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Mentoring for Capacity Building of Librarians in Private Universities in South West Nigeria

Omobolanle Seri Fasola

Ajayi Crowther University, Oyo, Nigeria, os.fasola@acu.edu.ng

Philomena Abieyuwa Mamudu

University of Ibadan, Nigeria, phil.abis@gmail.com

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INTRODUCTION AND THEORETICAL BACKGROUND

Libraries have a major function of serving the academic community they are affiliated to, this is apart from serving the society at large with information vital to the existence and orderliness of the community. Libraries are repositories of information and knowledge from all fields of learning relevant to the academic community they serve (Ugwuanyi, 2011). The library profession embraces all other professions and a librarian is expected to be versatile and knowledgeable in every area both academically and socially to be able to meet the needs of the society it is meant to serve. The library and information science study prepares librarians for the role of service provision (Pan and Hovde, 2010)

Apart from the major functions of providing services to its immediate community, the library is a growing organ that needs food for a healthy growth. The growth of the library in this regard is a task for the Librarians and a daunting one at that, considering the fact that they are faced with other duties to their community. For the library to grow, every academic librarian is expected to conduct researches and churn out quality articles for policy implementation. Librarians like all faculties have to carry out research and publish (Nwabueze and Njideka, 2016).

This brings us to the crust of this work which is capacity building of librarians through mentoring. Considering the enormous tasks mentioned above, there is need to better equip librarians through capacity building policies that will be both beneficial to the librarians and their organisation. Pan and Hovde (2010) opined that the general official consensus was that many librarians were ill-prepared to successfully complete the requirement of capacity building. There is therefore the need to mentor librarians so that they will be ahead of the clients they serve in terms of information harnessing and provision. The most efficient and effective way for librarians to keep up with the changes in their profession is to seek professional development opportunities through capacity building.

Purpose

The purpose of this study was to find out different mentoring strategies in use for capacity building of librarians, determine the benefit of mentoring among librarians, ascertain challenges to effective mentoring of librarians and determine different strategies to overcome mentoring challenges amongst private university librarians in South Western Nigeria.

Significance of the study

The findings of this study will be of immense significance to: Management of private universities, library school curriculum planners, library associations, library administrators, library staff and researchers.

- Management of Private universities will benefit from the findings as it will enable them make decisions that will enhance and encourage the establishment of mentoring relationships in the private university libraries. This way, their librarians will be better equipped to compete with their counterparts in the public university libraries since if Mentor/Mentee relationships is encouraged by the university management will enhance staff training internally thereby saving resources that would have been spent to send staff for formal trainings.
- Library school curriculum planners will also benefit from the findings as they may include scholarly demands of librarians both in research and hands-on trainings needed for their career growth in the library school curriculum.
- Library associations will benefit from the study as it will help them to build a better course content for trainings, conferences and workshops.
- Library administrators will also benefit as the findings will help them see the need to create an environment that will enhance work relationship that will lead to career development among staff.
- Libraries staff will benefit from the results of the study as it will further enhance their knowledge about mentoring and help them apply it to their profession for career growth.
- Further studies on mentoring will be open to other researchers as this study was able to cover only a few private universities in the South Western Nigeria because of logistics and funding.

Objectives of the Study

The broad objective of this study is to determine how mentoring can be used for capacity building of librarians in private universities in Nigeria while the specific objectives are as follows:

1. Determine the various mentoring strategies in use for capacity building of librarians in private universities in Nigeria
2. Find out the forms of mentoring available for capacity building of librarians in private universities
3. Find out the benefits of mentoring for capacity building of librarians in private universities in Nigeria
4. Find out the challenges associated with mentoring for capacity building of librarians in private universities
5. Find out the solutions to the challenges of mentoring for capacity building of librarians in private universities in Nigeria

Research Questions

1. What are the various mentoring strategies in use for capacity building of librarians in private universities in Nigeria?
2. What are the forms of mentoring available for capacity building of librarians in private universities in Nigeria?
3. What are the benefits of mentoring for capacity building of librarians in private universities in Nigeria?
4. What are the challenges associated with mentoring for capacity building in private universities in Nigeria?
5. What are the solutions to the challenges to mentoring for capacity building of librarians in private universities in Nigeria?

Methodology

The descriptive survey method has been adopted for this study. The population of the study are librarians and library officers in selected private universities in South-West Nigeria. Total enumeration was used for the sample as all the librarians and library officers in the selected private universities were used for the study. The questionnaire was the instrument used for collection of data and it was self-constructed. The name of the instrument is the Mentoring for Capacity Building of Librarians in Private Universities (MCBLPU). Out of the total of 78 respondents, 70 questionnaire was found usable. Data was analysed with descriptive statistics using tables and mean.

Literature Review

Capacity building in any profession is a concept that cannot be handled with levity. This is because through capacity building, the workers in an organisation are able to develop and build on skills and knowledge that will enhance their work and by extension build the reputation, image and knowledge base of the organisation. Professional development is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities or work environment (Spencer and Ard, 2006).

Capacity building of librarians comprises of two aspects (1) the intellectual capacity, which is made up of the knowledge and skills of the librarian to perform her professional duties and (2) interest, patience and persistence to continue doing a task that looks too routine on the surface until the desired change is achieved. Librarianship, like any other profession requires knowledge of certain core items which is not achieved overnight, this is where capacity building plays a vital role. Pan and Hovde (2010) observed that professional development is a universal requirement of all librarians in order to keep up with the rapid changes in the library field and to maintain professionalism.

A new librarian just employed into a university library is usually burdened with ideas and concepts fresh out of library school which is most times purely theoretical and usually out of sync with what practically obtains in the library. Thus there is the need to make the new librarians undergo a vigorous capacity building programme (Ozioko, Nwabueze and Igwe, 2013). Newly employed librarians in university libraries have challenges in getting to know their expectations, routines, standards and organizational culture.

Sometimes, when changing jobs from one university library to another, one may also encounter a situation of differences in organisational culture coming to bear on ones experiences from the previous workplace being different from the norms and expectations of the present workplace. Pan and Hovde, (2010) observed that new employees, whether fresh graduates with a recent curriculum or who had had several years of practical experience still need to become familiar with the new organizational identity. This view is supported by Taylor (1999) who posited that the fact that one is an experienced librarian with years on the job does not really stop one from being mentored especially when such a librarian finds herself in a new organisation.

In order to build the capacity of librarians both old and new, and to fit them into the system, there is the need for mentoring to take place which is the focus of this paper. Abolarinwa, and Yaya

(2016) define mentoring as a process where a person who has acquired a lot of knowledge over the years through experience, understands the needs of others who are desirous of acquiring similar knowledge and is willing to pass such knowledge to them. The owner of the knowledge is the mentor while the receiver of the knowledge is the mentee. There are varieties of approach to capacity building. These include consultation, coaching, and communication of practice, technical assistance, reflective supervision and mentoring (Ritchie and Genoni, 2008)

The primary goal of mentoring in librarianship is to achieve career excellence, thus meeting professional goals. Sometimes mentoring is a process where a senior librarian referred to as mentor in this context and a junior librarian referred to as a mentee build a healthy professional relationship with the aim of helping the junior librarian to grow in the career (Ozioko, Echezona and Osadebe, 2012). While learning, growth and development may occur in many different types of work and close personal relationships, mentoring relationships are unique because their primary focus is on career growth and development (Ragins, and Kram, 2019).

Mentoring is vital to the career success of an individual and by implication, it strengthens the profession and organizational goal is hereby achieved (Colosimo, Desmeules and McKinnon, 2017). Every profession benefits from mentoring the young professionals, this means mentoring plays a key role in almost all professions. Mentoring has a long-standing tradition in many professions like law, medicine and business organization where practitioners also have academic appointment similar to librarianship (Kaufmann, 2009).

Mentoring in librarianship is a learning process that leads to development and it is based on a personal relationship where an experienced librarian acts as a mentor and helps a new librarian referred to as mentee to develop as a professional librarian in a bid to and achieving professional goals. Nwabueze and Ozioko (2012) opined that no institution can exist without older and more experienced members passing on wisdom acquired over years to new members.

The main goal of the mentor/mentee relationship is geared towards achieving career development. Mentoring programmes in academic libraries are usually specific and are closely tied to the librarian's career stage (Freedman, 2009). While learning, growth and development may occur in many different types of work and close personal relationships, mentoring relationships are unique because their primary focus is on career growth and development (Ragins and Kram, 2019) One of the advantages of mentoring is that it is a two way process where the mentor can teach the mentee and also learn from the mentee. A newly employed millennial or generation X can teach a

boomer who is already in the system things that come easily to him or her. This assertion is corroborated by Lary (1998) when she defined mentoring as “a professionally supportive relationship between an experienced, successful mid-career employee and a beginner. It is a time honored method of encouraging new talent, of sharing expertise and connections, and of providing rapid, upward mobility”.

The emergence of new technologies and ways of interacting with information also means that librarians are faced with a changing world of information and must adapt in order to be relevant to the system because users are making new demands that have to be met for effective service delivery. With this changing work environment and growing wants of the user, there is the need for effective mentoring that will allow the librarian fit into her role thereby building her capacity to effectively carry out her duties. Mavodza, (2011) Posits that for academic librarianship to grow, there was a need to integrate services and practices into the teaching and learning process.

Mentoring Strategies for Librarians

There are various types of mentoring that takes place in an organization depending on the structure, goal and policies in place. Mentoring strategies is however categorized into formal and informal mentoring. Sodipe and Madukoma (2013) categorized these strategies into two: traditional form which is informal in nature and the formal mentoring which assumes different forms such as: peer, group and electronic mentoring.

Informal mentoring is an independent/personal action or initiative by a mentor, who acts as an adviser and guide, or by a mentee, the recipient of the mentors guidance and support (Sodipe and Madukoma, 2013). In this, the pairing process relies completely on a process of natural selection. They further note that, although it is an informal and unstructured activity, it provides an organized context. It also allows the individual participants to decide the terms of their relationships and the activities they will undertake. It is unstructured and focuses on building a relationship between the mentee and the mentor with whom they have personal connection or social network. Idoko, Ugwuanyi and Osadebe (2016) in a study on mentoring strategies for professional development of librarians in Federal universities in North Central Nigeria found that informal forms of mentoring were the strategies predominantly in use.

Formal mentoring on the other hand is usually initiated by an organization with the expectation that both mentees and mentors will participate and benefit. Formal mentoring is usually geared towards achieving an organisational goal and it is a way of training employees to fit well into the

organization. Formal mentoring however may have some underlying disadvantages as both parties merged may not be able to foster a good relationship because of individual differences. Ritchie and Genoni (2008) observed that, formal mentoring is based on structured programme that has an organized context. It gives participants the procedures and guidelines with which to conduct their relationships. Asadu (2011) buttresses Richie and Genoni’s assertion by saying that Mentees are systematically matched with mentors based on parameters set by administrators who have little personal knowledge of mentors and mentees. In essence, in formulating formal programmes of mentoring, cognizance should be taken of the personal knowledge of the mentors and mentee. Bello and Mansor (2013) in a study contended that mentoring was an avenue for management of libraries and information organisations to effectively carry out continuing professional development (CPD). This they noted was necessary especially in developing countries where it had hitherto received limited attention. With mentoring, young librarians would have help to easily map out a career path and to fit into the organisation.

DATA ANALYSIS

Demographic information of the respondents

Table 1: Name of Institutions

| Institutions | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------------|------------------|----------------|----------------------|---------------------------|
| Corner stone University | 3 | 4.3 | 4.3 | 4.3 |
| Kola Daisi | 3 | 4.3 | 4.3 | 4.3 |
| Redeemer's University | 14 | 20.0 | 20.0 | 20 |
| Lead city | 13 | 18.6 | 18.6 | 18.6 |
| Ajayi Crowther | 16 | 22.9 | 22.9 | 22.9 |
| Atiba University | 3 | 4.3 | 4.3 | 4.3 |

| | | | | |
|----------------------------|----|-------|-------|------|
| Covenant University | 18 | 25.7 | 25.7 | 25.7 |
| Total | 70 | 100.0 | 100.0 | 100% |

Table 1 shows the simple frequency distribution of private Universities in South West Nigeria that participated in the study as the highest, 18(25.7%) were respondents from Covenant University. This was followed by Ajayi Crowther University with 16 (22.8%). Redeemer’s University had 14(20%) respondents followed by Lead City University with 13(18.6%) respondents. The least participated Universities were Corner stone, Kola Daisi and Atiba Universities with 3(4.3%) respondents respectively because they are new universities with fewer number of librarians and library officers.

Table2: Gender of the Respondents

| Institutions | Male | Female | Total |
|--------------------------------|-------------|---------------|--------------|
| Corner stone University | 1(1.43%) | 2(2.86%) | 3(4.3%) |
| Kola Daisi | 3(4.3%) | - | 3(4.3%) |
| Redeemer's University | 11(15.7%) | 3(4.3%) | 14(20.0%) |
| Lead city | 3(4.3%) | 10(14.3%) | 13(18.6%) |
| Ajayi Crowther | 5(7.1%) | 11(15.7%) | 16(22.9%) |
| Atiba University | 0(0.0%) | 3(4.3%) | 3(4.3%) |
| Covenant University | 4(5.7%) | 14(20.0%) | 18(25.7%) |
| Total | 27(38.6) | 43(61.4%) | 70(100.0%) |

Table 2 reveals the gender of the respondents in relation to the study. It indicates from the table that N=70. It also reveals that 27(38.6%) respondents were male while 43(61.4%) were female. The findings indicated that there were more female respondents in the study than male respondents.

Research Question 1: What are the various mentoring strategies in use for capacity building of librarians in private Universities in Nigeria?

Table 3: Mentoring strategies in use for capacity building of Librarians

| S/N | Items | N | SD(%) | D(%) | U(%) | A(%) | SA(%) | Mean (x) |
|---------------------------------|--|----|--------|---------|--------|----------|-----------|-------------|
| 1 | Less experienced librarians willingly seek advice and guidance from experience librarians on professional issues | 70 | - | 1(1.4) | 2(2.9) | 47(67.1) | 20(28.6) | 1.77 |
| 2 | Experienced librarians willingly advise and guide less experienced librarians on professional issues | 70 | - | 4(5.7) | - | 48(68.6) | 18(25.7) | 1.86 |
| 3 | Librarians belong to online forums such as LinkedIn and Listerve which help them to share professional ideas | 70 | 2(2.9) | - | 6(8.6) | 48(68.6) | 14(20.0) | 1.97 |
| 4 | Experienced librarians share professional ideas online with librarians from other libraries | 70 | 2(2.9) | - | - | 52(74.3) | 16(22.9) | 1.86 |
| 5 | Less experience librarians seek professional advice and guidance online from colleagues in other libraries | 70 | - | 4(5.7) | 2(2.9) | 57(81.4) | 7(10.0) | 2.04 |
| 6 | Experienced librarians are formally paired with less experienced ones for guidance and advice in their professional work | 70 | - | 8(11.4) | 4(5.7) | 53(75.7) | 5(7.1) | 2.21 |
| 7 | Less experienced librarians with similar needs come together with one or two experienced librarians as their leader to dialogue on issues like research ae research agenda, grant proposals etc. | 70 | - | 8(11.4) | 1(1.4) | 46(65.7) | 15(21.50) | 2.00 |
| Weighted mean(X) Average | | | | | | | | 1.96 |

Table 4 shows that the most prevalent mentoring strategy in use in the universities studied was that experienced librarians shared professional ideas online with librarians from other libraries. This is shown by majority of the respondent 68 (97.2%). This is closely followed by 67(95.7%) of the respondents who say responded that less experienced librarians willingly seek advice and guidance from experience librarians on professional issues. The least of the mentoring strategy in use in private universities for capacity building was that experienced librarians are formally paired with less experienced ones for guidance and advice in their professional work 58 (82.8%) of the respondents responding in the affirmative.

RESEARCH QUESTION 2: What are the forms of mentoring strategies available for capacity building of librarians in private Universities?

Table 4: Forms of mentoring strategy available for capacity building of Librarians

| S/N | Forms of mentoring | N | F(%) | Mean(X) |
|---------------------------------|----------------------|----|----------|-------------|
| 1 | Individual mentoring | 70 | 39(55.7) | 0.73 |
| 2 | Peer mentoring | 70 | 1(1.4) | 0.71 |
| 3 | Group mentoring | 70 | 5(7.1) | 0.84 |
| 4 | Role modelling | 70 | 23(32.9) | 1.70 |
| 5 | Coaching | 70 | 2(2.9) | 1.46 |
| Weighted mean(X) Average | | | | 1.09 |

Table 4 shows that the most prevalent form of mentoring strategy available for capacity building in the various universities studied is the individual mentoring with 39 (55.7%) of respondents followed by role modeling with 23 (32.9%). The least form of mentoring strategy available in the university libraries under study was the peer mentoring with only 1 (1.4%) respondent responding in the affirmative.

Research Question 3: What are the benefits of mentoring strategies for capacity building of librarians in private Universities in Nigeria?

Table 5: Benefits of mentoring strategy

| S/N | Items | N | SD(%) | D(%) | U(%) | A(%) | SA(%) | Mean(x) |
|-----|---|----|--------|--------|--------|-----------|----------|---------|
| 1 | Mentoring improves team work and cooperation in the library | 70 | 1(1.4) | - | 1(1.4) | 31(44.3) | 33(47.1) | 1.46 |
| 2 | Mentoring enhances learning culture in the library | 70 | - | 1(1.4) | - | 42(60.0) | 27(38.6) | 1.64 |
| 3 | Mentoring provides incentive to keep up-to-date with professional developments in librarianship | 70 | - | 1(1.4) | - | 40(57.1) | 29(41.4) | 1.61 |
| 4 | Mentoring enhances collaboration between senior and junior librarians | 70 | - | - | 1(1.4) | 52(74.3) | 17(24.3) | 1.79 |
| 5 | Mentoring gives greater knowledge of career success factors | 70 | - | - | 1(1.4) | 50(71.4) | 19(27.1) | 1.76 |
| 6 | Mentoring relationship helps to develop the habit of trust and confidence in the library | 70 | - | - | - | 43(61.4) | 27(38.6) | 1.61 |
| 7 | Mentors use the opportunity to pass on their skills to others | 70 | - | 3(4.3) | - | 38(54.3) | 29(41.4) | 1.67 |
| 8 | Mentoring helps in the successful induction into the workings of the library | 70 | - | - | 3(4.3) | 39(55.70) | 28(40.0) | 1.64 |

| | | | | | | | | |
|-------------------------|--|----|--------|--------|--------|-----------|----------|-------------|
| 9 | Mentoring aids in knowledge transfer | 70 | - | - | - | 29(41.40) | 41(58.6) | 1.41 |
| 10 | Mentoring helps to extend lifelong learning among librarians | 70 | - | - | - | 43(61.4) | 27(38.6) | 1.61 |
| 11 | Mentees are equipped with organisation of both human and material resources of the library | 70 | - | - | 3(4.3) | 54(77.1) | 13(18.6) | 1.86 |
| 12 | Mentoring helps to equip mentees for leadership roles | 70 | - | - | - | 52(74.3) | 18(25.7) | 1.74 |
| 13 | Mentoring helps to build the confidence of both the mentee and the mentor | 70 | 2(2.9) | - | - | 46(65.7) | 22(31.4) | 1.63 |
| 14 | Mentoring helps equip mentees for more challenging tasks | 70 | - | 3(4.4) | - | 51(72.9) | 16(22.9) | 1.69 |
| 15 | Mentoring enhances the professional skill acquisition of the mentor | 70 | 3(4.3) | - | 6(8.6) | 36(51.4) | 25(35.7) | 1.64 |
| Weighted mean(X) | | | | | | | | 1.65 |
| Average | | | | | | | | |

The above table (table 5) reveals that items 9, 10 and 12 of the questionnaire received a positive response from all the respondents 70 (100%). The items ‘mentoring aids in knowledge transfer’, ‘mentoring helps to extend lifelong learning among librarians’ and ‘mentoring helps to equip mentees for leadership role’ were some of the ways that mentoring was beneficial for capacity building of librarians. This was closely followed by items 2, 3, 4, 5 and 6 with 69 (98.6%) of the respondents responding that they are beneficial for the capacity building of librarians. 61(87.1%) of the respondents responded that ‘mentoring enhances the professional skill acquisition of the mentor’ was the item that received the least positive response from all the items in that section, although majority still agreed that it was a benefit of mentoring.

Research Question 4: What are the challenges associated with mentoring for capacity building of librarians in private Universities in Nigeria?

Table 6: Challenges associated to effective mentoring for capacity building of librarians

| S/N | Items | N | SD(%) | D(%) | U(%) | A(%) | SA(%) | Mean(x) |
|-----|---|----|----------|----------|---------|----------|----------|---------|
| 1 | Lack of sincere desire to share knowledge by the mentor | 70 | 2(2.90) | 27(38.6) | 1(1.40) | 33(47.1) | 7(10.0) | 2.73 |
| 2 | Inability of both the mentor and the mentee to keep to the goals and objectives of the relationship | 70 | 6(8.6) | 21(30.0) | 2(2.9) | 34(48.6) | 7(10.0) | 2.70 |
| 3 | When the objectives of mentoring are not specific, like in informal mentoring | 70 | 9(12.9) | 18(25.7) | - | 34(48.6) | 9(12.9) | 2.77 |
| 4 | Absence of mentoring orientation in the practice of librarianship | 70 | 2(2.9) | 21(30.0) | 1(1.4) | 36(51.4) | 10(14.3) | 2.56 |
| 5 | The mentee becoming too dependent on the mentor | 70 | - | 23(32.9) | 4(5.7) | 38(54.3) | 5(7.1) | 2.64 |
| 6 | Development of inappropriate emotional feeling by the mentor or the mentee | 70 | 10(14.3) | 17(24.3) | 1(1.4) | 28(40.0) | 14(20.0) | 2.73 |
| 7 | Broken confidence in both mentor and the mentee | 70 | 4(5.7) | 19(27.1) | - | 40(57.1) | 7(10.0) | 2.61 |
| 8 | Insubordination on the part of the mentee | 70 | 7(10.0) | 20(28.6) | 3(4.3) | 31(44.3) | 9(12.9) | 2.79 |
| 9 | Unconstructive criticism by the mentor to the mentee | 70 | 25(35.7) | - | - | 36(51.4) | 9(12.9) | 2.59 |
| 10 | Inability of the mentee to open up during interaction | 70 | 2(2.9) | 29(41.4) | 2(2.9) | 29(41.4) | 8(11.4) | 2.83 |

Table 6 shows the distribution of responses in answering the research question ‘What are the challenges to mentoring for capacity building of librarians in private universities in Nigeria. Majority of the respondents 47 (67.15) responded that item 7 ‘broken confidence in both mentor and the mentee’ was the most challenge faced in mentoring for capacity building of librarians. This was followed by item 4 ‘absence of mentoring orientation in the practice of librarianship’ where 46 (65.7%) of the respondents responded was also a challenge to mentoring for capacity building of librarians. Item 9 ‘unconstructive criticism by the mentor to the mentee’ also had high response rate after the first two mentioned as 45 (64.4%) of the respondents agreed that this was a challenge often witnessed in mentoring for capacity building of librarians. The least challenge faced in the mentoring process was item 10 ‘inability of the mentee to open up during interaction’ where 37(52.8%) of the respondents answered in the affirmative that it was a challenge to mentoring for capacity building of librarians in private universities in Nigeria.

Research Question 5: What are the solutions to the challenges to mentoring for capacity building of librarians in private universities in Nigeria?

Table 7: Solutions to solving the problems of effective mentoring for capacity building

| S/ N | Items | N | SD(%) | D(%) | U(%) | A(%) | SA(%) | Mean (x) |
|------|---|----|-------|--------|------|----------|----------|----------|
| 1 | The mentor and mentee should be willing to listen and learn from each other | 70 | - | 3(4.3) | - | 51(72.9) | 16(22.9) | 1.86 |
| 2 | The individuals involved in the mentoring relationship should have mutual respect and trust | 70 | - | - | - | 42(60.0) | 28(40.0) | 1.60 |
| 3 | There should be clearly defined roles and responsibilities | 70 | - | - | - | 45(64.3) | 25(35.7) | 1.64 |

| | | | | | | | | |
|---------------------------------|--|----|---|--------|--------|----------|----------|-------------|
| 4 | The mentor and the mentee should have good interpersonal and professional skills | 70 | - | - | 3(4.3) | 48(68.6) | 19(27.1) | 1.77 |
| 5 | Boundaries and time for the relationship between the mentor and the mentee should be clearly defined | 70 | - | 3(4.3) | 2(2.9) | 41(58.6) | 24(34.3) | 1.77 |
| 6 | The objectives/expectation of the mentoring relationship should be specific and clear | 70 | - | - | - | 44(62.9) | 26(37.1) | 1.63 |
| 7 | There should be good communication from the library management in the mentoring process | 70 | - | - | - | 52(74.3) | 18(25.7) | |
| Weighted mean(X) Average | | | | | | | | 1.72 |

Table 7 sought to answer research question 5 ‘what are the solutions to the challenges of mentoring for capacity building of librarians in private universities in Nigerian’. Findings revealed as shown in the above table that all of the respondent 70 (100%) affirmed that items 2, 3,6 and 7 respectively are major solutions to these challenges. The respondents responded that having mutual respect between the mentor and the mentee was a solution to the challenge of mentoring. Similarly, having clearly defined roles between the mentee and mentor was also a solution to mentoring challenges. Having clearly stated and specific objectives and expectation of the mentoring relationship between mentee and mentor would also be a solution to the challenges. In like manner, formal communication from the library management about the mentoring process would solve any challenge that may want to arise from the mentoring process. Item 5 ‘having clearly defined boundaries and time for the mentoring relationship’ was the item that received the least affirmation from the respondents 65(92,8%) although the response is also positive in identifying it as a solution to the challenges of mentoring for capacity building of librarians.

Summary of Findings

The findings of the study have clearly shown that mentoring is a strategy used for capacity building of librarians in the private universities studied. The mentoring strategy as revealed in the findings included mentoring through professional forums such as the Nigerian Library Association (NLA) online forum, LinkedIn and other professional listservs, sharing of professional ideas and pairing of more experienced librarians with less experienced ones were some of the predominate mentoring strategies in use for librarians in private university libraries.

It was also revealed in the findings that individual mentoring and role modeling were two of the prevailing forms of mentoring strategies available for capacity building of librarians in private universities in Nigeria. This finding corroborates that of Ozioko, Echezona and Osadebe (2012).

The study further revealed that librarians had a lot to benefit from mentoring. It was revealed that mentoring aids in knowledge transfer, it helps to extend lifelong learning and equip mentees for leadership roles, among other benefits. This finding corroborates that of Idoko, Ugwuanyi and Osadene (2016) who also found in their study that mentoring aids knowledge transfer and helps to equip mentees for leadership roles.

The major challenges of mentoring as revealed in the findings was the issue of broken confidence in both mentor and the mentee. This was followed by absence of mentoring orientation in the practice of librarianship. The librarianship profession does not orientate librarians on the need for mentoring. In addition, the findings also revealed that unconstructive criticism by the mentor to the mentee was a major challenge. Mentees expect to be constructively criticized and mentored, not condemned at every instance.

The findings further revealed that to overcome the challenges in mentoring of librarians for capacity development, all of the solutions would be most helpful in varying degrees. It was found that having mutual respect between mentee and the mentor, having clearly defined goals and specific objectives of the mentoring outcome and having clearly defined roles of the mentee and mentor are topmost on the solutions to the challenges of mentoring of librarians.

Conclusion.

In order to fit in to the library of the 21st century, there is a need for effective capacity building. This cannot be achieved in abstraction because of the varying degree of experience and knowledge possessed by librarians. In like manner, a library where the capacity of its librarians are not fully developed cannot be properly positioned to fit into the parent organisation and perform its duties

of information brokerage properly. Therefore, there is a need for balance so that librarians can fully develop their capacity in order to carry out their duties effectively and efficiently. The essence of mentoring is to ensure knowledge sharing so that less experienced or less knowledgeable librarians are properly nurtured and equipped to fit into the organisation. The findings of this study have revealed that mentoring is a desired activity in the library.

Recommendation

In view of the findings of this study, the following recommendations are made;

1. Library management should include formal and non-formal mentoring strategies into their organisational culture.
2. Librarianship courses should actively involve mentoring orientation to prepare librarians for mentoring roles in the world of work.
3. Librarians should be given full orientation on mentoring. Age may not be a factor in mentoring since a younger person may be more experienced and knowledgeable in a given area of librarianship than an elderly librarian. Example is the area of ICT in librarianship. Without proper orientation, the older librarian may feel reluctant to be a mentee of the younger librarian.
4. In pairing mentee and mentor for the mentoring process in formal mentoring, management of the library should be conscious of the various personal characteristics of both the mentee and mentor so as not to have friction during the mentoring process.

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