of the strategies for enhancing mentoring practices are highly appropriate. In the same vein, the cluster mean of 3.50 depict highly appropriate as strategies for enhancing mentoring practices for professional development. The table indicates that mentoring to have spelt out policy, guidelines and frameworks that will give direction to the mentoring programme is the dominant strategy with a mean score of 3.80. Next is the revision of LIS curriculum to include elements of mentorship education with a mean score of 3.72. This is closely followed by the institutionalization of structured formal mentoring with developmental approach for academic librarians in line with international best practices with a mean score of 3.70. Establishing organizational support and developing inbuilt assessment/evaluation of the programme which had a mean score of 3.69 respectively followed? Next was that the

academic culture in university libraries should be improved in line with what is obtainable in academic units of departments and faculties which had a mean score of 3.66. The least strategy for enhancing mentoring programmes and practices for professional skills development was provision of adequate funds for establishing mentoring with a mean score of 2.90.

Discussion of Findings

Mentoring is perceived to influence professional skills development but the findings revealed that the expected outcome of mentoring relationships have been bedevilled by some constraints militating against strategic mentoring programmes and practices for professional skills development of academic librarians. Some of the constraints found include, but not limited to three factors bordering on mentor, mentee and institution.

The result of the finding showed that absence of mentorship content in professional education and training curriculum of librarians and lack of counselling for mentees before embarking on mentoring are the strongly agreed constraints associated with mentoring programmes and practices for professional skills development of academic librarians. This lay credence to the records by Harrington and Marshall (2014) that LIS programmes are not doing an adequate job



of exposing students to the realities of tenure track positions and the place of mentoring as a CPD strategy either in the library as practitioners or LIS educators. Mentoring is not anywhere reflected in the LIS curriculum and there is no provision or blue print for training in mentoring during education of LIS students as well as on the job for practitioners or LIS educators. Mentoring is critical to librarianship as it is to other practice based disciplines like medicine and law, they advised that elements of mentoring should be introduced in the LIS curriculum and taught in library schools before the employee starts in a professional position (Fletcher and Mullen, 2012). This shows that there is no curriculum through which LIS students could be exposed to practical and theoretical knowledge about mentoring

The second constraint is lack of institutional support for mentoring programmes. Organizational related constraints are a source of hindrance to effective mentoring programmes and practices for professional skills development of academic libraries. The finding lay credence to studies reviewed in literature. The results are in line with the reasoning of Sodipe and Mmadukoma (2013) who showed drawbacks that are organizational related when they noted that most of the mentoring programmes in university libraries in Nigeria are not well articulated or factored into the organizational frameworks as obtained in libraries in developed countries. They identified lack of organizational support of mentoring programmes evidenced in university libraries' neglect of its core responsibility to the mentor and mentee, apportioning inadequate time and lack of commitment to the mentoring parties that are involved. They indicate that the management of university libraries are not

committed to the ideals of mentoring. Although it has been identified as a staff development option, no structures have been put in place like creation of public relations office or human resource office to handle the mentoring programmes. According to them when a mentoring programme is embarked upon, there is difficulty in coordinating the programme by the organization because of lack of organizational initiatives. This exposes the mentee to negative experiences while the mentor is unable to perceive the benefits of the programme. Confirms that there is no favourable mentoring environment in university libraries.

Another challenge from the finding of the study associated with mentoring programs and practices is the organizational culture does not support mentoring. The absence of institutional/library support is accountable for absence of carefully designed policy, checklist/guideline or a procedure that would give direction to mentoring practice, clarify and interpret it if need be. The lack of library management support is a critical condition as has been reflected in the findings of the study. Similar findings has been recorded by Johnson (2007) who identified not having predetermined boundaries in advance, conflicting roles of mentor who assumed roles of manager, assessor and supervisor as in prevailing situations. The findings of the work of Zang, Deyoe and Mateyeva (2007) align with their study of the Wichita University which confirmed that mentors do not know their responsibilities while the mentees too are oblivious of their responsibilities as mentees.

Another critical constraint revealed by the finding is mismatch of mentor and mentee that affected the effectiveness of professional skills development of



academic librarians. Ugwuanyi (2011) assertion supported this finding noting that it is not everyone who gets into a mentoring relationship that enjoys the fruits of mentoring. He attributed this anomaly to a catalogue of factors among which included wrong choice of mentors, (when mentors are chosen without due consideration of career goals, interest, aptitude, or attitude of mentee, in which case the effectiveness of the programme will be challenged. This finding aligns with Zang et al (2007) who in an interview revealed that psychological compatibility is the major factor of satisfaction or dissatisfaction in a mentoring relationship and reported that some mentoring groups expressed regret that they did not contact much because of communication difficulties, while some mentee became too attached to the mentor as a result of mismatch. Mismatch in mentoring is a serious setback and a recurring decimal in literature. Hayes-Bohanan (2013) in agreement to the finding reiterated it is as an obstacle to successful mentoring programme and practise in academic libraries which has far reaching implications that could mar the entire process.

Another constraints reflected in the findings is ethical issues bothering on integrity and trust related to mentoring. Some mentors/mentee lack the right attitude and disposition needed in mentoring. Asadu (2010) confirmed that exploitation could occur when the mentor uses the protégée to do his research, mentee's research and publication subtly subverted, his ideas used to create a research project and doesn't credit it to the mentee. Adeniyi and Adeniyi (2010) corroboratively termed it "cock syndrome". Unfortunately, this has been a pervasive occurrence in the academic environments where post graduate works bear the names

of their supervisors as first named authors against the wish of the students. There is urgent need to curb the preponderance of unethical dispositions in academic environments.

The findings also revealed absence of academic culture in the university library as another challenge associated with mentoring programmes and practices supported by Ehigie (2015) who noted that academic mentoring has been at its lowest ebb in Nigerian universities where there is a dearth of mentors and the young academics are not disposing themselves to be mentored. The findings lay credence to studies cited in the literature, Onyido (2018) lamented that the whole business of mentorship has broken down completely in Nigerian university system. Similarly Adeniji and Adeniji aligned with this and regretted that on research and publications for appraisal and promotion requirements is increasing in intensity and complexity but regret that academic culture nurturing is lacking in libraries. Major, Mitchell and Morton cited in Wilson, Gaunt and Tehrani (2009) Asadu (2010), Goodsett and Walsh (2015) all confirm this finding of the absence of university wide academic acculturation processes such as developing research competence, uncovering publishing opportunities ,grant writing, paper presentation, editorial activities and peer review of journals for librarian. This is compounded by another finding which is the paucity of quality mentors. Adeniyi and Adeniyi (2010) corroborated the finding and noted that not every seemingly successful librarian have skills, competencies and experience to function as a mentor especially in this era.

In addition, misperception by mentors that mentoring only benefits the mentee is a critical factor which hinders mentoring programmes and practices'



effectiveness This aligns with the position of Wang (2010) and Elhrich (2013) who added that some mentors viewed mentoring as an extra burden or responsibility as well as an emotionally draining or stressful experience.

Another strong obstacle to mentoring programmes and practices reported by the findings include psychological and social factors that mar mentoring. It corresponds with the findings of some previous studies. For instance , Brewerton (2010) identified inability to keep plans (both mentees/mentors) over dependence of mentee on mentor in taking decisions, development of inappropriate emotional feelings occasioned by the intimate relationship of the parties and professional petty jealousy arising from colleagues. Goldman (2011) reported burdensome and time consuming nature of mentoring and unrealistic expectations while Scandura and Pellegrini (2007) listed mentees unwillingness to learn, personality conflict, communication gaps and misconceptions that have brought unnecessary difficulties into mentoring practices of faculty members, impeded efficiency / enjoyment of the mentoring and resentment for the mentor by mentee.

The results have revealed that and the organization of the mentoring programme and practices also pose a constraint. This indicates that most of the programmes are informal, in contrast to international best practices while also lacking structures for assessment. Njoku (2017) reported that mentoring is not complete without effective evaluation and feedback which ensures improved job performance. Good practice suggests that on-going evaluation and a follow up assessment during and after establishing mentoring programmes but existing programmes in the libraries under study

lacked this inbuilt structure that pre-empt quality assurances.

Moreover, the results showed use of only one form of mentoring, the old/traditional hierarchical method or apprenticeship models as opposed to the developmental approach which is peer oriented which possess a serious threat to successful mentoring. Elhrich (2013) identified the shortcomings to the organization to include lack of implementation of effective programmes and the lack of partnership where institutional support is unavailable. This corroborates the position of Sodipe and Madukoma (2013). This anomaly accounts for lack of time to mentees exhibited by mentors, lack of training for mentors/mentees, lack of understanding about the goals of the programme and difficulty of mentees as a result of poor attitude or commitment.

Another problem identified by the study that pose a challenge for mentoring is inadequate funding for mentoring. This finding agrees with Ehrich (2013) who revealed that mentorship was problematic when there was insufficient resources or encouragement from others. Funding is at the core of the success of every programme and some institutions which do not believe in the propensity of mentoring as a CPD programme for reinventing the professional skills of librarians feel it is a waste of money to invest in it.

Having a spelt out policy, guideline and framework that will give direction to the mentoring programme was the dominant strategy to enhance the mentoring programmes and practices for professional skills development of academic librarians according to the result. This corresponds with the position of Goodsett and Walsh (2015) who remarked that a carefully planned and implemented mentoring



programme can successfully assist in avoiding the hurdles of mentoring before they become a problem. Designers and facilitators of mentoring programmes should have a spelt out programme of what the training will involve, outline on how to get started and proceed, ideas on activities and topics of discussion and modalities of meetings. This finding is in line with the study of Robbelot, Eng and Weiss (2013) who reported that there must be a mentoring policy which must not be too detailed but should provide a major definition, goals structure of the mentoring programme, a procedure that directs and organizes mentoring practice, clarifies and interprets it if need be. It is also corroborated by Zang, Doyoe and Matveyeva (2007) who reported that the strategy involved in implementing the itemized basic requirements included definition of the programmes goals and limitations; the a procedure that is easy to follow and review through a mentoring calendar, training of mentors , clear reporting line , spelt out library expectations for the mentee and. These underscores the place of a mentoring policy in the success of mentorship.

Result also show that review of LIS curriculum is a strategy for enhancing the mentoring programmes and practices. The findings lay credence to studies cited in literature. For instance Robbelot, Eng and Wessi (2013) indicated that revision of LIS curriculum to include elements of mentorship education will enhance mentoring programmes and practices, increasing its efficiency and effectiveness for professional skills development of academic librarians. Fletcher and Mullen (2012) noted that mentoring is critical to librarianship as it is to other practice-based-disciplines like medicine and law and elements of mentoring should be

introduced in the LIS curriculum and taught in library schools before employees start in a professional position and presently librarians face scholarship, teaching and service responsibilities.

Moreover, the finding revealed institutionalization of structured formal mentoring with developmental approach for academic librarians as another strategy. This is with corresponds with the previous studies identified in the literature as recorded by Robbelot Eng and Weiss (2013) who reiterated that articulated good communication from management, clear definition of programme goals and limitations, clearly defined roles and responsibilities, a reward system and an implementation procedure in a form of mentoring guide or manual, having measurable goals for assessment purpose as formal measures can enhance mentoring practices.

On having formal mentoring as a strategy for enhancing mentoring, as revealed by the finding of the study, Gibbs in Zang, Doyoe and Matveyeva (2007) confirmed that informal arrangements could result in patchwork as there are no guidelines that underscores its operations. Njoku (2017) supported that although informal mentoring occurs daily in all organizations, Higher Education Institutions (HEI) including libraries are making it more comprehensive by introducing formal and group mentoring with many learning experiences that are sustainable and a part of structured programmes of continuing professional development. Developmental mentoring options with structure are becoming very popular in line with international best practices.

It is also evident from the results that developing in built assessment/evaluation of the programme is



a strategy for enhanced mentoring programmes and practices. The finding lay credence to the discourse of Goodsett and Walsh (2015) who that management could organize a workshop on a formal mentoring programme for university faculty and administration or training workshop for mentors. The development of inbuilt assessment/evaluation of the programme could be made possible during these established avenues where the content taught and knowledge shared could be evaluated and assessed. Where these proactive opportunities are lacking in the system there will be little space for evaluation but the program needs to be monitored on a continuing basis. If put in place, they will help in improving mentoring standards. Idoko, Ugwuanyi and Osadebe (2016) corroborated evaluating the mentoring relationship.

Findings show that improving academic culture content of mentoring programmes and practices in university libraries in line with what is obtained in academic units of departments and faculties will enhance mentoring for academic librarians. This finding is in line with the position of Wilson, Gaunt and Tehrani (2009) Mentoring should address issues concerned with assimilating new academic librarians into the wider university faculty culture since research rather than service on campus governing bodies have become the yardstick for achieving collegiality in HEIs.

The provision of adequate formal training for the mentors before they embark on mentoring (mean score/3.50) and the provision of formal and adequate counselling for mentees before they embark on mentoring (mean score of 3.54) are results of strategies from the study. This underscores the critical importance of training to equip the mentor/mentee with what is needed for the mentoring process.

Similar findings have been recorded by Ugwuanyi (2010) who reported that in a formal mentoring programme, the mentors must be given adequate formal training that will enable them achieve the desired objectives of the mentoring programme. Similarly Goldman (2011) had remarked that mentorship problems can be avoided with training of mentees and mentors.

Voluntary participation in the mentoring programme and making the program available for all staff and for staff at all levels is another strategy revealed by the study. The implication is that mentoring programmes should have some flexibility in the organization as opposed to the situation where mentors are assigned mentees without their knowledge and mentees are forced to remain in a mentoring relationship that is not productive. The findings align with the views of Elhrich (2013) who remarked that mentoring programmes should recognize and address exigencies that may arise in the course of mentoring, provide a mechanism to dissolve a relationship.

Another strategy for improvement of mentoring programme identified in the study is the avoidance of mismatch of mentor and mentee. This is very critical because the factor of mismatch has the potential of making or marring a mentorship relationship. The management in designing a mentoring programme should consider psychological compatibility in matching mentors/mentees in a formal mentoring programme. Robbletot, Eng and Weiss (2013) lent support to this finding by confirming that there is no magic formula for successful mentoring but reiterated in line with many authors that good mentor – mentee pairing enhances the mentoring programme and practices.



Significantly, provision of adequate funds for managing mentoring programmes and practices is the least appropriate strategy as was revealed by the findings of the study. Though this item was the least appropriate identified strategy, it is crucial to point out that money is at the core of every successful venture. The establishment of mentoring programmes, remuneration/reward of mentors, provision of facilities such as electricity, ICT paraphernalia needed for electronic mentoring and other structures such as workshops, in-house training, conferences, invitation of resource persons and wider learning opportunities characteristic of the developmental mentoring trend are largely a function of availability of sufficient funds. Kwanya, Stilwell and Underwood (2012) lay credence when they identified poor funding as another problem challenging academic libraries' service delivery and emphasised that it takes money to provide the needed enabling environment required for successful establishment and management of mentoring programmes for professional skills development of academic librarians.

Conclusion

Mentoring is becoming the most popular used continuous professional development strategy for academic librarians and is believed to be the most commonly accepted trending in-house professional development platforms. Even library schools and legal institutions are adopting this Continuous Professional Development (CPD) to improve the professional skills of their staff. However, measuring the challenges and determining the factors hindering the implementation of the programmes and the practices in university libraries, is considered one of the critical issues in mentoring for professional skills

development. The analyses in this study show the constraints and strategies for ameliorating them.. The findings also validate those of other findings in previous studies. The challenges are overwhelming, the trust for overcoming them are not insurmountable.

Nevertheless, it is pertinent to notice some of the limitations in the scope and methodology of the study. In the first instance, the study was conducted among only university libraries in South-East, Nigeria and for only academic librarians among the many other staff including paraprofessional staff and ICT support/technical staff who work in the library. Moreover only one data collection instrument, the questionnaire was used for data collection. Thirdly, although research on the constraints of mentoring in Nigerian universities is rare, this study collected from only five universities in one geographical zone of the country. However, it is hoped that other researchers would design and use other types of instruments like focus group discussions and involve other stakeholders in the library as well as extend the study to other geopolitical zones that need mentoring programmes and practices for professional skills development as the changes that challenge skills sets of librarians in libraries remain unending. The findings have serious implications for government, National Universities Commission (NUC), Librarians Registration Council of Nigeria (LRCN), Nigerian Library Association (NLA), librarians and LIS educators. Based on the findings recommendations were made on how to enhance mentoring programmes and practices in university libraries.



Recommendations

Based on the findings of the study, the following recommendations are made to the management of the university, university libraries and relevant authorities to enhance mentoring programmes and practices to facilitate professional skills development for effective service delivery of academic librarians.

1. Formal mentoring programmes should be implemented in university libraries. Problems related to mentoring such as adoption of only informal mentoring, lack of policy framework and institutional support, mismatch, lack of commitment on the part of mentors and mentees, and non-inclusion of mentoring in LIS curriculum should be aggressively handled in the implementation of mentoring programmes in the libraries. The university management should allocate resources for the funding of mentoring programmes since provision of facilities needed for training, e-mentoring and remuneration for mentors are all dependent on availability of funds. Regulatory bodies such as LRCN should engage university management, government for policy decisions and directives on mentoring

2. Librarians should be cultivated to adopt mentoring practices that reduce misperception that mentoring benefits only the mentee, is time consuming and is extra work that is burdensome and distracting. Voluntary mentoring should be adopted in place of assigned mentoring while the entire programme and practice should be made flexible with provisions for reassignment in event of insurmountable challenges with greater emphasis on research and scholarship. Mentoring practice should be for all cadre. The professional association like NLA should create mentoring groups and advocate on its

implementation in chapters as medium of CPD.

REFERENCES

- Adeniji, M.A. & Adeniji, S. A. (2010). Mentoring in academic institutions. In: Proceedings of the second summit on information science and technology (PSIST), Nnamdi Azikiwe Library complex, University of Nigeria, Nsukka.
- Adeyanju, S.A. (2011). The passionate connection: The mentor, greatest gift. In A.A. Olowu (Ed.), *Mentoring: A key issue in human resources management*. Ile-ife: The Centre for Psychological Studies. pp.16-29.
- Afolabi, M. O. (2014). The library, the academic life wire of a university system. A university wide public lecture delivered at the university main auditorium on June 4th. *The_ library the_ academic_ life_ wire*. <https://repository.fuoye.edu.ng>
- Asadu, B.U. (2010). Mentoring as a skill for retooling the 21st century librarians. In *Proceedings of second professional summit on information science and technology*. pp.307-312.
- Brewerton, A. (2010). Mentoring. *Liber Quarterly*, 12, 361-380.
- Elrich, L.C. (2013). *Developing performance mentoring handbook*. Retrieved from <http://digitalcommons.unl.edu/libphilprac/841>
- Ezeani, C.N., Eke, H.N. & Ugwu, F. (2012). Professionalism in library and information science: Trends, needs, opportunities and academic libraries in the South-East, Nigeria. In L.O. Aino & I. Mabawonku, (Eds.). *Nigerian Library Association at 50: Ppromoting library and information science profession for national development*



- and transformation*. Abuja: University Press. pp. 52-70.
- Fletcher, S. J. & Mullen, C.A. (2012). *The sage handbook of mentoring and coaching in education*. Los Angeles: Sage. p.7.
- Goldman, C. (2011). First –year library mentorship opportunities. *Urban Library Journal*, 17 (1),1-11 <http://ojs.cunylibraries.org/index.Php/ulj/article/views/57/pdf>.
- Goodsett, M. & Walsh, A. (2015). Building a strong foundation: Mentoring programme for novice tenure –track librarians in academic libraries. *College and Research Libraries*, Nov. pp.954-934.
- Harrington, M.R. & Marshall, E. (2014). Analyses of mentoring expectations, activities and support in Canadian academic libraries. *College and Research libraries*, 75(6).
- Hayes –Bohanann, P. (2013). Librarian mentoring of an undergraduate research project. *Journal of Library Innovation*, 4(1), 22-23. http://vc.bridgew.edu/library_fac/6
- Hicks, A. (2012). Analysing La Cuna: new approaches for mentoring in professional associations. *Collaborative Librarianship*, 4(1), 2-13.
- Idoko, N.A., Ugwuanyi, R.N. & Osadebe, N.E. (2016). Mentoring: A strategy for professional development of librarians in Nigerian universities. *Library Philosophy and Practice Paper*, 1360. Retrieved from <http://digitalcommons.unl.edu/libphilprac/1360>
- Johnson, P. (2007). Retaining and advancing librarians of color. *College and Research Libraries*, 68(95), 405-417.
- Kwanya, T.S., Stiwel, C. & Underwood, P.G. (2012). Competency index for research librarians in Kenya. *Journal of Library, Archives and Information Science*, 22(1),
- Mbanefo, A.C. (2015). Fundamentals in career development: The role of mentoring. In H. Obi- Nwosu, & C.C. Ajaelu. (Eds). *Mentoring and academic development in honour of Professor Azubuike F. Uzoka*. (pp.66-87). Awka: Scoa Heritage.
- Meggison, D. & Clutterbuck, D. (2005). *Techniques for coaching and mentoring*. Amsterdam: Elsevier.
- Neyer, L. & Yelinek, K. (2011). Beyond boomer meets next gen: Examining mentoring practices among Pennsylvania academic librarians. *Journal of Academic Librarianship*, 37(3), 215-221.
- Njoku, I.S. (2017). Improving the performance of librarians through mentoring: The case of academic libraries in South-East and South-South zones of Nigeria. *Library Philosophy and Practice (e-journal)*.1592. <http://digitalcommons.Unl.edu/libphilprac/1592>. Accessed Sept. 8, 2017.
- Nwokeocha, S. (2014). Organizational and human resources management: Applied to tertiary educational institutions in Nigeria. South Africa: African Forum of Teaching Regulatory Authorities (AFTRA). pp.158-162.
- Onyido, I. (2018). The knowledge paradigm in the age of sustainable development: The relevance of the post graduate school. *Keynote address presented at*



- the 55th meeting of the Committee of Deans of Postgraduate schools in Nigerian universities (CDPGS). Nnamdi Azikiwe University, Awka on 12-18th April.*
- Osif, B. (2008). Successful mentoring programmes: Examples within and without the academy. *Journal of Business and Finance Librarianship*, 13, 335-345.
- Ozioko, R.E., Nwabueze, A. U. & Igwesi, U. (2014). Mentoring as a strategy for team building and management in university libraries in South-East, Nigeria. *Nigerian Libraries*, 47(1), 1-15.
- Robbelot, H., Eng, A. & Weiss, S. (2012). Disconnect between literature and libraries the availability of mentoring programmes in academic libraries. *Endnotes: The Journal of the New members' Roundtable*, 4(1), 1-9.
- Scandura, T. & Pellegrini, E. (2007). Workplace mentoring: Their theoretical approaches and methodological issues. In T. D. Allen (Ed.), *Handbook of mentoring: A multiple perspective approach*. Malden: Blackwell.
- Sodipe, O. D. & Madukoma, E. (2013). Mentoring and career success of academic librarians in selected universities in Ogun State, Nigeria. In R. Abdulsalami & Z. Mohammed (Eds). *Future Nigerian Libraries: Infinite Possibilities*. Abuja: Yalam Press.
- Ugwuanyi, C.F. & Ejikeme, A.N. (2011). Awareness of the expected skillsets and development required by the new librarians in academic libraries in South-Eastern Nigeria. In L.O. Aina (Ed.). *Information for all: Strategies for national development...* Abuja: University Press.102-117.
- Ugwuanyi, R. C. N. (2011). Mentoring as a tool for capacity building in libraries in Nigeria. *Library Link*, 9(1&2), 97-105.
- Ugwuanyi, R.N. (2010). Mentoring in Nigerian university libraries: An imperative for capacity building. In *Proceedings of second professional summit on information science and technology (PSIST), Nnamdi Azikiwe new library complex, University of Nigeria, Nsukka*
- Wang, H. (2010). *Mentorship rocks if done right: Lyman Maynard Stowe Medical Library*. University of Connecticut: Health Centre.
- Wilson, M.C. Gaunt, M.I. & Tehrani, F. (2009). Mentoring programmes in USA academic libraries—a literature review. In J. Varlejs & G. Walton (Eds). *Strategies for regenerating the library and information professions*. Munchen: K.G.Saur. IFLA Publication, 139.
- Zang, S.L., Deyoe, N. & Matveyeva, S.J. (2007). From scratch: Developing an effective mentoring programme. *Chinese Librarianship*, 24. <http://www.iclc.us/cliej/cl24ZDmhtm>