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Mentoring As A Tool For Re-Skilling The Academic Librarian In ICT Age

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Abstracts

Without doubt, the increase in ICT has proven a library to be a living and growing organism. Coping with technology changes are the principal driving forces of the emerging information age librarian and it seems most librarians are less equipped through formal training for the technological demand in library services. **The study investigated the use of mentoring as a tool for re-skilling the academic librarian in ICT age.** Descriptive survey was adopted for the study and total enumeration was used for the sample as all the librarians in the university were used for the study. The questionnaire was the instrument used for collection of data from 18 respondents and it was self-constructed. The name of the instrument is the mentoring: tool for re-skilling academic librarian in ICT age MATFRALI. Data was analyzed with descriptive statistics using tables and mean. Finding reveals that academic librarians studied are conversant with ICT in Library and 55.6% learnt more of ICT in library services on the Job. Furthermore the study revealed that ICT increases work speed, help in accuracy of work, and introduces new area of specialization in librarianship, and respondents indicates that they are willing to be mentored. On the same hand, academic observes internal training and pair of old and experienced staff to new staff as a way of re-skilling an Academic Librarian. The study recommended that Academic Libraries should be intentional in creating working organizational mentoring programs for their libraries, in order to equip the young librarians with the new task created by ICT in library services. In pairing mentor-mentee, management should compare characteristic trait in order for smooth collaboration and smooth mentoring process.

Keywords: Re-skilling, Mentoring, Academic Libraries, ICT, Academic Librarian.

INTRODUCTION

The emergence of contemporary technology has gradually permeated every aspect of society. With the current development and the interaction of science and technology there has been an extensive growth of human knowledge. According to Barathi, Loganathan and Rajan (2017) this knowledge and information has become the key point of social development which makes the knowledge innovation become the hotspot of the global attention. The library and its

management play a vital role in the means in which this knowledge is acquired, stored, controlled and disseminated.

Without doubt, the increase in ICT has proven a library to be a living and growing organism. Library has undergone several levels of development in their use of technology. According to Nwachukwu, Asiegbu, Ogwo (2014) in the last two decades, Libraries worldwide have undergone significant metamorphosis from a purely traditional model of manual service delivery system to a more dynamic technology driven system. This influence of technology and the demands made by library patrons has enormously changed. According to Omosor (2014) ICT is providing libraries with powerful new tools to meet their patron information needs beyond their traditional printed materials.

Coping with technology changes are the principal driving forces of the emerging information age librarian. According to Verma (2015) as technology has saturated all levels of library's operations and services, the library professional has to anticipate the changing expectations of users, and be flexible in adapting and adopting new skills and levels of awareness. Since the current day library professionals work in an ever changing technological environment, they are expected to serve as an information service expertise with varied information technology skills which negates what the library school is offering in this part of the world. Pan and Horde (2010) as cited in Idoko et al (2016) posited that the library and information science study prepares librarians for the role of service. But with what is obtainable now, librarians are less equipped through formal training for the technological demand in library services.

These aforementioned have posed a demand for the re-skilling of the 21st century librarian so as to meet up with the present millennium trend. For an academic librarian to be a proponent to these professional developments in library services, training beyond that which the library and information science study offers is required and can be mostly acquired through mentorship. Asadu (2010) is of the opinion that since these skills are not fully available in today's library profession, many strategies especially mentoring should be adopted at the professional, institutional and individual level to ensure continuity, relevance as well as being positioned to apply for best practices in the global information society. Technological skills is currently a predominant job specific skills required in academic library services which is not

learnt in library school, but with the aid of a mentoring program these skills can be shared and inculcated within a period of time.

Research has proved that on- the- job experience is the best means of adapting to the culture of such an organization like academic library. According to Bouris & Sahinidis, (2007) as cited in Timsal, Awais and Shoaib (2016), modern organizations have realized the importance of Human Resource Development (HRD), and have begun to use on-job training as a tool for increasing employee satisfaction. Everything can't be learnt in school with regard to one's area of specialization, but one can be given a specific training on the required skills needed for day to day work experiences. Lacy and Copeland (2013) "state that LIS School cannot teach everything: some knowledge is particular and unique to the specific position and comes only through on- the- job experiences". Through professional guidance, support and feedback which are the key acts of mentoring, such on- the- job experience needed can be acquired.

Several definitions have been given to mentoring based on perspectives such as individual and organizational perspective, sociological and psychological perspectives and otherwise. Darwin and Palmer (2009) defined mentoring as a process whereby an experienced senior staff member helps to develop technical, interpersonal and organizational skills of a less experienced junior staff member who is called the protégé. Therefore, mentoring can be described as a learning partnership between employees for the purpose of sharing technical information, institutional knowledge and insight with respect to a particular occupation, profession, organization or endeavor.

The essence of the partnership is to transfer information, experience and skills for both the individual development and organizational growth. According to Idoko et al (2017), a core feature that defines mentoring relationship and distinguishes it from other types of personal relationship is that it is a developmental relationship embedded with the career context. Mentoring relationships plays a vital role in professional development. Nwabueze and ozioko (2012) observed that no institution can exist without older and more experienced members passing on wisdom acquired over years to new members. For this to be achieved there must be willingness on the two parties. The mentor must be willing to guide and support, while the mentee must be willing to submit to learning and instructions. For clarity, in this era of

contemporary technology, mentors are no longer measured by rank rather on skills and experience, so the junior can also mentor the senior if the senior is willing to be mentored

Mentoring can occur in a formal or informal way. Formal mentoring is when there is a program designed to guide mentoring activities within an organization. According to Timsal, Awais and Shoaib (2016) a training program could never be effective until the actual participants i.e. the employees are fully motivated to attend it. Employee's motivation is highly determined by the management actions. If the management effectively communicates the mentoring program to their employees, they will take it serious (Tai, 2004). Academic libraries make effort in structuring a mentoring program to assist both new and old librarians in keeping abreast their professional, skill and career growth. They achieve this by organizing internal workshops, training, seminars etc. On the other hand informal mentoring refers to a one- on- one relationship based on individual choice of mentor or mentee as the case may be. According to Sodipe and Madukoma (2013) in Idoko et al (2017) "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 recognizes 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".

Mentoring goes beyond mere professional relationship to a professional development aimed at improving skills and knowledge. A new graduate librarian should not be denied the opportunity of practicing his/her career because of lack of current technological skills needed in the contemporary practice of librarianship which the library school couldn't inculcate, but rather should be willing to be mentored in gaining the required skills. Also the older librarians should be willing to be mentored by the contemporary librarian who has acquired the skills needed for the 21st library services. Goodyear (2006) rightly said that mentoring has shifted its focus away from a traditional model of senior professionals advising junior professionals to librarians at any career stage identifying their own needs and reaching out to seek help using different mentoring types such as peer mentoring, group mentoring and self-directed mentoring and even having multiple mentors. The most important things is the willingness in acquiring the necessary skills needed to meet up with the technological changes in library parlances

Research Questions

Four questions guided this research work

1. What are the impacts of contemporary technologies in library services?
2. What are the mentoring practices Academic Libraries observe
3. To what extent can mentoring help librarians to adapt to these technologies?
4. What are the challenges to effective mentoring in academic libraries?
5. What are the possible ways/strategies these challenges can be coped with?

Significance of the Study

I chose to carry out this study because the entire society revolves around technology and the impact has brought about a tremendous shift of the traditional pattern of library service to an automated process, thereby requiring re-skilling of library staff. Mentoring among others seems to be one of the significant tools for achieving that.

Therefore this research work will be so relevant to library management. It will help them in taking decisions that will encourage the establishment of mentoring relationships in the university library.

Library staff will also benefit from this study as it will enable them to desire to be coached or coach others through mentoring by creating a good platform/rapport for learning/developmental relationships.

Literature Review

The influx of technology in library service has affected her services. Islam and Islam (2006) said that ICT also survives and make true the rules of library science “every reader his/her book/information, save the time of the reader and library a growing organism”. The interest of every librarian is to meet the needs of his/her clients within the space of time the information is needed by the client hence observing the rules of library science.

There has been considerable growth in the trends of technology in libraries in the past. Barathi, Loganathan and Rajan (2017) posited that the emerging technologies have a deep impact on library administrations, resources, services and instructions. A role these technologies play is

to bridge collection of information that was not accessible or usable because of technical barriers, distance, size, system and other limits.

Technology continues to rapidly evolve, changing the way people communicate, industries produce and information flow. In Radniecki (2013) research work, he opined that these new technologies can also make libraries more efficient in utilizing financial, staffing and space resources. The introduction of technology in libraries automatically created new offices and responsibilities with a re-defined space which if well managed by library administration will project more efficiency in library services. Since the emergence of information technology, libraries have been employing different approaches in their mode of services. These different approaches according to Barathi, Loganathan and Rajan (2017) led to different types of library like; Hybrid Library which is a mix of traditional print library resources and the growing number of electronic resources, Automated Library where its access points and housekeeping operations are computerized and Digital Library which a significant proportion of the resources are available in machine readable format accessible by means of computer.

The increase in technology affects the information seeking behavior of library users. Emezie and Nwaohiri (2013) stated that the increased availability of digital information has caused students/researchers to find alternative means of study and research with the aid of laptops and cell phones, thereby reducing the patronage and usage of libraries in developed countries. There is therefore a need to ensure that the academic library continues to soar high in information generation, processing and dissemination. This can be achieved as opined by Emezie and Nwaohiri by effective librarians who are the human resources that determine effectiveness in service delivery.

This emergence of ICT has redefined the role of the 21st century academic librarian in information management. For the effectiveness in service delivery, librarian need to possess additional skills as posited by Chisenga (2004) in Islam and Islam (2006) that in addition to the traditional library and information management skills, librarians now need to possess additional skills and expertise, more so in the use of modern information and communication technologies, automated information service, electronic publishing, digital information management and knowledge management. The new role ICT have created for librarian does not instigate the fizzling out of librarians, rather a wakeup call to adapt quickly to these changes. Accordingly,

Asadu (2010) notes that this shift is not necessarily predicting that librarians are passing out, rather pointing to the fact that they should as a matter of urgency and necessity be in line with and responsive to the current realities of information transformation in today's technology age.

Mentoring stands to be one of the tools in which librarians can be re-skilled to meet up with their new roles. Library school has not met this requirement of equipping the young librarians or the technically unskilled librarian to meet up with the required skills to fit the new roles of library. Harrington and Marshall (2014) opined that the successful transition from library school program to a practicing academic librarian requires a complex combination of skills. These skills can be acquired on on-the-job training. Both informal and formal mentoring can help in achieving this purpose. Moorby (1996) observed that a highly significant proportion of the skills we require are learned by imitating or copying others or by trial and error. This is simply mentoring. Johnson (2007) opined that mentoring can enhance an individual's capacity to make progress and develop skills that will satisfy performance and promotion criteria. Such skills as required of a contemporary librarian due to the enhanced technology in rendering services.

The benefits of mentoring in libraries cannot be over emphasized, Gibb (1999) cited in freedman (2009) stated that mentoring can help improve the socialization of new library workers, improve performance, provide support and complement other professional activities. Njoku (2017) objectively said that mentoring program sets to achieve results either individually or in teams, assist head of sections within team building, helps individual gain clarity in their thinking, commitment, challenges and help individuals to change limited beliefs, helps the senior staff to become a source of support rather than a threat by assisting them in bringing out the talent and potential of their team and finally identifying and solving problems. (Mentoring and coaching Gateway series No. 50) in the work of Haggin (2000) as cited by Njoku (2017) stated that the benefit of mentoring to the overall organizational growth include early identification of talent that might otherwise go unnoticed, changing employees attitude and morals and transmission of informal organizational expectations.

There are also factors that militate against effective mentoring in academic libraries; some factors may come from the mentors, mentee or the organization (Idoko, Ugwuanyi & Osadebe 2016). "No Plan" which is equal to "No Program" militates mentoring. Every

mentoring program ought to observe a little of “the 80/20 rule” whereas 80% is the planning and 20% is implementation. Another militating factor is unwillingness of both the mentor (skilled librarian) and the protégé (less skilled librarian). This might occur because of mandatory mentoring programs in the organizational setting. Management sometimes makes participation in the mentoring program mandatory for certain individuals. Such individuals see it as punishment rather than an opportunity.

Another challenge is wrong choice of mentors Ugwuanyi (2011) said that mentors are chosen without due consideration of career goal or interest, aptitude and altitudes of the mentee, which in most cases make the effectiveness of the program devoid. In such arrangement all the senior staff to become mentors with the assumption that they had both the skills and experiences necessary to be good mentors. To an extent its leads to having mentors who can’t mentor or just don’t want to mentor. Research has proved that there are numerous challenges that can withstand the effectiveness of mentoring. Some of these proven challenges in addition to the already mentioned ones are mentees inability to open up during interaction, unconstructive criticism from mentors to their mentee, setting behavioral goals, inability to keep to plan, mentee becoming too dependent on the mentor for all decisions, development of inappropriate feelings as a result of the close nature of the relationship as well as professional jealousy from colleagues (Idoko, Ugwuanyi and Osadebe 2016).

In curbing these challenges it is necessary to provide mentors and mentee with the tools and resources they need to develop a productive relationship. In the same hand both the mentors and mentees should be trained on how to go about it because, most of the organizational mentoring programs are semi-forced, you don’t know if the mentors have been mentored before or whether the mentee has ever been involved in a mentoring relationship. In line with that Goldman (2011) remarks that mentorship problem can be avoided with training and clear expectations for both mentors and mentees.

Secondly mentoring programs should be well planned and structured putting into consideration the necessary factors for its implementation. Some of these considerations are, how will you determine if mentoring is viable for your organization? What are the organizational goals/objectives that will support the implementation of a mentoring program? How will you tie mentoring to these goals/objectives? How will you measure results? Do you have support and

commitment from all appropriate levels? Can you link mentoring to your overall talent development strategy and process? In support Irish and Weiss (2013) posits that good communication from management, clearly defined roles and responsibilities, a reward system and keeping goals measurable for assessment purposes can enhance the success of a formal mentoring program. So therefore mentoring programs should be linked to organizational purpose and should be monitored.

Furthermore, every mentoring program should be structured in a way that can attract the interest of the protégé. There should be a good communication rapport between the mentor and mentee, Osif (2008) as cited by Idoko et al (2016) urges mentees to be open and honest about what they are looking for or trying to achieve. In addition Ugwuanyi (2010) identifies other strategies accordingly, 1. Mentors should be ready and quick to give information, support, feedback, ideas and contacts to their mentee. 2. Mentees should bring to their mentors well-conceived and articulated topics for discussion at every meeting.

Research Methodology

The research design used in this study is descriptive survey design, which according to Nworgu (2015) is the study that aims at collecting data of a population and describing the data collected in a systematic manner. Therefore, this research design was chosen since this study involves the collection of data from a population and describing the data collected in a systematic manner. The population of the study is librarians in Baze University Abuja. Total enumeration was used for the sample as all the librarians in the university were used for the study. The questionnaire was the instrument used for collection of data and it was self-constructed. The name of the instrument is the mentoring: tool for re-skilling academic librarian in ICT age MATFRALI. 18 questionnaires were distributed and same was collected. Data was analyzed with descriptive statistics using tables and mean.

Data Analysis

Based on the data collected on qualifications, 11 librarian which equate 61.1% of Library staff have their Bachelors in Library and information sciences and 7 librarian which equates 38.9% have already obtain their masters in Library and information sciences. Though based on the researchers' interaction with the Librarians, majority of them are already running a higher program. Some with BLIS are already pursuing their masters program, while some with MLIS are already pursuing their PhD program.

Table 1: Percentage Frequency on Librarians Perception about learning new technologies in Librarianship

S/N	ITEM	A	%	D	%
1	Are you conversant with the new technologies in library	18	100	-	-
2	Not conversant with the new technologies in library	-	-	18	100
3	Looking forward to learn	18	100	-	-
4	Learnt library technologies in Library school	8	44.4	10	55.6
5	Learnt library technologies on the Job	10	55.6	8	44.4
6	Making use of these technologies is difficult to learn	-	-	18	100
7	Irritated about new technologies	-	-	18	100
8	Hesitant to learn	-	-	18	100

On the perception to learning new technologies in Librarianship, all the respondents indicated that they are conversant with new technologies in library; they all also indicated that they are looking forward to learn more of these technologies, while 44.4% indicated that they learnt library technologies in library school, 55.6% indicated they learnt it on the Job. This shows that one improves on ones career while on the job. The everyday interaction with these technologies exposes a librarian to the nitty-gritty of the skills. Currently library schools are doing their best in inculcating IT skills on their scholars by in infusing IT related courses in the LIS curriculum, but on the Job experience has proven to be a trusted means of learning or improving ones professional skills.

Table 2: Mean and Standard deviation Response on the extent of ICT impact in Library Services

S/N	ITEM	VHE	HE	LE	VLE	M	Std	R	D
1	It increases work speed	15	3	-	-	3.8	.38	1 st	A
2	Decreases work speed	-	-	2	16	1.9	.32	6 th	D
3	Added more responsibility	-	8	2	8	2.3	.69	4 th	D
4	Diminished the responsibility of academic library	-	3	4	11	1.9	.64	5 th	D
5	Accuracy in work	13	5	-	-	3.7	.46	2 nd	A
6	Less accuracy of work	-	-	7	11	1.6	.50	9 th	D
7	Makes work easier	11	7	-	-	3.6	.50	3 rd	A
8	Makes work harder	-	-	6	12	1.7	.49	8 th	D
9	Introduced new discipline/ area of specialization in librarianship	13	5	-	-	3.7	.46	2 ⁿ d	A
10	Did not bring any change to library services	-	-	13	5	1.7	.46	7 th	D

Data in table 2 shows the impact of ICT in Library services. Responses shows that technology increased the work speed in Library with the mean score of 3.83, technology also brought about accuracy in work and a new area of specialization with the mean score of 3.7 for the both. The responses also shows that technology makes work easier with 3.6 mean score. This indicates that ICT in library impacted it services positively. ICT is the mainstay of Librarianship; it's the hub for effective library service and activities. Information Communication Technology is dynamic and evolving. Each package has the tendency of offering multiple services with diverse result. The more it is evolving, the more Librarians are embracing it, the more of its impacts on library service for improved effective results.

Table 3: to what extent do you desire to be mentored?

SN	item	Frequency	percentage
1	Very High Extent	10	55.6
2	High Extent	8	44.4
3	Neutral	-	-
4.	Low	-	-
5	Very Low	-	-

Table 4 shows the extent library staff desires to be mentored. From the responses, 55.6% of the staff desires to be mentored on a very high extent, while 44.4% on a high extent desires to be

mentored. Anyone who is not willing to mentor or be mentored will find it difficult to impact or be impacted on respectively through a mentorship program. Besides, an effective mentorship is one that is built on an individual motivation and healthy relationship. No matter the intended result for a mentoring program, imposing it on staff without first steering their interest might end up a wasted effort.

Table 4: Percentage Frequency on mentoring practices Academic Library Observes

SN	Item	Observes	%	Not observed	%
1	Organizing Internal workshops for staff	16	88.9	2	11.1
2	Group Mentoring	16	88.9	2	11.1
3	Peer Mentoring	6	33.3	10	55.6
4	Internal Seminars	17	94.4	1	5.6
5	Self-directed Mentoring	11	61.1	7	38.9
6	Pairing of old staff with a new librarian	18	100.	-	-
7	Pairing an ICT skilled staff to non ICT skilled staff	11	61.1	7	38.9
7	Training	18	100.	-	-

Base on the Mentoring practices Baze University Library Observes, all the respondents indicated that the library observes paring of old staff with a new staff and training of staff. While 94.4% indicates that the Library observes internal seminars, 88.9% also responded that the library organizes internal workshops and group mentoring for their librarians. The responses above indicate that Baze University Library observes different kinds of mentoring practices. Nevertheless, for an effective mentoring, there should be an official means of evaluating the process, progress and performance of those involved.

Table 5: Mean and Standard deviation Response on how mentoring have helped Librarians adapts to new technology in carrying out Library Services

SN	ITEM	SA	A	D	SD	M	Std	R	D
1	Mentoring helps to broadens one knowledge of technologies in Library services	15	3	-	-	3.8	.38	1 st	A
2	Its helps develop initiatives and working under minimal supervision	12	3	-	3	3.5	.79	4 th	A
3	It helps improves knowledge of your career path and options	10	8	-	-	3.6	.51	3 rd	A
4	Gain more clarity of job task that requires technology	7	11	-	-	3.4	.50	5 th	A
5	Equips and enhances job potentials and technological skills in academic library	12	3	-	3	3.5	.78	4 th	A
6	Mentoring improves work output	12	6	-	-	3.7	.48	2 nd	A

In table 5, all the items listed by the researchers are accepted as the impact of mentoring on adapting to new technologies in Library services. The respondents indicated that mentoring help one to broaden one's knowledge of technologies in Library services with 3.8 mean responses, while mentoring improves work output with 3.7 mean score; it also helps in improving ones knowledge of their career path with 3.6 mean score. It helps to develop initiatives and working under minimal supervision with 3.5 mean score, it equips and enhances job potentials and technological skills in academic library with 3.5 mean score and finally it helps in gaining more clarity of Job task that requires technology with the mean score of 3.4. Learning on the job is a necessity for improvement in all kinds of work environment, library included. One factor that improves learning on the job experience is to be properly guided as a newbie. This can be achieved better through mentoring. The above result has proven the fact.

Table 6: Mean and Standard Deviation response on the challenges to effective mentoring in Academic Libraries

SN	ITEM	SA	A	D	SD	M	Std	R	D
1	lack of organizational mentoring program	8	7	3	-	3.3	.752	2nd	A
2	Unwillingness and inefficiency of mentors	9	7	2	-	3.4	.698	1st	A
3	Imposition of mandatory mentoring program	-	10	8	-	2.6	.511	6th	A
4	Unwillingness of mentee/protégé	8	2	8	-	3.0	.970	4th	A
5	Infringement of mentors on mentees	3	9	6	-	2.8	.707	5th	A
6	Developing inappropriate feelings during the period of mentoring	13	-	2	3	2.6	.784	6th	A
7	Nonexistence of measurement of mentoring program and its impacts	8	5	5	-	3.2	.857	3rd	A

Table 6 shows the mean and standard deviation of the challenges that affects mentoring in academic libraries. From the data above, all the listed challenges were accepted by the respondent as challenges to effective mentoring. Unwillingness and inefficiency of mentors has 3.4 mean score, lack of organizational mentoring program follows with 3.3 mean score, non existence of measurement of mentoring program has 3.2 mean score, and unwillingness of mentee/protégé follows after with 3.0 mean score. Others with low mean scores are infringement of mentors on mentees 2.8 mean score, imposition of mandatory mentoring program with 2.6 and developing inappropriate feeling during the period of mentoring with 2.6 mean score. Achieving a mentoring program requires strategic implementation and evaluation. It should be programmed in a way those involved will take ownership of it.

Table 7: Mean and Standard Deviation on the strategies these challenges can be coped with

SN	ITEM	VA	A	FA	NA	M	Std	R	D
1	Development of organizational mentoring program	11	7	-	-	3.6	.502	1 st	A
2	Motivational Incentive for mentors	11	7	-	-	3.6	.502	1 st	A
3	Flexibility in choice of mentors	8	10	-	-	3.4	.511	3 rd	A
4	Provision of tools to measure impact and mentoring program	7	8	-	-	3.5	.516	2 nd	A
5	Motivation of Mentees	8	7	3	-	3.3	.752	4 th	A
6	Use of trained and friendly mentors	5	13	-	-	3.3	.461	4 th	A
7	Inclusion of interesting activities like excursion, Luncheon, Aesthetics in mentoring program etc.	10	5	3	-	3.4	.778	3 rd	A

Table 7 is the mean and standard deviation on the strategies to ameliorate the challenges associated with mentoring in library services. The responses indicated that all the items listed by the researchers are accepted as strategies in solving the challenges associated with mentoring in library parlance. Development of organizational mentoring program with 3.6, Motivational Incentive for mentors, 3.6, Provision of tools to measure impact and mentoring program with 3.5 mean score, Flexibility in choice of mentors, 3.4, Inclusion of interesting activities like excursion, Luncheon, Aesthetics in mentoring program has the highest mean score of with 3.4 mean score, Motivation of Mentees with 3.3 mean score and Use of trained and friendly mentors with 3.3 mean score. Mentoring is a necessity in bridging the gap between the technical

knowhow and those who are yet to acquire the necessary skills in keeping up with ICT trend in Library. To achieve this, mentoring should be made, attractive, essential, and properly evaluated.

Discussion of Findings

From the results on Librarian perception to learning new technology, it can be deduced that respondents studied, are conversant with most of the technologies used in their library. It is very obvious as indicated in the results that these skills weren't learnt in school rather on the Job. Their daily interaction with these ICTs exposes them to the demand that comes with it and means to navigate them. From the results, the entire respondent indicated that making use of these technologies isn't difficult. They are easy to navigate and its constant application in Library parlance has contributed to the growth and sustenance of Library in this era. In support of this Kumar (2017) opined that the tremendous development has been seen in the field of Library & Information Science due to the faster growth in technology

Furthermore, ICT has impacted the academic library in several ways. According to the result as obtained from the respondents, ICT has brought about an increased speed in work, accuracy of work and have made library services easier. In line with this, LISBDNETWORK (2021) opined that information and communication technology with its great information sources, fast transmission speed, and easy access guarantees the satisfaction of the user with multifaceted demand, overcome the distance barrier and reduced the time required and guarantee the right information to the right reader at the right time, this is to support the fact that Information and communication technology also survives and makes true rules of Library Science "Every reader his/her book/information", "Save the time of the reader", "Library is a growing organism".

Academic library have been facing a lot of challenges, especially in the area of information explosion. According to Dhanavandan (2017) referred to this challenges as an external forces like the explosion of information and knowledge, developments in ICT and a resource crunch. Notwithstanding, the growth and development of ICT is a big win to academic libraries. In this information –driven age the multifaceted nature of ICT cut across every aspect of library services such as acquiring, accessing, collating, organizing, disseminating, and utilizing of information cannot be handled lightly. Accordingly Krubu and Osawaru (2011) emphasized this in their findings when they opined that academic libraries are also using modern

ICTs to automate their core functions, implement efficient and effective library cooperation and resource sharing networks, implement management information systems, develop institutional repositories of digital local contents, and digital libraries: and initiate ICT based capacity building programs for library users. According to Verma (2015) as technology has saturated all levels of library's operations and services, the library professional has to anticipate the changing expectations of users, and be flexible in adapting and adopting new skills and levels of awareness.

Every approach in ensuring that Librarians are fitted properly for this new role must be adopted, on the job mentoring. Librarians have welcome the pivotal role mentoring contributes in the professional growth. Rod-Welch, and Weeg, (2022) Intentional, effective, committed mentorships can help mentees understand their roles and develop their identities as librarians, library workers. Mentorship is a commendable means to critically plan a successful strategy that can attract and retain new librarians especially in this tech era. According to Freedman (2021) mentoring programs should therefore be elevated to the level of a major strategic priority. Library organizations that provide structured, formalized mentoring opportunities set themselves apart as compelling cultures to join where academic librarians can be nurtured and developed.

Conclusion

With the growth of ICT and the new roles of a librarian, the need of mentorship cannot be overemphasized. Mentoring serves as a medium for transfer of knowledge and experience, since ICT is evolving, there will be need for librarians to be re-skilled in order to meet up the new demands. When the capacity of librarians is not fully, they will find it difficult to be properly positioned fit the current trend in information brokerage and other library core service. With the findings of this research, mentoring is a necessary program academic libraries need to adopt.

Recommendation

Academic Libraries should be intentional in creating working organizational mentoring programs for their libraries, in order to equip the young librarians with the new task created by ICT in library services. In pairing mentor-mentee, management should compare characteristic trait in order for smooth collaboration and smooth mentoring process.

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