Mentoring Strategies in Use for Professional Development of Librarians in South-East Federal University Libraries

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Abstract

Purpose: The study investigated the mentoring strategies used for professional development of librarians in south-eastern federal university libraries.

Methodology: Descriptive survey design was adopted for this study. The population comprised one hundred and twenty- nine (129) academic librarians. The entire population was studied. Five research questions guided the study. One instrument, titled "Mentoring Strategies for Professional Development of Librarians Questionnaire" (MSPDLQ) was used for the study. Data obtained were analyzed using mean ratings.

Findings: The major findings include that informal mentoring is the main strategy in use for professional development of librarians (with mean scores of 3.71,3.57 and 3.12); participation in professional association and provision of sponsorship for conferences, seminar are the only programmes through which librarians are mentored (with mean scores of 3.45 and 3.30); the librarians were emphatic on the benefits of mentoring (with mean scores between 3.51 and 3.43); the challenges to effective mentoring among librarians include unconstructive criticism by the mentor to the mentee, broken confidentially by both the mentor and the mentee, absence of mentoring orientation in librarianship, (with mean scores of 3.30, 3,24 and 3.16); and some suggested ways to overcome challenges to effective mentoring include willingness of the mentor and the mentee to listen and learn from each other, adequate training should be organized for both mentors and mentees, (with mean scores of 3.57 and 3.53).

Implications: From the findings it implies that the mentoring relationships available are accessible only to a few employees and its benefits are limited only to those few who are participants and if different mentoring strategies are available and mentoring programmes established librarians' professional development needs will be met.

Value/Originality: The study's educational value rest on the recommendations that university libraries should explore different mentoring strategies like formal, peer and group. The university management should establish and develop mentoring programmes which will meet the needs of both the staff and institutions.

Keywords: Mentoring, Mentoring strategies, Professional Development, Librarians.

Paper type: Empirical

Introduction

University libraries are established to help their communities in teaching, learning, research and entertainment activities. They are repositories of information and knowledge from all fields of learning relevant to the academic community which they serve. Due to their exalted position as the citadels of research and teaching, volumes of information generated and processed on daily basis are enormous (Ugwuanyi, 2011). Therefore, there is need for librarians in these libraries to continue to acquire knowledge and competencies that would enable them perform their functions effectively.

University libraries are made up of staff with different qualifications. Some have Doctor of Philosophy (PhD) in Library and Information Science, Masters Degree in Library and Information Science (MLIS), Bachelors Degree in Library and Information Science (BLIS), Higher National Diploma (HND), Ordinary National Diploma (OND), or National Certificate in Education (NCE) in librarianship. Others have degrees in subject areas apart from librarianship. Only those with PhD and MLIS in librarianship are regarded as academic librarians. (Adeoye &Popoola, 2011). Members of staff with other qualifications aspire to become academic librarians.

Librarians in University libraries have academic status just like their counterparts in the faculty. Adeniji and Adeniji (2010) observe that librarians in Nigerian universities have enjoyed academic status since the days of John Harris, when the University College (now University of Ibadan) was set up in 1948. According to Edwards and Hinchcliff (2009) and Adeniji and Adeniji (2010), librarians as academics have major responsibilities that border on the following areas: Organization of recorded knowledge and information, Research and publication, Teaching and instructional duties, Reference and user services and Information resources.

One essential attribute of librarians in the university is to be scholarly. The library and information science degree according to Pan and Hovde (2010), though prepares librarians for the role of service provision in assisting patrons with the process of completing their scholarship tasks. As individuals however, they may be less equipped through formal training for the scholarly demands of their own research and publications needed for their promotion. The skills required to satisfy these demands are often acquired on the job especially with the support of experienced and versed librarians.

University librarians are assessed for their performances in scholarship, librarianship and other requirements of the individual institutions. Different institutions require that librarians pursue successful researches and publications in order to achieve promotion. According to Pan and Hoyde (2010), there is an official consensus that many librarians are ill-prepared to successfully complete this requirement.

The field of librarianship is ever expanding and changing from exploding internet and media technologies, to diverse patron groups with increasingly complex information needs. Librarians need to be as savvy as the clients they serve. The most productive and effective way for librarians to keep up with these changes is to seek professional development opportunities.

Professional development, according to Spencer and Ard (2006), is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities or work environment. It plays a key role in maintaining trained, informed and motivated employees regardless of job classification. Professional development is a lifetime 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 professionalism. 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 &Genoni 2008).

Mentoring, according to Pan and Hovde (2010), 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 development and growth (Ragins &Kram, 2008).

For a new librarian, professional training begins from the moment he steps into the profession (Insala, 2013). Professional training and learning are required to build on that foundation in order that new librarians can develop the depth of knowledge required over time. Mentoring a new and prospective professional provides an opportunity for both the new and the seasoned professionals to develop and refine the necessary skills to be successful in the diverse and rapidly evolving library and information profession.

Pan and Hovde (2010) observe that new hires, whether fresh from school with a recent curriculum or with the advantage of years of practical experience, face the need to become familiar with the new institutional identity. An experienced librarian (a mentor) would choose to mentor him informally to perfect in the different skills of practice. 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. Edwards and Hunchliffe (2009) believe that it is the process of internalizing the culture, values, beliefs, and norms of a profession and thereby becoming part of it. It is identified as a process of socialization, specifically professional socialization. It is related to work socialization, which encompasses processes and structures related to the workplace. Mentoring relationship plays a vital role in professional development. Nwabueze and Ozioko (2012) observe that no institution can exist without older and more experienced members passing on wisdom acquired over years to new members. In academia, it continues in the relationship between professors and graduate assistants and even those in lecturer I and II cadres.

Mentoring has a long-standing tradition in many professions like law, medicine and business organization. Medical and health professions, according to Kaufmann (2009), where practitioners also have academic appointment are probably most similar to librarianship. According to Southeastern Library Association (2009), mentoring relationship is usually encouraged, in order to provide a method of introducing and encouraging librarians and other library personnel to work together. It also improves employee motivation, provides succession planning as well as enhance network and learning about the profession. It is established for library professionals at all levels to learn, develop and meet their individual potential with the assistance of experienced professionals.

For mentoring relationships to be an effective strategy for professional development it has to be structured according to the need of individual library. Strategy according to Hornby (2005) is a plan that is intended to achieve a particular purpose and mentoring strategies are the forms of mentoring which are intended to expose the librarians to various skills and aspects of librarianship for them to develop professionally. There are two main views of a successful mentoring experience observed by Kutilek and Ernest (2001) and Spencer (2010). One is that mentoring is a dynamic informal relationship and the other is a formally structured mentoring programme that includes peer, group and electronic mentoring.

Informal mentoring refers to one- to one relationship where selection is dependent on the personal choice of the mentor or the mentee according to Sodipe and Madukoma (2013). It happens spontaneously based on mutual respect and rapport. It can occur when someone with more experience takes a special interest in the career of a less experienced colleague who he recognized as having potential or talent. It can also happen when a less experienced individual approaches an experienced senior colleague who he believes can help him gain new knowledge and skills. It is usually unplanned, unstructured and without the involvement of any organization.

A Formal mentoring programme according to Ritchie and Genoni (2008) is a programme designed to facilitate mentoring relationships in an organization or a professional association. Mentees are systematically matched with mentors based on parameters set by administrators. The organization oversees and guides the mentoring programme in order to promote the career development of the employee. They are usually structured and have clear and specific goals and can be assessed. They generally exist either within a workplace, an organization or a professional association.

Mentoring programmes in university libraries are usually specific and are closely tied to the librarian's career stage according to Freedman (2009). For example, it may be to help librarians develop skills and research agenda to meet research requirements for their promotion or it is designed to provide librarians an opportunity to explore issues regarding their development as librarians. Other mentoring programme could be structured to assist new librarians to become familiar with and get involved in the library system or to integrate the new employee into the general use of the institution. The underlying philosophy of any mentoring programme according to Adeniji and Adeniji, (2010) is to allow the mentees find the best in themselves, live up to their personal visions and enhance their potentialities and skills.

Since it has been established from literature that mentoring relationships can play a vital role in professional development, there is need to find out different basic mentoring strategies in use for professional development of librarians, determine mentoring programmes through which the librarians are mentored to achieve professional development, determine the benefits

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of mentoring among librarians; find out the challenges to effective mentoring among librarians as well as determining ways to overcome challenges to effective mentoring.

Statement of the problem

Mentoring relationships are typically supportive of individuals' learning as they create a safe learning environment. Ideally, norms that are supportive of individuals are consciously reinforced by mentoring in all its various forms. In the university libraries, new librarians have challenges. It appears these individuals need help in getting to know their expectations, routines, standards and organizational culture. Nwabueze and Ozioko (2012), note that early career librarians face challenges in areas of assimilation, isolation, work satisfaction and stress. Probably they face these challenges because they have not participated in professional development or are inexperienced, uncertain about their expectations and generally nervous. They therefore, cannot perform their duties effectively. Every librarian, in university libraries, performs a critical role towards the achievement of corporate organizational goal. From the University librarian to the rest of the librarians, according to Ozioko, Nwabueze and Igwesi (2013), each has a specific role to play. The extent to which the corporate goal is achieved depends on the professional capability and activities of each member. Pan and Hovde (2010) believe that librarianship skills are best learnt on the job. Moreover, Wilson, Gaunt and Tehrani (2009) observe that library school education is considered inadequate to successfully prepare academic librarians for their academic citizenship. So, there is need for learning opportunities situated in practice. It is through the effective application of mentoring strategies in university libraries that the integral components of developing competencies for new and mid-career librarians can be achieved. Mentoring strategies are also ideal for providing the librarians the required skills for research and publication needed for their promotion and career growth. It is in view of the ineffective competencies of the new and mid-career librarians in south-east universities as observed from literature that motivated the researcher to examine the mentoring strategies in use for professional development of librarians in the libraries of federal universities in south-east Nigeria. It appears that although several studies have been conducted in librarianship none of these studies have focused on mentoring strategies in use for professional development of librarians in south-east federal university libraries.

Objective of the study

The main objective of the study is to examine mentoring strategies in use for professional development of librarians in federal university libraries in south-east Nigeria. Specifically the study aims at:

Finding out different mentoring strategies in use for professional development of librarians in federal university libraries in southeast Nigeria;

Determining mentoring programmes through which librarians are mentored in federal university libraries in southeast Nigeria;

Determining the benefit of mentoring among librarians in the federal university libraries in southeast Nigeria;

Finding out the challenges to effective mentoring among librarians in federal university libraries in southeast Nigeria; and

Determining different ways to overcome challenges to effective mentoring.

Significance of the study

The findings of this study will be beneficial to five groups of people namely; the university management, curriculum planners, library administrators, library staff and researchers.

The university management will benefit from the study as the result of the study will enable them take decisions and encourage the establishment of mentoring relationships in the university libraries. Such relationships will enhance staff training internally thereby saving resources. Curriculum planners in library and Information science will also benefit from the findings of this study as they may include scholarly demands of librarians in research and publication needed for their career growth in library school curriculum. The library administrators will also benefit as the findings will highlight the need to create an environment that will enhance development of trusting professional relationships among staff. This will engender increased competencies and healthy work environment. Staff of libraries will benefit because the results of the study will enable them

define their specific goals and expectations in librarianship, and may enable them have equal access to more experienced librarians. Finally, the study will provide valuable information to researchers for further studies on mentoring and professional development of librarians.

Scope of the Study

This study examined mentoring strategies in use for professional development of librarians in federal universities in south-east Nigeria. The study was restricted to finding out the various mentoring strategies that are in use, determining programmes through which librarians are mentored, determining the benefits of mentoring among librarians and finding out the challenges to effective mentoring among librarians and determining ways to overcome challenges to effective mentoring. The study was delimited to academic librarians in south-east federal university libraries.

Research Questions

The following research questions were formulated to guide the conduct of this study:

1) What are the different mentoring strategies in use for professional development of librarians in federal university libraries in southeast Nigeria?

2) What are the mentoring programmes through which librarians in federal university libraries in southeast Nigeria are mentored?

3) What are the benefits of mentoring among librarians in federal university libraries in southeast Nigeria?

4) What are the challenges to effective mentoring among librarians in federal university libraries in southeast Nigeria?

5) What are the different ways to overcome the challenges to effective mentoring among librarians?

Literature Review

Mentoring according to Mentorshikit (2007); Spencer (2010); Schlee (2011); Nwabueze and Ozioko (2012), is a process whereby someone with experience and expertise provides support, counselling and advice to a less experienced colleague. Ragin and Kram (2008); Kaufmann (2009); Lee (2009); Osemevege (2011) and Ugwuanyi (2011), view mentoring as a development-helping relationship in which a

person invests time, expertise and effort to enhance and improve another person's growth, knowledge and skills. It is a professional relationship in which an experienced person (*the mentor*) assists another (*the mentee*) in developing specific skills and knowledge that will enhance professional and personal growth.

Mentoring is a relationship which gives people the opportunity to share their professional and personal skills, and experiences to grow and develop in the process. It is usually based on encouragement, constructive comments, openness, mutual trust, respect and willingness to learn and share knowledge (Spencer, 2010). The three variables in the concept of mentoring according to USOPM (2008) and Spencer (2010) are the mentor, the mentee and the process of mentoring. The mentor, according to Spencer (2010), Anagbogu and Nwokolo (2012) can be a teacher, a sponsor, a counsellor, an adviser, a friend, or a role model, who can help the mentee to find the right direction to develop solutions to career issues and problems. He helps the mentee to believe in himself and boost his confidence; asks questions on challenging situations, while providing guidance and encouragement to a mentee.

A mentor is often described as an experienced adviser, supporter or a trainer. Such a person is usually older, gives support to a younger person and is seen as helper of an inexperienced person (Brewerton, 2010). Furthermore, due to his position, the mentor tends to have greater access to resources (such as knowledge and power in an organisation) which the mentor decides or does not decide to share with the mentee. The mentor is also seen as a wise and trusted adviser of younger persons or colleagues with deeper sense of responsibility, dedication and pride in being able to help a mentee. In all, he helps the mentee to gain greater mastery of concepts while developing creativity and critical thinking (Anagbogu & Nwokolo, 2012). Ozioko, Nwabueze and Igwesi (2013) believe that mentors are role models that explain the rudiments of a task and allow the mentee to accomplish such a task based on the knowledge provided by the mentor. A mentor does not spoon feed the mentee rather the mentor is cognizant of the intellectual capability of the mentee and is ever willing to help it grow.

A mentee is usually a novice in the field, described by Spencer (2010) as a partner, protégé or participant in the mentoring process.

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Mentorscout (2013) describes a mentee as a student, protégé, apprentice and eager learner. A mentee is someone who wants to learn from someone who knows and seeks his valuable advice in order to grow personally and professionally. However according to Insala (2013) a mentee can be someone who has been in the field for a while, but is changing career paths and is looking for guidance and support. It could also be someone who is just looking for support and direction.

Mentoring process, according to Spencer (2010), is the development of a relationship between the mentor and the mentee. It is a shared experience between the pair. It is also a learning partnership that involves collaboration and the opportunity for challenge and reflection. Ugwuanyi (2011) identifies four processes in mentoring and they are; initial interaction: where the pair meets for the first time and begin to establish rapport to enable them build a solid and trustworthy relationship, setting of goals and objectives: in which the mentor and mentee clearly and specifically define expectations and discuss work priorities, actualization process: when actual development of the mentee takes place. The mentor gives assignments which expose the mentee to the work and make him try his skills and knowledge and termination stage, the last process in the establishment of mentoring relationship. This stage sees the partners evaluating the extent of accomplishment of their goals and what to look out for in the future.

According to Abbot (2009), mentoring strategies, are approaches designed by organizations to enhance mentoring relationships. Golden (2012) observe that mentoring strategies are perfect ways to weave continuous learning into the fabric of an organization's life. As such, organizations now make intentional and organized efforts to organize and promote continuous learning in the workplace. Mentoring strategies according to Sit (n.d) are different forms of formal mentoring relationships which include peer, group and electronic or virtual mentoring.

The USOPM (2008) describes formal mentoring as structured and have oversight, as well as clear and specific organizational goals. In Freedman (2009) formal mentoring is defined as a way of facilitating learning in the workplace and is designed to make use of guided learning to develop the knowledge and skills required for

high performance. Ehrich (2013) observes that formal mentoring occurs where the organization provides support structures to ensure that participants have clarity of purpose and the support they may need to make a success of the relationship. Peer mentoring according to Ehrich (2013) tends to involve two people of the equal level or status who work together to support one another. While Ritchie and Genoni (2008) view peer mentoring as a variation of individual mentoring where facilitators or leaders of a group act as individual mentors and the participants act as peer mentors to each other. Ramos and Green (2007) define peer mentoring as the relationship that allows each participant to act as a learner and a teacher. Any library employee may participant in this form of mentoring.

Group mentoring has been described as a group of individuals who work together and support each other (Enhrich, 2013). It also applies to cases where one mentor works with a group of mentees or multiple mentors who work with multiple mentees and all the people are connected in one group. The key feature is that everyone involved works together to learn from and support each other. E- Mentoring according to Ramos and Green (2007) occurs when mentors and mentee communicate electronically rather than meeting in person. E-mentoring may employ blogs, e-mail and real-time technology like chats and instant messaging. Enrich (2013) views e-mentoring as the one that relies on computer-mediated communication such as e-mail and other electronic communication technologies to enable mentoring to take place. Hilbun and Akin (2007) define e-mentoring as a merger of traditional mentoring with electronic communication to develop and sustain mentoring relationships. These authors view e-mentoring as a natural offshoot of the impact of electronic communication technology on teaching and learning.

From the foregoing discussion, it can be inferred that mentoring is about the transmission of knowledge, especially the process that supports professional learning and skill development. It is usually between more experienced individual who is willing to learn and share his professional and personal skills and experiences with a less experienced individual who is also willing to learn and grow in the same profession.

Professional development according to Cïakir (2007) is a process of developing self-awareness, competence in and better understanding of professional roles and tasks. It is a broader concept relating more to ongoing positive changes in people's professional capabilities and careers. Megginson (2006) defines professional development as encompassing all that improves one's ability to succeed in a field. Megginson further notes that it can take place through conference sessions, formal courses, web casts, mentoring or networking. Ritchie and Genoni (2008) observe that professional development encompasses a broad range of activities that include conferences, short courses, seminars, training programmes, provision of study grants, workshop tutorials, mentoring and other kinds of learning experiences and activities.

Professional development for university librarians fulfils a need for continuing the acquisition of knowledge and competencies that have not been met by formal education (Pan & Hovde, 2010). Ugwuanyi and Ejikeme (2011) posit that librarians need to continue to learn, update and refresh their knowledge to prevent the onset of professional alienation in performance and to adjust to the culture and change prevalent in a new information environment.

There is a number of ways that mentoring provides the structural and attitudinal context in which continuing professional development can occur. The qualities of continuing professional development described by Ritchie and Genoni (2008) as continuing education are consistent with the philosophy of mentoring.

These qualities are:

❖ It implies a notion of lifelong learning as a means of keeping an individual up-to-date
❖ with new knowledge. It prevents obsolescence.

❖ It includes updating a person's education (makes an individual's education comparable to that of a person receiving a like degree or certificate at the present time);

❖ It allows for diversification to a new area within a field;

❖ It assumes that the individual carries the basic responsibility for his or her own development; and

It involves educational activities that are beyond those considered necessary for entrance into the field.

Librarians working in the University libraries according to Pan and Hovde (2010) will find a rich mine of resources for professional development within their own doors. Being generally divided into units based on operational functions (acquisition, cataloguing, circulation, etc), expertise can be transmitted through mechanisms, for example cross-training. By utilizing the library's own technical resources and personnel, cross-training confers the additional benefits of staying in-house and easy coordination between trainer and trainee. Professional development provides immediate benefit to individual staff, improving their proficiency. As a group, that proficiency translates into an improved staff resource and ultimately, into improved user service (Bell 2009).

From the foregoing discussion, it can be inferred that professional development is concerned with equipping individuals with the skills, access to information and training that enable such individual to enhance the performance of his duties. It is the dream of every professional to improve on his job in a bid to achieve self-satisfaction.

Librarianship is generally considered to be concerned with the principle and practice of selecting, acquiring, organizing, disseminating and providing access to information in accordance with specific needs of groups of people or an individual (Chenong, 2008). Chenong went further to explain that librarianship is the discipline and profession concerned with helping individuals obtain reliable information to increase their knowledge in all spheres of their lives from the cumulated information store of mankind. Reitz (2004) defines librarianship as the profession devoted to applying theory and technology to the creation, selection, organization, management, preservation, dissemination and utilization of collections of information in all formats. A person formally trained or certified to perform such services is a librarian. Librarianship according to Librarians Registration Council of Nigeria (LRCN) (1995) means the art and science of selecting, acquiring, organizing, describing, classifying, administering, preserving, conserving, utilizing books, journals, non-book materials, audio visual, print and non-

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prints and including the dissemination of information and knowledge. LRCN defines a librarian as a graduate of library and Information Science registered and inducted by the council. Librarians are a crop of professionals that are trained to carry out core duties of a library, beyond the day-to-day routines of library officers and library attendants (Ezeani, Eke & Ugwu 2012).

Librarianship according to Cheong, (2008); Adeniji and Adeniji, (2010); Ugwuanyi, (2011) and Nwabueze and Ozioko (2012) have always been about serving the individual, "the users". Information resources are purchased for the individual because he or she needs them or we anticipate his needs. They are catalogued with great consideration of appropriate access points so that the individual may find them precisely. Librarians lend out materials to individuals or provide databases for them to get the information to increase their knowledge and perform their work effectively or help in their personal development. Reference librarians help to answer questions from individuals and guide them in finding information. Therefore all the work that librarians do leads to the satisfaction of the needs of individuals. This supports Aina (2004) that library process revolves around users. The user is the focal point of all libraries and information services. The library primarily exists to satisfy the user.

Generally, users depend a lot more on librarians for access to information in the past than at present (Ifidon, 2005). The librarian had a strong intermediary function then as there were various kinds of obstacles to access, which could be physical (distance to the source of information), administrative (access rules), or system catalogues or indexes or skills related (how to search for information). The users therefore, either come to the library or did not get the information they need (Cheong 2008). The relationships changed with the beginning of end-user revolution observe Cheong (2008) and Rao and Babu, (2008) that started with the introduction of bibliographic databases on CD-ROMs and purchase content. Furthermore, the end-user revolution was enhanced by the advent of Google, the proliferation of free content, the massive worldwide digitization projects and the widespread use of social networking tools. Not only is it easier and more convenient to gain access to information there is also an abundance

of free information. As a result of these developments, Moran and Leonard (2010) observe that librarianship today demands much more thought and effort on connecting with users and maintaining their engagement. These imperatives require librarians to have the disposition and the interpersonal skills not traditionally associated with library work (Cheong, 2008). Librarians, besides possessing knowledge and expertise in information content and users' information- seeking behaviour, they now need to be able to have good interpersonal relationships and have strong advocacy and marketing skills.

From the foregoing discussion, one can infer that librarianship is the discipline and profession concerned with helping individuals obtain reliable information from collections of information to increase their knowledge. As such, all the work that the librarians do centers on the user. Therefore, librarians need to develop professionally especially through mentoring in order to serve the library users optimally. A number of theories and models have been postulated to explain the nature of mentoring relationships and processes. This study is anchored on Social learning theory by Albert Bandura and the GROW model.

Social learning theory (SLT) was propounded in the year 1977 by Bandura, Albert. It is a category of learning which is grounded in the belief that human behaviour is determined by a three- way relationship between cognitive factors, environmental influences and behavioural factor. The cognitive factors can also be called personal factors which include knowledge, expectations and attitudes. The environmental factors are social norms, access in the community and influence on others. Behavioural factors are skills, practice and self-efficacy. The theory posits that people learn from one another, via observation, imitation and modeling. It maintains that human beings tend to emulate the behaviour they see in others whom they respect and admire. People learn through observing others' behaviour, attitudes and outcomes of those behaviours. Best human behaviour is learned observationally through modeling. From observing others, one has an idea of how new behaviours are performed, and on later occasions this coded information goes as a guide for action. In the application of SLT, the learner is encouraged to; observe and imitate the

behaviours of others; see positive behaviours modeled and practiced; increase their own capability and confidence to implement new skills; gain positive attitudes about implementing new skills and experience support from their environment in order to use their new skills.

The social learning theory is related to the present study because it is concerned with the role of learning and development through observation and modeling. The theory explains how the mentor and the mentee learn from each other. Mentoring enables learning to occur for

the mentor and the mentee. The mentee learns through observation, socialization and enculturation.

According to Carlson (2013) no one person can be clearly identified as the originator. The GROW model is one of the most common coaching tool; it enables the coach to structure a coaching conversation and deliver a meaningful result. The model provides a simple four-step structure for a coaching session: Goal, Reality, Options and Wrap-up. The components of the model are shown in Figure 1.
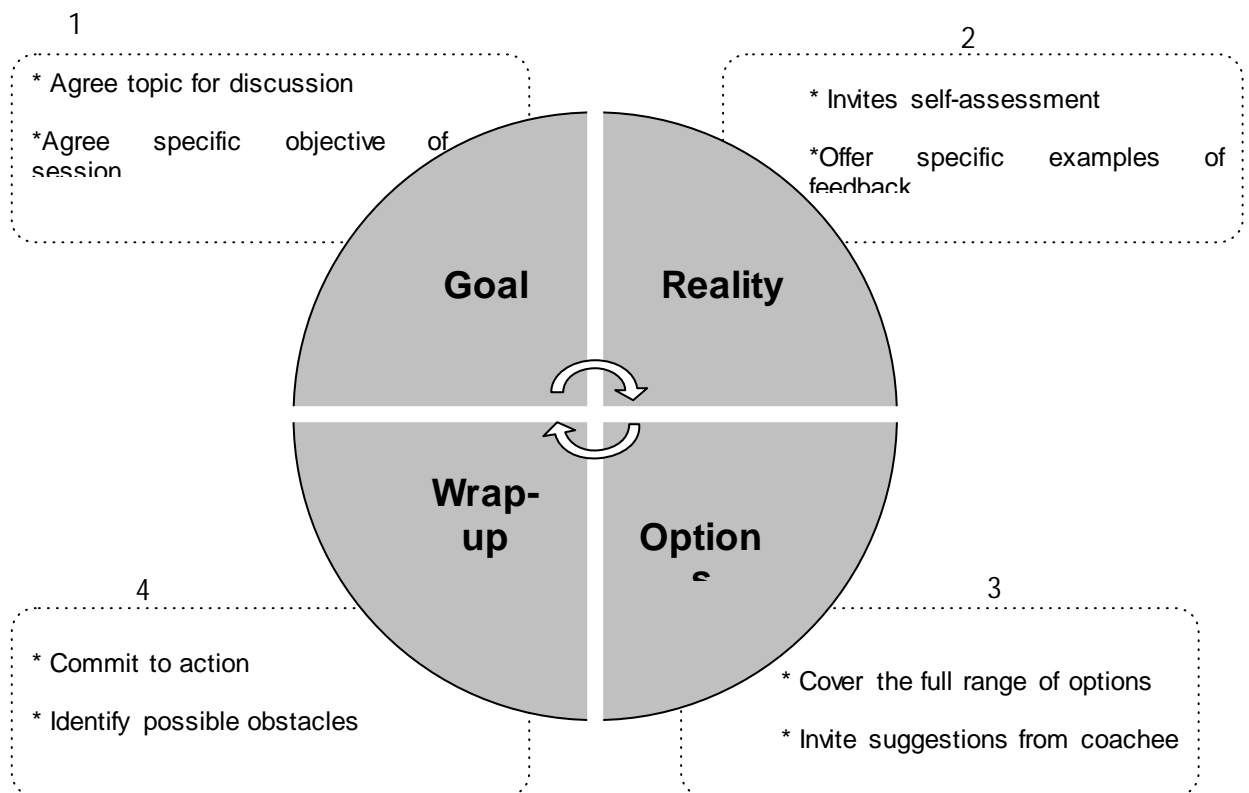

Fig. 1 GROW model showing the relationship of the components (after Whitmore, 2010)

Step 1: Goal: The coach and player identify and agree on a number of clear and achievable goals (outcomes) for discussion.

Step 2: Reality: Both coach and player adopt self-assessment and offer specific examples to illustrate their points.

Step 3: Options: In this stage, the coach's intention is to draw out a list of all

Step 4: Wrap-up: In this stage the coach's intention is to gain commitment to action. The coach and player select the most appropriate options, commit to

action, define the action plan, identify the next steps and a time frame for their objectives and identify how to overcome obstacles.

This GROW Model is related to the present study because the model explains what is obtainable in a typical mentoring session. This model provides a framework for conducting mentoring sessions; how the mentor and the mentee agree on goals, the content and process of the relationship, how to define expectations, implement learning, the nature of professional growth, and how to evaluate and conclude relationship terms.

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Mentoring relationships can take various dimensions depending on the structure, function and content.. There are two categories of the forms of mentoring strategies that are available for professional development of librarians. Sodipe and Madukoma (2013) described the traditional form which is informal in nature and formal mentoring. Formal mentoring can also assume different forms including; peer, group and electronic mentoring.

Traditional or informal form of mentoring refers to one- to one, face- to- face mentoring relationship where selection is dependent on the personal choice of the mentor or the mentee (Sodipe and Madukoma 2013). Ritchie and Genoni (2008) observe that informal mentoring exists outside the boundaries of an official mentoring programme. In this, the pairing process relies completely on a process of natural selection. They further note that, although it is an unstructured programme; 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. Informal mentoring relationships happen spontaneously based on mutual respect and rapport. Most often, this occurs when someone with more experience takes a special interest in the career of a less experienced colleague (Abbot 2009, Adeniji & Adeniji 2010). With regard to librarians, Abbot (2009) further notes that informal mentoring is an ongoing process in which librarians are potential mentors and mentees. Its success depends somewhat on the mentees initiative and willingness to seek guidance from experienced colleagues and the willingness and availability of experienced librarians to offer guidance and advice.

It is widely practiced in most libraries among all levels of staff because in traditional librarianship, the practice is essentially one of apprenticeship (Sit, n.d, Farmer, Stockham & Trussel 2009; Ibegbulam 2010; Nwabueze & Ozioko, 2012).

However, with the change in work environment, Abbot (2009), and Ozioko, Nwabueze and Igwesi (2013) observe that organizations no longer rely on mentoring to occur spontaneously. They have taken the initiative to design formal mentoring strategies. The formal mentoring is developed to capture the benefits of informal mentoring arrangements. According to Asadu (2010), formal mentoring takes place when the relationship is facilitated by the organization or professional association. Mentees are systematically matched with mentors based on parameters set by administrators who have little personal knowledge of mentors and mentees. Ritchie and Genoni (2008) observe 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.

For a formal mentoring programme to succeed, both parties i.e. the mentor and the mentee, according to Spencer (2010) and Schlee (2011) must understand their parts in the process. The mentee should set out to achieve new skills and knowledge which he would apply to his career. He seeks guidance and advice in his professional development; accepts responsibility for his own decisions and actions and maintains confidentiality. Also, he acts on expert and objective advice and carries out tasks and projects by agreed times.

The mentor facilitates the mentee's professional growth, provides information, guidance and constructive comments. He also evaluates the mentee's plans and decisions, supports and encourages them and when necessary identifies shortfalls in agreed performance and maintains confidentiality.

Matveyeva and Deyoe (2007) posit that, what is important for a long time success of a mentoring programme is to find a balance between formal and informal mentoring. The programme should be formal enough not to leave any eligible employee behind, and informal too, to build a team of good co-workers and develop trustful, healthy relationships in an organization.

Peer mentoring is a designed form of mentoring relationship for librarians. Ritchie and Genoni (2008) note that this form of mentoring occurs when professional colleagues who have similar developmental needs come together in a mutually supportive, instructive and complementary partnership. They may not necessarily be at the same professional level or at the same rank in an organization. USOPM (2008) views peer mentoring as a relationship with individuals within the same grade,

organization, and/or job series. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning and to build a sense of community. The group is self-directed and self-managed. It takes responsibility for crafting its own learning agenda and for managing the learning process so that each member's learning needs are met and everyone derives maximum benefit from other's knowledge, expertise and experience.

Nwabueze and Ozioko (2012) observe that peer mentoring programme is normally self-organized, comprises untenured faculty members who address issues that concern collaborative research agenda and share as well as exchange information, both professional and personal. The authors further note that mentors place great emphasis on professional development. Such professional development includes development of collaborative interdisciplinary research agenda, assistance and editorial advice on grant proposals and sharing/exchange of information on conferences, teaching and community connection.

Group mentoring is another mentoring strategy that exists among librarians for their professional development. According to Asadu (2010), it takes place when more than a pair of individuals comes together in a group in which one or more members of the group provides support or direction to others. Group mentoring observes Ritchie and Genoni (2008), brings together a number of individuals under the guidance of one or more experienced group leaders or facilitators for a particular purpose. The authors also refer to it as co-mentoring. It is intended that the individuals, who are at a similar stage of learning or have related learning needs will form a supportive learning group. Group mentoring can occur in a small or large group setting. Synergogy is a teaching model that can be used in group mentoring. Synergogy according to Quinn cited in Ritchie and Genoni (2008) is a systematic approach to learning in which the small teams learn from one another through structured interactions. USOPM (2008) views this form of mentoring as one in which a mentor can be teamed with several mentees who meet at the same time. As the mentor poses questions, listens and reflects he engages all the members of the group in the conversation. Each has his own experience and insight to share and can draw his own learning from the discussion.

Zachary (2000), observe that there are two main types of group mentoring, facilitated group mentoring and team mentoring. Facilitated group mentoring allows a number of people to participate in a learning group and to benefit simultaneously from the experience and expertise of a mentor or mentors. The richness of the experience multiplies as each group participants bring personal experience into the conversation. The facilitator asks questions to keep the dialogue thought provoking and meaningful, shares their own personal experience, provides feedback and serves as a sounding board. Team mentoring on the other hand, offers a methodology for facilitating the learning of an intact team. Together, the individual making the team articulate mutual learning goals and work simultaneously with one or more mentors who guide them through a deliberate and deliberative process to facilitate their learning. The mentoring process allows the team to be supported and to learn from each others' experience and knowledge. The group's primary purpose according to Phillips-Jones (2009) is to help mentees accomplish two tasks; set important development goals and build competence and character to reach those goals. In the work place, the overreaching purpose of most groups is career development often in the context of understanding and working with diversity.

Electronic or online mentoring is another form of mentoring strategy that exists for librarians. E- Mentoring is employed according to Phillips-Jones (2009) when face to face communication, interactions and sharing of knowledge and expertise is difficult because of multiple locations or virtual offices. E-mentoring or Electronic mentoring according to Hamilton and Scandura (2003) is the process of using electronic means as the primary channel of communication between mentors and mentees. While, Bauchanan, Myers and Hardin (2005) believe that it is done through asynchronous communication; email or a discussion forum. In this way, it frees the mentor and the mentee from the constraints of time, geography, high cost or other limiting factors. Hilbun and Akin (2007) suggest that because librarians work within an electronic environment, e-mentoring seems ideally suited for transferring knowledge and experience throughout the library field, either within the same library system or across systems.

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Buchanan, Myers and Hardin (2005) note that e-mentoring demands careful planning and that it should be done when a genuine need is perceived. Nwabueze and Ozioko (2012) posit that, the basic issues necessary for a successful e-mentoring programme in any library environment is that the system must include e-mail and telephone contacts. They also suggested creating websites that contain information including institutional document related to mentoring programmes. The main purpose of such website is to share professional resource information that can be accessed by all library faculty members.

From the foregoing discussion, it can infer that there are mentoring strategies available for professional development of librarians. Individual libraries are to determine which of them should be established and made available for effective professional development of their librarians.

A mentoring programme according to Ritchie & Genoni (2008) is a programme designed to facilitate mentoring relationships in an organization or professional association. Each programme is usually for a specific purpose depending on the need or needs of individual libraries. Spencer and Ard (2006) observe that each mentoring programme may be designed to support particular mentoring functions or desired outcome. It may be for orientation of new employees, professional support like participation in professional association, sponsorship to conferences, seminars or workshops. Pan and Hovde, (2010) posit that, it can be for on the job learning and staff development like in-service training, support for publication as well as management and leadership skills.

Mentoring programme are usually designed for orientation of new employees Mckimm, Jollie and Hatter (2007), observe that entering practice in any profession poses a major challenge to newly qualified practitioners because it is a formative period where the knowledge, skill and attitudes acquired during a programme of education is applied in practice. In university libraries, Ugwuanyi (2011) identified that mentoring programme is established as a way of integrating newly and graduated librarians who wish to make a career with the university library but need continuing counsel during the early years. Such programme is designed at this

period according to Ozioko, Nwabueze and Igwesi (2013) because it is, a period when a practitioner is in need of guidance and support in order to develop confidence and competence.

Again, Brewton (2010) observe that mentoring programme may be designed for professional support like sponsorship to conference, seminars and or workshops. By attending conferences and seminars according to Eke (2011) librarians learn to interact with fellow librarians, learn how to present papers, network and build more contacts. From discussions to practical implementation of what they have learnt from colleagues, they indirectly build themselves in the profession. The essence of establishing mentoring programme in any organization including university libraries according to Ugwuanyi (2010) is for professional support and development so that the librarians would improve their services to their users. He posits that, mentoring in libraries is a powerful and purposeful strategy for accelerating and optimizing career development and progression in libraries.

Ugwuanyi further notes, that in university libraries, mentoring relationship is holistic and could be directed to every area of librarianship, including writing journal articles, conference papers and navigating the net. In this instance, a mentor may recommend or sponsor his mentee for conferences and workshops. And according to Eke (2011) conference attendance is a requirement for career advancement of many librarians, particularly those who work in colleges or university libraries. Eke also believe that during conferences and/or seminars collaboration with fellow researchers, networking among colleagues, group discussions and meetings, professional update, and learning to make presentations all geared towards professional development which is aimed to ensure the individual is developed in his profession.

Furthermore, mentoring programme can be structured for performance and career progression that is, on- the job learning and staff development. According to Johnson (2007), mentoring enhances the capacity of an individual to make progress, and develop skills that satisfy performance and promotion criteria. As such, mentoring programme is established in libraries to assist mid-career librarians in the performance of their duties opine Tucker (2008). He further

suggests that, mid-career librarians can be faced with many difficult situations these may vary from changing jobs or careers, engaging in development activities, moving to administration and pursuing promotions. These can be further complicated by other issues including current work environment and job market conditions. All these difficult situations normally form the main purpose of the mentoring programme; guidelines and procedure on how to ameliorate them are usually stated. Workplace activities are normally included in the mentoring programme that aim at enhancing performance, Nwabueze and Ozioko (2012), observe that, a highly significant proportion of the skills librarians require are learned by imitating or copying others or by trial and error. Both these processes can be improved by exchange with somebody who has experience and can pass it on to speed up imitation or cut down on mistakes.

Finally, mentoring programme is normally established for identifying potential talent and to support the transfer of management and leadership skills. Leaders need to identify, develop and nurture future leaders. Ibegbulam (2010), Nwabueze and Ozioko (2012) posit that establishing mentoring programme in university libraries ensures that knowledge, practices and experiences are passed on from more experienced librarians in a purposeful and organized manner. This programme would enable libraries put a system in place to ensure transfer of library norms that may be lost in the event of a career change or retirement. Nwabueze and Ozioko (2012) are of the opinion that, this form of programme enable libraries plan intentionally for who will lead libraries in the future and pay attention to who is presently being trained to ensure continuity into the future. Spencer and Ard (2006) believe that mentoring programme is designed to encourage the development of management competencies. These competencies are often gained through examples, guided practice or experience than by education and training.

From the foregoing discussion, it can infer that there are mentoring programmes for orientation of new employees, that is helping new recruit to become familiar and involved in the library system. For professional support, that is enhancing the attendance of conferences and seminars for professional growth. For performance and career progression that is enhances the capacity of an individual to develop skills and make progress. And for transfer of management and leadership skills.

Mentoring relationship is mutually beneficial for the mentee, mentor and the organization. Brewerton (2010) is of the view that mentoring relationships are primarily for the benefit of the mentee. This is because in some mentoring methods, the desired outcome will be explicit, like successful induction into the workings of the organization, increased sense of vision about career direction, encouragement with work-based and professional activities, insight into informal politics of the organization and development of wider professional knowledge. Mentoring relationship according to Mentorscout *(2013)* can benefit the mentee beyond what he planned and it can include; identification of skill gaps, clearer understanding and enhancement of academic and career plans, greater knowledge of career success factors and exposure to diverse perspectives and experiences. Adeniji and Adeniji (2010) observe that the mentee's main benefit in any mentoring relationship in librarianship is career advancement, mastery of the nitty-gritty of research and publishing, a non-threatening learning opportunity, ability to face challenges in research and development.

Although mentoring relationships are designed primarily for the benefit of mentees, mentors enjoy some benefits as well. Adeniji and Adeniji (2010) opine that the mentor in the relationship derives personal satisfaction from doing something worthwhile. He feels more satisfied helping individuals in their career development. Through the relationship, the mentor according to UWBS (2010) is encouraged and satisfied of knowing that he has made a difference to someone else and increased skills base and reputation. Mentors revel in a chance for them to re-assess their own views and leadership style, a chance to discover and work with the talent of the future.

Mentoring relationship benefits the organization by elevating knowledge transfer from just getting information to retaining the practical experience and wisdom gained from long-term employees (Schlee, 2011). Mentorscout (2013) observes that mentoring relationship provide an effective way for career growth path to the employee. Growing the employee into more senior positions reduces hiring and turnover costs and keeps employees continually striving to be the best that they can be. McKimm, Jollie

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and Hatter (2007), Brewerton (2010); Spencer (2010); Schlee (2011) and Insala (2013) summarize the benefits of mentoring relationship to the organzation as: (a) developing more flexible, empowered staff to be better equipped to meet the challenges of a changing information environment. (b) Increased productivity. (c) Staff at all levels with improved communication skills. (d) Enhanced learning culture. (e) Maintenance and motivation of senior people. (f) Retention of good staff. (g) Improvement in succession planning. (h) Improves teamwork and co-operation. Sodipe and Madukoma (2013) are of the opinion that mentoring for librarians helps reduce stress, ensures good management skills, advancement of new skills and ensures career success. In short, mentoring is a vital aspect of librarianship since the work environment changes and demands upgrading of knowledge through supervisors.

Brewerton (2010) believes that mentorship also promote professional development and enhance the overall professionalism of librarianship. Library and information professionals can also benefit from mentoring relationships in that they can; develop professional network/support; reinforce the benefits of professional activity; promote a professional vision; foster an understanding of wider professional issues and trends and help develop professionals for their next professional post as well as offer support to disadvantaged groups within the profession.

From all that has been discussed, one could infer that a well structured mentoring relationship can be beneficial to the mentee, the mentor and the organization.

Many writers have identified a number of challenges to successful mentoring. These challenges include: burdensome time commitments, unfair expectations (Goldman, 2011); Mentee's unwillingness to learn, (Scandura & Pellegrini 2007); mismatch of mentor/mentee, mismatch expectation, gender mismatch, broken confidentiality (McKimm, Jollie & Hatter 2007); issues bordering on integrity, dearth of mentors (Adeniji & Adeniji 2010); boundaries not agreed on in advance, conflicting roles – manager/assessor/mentor, relationship not valued in the organization (Johnson, 2007).

Adeniji and Adeniji (2010) looking at mentoring challenges in university libraries opine that in

absence of academic culture in any university library, mentoring for research and publication will be affected. Academic culture according to Adeniji and Adeniji entails unbridled flair for research, regular in-house seminars, healthy rivalry among the academic personnel, sincere desire to share knowledge and ideas. Where these conditions are lacking, not believe in grooming mentoring cannot thrive. Again, if the library organization is the type that does new employees, mentoring will not succeed.

From all that has been discussed, one could see that there are many factors that militate against effective mentoring in an organization. Some of these factors may come from the mentors, mentee or the organization. No matter where they come from, the most important thing is that they contribute to the challenges of effective mentoring as a strategy for professional development of librarians.

Despite these challenges, a mentoring relationship can prove a highly effective and enjoyable developmental tool for the mentee and mentor alike (Brewerton, 2010). Goldman (2011) remarks that mentorship problems can be avoided with training and clear expectations for both mentors and mentees. Based on Robbelot, Eng and Weiss (2013), there is no magic formula for successful mentoring, but many authors describe the traits of successful mentor-mentee pairing. The importance of communication is noted by Adeniji and Adeniji (2010), Ugwuanyi (2010) and Fermlink (2013). Osif (2008) urges mentees to be open and honest about what they are looking for or what they are trying to achieve. Lack of information can stall projects as well as the development of the relationship between a mentor and a mentee (Goldman 2011). Neyer and Yelinek (2011) note that good interpersonal and solid professional skills are equally important and suggest encouraging more experienced librarians to mentor by providing continuing education. Neyer and Yelinek, further state that the "most effective mentoring relationships were based on taking time for the relationship, sharing interests and having mutual respect for each other". Goldman (2011) also suggests that mentors and mentees should have reasonable time for commitment expectations, mutual respect and willingness to listen and learn from each other.

Ugwuanyi (2010) identifies some strategies for overcoming mentoring challenges to enable

mentees and mentors to profit maximally from the relationships. They include: (1) Mentors should be ready and quick to give information, support, feedback, ideas and contacts to their mentee. They should not hoard knowledge. (2) Mentees should bring to their mentors well-conceived and articulated topics for discussion at every meeting. This hastens comprehension and makes for easier discussion. (3) Mentors should be trained. This is necessary for the mentoring programme to achieve desired objectives. The mentors should have a good knowledge of what to expect in the programme and be able to help the mentees to acquire necessary skills for their career growth. (4) Mentees should be willing and ready to open up at every meeting with mentors. This enables the mentors to empathize with the mentees and be able to actualize the goals of mentoring.

From the foregoing discussion, it can be synthesized that different ways to overcome mentoring relationship challenges have to do with proper planning, understanding, implementation and evaluation of the relationship. Furthermore, good communication and interpersonal skills, professional skills, having mutual trust and respect, willingness to listen and learn from each other enhances mentoring relationships.

Some researchers have conducted studies that are related to mentoring for professional development of librarians, Kutilek and Earnest (2001) carried out a study on supporting professional growth through mentoring and coaching in Ohio State University (OSU) Extension and OSU College of Food, Agricultural, and Environmental Sciences. The purpose was to determine the impact of mentoring on extension professionals in Ohio State University (OSU). The study adopted a quasi-experimental research design. This study used 360 pre/post evaluation conducted by support team members. The extension professionals and support team members completed a pre-evaluation prior to participating in the Action Leadership Retreat (ALR) and a post evaluation one (1) year after participating in ALR. The control group also completed the pre- and post-evaluation at the same the time. Frequencies and descriptive statistics were used to calculate for each of the groups on the 12 behavioural anchors that include organizational, interpersonal, communication skills, collaborativeness and assertiveness. ANOVA

was used to test for differences on pre- and post-leadership effectiveness between the extension professionals who received mentoring and those who did not receive any mentoring. The study found that extension professionals that participated in the mentoring programme of OSU felt mentoring has increased their skills in programme planning and implementation. It has helped them to develop an understanding of the political and economic climate in their workplace. The above study is related to the present study as it highlighted the benefits of mentoring in an organization. The two studies differ in design and scope. Survey design was used in the present study while the former used quasi-experimental. The former study used extension professionals while the present study used librarians.

Also, Ibegbulam (2010) carried out a study on establishing a mentoring programme in a Nigeria university library. The purpose of the study was to determine the opinions of librarians and to highlight the importance and need for establishing a formal mentoring programme in the Nnamdi Azikiwe Library system, University of Nigeria, Nsukka. A survey research design was used for the study. A thirty-five (35) item questionnaire was used to collect data from a sample of fifty-four (54) staff from the rank of Higher Library Officer to Deputy University Librarian. Data collected in the study was analyzed using frequency counts and simple percentages. The findings show that the respondents are in agreement that there is compelling need for mentoring programme in the library especially for specific job skills and career guidance. Again, the respondents agreed that formal mentoring is best for the library. The study is related to the present study as one of the objectives of the present study is to determine the benefits of mentoring in the university libraries in south-east Nigeria, which University of Nigeria, Nsukka library is among those that were studied. The design and method of data collection will also be appropriate in the present study. The two studies differ in scope and method of data analyses, as the present study used arithmetic mean in its analysis. Their areas of study also differ because the former study was only one university library in south-east Nigeria the present studied four university libraries of the same zone.

Sodipe and Madukoma (2013) carried out a study on mentoring and career success of

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academic librarians in selected universities in Ogun state. The purpose of the study was to investigate mentoring pattern among academic librarians in Ogun state as it affects their career success. The population of the study was seventy-four (74) academic librarians in selected academic libraries in Ogun state. No sampling technique was adopted as the population was small. Questionnaire was the instrument adopted for the study. Both descriptive and inferential statistics were employed in analyzing data collected i. e frequencies, percentages and correlation. Findings of the study showed that: academic librarians in Ogun state have had mentoring experience; they had good mentoring relationship; they had attained career goals, higher income and possess new skills. Also, a significant relationship was found to exist between mentoring and career success. The study recommended that library administrators should establish mentoring programmes for employees' development through skill acquisition and consequently success in their career.

The above study is related to the present study as its emphasis was on career development through skill acquisition and informal learning and training opportunities situated in practice which aided the present study. The study also relates with the present study in research design, method of data collection and sampling technique. The former study used survey design which was also used by the present study. The method of data collection as well as sampling technique was also appropriate in the present study. The two studies differ in scope, area of study and some aspects of data analysis as the former dealt with all academic librarians in selected libraries in Ogun state, the present study focused only on librarians in south-east federal university libraries. The former study combined

correlation, frequency and percentages. Obviously, correlation was included to take care of the relationship in the study. Therefore, only the use of arithmetic mean was adopted in the present study to analyze data collected.

Methodology

The research design was descriptive survey. The area of the study was federal university libraries in south-east Nigeria. The population for this study consisted of 129 academic librarians. Purposive sampling technique was done therefore the one hundred and twenty nine (129) academic librarians in the University libraries were involved in the study. The data required for this study was collected through a structured questionnaire which was designed by the researcher and titled 'Mentoring Strategies for Professional Development of Librarians" (MSPDL). The reliability of the instrument was established using Cronbach Alpha Method. The data collected were analyzed using arithmetic mean for all the research questions and the mean values were calculated.

Result and Discussion

The findings of the study are presented under the following sub-sections in the same manner the research questions were phrased, namely What are the different mentoring strategies in use for professional development of librarians in federal university libraries in southeast Nigeria, What are the mentoring programmes through which librarians in federal university libraries in southeast Nigeria are mentored, What are the benefits of mentoring among librarians in federal university libraries in southeast Nigeria, What are the challenges to effective mentoring among librarians in federal university libraries in southeast Nigeria, What are the different ways to overcome the challenges to effective mentoring.

Table 1 : *Mean (x) scores of the responses of Librarian in Federal University Libraries on Mentoring Strategies in use for their Professional Development*

S/N	Items	N	Mean	Remarks
1.	Less experienced librarians willingly seek advice and guidance from experienced librarian at any time	120	3.71	Agree
2.	Experienced librarians willingly advise and guide the less experienced ones as the need arises.	120	3.57	Agree
3	Librarians belong to online forums such as *Linked-in*, *Listserve* which help them to share ideas for their professional development.	120	3.24	Agree
4	Experienced librarians share professional ideas online with colleagues in other libraries	120	3.12	Agree
5	Less experienced librarians seek advice and guidance online from professions colleagues in distant libraries for their professional development.	120	2.55	Agree
6	An experienced librarian is paired with another experienced librarian to collaborate on professional issues like research agenda, share information on conferences, seminars and workshops for professional development.	120	2.45	Disagree
7	Less experienced librarian are paired with experienced ones for professional development.	120	2.34	Disagree
8	Less experienced librarians with similar needs come together with one or two experienced librarians as their leader to dialogue on issues like research agenda, grant proposals etc.	120	2.25	Disagree

As shown in the response in Table 1, the respondents agree that five out of eight mentoring strategies listed were used for their professional development. The three items they disagreed with are that: less experienced librarian are paired with experienced ones for professional development (mean 2.34); an experienced librarian is paired with another experienced librarian to collaborate on professional issues like research agenda, share information on conferences, seminars and workshops for professional development (mean 2.45) and less experienced librarians with similar needs come together with one or two experienced librarians as their leader to dialogue on issues like research agenda, grant proposals (mean 2.25). The three most endorsed mentoring strategies used for professional development are that: less experienced librarians willingly seek advice and guidance from experience librarians at any time (mean = 3.71); experienced librarians willingly advise and guide the less experienced ones as the need arises (mean = 3.57) and librarians belong to online forums such as Linked-In, Listserve which help them to share ideas for their professional development (mean = 3.24).

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Table 2: *Mean (x) scores of the responses of Librarians in Federal University Libraries on mentoring programme*

S/N	Items	N	Mean	Remarks
1.	My University Librarian encourages participation in professional Associations for professional development of librarians.	120	3.45	Agree
2.	There is provision of sponsorship to conferences, seminars and workshops in my library.	120	3.30	Agree
3.	Orientation programmes are organized for newly employed librarians.	120	2.78	Agree
4.	There is provision for on the job learning/staff development opportunities.	120	2.53	Agree
5.	There is provision for internship opportunities for profession development in my library.	120	2.39	Disagree
6.	The university management organizes on the job training for professional development of libraries.	120	2.39	Disagree
7.	There is provision for in-service training for mid-career librarians in my university library.	120	2.36	Disagree
8.	My University Librarian encourages discussion groups among librarians in the library.	120	2.34	Disagree
9.	My University Management/Librarian provides support for publications.	120	2.34	Disagree
10.	My University Management/Librarian encourages staff exchange with other organizations.	120	2.29	Disagree
11.	There are provisions for skill development models in my library.	120	2.10	Disagree

Table 2 shows that of the 11 mentoring programmes options presented to the respondents, six were accepted as programmes through which they are mentored. These include; provision of sponsorship for conferences, seminars and workshops; participation in professional association for professional development of librarians; provision of on the job learning and staff development opportunities; and organization of orientation programmes for newly employed librarians. As shown by the mean ratings, participation in professional association for professional librarians (mean = 3.45) and sponsorship to conferences, seminars and workshops (mean = 3.30) were the two most popular mentoring programmes available to librarians in federal universities in southeast Nigeria.

Table 3 Mean (x) scores of the responses of Librarians in Federal University Libraries on Benefits of mentoring among librarians in Federal University Libraries

S/N	Items	N	Mean	Remarks
1.	Mentoring improves team work and cooperation in the library	120	3.51	Agree
2.	Mentoring offers an opportunity to learn how to communicate with others in senior positions in the library.	120	3.43	Agree
3.	Mentoring accelerates career advancement in librarianship.	120	3.42	Agree
4.	Mentoring enhances learning culture in the library.	120	3.42	Agree
5.	Mentoring gives greater knowledge of career success factors.	120	3.39	Agree
6.	Mentoring provides incentive to keep up-to-date with professional developments in librarianship.	120	3.39	Agree
7.	Mentoring provides for succession planning in the library.	120	3.38	Agree
8.	Mentoring helps to establish a connection to senior colleagues and build peer librarians network.	120	3.37	Agree
9.	Mentoring enhances collaboration between senior and junior librarians.	120	3.36	Agree
10.	Mentoring enables the mentor to understand barriers experienced at lower levels of the library.	120	3.34	Agree
11.	Mentoring relationship develops the habit of trust and confidentially in the library.	120	3.34	Agree
12.	Mentors use the opportunity to pass on their skills to others.	120	3.33	Agree
13.	Mentoring helps in the successful induction into the workings of the library.	120	3.28	Agree
14.	Mentoring helps to extend lifelong leaning among librarians.	120	3.26	Agree
15.	Mentoring gives insight into informal politics of the library.	120	3.16	Agree

As shown in Table 3, the respondents agreed that all the 15 possible benefits of mentoring were accruable to librarians in federal university libraries as the mean ratings were all markedly above 2.50 acceptance criterion. However, four most notable benefits were; mentoring improves team work and cooperation in the library (mean = 3.51); mentoring offers an opportunity to learn how to communicate with others in senior positions in the library (mean = 3.43), mentoring accelerates career advancement in librarianship (mean = 3.42) and mentoring enhances learning culture in the library (mean = 3.42).

Table 4: *Mean (x) scores of the responses of Librarian in Federal University Libraries on the Challenges to effective mentoring among librarians in the Federal University Libraries*

S/N	Items	N	Mean	Remarks
1.	Lack of adequate facilities required for e-mentoring of librarians.	120	3.44	Agree
2.	Unconstructive criticism by the mentor to the mentee.	120	3.30	Agree
3.	Broken confidentially by both mentor and the mentee.	120	3.24	Agree
4.	Lack of sincere desire to share knowledge by the mentor.	120	3.24	Agree
5.	Inability of both the mentor and the mentee to keep to the goals and objectives of the relationship.	120	3.19	Agree
6.	Inability of the mentee to open up during interaction.	120	3.18	Agree
7.	Absence of mentoring orientation in the practice of librarianship.	120	3.16	Agree
8.	When the objectives of mentoring are not specific, like in informal mentoring.	120	3.15	Agree
9.	Development of inappropriate emotional feeling by the mentor or the mentee.	120	2.47	Disagree
10.	The mentee becoming too dependent on the mentor.	120	2.37	Disagree
11.	Insubordination on the part of the mentee.	120	2.34	Disagree

Mean responses on the challenges shown in Table 4 indicates that nine out of eleven possible challenges to mentoring enumerated were endorsed by respondents as affecting the mentoring of librarians in federal university libraries in south-eastern Nigeria. The challenges, in descending order of acceptance, were; lack of adequate facilities required for e-mentoring (mean = 3.44); unconstructive criticisms by the mentor to the mentee (mean =3.30); broken confidentially by both mentor and mentee (mean = 3.24); lack of sincere desire to share knowledge by the mentor (mean =

3.24); inability of both the mentor and the mentee to keep to the goals and objectives of the relationship (mean = 3.19); inability of the mentee to open up during interaction (mean = 3.18); absence of mentoring orientation in the practice of librarianship (mean = 3.16); when the objectives of mentoring are not specific, like in informal mentoring (mean =3.15). While they disagree on the following are not challenges to effective mentoring: the mentee becoming too dependent on the mentor (mean =2.37); insubordination on the part of the mentee (mean = 2.44) and development of inappropriate emotional feeling by the mentor or the mentee (mean = 2.37).

Table 5: *Mean (x) scores of the responses of Librarian in Federal University Libraries on Ways to Overcome the Challenges to effective mentoring*

S/N	Items	N	Mean	Remarks
1.	The mentor and mentee should be willing to listen and learn from each other.	120	3.57	Agree
2.	The individuals involved in the mentoring relationship should have mutual respect and trust.	120	3.55	Agree
3.	Adequate training should be organized for both mentors and mentees.	120	3.53	Agree
4.	There should be clearly defined roles and responsibilities.	120	3.45	Agree
5.	The mentor and the mentee should have good interpersonal and professional skills.	120	3.45	Agree
6.	Boundaries and time for the relationship between the mentor and the mentee should be clearly and defined.	120	3.39	Agɪ
7.	There should be good communication from the library management in the mentoring process.	120	3.35	Agɪ
8.	The objectives /expectation of the mentoring relationship should be specific and clear.	120	3.34	Agree

The mean responses on the ways to overcome the challenges of mentoring shown in Table 5 indicate that respondents agree that all the eight strategies listed would help in overcoming the challenges to effective mentoring among librarians in federal university libraries. These include; organization of adequate training for both mentors and mentees (mean = 3.53); making objectives/expectations of the mentoring relationships specific and clear (mean=3.34); existence of mutual respect and trust between those in mentoring relationships (mean = 3.55); willingness of mentor and mentee to learn from each other (mean = 3.57); acquisition of good interpersonal and professional skills by the mentor and mentee (mean = 3.45); good communication from the library management in the mentoring process (mean = 3.35); defining roles and responsibilities clearly (mean = 3.45) and clear definition of boundaries and time for relationship between the mentor and the mentee (mean = 3.39).

Discussion of Results

Results were discussed based on the following sub-headings;

Different mentoring strategies in use for professional development of librarians,

- Mentoring programmes through which librarians are mentored,

- The benefits of mentoring among librarians,

- The challenges to effective mentoring among librarians,

- Different ways to overcome the challenges to effective mentoring

Different mentoring strategies in use for professional development of librarians

The result of this study indicates that informal mentoring which is usually unplanned, unstructured and without the involvement of any organization is the strategy mainly in use for professional development of librarians in federal universities of south-east Nigeria. This is in line with the observations of Sit, (n.d), that informal mentoring is widely practiced in academic libraries among all levels of staff because in traditional librarianship, the practice is essentially one of apprenticeship. Moreover, informal mentoring happens spontaneously based on mutual respect and rapport. Also, informal mentoring allows the individual participants to decide the terms of their relationships without organizational input. However, the result in Table 1 also reveals that

experienced librarians share professional ideas online with colleagues in other libraries. The finding is line with the current trend in librarianship. According to Hilbun and Akin (2007), librarians these days work within an electronic environment, so that e-mentoring seems ideally suited for transferring knowledge and experience throughout the library field. The result further reveals that formal, group and peer mentoring strategies are not mainly in use for professional development of librarians in the libraries studied. This is unlike the findings of Robbelot, Eng and Weiss (2013), which showed that different mentoring strategies are available to librarians for their professional development in the United States. Probably, the disparity between the two findings is due to the difference in geographical locations. The work of Robbelot, Eng and Weiss (2013) was carried out in United States while the present study is based in south-eastern Nigeria.

Mentoring programmes through which librarians are mentored

The result of this study revealed that university libraries in south-east Nigeria do not have adequate mentoring programmes for professional development of their librarians. This is because out of eleven mentoring options presented the librarians in these libraries agreed that only four of the mentoring programmes are available. This is in line with the findings of Ibegbulam (2010) that librarians are in agreement that there is a compelling need for mentoring programmes to be put in place in the university libraries. The programmes are especially needed for specific job skills, career development and progression in the libraries. The study revealed that sponsorship to conferences, seminars and workshops, and participation in professional associations and orientation programmes for newly employed librarians are among the programmes through which the librarians are mentored in federal universities south-east Nigeria. This supports the findings of Ozioko, Nwabueze and Igwesi (2013) that with increasing diversity in the work place, as well as the fast-paced changing work environment, most organizations and professional associations organize formal mentoring programmes which include peer and group mentoring in order to capture the benefits of informal arrangements.

Benefits of mentoring among librarians

The result of the study revealed that mentoring improves team work and cooperation in the library, accelerates career advancement in librarianship and enhances learning culture in the library. This result is consistent with the findings of Kutilet and Earnest (2001) which affirmed that mentoring relationships have increased the skill acquisition of those that were mentored and helped them to develop an understanding of the organizational culture. Furthermore, the findings are also in line with that of Sodipe and Madukoma (2013) which showed that academic librarians that were mentored attained career goals, higher income and possess new skills. They also found that a significant relationship exists between mentoring and career success. Therefore, the findings of this study are relevant, as it has provided further evidence that mentoring is beneficial for professional development of librarians.

Challenges to effective mentoring

The result of the study revealed that there are various challenges to effective mentoring of librarians in federal university libraries in south-east Nigeria. These challenges include; inadequate facilities required for e-mentoring, unconstructive criticisms by mentors to the mentees, broken confidentially by both mentor and mentee, lack of sincere desire to share knowledge by the mentor and inability of both the mentor and the mentee to keep to goals and objectives of the relationship. Another is the absence of mentoring orientation in the practice of librarianship. The finding is in line with the observations of Adeniji and Adeniji (2010) that mentoring does not thrive when university libraries lack academic culture and their management does not believe in grooming new employees. However, the respondents disagreed, that insubordination on the part of the mentee or mentees becoming too dependent on the mentors as well as development of inappropriate emotional feeling by mentors or mentees pose challenges to effective mentoring in the libraries studied.

Suggested ways to overcome challenges to effective mentoring

The result of this study showed that organization of adequate training for both the mentor and mentee, existence of mutual respect and trust between those in mentoring relationship, willingness of the mentor and mentee to learn

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from each other and development of good interpersonal and professional skills are suggested ways of overcoming challenges to effective mentoring. Other suggested ways are defining roles and responsibilities clearly and establishing good communication with library management in the mentoring process. The findings of this work in this regard agrees with the observations of Osif (2008), Adeniji and Adeniji (2010), Ugwuanyi (2010), Goldman (2011), Neyer and Yelinek (2011). These authors have separately concurred that the factors listed in this section provide ways to overcome challenges to effective mentoring.

Conclusion

Based on the analysis and discussions of results of this study, the conclusions below are drawn with reference to the research questions.

Informal mentoring which is face –to –face, one-to one relationship where selection is dependent on personal choice of the mentor or mentee is the strategy mainly in use for professional development of librarians in south-eastern federal university libraries. Formal, peer and group mentoring strategies are rarely used.

The mentoring programmes through which the librarians are mentored are: sponsorship to conferences, seminars and workshops, participation in professional associations and orientation programmes for newly employed librarians.

The findings proved that mentoring is beneficial to the mentee, mentor and the organization as it improves team work, cooperation in the library and accelerates career advancement in librarianship.

The numerous challenges to effective mentoring are all related to the attitude of the mentee, mentor, library management and lack of mentoring orientation in the practice of librarianship.

Finally, with adequate training, good interpersonal and professional skills by both the mentee and the mentor, good communication from the library management are among the suggested ways to overcome challenges to effective mentoring in the university libraries.

Implications of the Study

Some educational implications are derived from the results of this study and they include the following;

It has empirically proven that federal university libraries in south- east Nigeria are still practicing mainly traditional form of mentoring which is informal in nature. And, it is unstructured and focuses on building a relationship between people that have personal connection or social network. This implies that, it is accessible only to a few employees and its benefits are limited only to those few who are participants and a good number of staff who may need mentoring for them to develop professionally are excluded.

Also, the results of this study have proven that federal university libraries in south-east Nigeria have very few mentoring programmes for professional development of their librarians. This implies that, although formal mentoring programmes have become an increasingly popular employee-development tool in other professions, the libraries studied have not been actively involved in the practice. Many librarians are not participating in this valuable tool for career growth. Therefore, there is need to develop mentoring programmes that are compulsory and core components within the staff training programmes of the university libraries.

The study has revealed that the benefits of mentoring are enormous. This implies that, if different mentoring strategies are available and in use and mentoring programmes established, librarians' professional development needs will be met. Their job performance will increase, so also their professional growth, career success and self-esteem.

From the study, it has been revealed that there are certain challenges that hinder effective mentoring in university libraries. This implies that mentoring can only be effective in the university libraries if such challenges are given due attention by the university management, library administrators and professional associations.

Finally, the study has revealed that adequate training is essential in overcoming the challenges to effective mentoring in the university libraries. This implies that university management, library administrators and

professional associations should organize training for librarians at all levels.

Recommendations

The recommendations that are proffered with regards to the findings and conclusions drawn from the study are as follows;

University libraries should explore different mentoring strategies apart from the informal ones. Formal, peer and group mentoring should be encouraged to enable librarians at any career stage to identify their own needs and seek help using different mentoring strategies that best suit their individual needs.

- Furthermore, university libraries need to establish and develop formal mentoring programmes which will meet the needs of both the institutions and the staff , in that, the present day academic librarians have two demand cycles, one of service to the library users and the other to contribute to knowledge especially through research and publications. There should be mentoring programmes to cover these important cycles.
  - Orientation programmes on mentoring and its benefits should be frequently organized by libraries and professional associations. Since, mentoring creates good and conducive environment for both experienced and less experienced librarians it will enhance employee development through skill acquisition and consequently ensure success in careers.
  - A concerted effort should be made to sensitize both the mentors and the mentees in changing their attitudes towards mentoring relationships for the benefit of the profession.
  - Finally, mentors and mentees should be given adequate training by individual library administrators to alleviate the challenges to effective mentoring in their libraries.

Limitations of the study

The limitations encountered in the course of this study were;

Only the librarians in south- east federal university libraries were used. Librarians in the state and private universities in the same zone were not included in the study. This may affect the generalization of the findings.

This study involved only academic librarians working in federal university libraries. Library officers working in the libraries were not involved. This also may affect the generalization of the findings.

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