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## Level of Awareness of Mentoring Practices for Professional Development by Librarians in University Libraries in North Central Nigeria

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**Level of Awareness of Mentoring Practices for Professional Development by Librarians in  
University Libraries in North Central Nigeria**

**BY**

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**ABSTRACT**

*This study examined level of awareness adoption of mentoring practices for professional development by librarians in university libraries in North Central Nigeria. The study utilized seven research questions and three hypotheses. It adopted the descriptive research design. The area of study was North-Central geopolitical zone of Nigeria. The entire population of 257 librarians was studied because they were accessible and manageable, made up of both federal, state and private universities. The number of respondents was determined as follows; federal universities = 81 librarians, state universities = 64 and private universities = 55. A self-developed structured questionnaire titled “Awareness and Adoption of Mentoring Practices for Professional Development of Librarians in University Libraries in North Central Nigeria (AAMPPDL)” and interview schedule were used to collect the required information from the respondents. The responses were coded in a 4-point rating scale. The result of the trial test for internal consistency of the instrument gave a Cronbach Alpha Coefficient of 0.89. The Findings revealed that areas of professional development of librarians that require mentoring are in areas like appraising of librarians, library management making available all the needful as it relates to mentoring. It was revealed that level of awareness of mentoring practices are for*

*professional development of librarians in areas like evaluation, publications and it creates unity within the workforce, as well as create a friendly relationship between the mentor and the mentee. The study recommended areas such as appraising of librarians, librarians attending professional Association meetings such as workshops, conferences and seminars., making e-mentoring facilities available for librarians by library managements and guidelines and procedures given to participate to guide their conduct.*

**Key words:** Awareness, Adoption, Professional development, Librarians, University Libraries

## **Introduction**

University libraries are considered as the most vital part of the university system. According to Sambe and Emmanuel (2012) the university library is a type of academic library established and attached to a university with the major aim of satisfying the general Universities are citadels of academic excellence where humanity aspire for greatness through learning and research. They are vital tools for improving instructional learning for academic growth for the development of man and the society. This could be achieved through competent manpower development for public sector management. A university is an institution at the highest level of education where one can study for a degree or do research (Hornby, 2005). The aims of universities are to develop academic programmes at all levels of university education; help men and women enjoy richer, more meaningful lives, and prepare many people for professional careers as doctors, engineers, librarians or teachers as well as many other fields of endeavors. In doing so, a university education enables individuals to participate with greater understanding in community affairs. However, universities cannot achieve these functions if they are not supported by functional libraries. Israel (2011) in his opinion says a university library is part of a university system that is aimed at advancing the functions of its parent institution information needs of the academic community. Kumar (2006) advocates that a university library is supposed to perform the teaching, research, publications, conservation of knowledge and ideas as well as extension

services functions. In this study, the researcher described university library as the type of library that takes care of all the intellectual needs of its parent institution in areas of teaching, learning and research. They are aimed at collecting, organizing, storing and disseminating information that will help in supporting teaching, learning, research and community services.

Mentoring in librarianship is a process of learning and development based on a personal relationship in which an experienced librarian called a mentor helps a new librarian called mentee to develop as a professional and achieve professional goals. A core feature that defines mentoring relationship and distinguishes it from other types of personal relationship is that it is a developmental relationship embedded within the career context. 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, 2008). Mentoring can help the new librarian put theoretical knowledge into practice, apply generalized concepts to specific responsibilities and become familiar with given job situations. Mentoring is also used as a strategy for professional socialization which encompasses processes and structures related to the workplace. Edwards and Hunchliffe (2009) believed that, it is the process of internalizing the culture, values, beliefs, and norms of a profession and thereby becoming part of it.

Mentoring relationships play a vital role in professional development. Nwabueze and Ozioko (2012) observed that no institution can exist without older and more experienced members of the institution or organization passing on wisdom acquired over years to new members. Mentoring has a long-standing tradition in many professions including librarianship where experience and senior librarians who are called mentors bring up a newly employed person called a mentee to attain greater height in the profession. While adoption is the choosing and making that to be

one's own which originally was not so. Acceptance of another one's opinion about a thing is actually adoption. And adoption of mentoring practices can only be possible if there is awareness of these mentoring practices to librarians, this would enable them to adopt these practices and eventually put them to use for their professional development. Awareness and adoption work hand in hand as none of them can be very effective without the other.

For professional development to thrive, mentoring practices and mentoring relationships must be applied as one of the strategies to achieve effectiveness. Strategy according to Hornby (2005) is a plan that is intended to achieve a particular purpose, while mentoring practices are the forms of mentoring which are intended to expose librarians to various skills and aspects of librarianship for professional development. There are two main views of a successful mentoring experience observed by Kutilek and Ernest (2001) and Spencer (2010). An experienced librarian called a mentor helps a new librarian called a mentee to develop as a professional. One of the mentoring types is a dynamic informal relationship and the other is a formally structured mentoring program that includes peer, group and electronic mentoring.

To become successful and advance professionally, librarians must develop a network of people with career open doors. They should connect to people who can be important resources in satisfying greater career advancement and less conflict at work. This can be achieved through mentoring. The need for awareness of mentoring practice is not to be underestimated as awareness is the level of consciousness or quality of being aware of something. Awareness is what would give rise to adoption of mentoring practices, thus there cannot be adoption without awareness. Awareness is the consciousness of, realization of, or familiarity with an entity that can bring about possible adoption. This implies that though a user may identify his/her area of information need, and such need may n. Therefore, the importance attached to university

libraries for the development of high level man power led to proper ownership of these libraries by Federal, State and Private institutions. Libraries found in federal universities are owned and managed by the federal government through the university administration. This ensures quality control like accreditation. Therefore, the National Universities Commission (NUC) introduced accreditation as a means of evaluating the quality of each academic programme and information resources (library collections) in the universities. The same is applicable to State owned Universities whereby the State government owns and manages its state universities by providing funds for the management of the of its library, as well as ensure quality control like accreditation of courses and information resources. One could also say that a university established and run by either the state government or the federal government is generally referred to as a public university.

Private universities, according to Gabriel (2013) are universities established and owned by entities other than the state or federal government, which may include those run by faith – based organizations, individuals, community development associations etc. The Nigeria education policy requires that even the private universities should come under the regulation of the National Universities Commission (NUC). For this reason libraries found in private universities, funded and managed by the private owners are also regulated by NUC. It is worthy of note that whether public or private universities, the Nigeria educational policy requires that both should come under the regulation of the Nation.

Level of awareness of mentoring practices can have negative consequences on professional development of librarians. It can reduce the level of effectiveness and efficiency. The need for effective professional development in mentoring practices is therefore important to librarians. This calls for adequate and efficient mentoring practices as newly employed librarians in

university libraries have challenges in getting to know their expectations, routines, standards and organizational culture.

Professional development is a life time learning process which is universal or individualized. Pan and Hovde (2010) observe that it is a universal requirement of all librarians in order to keep up with the rapid changes in the library field and to maintain the profession. It is also individualized experience because it varies with the needs of specific duties as well as resources available around one's working, social and academic environments. There is a variety of approaches to professional development. These include consultation, coaching, and communication of practice, technical assistance, reflective supervision and mentoring (Ritchie and Genoni, 2008). There are varieties of approaches to professional development as reported by Richie and Genoni (2008), these approaches include; workshops, seminars, conferences, professional institute, one on one training, job exchanges, coaching mentoring and self-directing. However this present study focuses on awareness and adoption of mentoring practices for professional development by librarians in universities. Mentoring in librarianship is a process of learning and development based on a personal relationship in which an experienced librarian called a mentor helps a new librarian called mentee to develop as a professional and achieve professional goals. A core feature that defines mentoring relationship and distinguishes it from other types of personal relationship is that it is a developmental relationship embedded within the career context. 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, 2008).

## **Objectives of the study**

The general purpose of this study is to investigate level of awareness of mentoring practices by librarians in university libraries in North Central, Nigeria.

Specifically, the study sought to:

1. Determine level of awareness of mentoring practices by librarians in university libraries in North Central Nigeria.
2. Identify areas of professional development of librarians that require mentoring practices.
3. Determine the adoption of mentoring practices for staff development by librarians in the university libraries.
4. What are the challenges associated with mentoring of librarians for professional development in universities in North Central Nigeria?

## **The following research questions were raised to the study**

1. What is the level of awareness of mentoring practices by librarians in university libraries in North Central Nigeria?
2. What are the areas of professional development of librarians that require mentoring practices?
3. What are the adoption processes of mentoring practices for professional development by librarians in university libraries?
4. What are the challenges associated with mentoring of librarians for professional development in universities in North Central Nigeria?

## **Hypotheses**

The following null hypothesis was tested at 0.05 level of significance;

H<sub>01</sub>: There is no significant difference in level of participation on mentoring practices among librarians based on school ownership in North Central Nigeria.

### **Methodology**

The study adopted a descriptive survey design. Descriptive research can be either quantitative or qualitative. The study was conducted in North-Central Nigeria which comprises of the following states: Benue, Kogi, Kwara, Nasarawa, Niger and Plateau as well as Federal Capital Territory, Abuja. There are several universities - federal, state and private in the zone which were used for the study. The population of the study comprised all the 257 librarians in federal, state and private university libraries in North Central Nigeria. The entire population of 257 respondents comprising of all categories of librarians in all the federal, state and private owned universities were used for the study. There was no need for sampling since the population size is not large and could be properly managed. Questionnaire was the main instrument used to collect data in this research. The questionnaire was closed and open ended. The data collected was studied from as many angles as possible such as mean and standard deviations to explore the new facts. The quantitative data collected from questionnaire was coded and summarized using the Statistical Package for Social Sciences (SPSS). The researcher utilized descriptive statistics, such as means and standard deviations with midpoint of mean of 2.50, analyze and interpret data collected for the questionnaire and ANOVA to test the hypotheses at 0.05 level of significant.

## RESULT

**Research Question 1: What is the level of awareness of mentoring practices among librarians in universities in North Central Nigeria?**

**Table 1: Mean Rating of Level of Awareness of Mentoring Practices among Librarians in Universities in North Central Nigeria**

Sn		Ownership						Overall		D
		Federal		State		Private		Mean	SD	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1	Less experienced librarians should willingly seek advice and guidance from experienced librarians at any time.	3.03	1.09	2.79	1.02	3.07	.98	2.96	1.05	A
2	Experienced librarians should willingly advise the less experienced ones as the need arise	3.06	.82	3.07	.89	3.39	.67	3.12	.83	A
3	Librarians belong to online forums such as linked-in which help them to share ideas.	2.42	.97	2.39	1.21	2.76	1.20	2.47	1.09	LA
4	Experienced librarians share professional ideas online with colleagues in other libraries.	3.25	.93	3.47	.88	3.63	.58	3.38	.88	A
5	Less experienced librarians seek advice and guidance online from professional colleagues in distant libraries.	2.22	1.12	2.63	1.22	3.07	1.08	2.49	1.18	LA
6	Experienced librarians collaborate on professional issues like agenda, share information on conferences, seminars and workshop.	2.51	.96	3.00	.92	3.44	.63	2.81	.96	A
7	Less experienced librarians are paired with experienced one for professional development.	2.65	.95	3.13	.81	3.34	.57	2.91	.90	A
8	Less experienced librarians with similar	2.52	1.04	2.95	.96	3.34	.82	2.79	1.03	A

	needs come together to dialogue on issues affecting them.									
<b>9</b>	Management organizes mentoring for newly employed librarians.	3.08	.81	3.27	.74	3.54	.74	3.22	.79	<b>A</b>
<b>Cluster Mean</b>		<b>2.75</b>	<b>.97</b>	<b>2.96</b>	<b>.96</b>	<b>3.29</b>	<b>.81</b>	<b>2.91</b>	<b>.97</b>	<b>A</b>

**Source:** Field survey 2021 Result on table 1 shows that the three types of school ownerships in the study, it is observed that private institution have the greatest mean of (mean=3.29) as against the state institutions with (mean = 2.96) and that federal (mean=2.75), indicating that private institutions had greater awareness of mentoring practices among librarians. The standard deviation values for the nine items ranged from 0.79 to 1.11 which imply that the respondents were not far from one another in their responses and that their responses were not far from the mean. Finally the overall mean score of 2.91 shows that librarians were aware of mentoring practices.

**Research Question 2: What are the adoption of mentoring practices for professional development among librarians in university libraries?**

**Table 2: Mean Rating of Adoption of Mentoring Practices for Professional Development among Librarians in University Libraries in North Central Nigeria**

sn		Ownership						Overall		R	D
		Federal		State		Private		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
<b>1</b>	Help in evaluation of mentoring practices	3.08	.84	3.09	.79	3.34	.69	3.13	.80	HE	
<b>2</b>	Help in the quality of librarians publications and appraisal	3.02	.92	3.12	.84	3.22	.96	3.09	.90	HE	
<b>3</b>	Create unity within the work force	2.93	1.00	3.12	.88	3.29	.90	3.05	.95	HE	
<b>4</b>	Gives a better understanding of librarianship	2.94	.85	3.07	.78	3.27	.81	3.03	.83	HE	
<b>5</b>	Create efficiency	2.76	.94	3.17	.70	3.29	.98	2.98	.91	HE	
<b>6</b>	Enhance productivity	2.73	.95	2.95	.94	3.66	.69	2.95	.96	HE	

7	Establishes friendly relationship between mentor and mentee	2.88	.98	2.96	.80	3.12	.81	2.94	.90	HE
8	Professional issues like agenda, sharing information are easily handled	2.90	.95	2.87	.89	3.15	.94	2.93	.93	HE
9	Gives satisfaction on the job	2.74	.94	2.99	.85	3.24	.86	2.90	.92	HE
<b>Cluster Mean</b>		<b>2.89</b>	<b>.93</b>	<b>3.04</b>	<b>.83</b>	<b>3.29</b>	<b>.85</b>	<b>3.00</b>	<b>.90</b>	<b>HE</b>

**Source:** field survey 2021

Result on table 2 shows that, the three types of school ownerships in the study, it is observed that private institution have the greatest mean of (mean=3.29) as against the state school with (mean=3.04) of and that federal (mean=2.89), indicating that private schools had greater view of uses of mentoring practices for professional development among librarians in university libraries. Standard deviation values for the nine items ranged from 0.80 to .95 which implied that the respondents were not far from one another in their responses and that their responses were not far from the mean.

Finally the overall mean score of 3.00 showed that librarians were to a high extent aware of uses of mentoring practices for professional development among librarians in university libraries in North Central Nigeria.

**Research Question 3: What is the level of participation of librarians in mentoring practices in universities in North Central Nigeria?**

**Table 3: Mean Rating of Level of Participation of Librarians in Mentoring Practices**

SN		Ownership						Overall		R	D
		Federal		State		Private		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	One-on-one relationship between mentor and mentee.	3.42	.92	3.29	.82	3.12	.84	3.33	.88		H
2	Library management ensuring mentoring practices are organized at intervals.	2.97	.85	3.13	.78	3.07	.85	3.04	.83		H

<b>3</b>	Colleagues with developmental needs come together in a complementary partnership.	3.59	.72	3.20	.84	3.20	.90	3.41	.81	H
<b>4</b>	Librarians receiving in-house training and orientation on the general concept of mentoring when newly employed.	3.55	.78	3.32	.77	3.22	.94	3.43	.81	H
<b>5</b>	Librarians having orientation about mentoring practices.	2.83	.78	3.16	.84	3.15	.94	2.98	.84	H
<b>6</b>	Mentors practical demonstration of these mentoring practices.	2.97	.79	3.17	.86	3.24	.73	3.08	.81	H
<b>7</b>	Mentees learning through enculturation.	2.91	.88	3.01	.85	3.32	.85	3.01	.87	H
<b>8</b>	Mentees learning through imitation	2.39	1.05	2.43	1.12	1.93	1.01	2.33	1.07	L
<b>9</b>	Librarians receiving mentoring through attending professional associations.	2.18	1.08	2.49	1.12	2.29	3.32	2.29	1.68	L
<b>Cluster Mean</b>		<b>2.98</b>	<b>.87</b>	<b>3.02</b>	<b>.89</b>	<b>2.95</b>	<b>1.15</b>	<b>2.99</b>	<b>.96</b>	<b>H</b>

**Source:** field survey 2021

The respondents were asked to indicate the level of participation of librarians in mentoring practices. Using the principle of real limit of numbers responses to Table 4, respondents indicated that Librarians participated to a high level in receiving in-house training and orientation on the general concept of mentoring when newly employed (mean= 3.43); colleagues with developmental needs come together in a complementary partnership (mean = 3.41); one-on-one relationship between mentor and mentee (mean=3.33); Mentors practical demonstration of these mentoring practices (mean=3.08); Library management ensuring mentoring practices are organized at intervals (mean=3.04); Mentees learning through enculturation (mean= 3.01) and librarians having orientation about mentoring practices (mean = 2.98) . They however

participated to a low level in mentees learning through imitation (mean= 2.33) and librarians receiving mentoring through enculturation.

**Table 4: Mean Rating of Challenges Associated with Mentoring Practices of Librarians for their Professional Development**

SN		Ownership						Overall		R	D
		Federal		State		Private		Mean	SD		
		Mean	SD	Mean	SD	Mean	SD				
1	inadequate facilities required for E-mentoring of librarians	2.82	.86	2.80	.92	2.56	1.05	2.77	.91		A
2	Lack of mentoring policy to guide the utilization of these mentoring practices	2.86	.93	2.59	1.09	2.56	1.03	2.73	1.00		A
3	Broken confidentiality by both mentor and the mentee	2.66	1.05	2.59	1.14	3.15	.82	2.72	1.06		A
4	Lack of sincere desire to share knowledge by the mentor	2.85	1.00	2.80	1.07	3.00	1.02	2.86	1.02		A
5											
6	Inability of both the mentor and the mentee to keep to the goals and objective of the relationship	3.09	.79	3.08	.85	3.20	.81	3.11	.81		A
7	Inability of the mentee to open up during interactions	2.98	.83	2.96	.94	2.88	.90	2.96	.87		A
8	Lack of staff competencies on issues of mentoring.	2.87	.88	2.41	1.08	1.98	.99	2.58	1.01		A
9	Lack of management initiative on awareness and use of mentoring practices	2.95	.87	2.59	.97	2.39	1.00	2.74	.95		A
10	The mentee becoming too dependent on the mentor	3.02	.89	2.73	1.06	2.80	1.03	2.90	.97		A
11	Time constraint due to work pressure	2.98	.82	2.76	1.01	3.27	.78	2.96	.89		A
12	Superiority /inferiority complex	3.08	.91	2.77	.98	2.56	.84	2.90	.94		A

<b>Cluster Mean</b>	<b>2.92</b>	<b>.89</b>	<b>2.73</b>	<b>1.01</b>	<b>2.76</b>	<b>.93</b>	<b>2.84</b>	<b>.95</b>	<b>A</b>
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**Source:** field survey 2021

Looking at the three types of school ownership in the study, it is observed that federal institutions have the greatest mean of (mean=2.92) as against the private universities with (mean=2.76) and that state universities with (mean =2.73). This indicates that federal schools perceived a greater challenges associated with mentoring practices of librarians for their professional development

Standard deviation values for the nine items ranged from 0.81 to 1.06 which implied that the respondents were not far from one another in their responses and that their responses were not far from the means.

Finally the overall mean score shows that inability of both the mentor and the mentee to keep to the goals and objective of the relationship (mean=3.11) was ranked highest, while Lack of staff competencies on issues of mentoring (mean=2.58) was ranked lowest as regards to challenges associated with mentoring practices of librarians for their professional development.

**1. There is no significant difference in the level of participation of mentoring practices by librarians based on school ownership in North Central Nigeria.**

**Table 5: ANOVA Table of Difference of Level in Participation of Mentoring Practices among Librarian based on School Ownership in North Central Nigeria.**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.109	2	.554	.978	.377
Within Groups	137.692	243	.567		
Total	138.801	245			

The analysis of data shows no significant difference of level of participation of mentoring practices among librarian based on school ownership in north central Nigeria (ANOVA, F = .978, df = 2, 243, P >0.05)

## **Discussion of findings**

### ***Level of Awareness of Mentoring Practices by Librarians***

Research question 1 on the level of awareness revealed that respondents were aware about statements such as: less experienced librarians should willingly seek advice and guidance from experienced librarians at any time and Experienced librarians collaborate on professional issues like agenda, share information on conferences, seminars and workshops, while on items such as, experienced librarians share professional ideas online, less experienced librarians seek advice and guidance online from professional colleagues in distant library. then statements such as: less experienced librarians are paired with experienced ones for professional development, librarians belong to online forums such as linked-in which help them to share ideas, Martorana (2004) gave the notion that Continuing Professional Development (CPD) models are workshops, seminars, conferences, professional institutes, one-on-one training, job exchanges, coaching, mentoring and self-directed study.

### ***The Uses made of Mentoring Practices for Professional Development by Librarians***

Research question 2 was on the uses of mentoring practices for profession development of librarians, through the result of the study, it was strongly agreed that all the items such as: create efficiency, enhance productivity, gives satisfaction on the job, gives a better understanding of librarianship, help in evaluation of mentoring practices, professional issues like agenda, sharing information are easily handled, create unity within the work force, help in the quality of librarians publications and appraisal, establishes friendly relationship between mentor and mentee are benefits of mentoring activities to librarians professional development.

### ***The Level of Participation of Librarians in Mentoring Practices***

Research question 3 was on participation of librarians in mentoring practices, here the respondents indicated that factors such as: mentees learning through imitation, mentees learning through enculturation, and librarians receiving mentoring through attending professional associations were highly used, while practices like: One-on-one relationship between mentor and mentee, library management ensuring mentoring practices are organized at intervals, colleagues with developmental needs come together in a complementary partnership, librarians receiving in-house training and orientation on the general concept of mentoring when newly employed, librarians having orientation about mentoring practices, mentors practical demonstration of these mentoring practices, were less used. From the study, the participation of librarians in mentoring practices was at a low level.

### ***Challenges to Effective Mentoring of Librarians in Universities in North Central Nigeria***

Research question 4 was on the challenges to effective mentoring of librarians. The findings of the study revealed that: lack of adequate facilities required for e-mentoring of librarians, unconstructive criticism by the mentee, lack of sincere desire to share knowledge by the mentor, absence of mentoring orientation in the practice of librarianship, superiority /inferiority complex among others were all strongly agreed on to be challenges to effective mentoring of librarians in universities in North Central Nigeria. Relatively, the findings of this study support views of other researchers. The introvert nature of librarians in this area of study is also a mirage to the effective use of these mentoring practices in showcasing what they can do for up- coming librarians. The challenges to effective mentoring among librarians included unconstructive criticism by the mentor to the mentee, broken confidentiality by both the mentor and the mentee,

absence of mentoring orientation in librarianship are some suggested ways to overcome challenges to effective mentoring.

### **Conclusions**

Librarianship in Nigeria, as in the rest of the world is a strategic field. It has different roles and opportunities for essential development of the nation. Findings of the study indicate that areas of professional development that require mentoring by librarians can be visible in areas of appraising of librarians, library management giving procedure and guidelines with which to conduct their relationship and participation without fear of failure in any assignment

### **Recommendations**

Based on the findings of the study, the following recommendations were made as follows;

The level of awareness of mentoring practices by librarians from the findings revealed that respondents were highly aware in statement such as less experienced librarians willingly seeking information and guidance from experienced librarians at any time, experienced librarians collaborating on professional issues agenda and sharing information on conferences. Statements such as; less experienced librarians with similar needs coming together to dialogue on issues affecting them and newly employed librarians were po3. The uses of mentoring practices for professional development by librarians areas were found to include: creating efficiency, enhancing productivity, giving satisfaction on the job, giving a better understanding of librarianship creating unity within the work force and quality of librarians publications and appraisal. The university and library management should continue to with the uses of these mentoring practices for professional development of librarians.

The uses of mentoring practices for professional development by librarians areas were found to include: creating efficiency, enhancing productivity, giving satisfaction on the job, giving a better understanding of librarianship, creating unity within the work force and quality of librarians publications and appraisal.

The level of participation of librarians in mentoring practices from the findings include such as: mentees learning through imitation, mentees learning through enculturation and librarians receiving mentoring through attending professional association was highly used. It is therefore recommended that areas which were less used such as: colleagues with developmental needs coming together in a complementary partnership, librarians receiving in-house training and orientation on the general concept of mentoring when newly employed and mentors practical demonstration of these mentoring practices The level of participation in these less used areas could be increased for more efficiency.

Findings revealed that lack of adequate facilities required for e-mentoring of librarians, lack of mentoring policies in the libraries, unconstructive criticism by the mentee, lack of sincere desire to share knowledge by the mentor, absence of orientation in the mentoring practices of librarians and inferiority and superiority complex among others were all strongly agreed on to be challenges of mentoring of librarians in North Central Nigeria. These challenges can be minimized through certain strategies such as provision of e-mentoring facilities and the provision of mentoring policies in university libraries.

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