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**EFFECTIVE MENTORING OF FEMALE LIBRARIANS' IN LIBRARIES FOR
CAREER DEVELOPMENT AND SUSTAINABLE NATIONAL DEVELOPMENT**

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Abstract:

In any given field of life, no one succeeds in abstraction. In the library as a workplace, there must always be an interaction between individuals with one having more experience than the other on some aspects of the job in order to impact such knowledge and experiences on the other with the intention to build the individuals career, satisfaction and overall development of the organisation through mentoring. This guidance and directing process is known as mentoring which can be either formal or informal. This study focuses on aspects and outcome of mentoring female professional (academic) librarians in some selected academic libraries in the South Western region of Nigeria.

The descriptive survey method was adopted for this study. It entailed selecting twelve (12) universities as the sample for the study where total enumeration of the sample size of 103 female professional librarians was used. The results from the analyzed data in the questionnaire show that both formal and informal mentoring is practiced in the universities studied; the gender of the mentor has no significant influence over the mentoring process (this might be as a result of the academic background of the respondents as they were highly learned: Masters Degree holders and PhD holders); and that mentoring is effective in the career development of the female library professional.

Developing a feasible policy for mentoring activities, organizing workshops on the advantages of mentoring and the proper evaluation of the mentoring process are some of the recommendations put forward from this study.

KEYWORDS: **Library, Knowledge, Mentoring, Female professional librarians, Career development**

Introduction

Mentoring has been an old approach in the development and retaining of positive skills, characters, behaviours for professional and career growth and it also visibly increases job satisfaction both in the mentor and the mentee giving them a sense of fulfillment and confidence in their chosen field. The development of a librarian as a human capital can take varying dimensions inclusive of interactive workshops, case study, conferences, self-study, participating in a discussion group, accessing online and print-based resources, on-the-job training (OJT), classroom lecturing method, study visits, case history methods, electronic teaching media, seminars, consultants and special training, formal training, staff-in-house training and mentoring. This study is focusing on mentorship as a human capital development strategy.

What is mentoring? Mentoring, the act of giving a wise and trusted guidance and advise to a to another person, usually a subordinate in the workplace. There different forms of mentoring: there is multiple mentoring (combination of two or more types of mentoring), situational mentoring (guidance rendered as a result of a given prevailing situation), group mentoring (interaction between a defined group of individuals with the aim of building trust, skill, confidence, directions that will help each of them in accomplishing goals), team mentoring (this is a mentoring between a group of ideologically defined persons aimed at achieving a particular set of goal/s, usually on short term basis), peer mentoring (a mentoring between two or more persons that have certain attributes in common: age, job status) superior and a subordinate mentoring (a learning relationship between at least two individual that are not peers, with one having a superior knowledge than the other. In most cases, the mentor is the superior and the mentee or protégé is the subordinate). Mentoring has been defined by Carmin (1988) as:

a complex, interactive process, occurring between individuals of differing levels of experience and expertise that incorporates interpersonal or psychosocial development, career, and/or educational development, and socialization functions into the relationship. This one-on-one relationship is itself developmental and proceeds through a series of stages which help to determine both the conditions affecting the outcomes of the process. (p. 10)

From this definition mentoring is seen as an - interactive process - between two or more individuals - with experience - that can bring about development. The history of mentorship can be traced to the story of Homer's "Odyssey". In this story, Odysseus was embarking on the Trojan Wars and his friend Mentor was asked to watch, lead and guide

Telemachus who was Odysseus son while he was away. And this brought about the concept of mentoring as created by Homer. Mentoring however became more widely known in the 15th century through Francois Fenelon's literary work "Les Aventures de Telemaque" (Robinson, 2007).

Preliminary investigation with library staff of some libraries indicates that mentoring started in some work places informally and unknowingly by individuals who desire and aspire to be like some senior colleagues in terms of achievement in relation to the career growth. The mentor can achieve this by providing orientation to new recruits in librarianship, counseling discussions with colleagues or supervision from a superior to a subordinate. Lo, Ramayah and Kui (2013:2) in their study observed that "mentoring plays a significant role in bridging the [gap] in the relationship between supervisors and subordinates.... [and] extant research has shown that mentoring is one of the best ways in organizational learning and has demonstrated positive results" for the mentor, mentee or both.

Scope of the study

This study is on effective mentorship of female librarians' in libraries for career development and sustainable national development. The population focus is limited to female professional (academic) librarians in university libraries in the South-western region in Nigeria and their mentoring experiences in relation to their career development and overall contribution to national development. The study also will be limited to the study variables (effective mentorship which is the independent; and career development and sustainable national development, the dependent variables). The result of the study can however be objective enough for generalization in a larger frame: state or national.

Objectives of the study

- i. To ascertain if female academic librarians in South-western region in Nigeria are exposed to mentorship as a career development strategy.
- ii. To ascertain if gender of a mentor or mentee plays a role in the influence of mentorship of female academic librarians in South-western region in Nigeria.
- iii. Evaluate the extent of influence of mentorship on female academic librarians in South-western region in Nigeria.
- iv. To ascertain that mentoring of female academic librarians in South-western region in Nigeria can impact on national development.

Research question:

1. What are the predominant mentoring models used in academic libraries in South-western region in Nigeria?
2. Has the mentor's gender any influence on the outcome of a mentoring relationship?
3. What is the relationship between mentoring and career development?
4. What is the relationship between mentoring and national development?
5. Can career development of female librarians' impact on overall national development?

LITERATURE REVIEW**Mentoring**

As stated earlier, mentoring been identified as one of the learning methods especially in organisations like the library. Portillo (2013:12) defined mentoring as “the process whereby a senior employee, acting as a mentor, facilitates the intellectual and personal development, as well as the career advancement, of a less experienced employee”. Bozeman and Feeney (2015) defined mentoring as:

a process for the informal transmission of knowledge, social capital, and psycho-social support perceived by the recipient as relevant to work, career or professional development; mentoring entails informal communication, usually face-to-face and over a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom or experience - known as the mentor, to a person who is perceived to have less - the protégé (p17)”

Given the very nature of mentoring, it can be spontaneously or a planned programme (informal or formal mentoring respectively). It can be either formal or informal. In a situation where the interaction springs up unplanned but ends up achieving (or not) desired outcomes, it is informal but if the relationship is pre-planned, monitored and assessed; then it is a formal mentoring programme. Informal mentoring situation involves individuals that decide on their own to develop a positive working relationship based on personal interest to tap or impact knowledge to one another.

More succinctly, formal mentoring which is synonymous with organisational mentoring to Freedman (2009:173) is defined as a “program designed to achieve the organization's leadership goals and meet its existing and future workforce needs. For

example, a formal mentoring program initiated by a library organization to recruit new librarians would be different from a mentoring program initiated informally to support librarian promotion and tenure processes". To Bozeman and Feeney (2015:19), formal mentoring portends a "mentoring relationships that are established, recognized, and managed by organizations and are not spontaneous". This informal relation involves the pairing of a two individuals where one is more skilled and experienced than the other with the sole aim of developing the skills and competencies of the lesser experienced partner.

Straus, Johnson, Marquez, and Feldman (2015) in a study on "characteristics of successful and failed mentoring relationships, a qualitative study across two academic health centers" examined the participants who were to identify key features of a successful mentoring relationship and it was found that reciprocity, mutual respect, clear expectations, personal connection, and shared values was very predominant. Lo, Ramayah and Kui (2013:4) also clarified that "in mentoring, the relationship normally consists of a master and an apprentice with certain purposes such as disseminating and transiting knowledge, working experience or thinking from the mentor to their protégés". Typically, through mentoring career development, achievement and social relationship between the individuals involved are developed even beyond the mentoring period through creating opportunities, goal setting, career monitoring, networking and overall development of the individual.

Effective mentorship

Having established the meaning of mentoring, there are factors or ingredients that are expected to be present in the relationship so as to qualify that relationship "effective". For the mentor, he/she needs to be empathetic, trustworthy, optimistic, a good listener, approachable, accessible, confident, non-judgmental, a facilitator of learning while the mentee or protégé will be willing to participate, loyal, adaptable, learn and develop, ambitious, should be open to constructive criticism and challenges that are paramount to his/her development. This suggestions aligns with Zhang, Deyoe and Matveyeva (2007:4) ideals that the essence of mentorship in the academic libraries is the "establishment of self-supported mechanisms of connection of the less experienced librarians to more experienced librarians where every effort is made for the best matching of mentors and mentees considering both individual and organizational goals". Therefore, the mutual relationship of a mentor/mentee will be more effective when mentors are approachable, offer a listening ear to the yearnings of a mentee and create or build structures that will effect positive outcomes for mentees to feel supported.

It is the ability of the established mentoring process to achieve these personal and organisational goals that determines if it is effective or not. Ragins, Cotton, and Miller (2000) in their study were of the opinion that employee job and career attitudes are closely related to quality of the mentoring relationship. The reported findings of Robinson (2007:8) opine that “the hierarchical multiple regression analysis indicated that mentoring is a significant predictor of job satisfaction and a significant predictor of organizational commitment”. Freedman (2009:171) also asserts that “the impact of effective mentoring for librarians at the department level, the institutional level, or through professional associations cannot be ignored because librarians need help to navigate uncharted waters” for their development. Bello and Mansor (2013:4) had a survey of a variety of professions and suggest that “mentoring relationship has strong positive effects on the career of the protégé”.

In mentoring however, certain questions arise in checkmating those salient factors that can mitigate a mentoring relationship. A clear understanding and consideration of questions like stated below will help eliminate any unforeseen impediment to mentoring:

1. Is there any difference in the mentoring process if mentor is a boss to the protégé?
2. Will mentoring be effective and successful if the mentor and mentee are of opposite gender?
3. Does the mentoring process cover any part of knowledge transmission?
4. Can groups mentor individuals?
5. When does the mentoring begin and end?
6. Must the mentor and the protégé like one another?

The cultural base of the mentoring relationship would be able to clear some ambiguity in the context. Naturally, learning is the impacting of knowledge from a more knowledgeable person to a less knowledgeable person, but sometimes, the reverse becomes the case given the “skill or knowledge” to be transferred. For example, a senior librarian is well acquainted with traditional practical librarianship, but the new entrant into the profession how has been more exposed to Information Technology can be at liberty to “mentor” his senior or boss with the introduction of a software package that he is better skilled in.

For libraries adopting the formal mentoring model of any of the forms (multiple mentoring, situational mentoring, group mentoring, team mentoring, peer mentoring, superior and a subordinate mentoring), Megginson and Clutterbuck (2005) as cited in Zhang, Deyoe and Matveyeva (2007:4) offers some techniques that will be beneficial in establishing effective mentoring and they are:

- i. Establishing and managing the coaching or mentoring relationship
- ii. Setting goals
- iii. Clarifying and understanding situations
- iv. Building self-knowledge
- v. Understanding other people's behavior
- vi. Dealing with roadblocks
- vii. Stimulating creative thinking
- viii. Building wider networks of support, influence and learning.

A good mentoring relationship will have a mentor being open for consultation, have the ability to encourage and invite a mentee to professional association meetings and events and also introduce them to fellow librarians. They can also provide them with opportunities to work in high profile libraries during industrial training periods for those professional librarians that have taken a step further to achieve higher degrees in the field.

Effective mentorship of female librarians in libraries

Research into achieving effective mentoring and its benefits in librarianship has also started considering the impacts of mentoring on women and minority careers in achieving self actualization of an individual. In some cultural and religious settings, a woman is likely not expected to have a close contact with a man. Muslim ladies (eleha), cannot be quick to travel to conferences, workshops and some training sites as deemed necessary by the “male” mentor for fear of religious rights been violated as some individuals from preliminary investigation were found to have actually abused this mentoring relationship both in the past and in the “now”. But as stated earlier, trust is a predominant ingredient in mentoring. These cultures and religious thus extenuate effective mentorship.

Eby, Butts, Simon, and Shana (2004) in their research on the conditions under which protégés are most likely to report negative mentoring experiences reported that conditions “such as abuse, neglect, intentional exclusion, tyranny, deception, incompetence, or sexual harassment and found that having a mentor who is one’s supervisor, as compared to non-supervisory mentor, is not related to reporting negative mentoring experiences”. Extant literature has shown that there is an impact of gender on the effectiveness of the mentoring process. Bello and Mansor (2013:4) in their research reported that “Hegstrad (1999) notes that the mentoring process is influenced by age, gender, work experience and academic qualification, Young and Perrewe (2000) suggest that age, gender, socio-economic status,

ethnicity, and education are relevant to both mentors and protégés. However, Regins and Scandura (1994) found no gender difference in their mentoring study.”

In a study by Robinson (2007:45), findings indicated that “female protégés reported more satisfaction with their career and their professional expectations were met to a certain degree when compared to male protégés. Female protégés with male mentors reported more positive career outcomes than female protégés with female mentors. Female protégés with female mentors reported more positive emotional outcomes than female protégés with male mentors”. More so, Lo, Ramayah and Kui (2013:14) reported that “supervisor’s gender was found to have a moderating effect between mentoring and one dimension of employees’ job satisfaction, namely co-workers”.

Effective mentorship of female academic librarians, career and national development

Mentoring being aligned to career development cannot be overemphasized. Mentoring highly influences an individual’s conception of his world, his attitude work assignments, visibility and the way he mentors others. There are certain career areas of an individual’s job that can only be improved by a close interactive relationship by that colleague he/she admires the way he works, hence the need to explore these potentials inherent in a mentor. Tharenou (2005) in an investigation reported that the psychosocial support the mentor offers his protégé was less related to women’s career advancement than career support in four of the six measures (salary, promotions, time since promotion, chance promotion, promotion last year).

Robinson (2007:131) reports that Kram, (1983) research found that “a possible explanation for the significant relationship between mentoring and job satisfaction could be related to the functions of mentoring (psychosocial, career)”. He went further to explain that “when an employee develops personally and/or professionally, organizational links that assists their socialization into the organization becomes possible”. Professional acculturation of librarians in their mid-career through mentorship will highly yield career development. This also aligns with Steinhart and Qin (2012:3) who opines that “it can be an effective way of introducing newcomers to a profession or organization, as well as promoting professional development and advancing the careers of individuals”.

Lawal and Abe (2017) confirmed “Nigeria in the last fifty years has been battling with the problems of development in spite of huge human, material and natural resources in her possession”. Hence the call for national development in all sectors of the economy of the country. National development is seen as the ability of a county or countries to improve the

social welfare of the people, and in this instance, mentoring is looked at as effort put in place to improve the welfare of female librarians for national development. Organizations like the academic libraries utilizes mentoring as a recruitment and retention tool, and also as a succession planning tool to develop the individuals participating in a bid to improve job output and overall achievement of stated organisational goals and the mentor benefits as he/she gets recognition, respect and a sense of satisfaction in accomplishing the mentoring relationship.

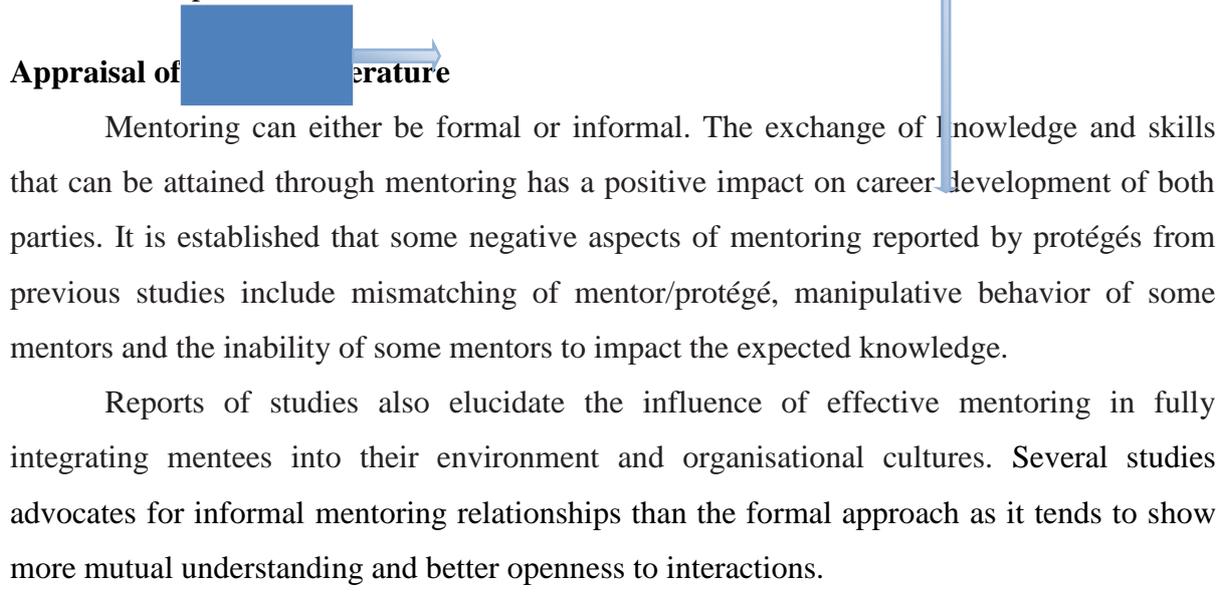
Theoretical framework

Mentoring research has been criticized to have the absence of theory-driven research (Russell and Adams, 1997). Mentoring is a learning process. Behaviorist, cognitive constructivist, and social constructivist are the three main learning theories. The Behaviorist views knowledge is a repertoire of behavioral responses to environmental stimuli. This theory regards knowledge as having the ability of being promoted by repetition and positive reinforcement where positive behavioral responses are transmitted by the teacher and absorbed by the students; Cognitive Constructivist believes that knowledge is closely related to the cognitive structures of the learners based on pre-existing, inbuilt knowledge by the learner who is also able to assimilate and accommodate new information to existing cognitive structures been discovery by learners. The teacher on the other hand facilitates learning by providing an environment that promotes discovery and assimilation; and lastly, social constructivist opines that knowledge is constructed within social contexts through interactions with a knowledge community and collaborative assimilation and accommodation of new information is facilitated and guided by the teacher, more so, group work is encouraged (adapted from: <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/learning-overview/>).

This research will adopt the social constructivist theory of learning that argues that social interaction precedes development and consciousness and cognition are the end product of socialization and social behaviour. Lee Semyonovich Vygotsky (1896-1943), Jean Piaget (1896-1980), John Dewey (1859-1952), Jerome Seymour Bruner (1915-2016) are the theorists here, while Lee Vygotsky is the major theorist among the social constructivists. Vygotsky's theory's position is that "social interactions are critical and that knowledge is constructed via the interactions with the environment and other people" (http://kb.edu.hku.hk/theory_social_constructivism.html).

Adopting this theory portends that learning for female librarians' is an active process where knowledge is constructed based on participants' personal experiences and cultural factors. All cognitive functions originate as products of social interactions where theories and practices of mentoring are linked to the concept of lifelong learning and the learning society. This aligns to Robinson (2007:130) findings that reports that social learning theory shows "evidence that social learning activity (i.e., mentoring) is a salient contributor to an important organizational outcome (i.e., organizational commitment) among non-majority research populations."

Fig. 1: Self developed conceptual model on effective mentorship of female librarians in academic libraries for career development and sustainable national development.



Mentoring can either be formal or informal. The exchange of knowledge and skills that can be attained through mentoring has a positive impact on career development of both parties. It is established that some negative aspects of mentoring reported by protégés from previous studies include mismatching of mentor/protégé, manipulative behavior of some mentors and the inability of some mentors to impact the expected knowledge.

Reports of studies also elucidate the influence of effective mentoring in fully integrating mentees into their environment and organisational cultures. Several studies advocates for informal mentoring relationships than the formal approach as it tends to show more mutual understanding and better openness to interactions.

Research methodology

The descriptive survey research method will be adopted for this study, while the target population is the female academic librarians in universities in the South-west region of the country Nigeria. The study categorized the universities into existing strata of Federal, State and Private universities. To further sample the population, the researchers purposefully select four universities from each of the strata with a total number of one hundred and three (103) female professional librarians which are as represented in Table 1.

The university of Ibadan library (Kenneth Dike Library), has the highest sampled population of female professional librarians (18), followed by the Obafemi Awolowo

University (Hezekiah Oluwasami Library) and University of Lagos library where there are seventeen (17) and eleven (12) female professional librarians respectively. The other university libraries have varying numbers of female librarians as shown in. Total enumeration of these samples will be used for this study considering the low volume of items under study. Simple percentages and statistics will be adopted in the data analysis.

Table 1 Sampled population

S/ N	Sampled university libraries	Category of university	Number of Female professional librarians
1.	University of Ibadan (UI)	Federal	18
2.	University of Lagos (UNILAG)	Federal	12
3.	Obafemi Awolowo University (OAU), Ife	Federal	17
4.	Federal University of Agriculture, Abeokuta (FUNAB).	Federal	12
5.	Ladoke Akintola University (LAUTECH)	State	4
6.	Tai-Solarin University of Education(TASUED)	State	4
7.	Osun State University, Ire.	State	4
8.	Olabisi Onabanjo University (OOU), Ogun State	State	8
9.	Redeemers University (RUN)	Private	3
10.	Ajayi Crowther University (ACU), Oyo State	Private	4
11.	Adeleke University, Ede, Osun State	Private	3
12.	Covenant University library, Otta, Ogun State	Private	14
TOTAL			103

Source: Field Survey 2018

A 24-item questionnaire was developed as the research instrument for this study with modifications from the works of Bello and Mansor (2013); and Lo, Ramayah and Kui (2013).

Table 2 shows the distribution rate of returned questionnaire.

Table 2: Frequency distribution of universities library selected

S/N	Sampled university libraries	Number of respondents	Percentage represented
1.	UI	15	16.7%

2.	UNILAG	11	12.2%
3.	OAU	15	16.7%
4.	FUNAB	10	11.1%
5.	LAUTECH	4	4.4%
6.	TASUED	4	4.4%
7.	OSU	4	4.4%
8.	OOU	6	6.7%
9.	RUN	3	3.3%
10.	ACU	4	4.4%
11.	ADELEKE	2	2.2%
12.	CU	12	13.3%
TOTAL		90	100%

The questionnaire was administered and retrieved by two research assistance, and only ninety (90) were retrieved from the respondents while 13 were lost in transit.

In the analysis of data in Table 3, it was further found that there were 22 PhD holders, 67 Masters Degree holders and a respondent with a Bachelors Degree in librarianship. These were their highest certificates obtained. None of the Librarians had Certificate or Diploma as their highest qualifications. This corresponds with results from preliminary investigations that revealed that the universities sampled recognizes at least a Bachelors Degree holder in librarianship as a professional as recommended by the Librarians' Registration Council (LRCN) Act: "...rules made under subsection (5) of section 7 of this Act, a person shall be entitled to be registered as a librarian if (a) he possesses the requisite qualifications approved by the Council under this Act."

Table 3 Highest qualifications of respondents

S/N	Sampled university libraries	Bachelors Degree In Library Science	Masters in Library Science	Doctoral Degree in Librarianship	∑ (1,2& 3)
1.	UI	-	12	3	15
2.	UNILAG	-	3	8	11
3.	OAU	-	13	2	15
4.	FUNAB	-	6	4	10
5.	LAUTECH	-	3	1	4
6.	TASUED	-	3	1	4
7.	OSU	-	4	-	4

8.	OOU	-	6	-	6
9.	RUN	-	2	1	3
10	ACU	-	3	1	4
11	ADELEKE	-	2	-	2
12	CU	1	10	1	12
	TOTAL	1	67	22	90

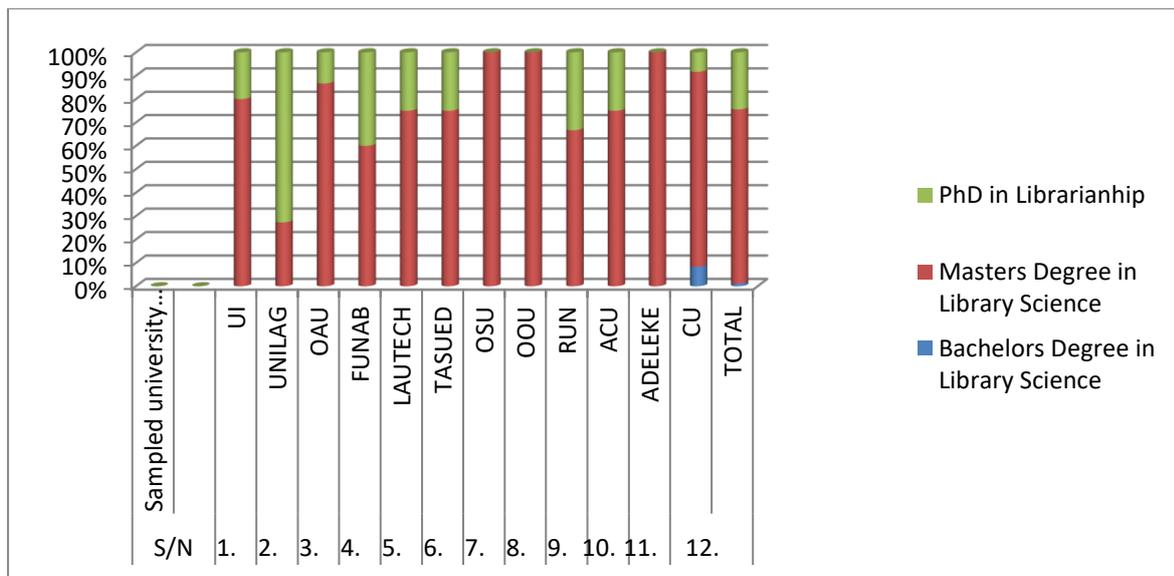


Fig. 2: Highest qualifications of respondents per university library

Fig. 2 depicts the data in Table 3 in a percentage component bar chart where it was found that 74.4% of all the respondents are Masters Degree holders, 24.4% has Doctoral Degree in librarianship, while the remaining 1.1% possesses a Bachelors Degree in librarianship.

The respondents unanimously agreed to have had more than four mentors as librarians, and the results as shown in Table 4 shows how often the mentee meets with the mentor. With 67.79% acknowledging that they meet more frequently with their mentors, followed closely with the response that they meet three times a month with a 24.44% attestation. This shows that there is a positive interaction rate between the two parties.

Table 4 Frequency of contact period between the mentee and the mentor

S/N	Options	Responses	Percentage
1	Every two months	2	2.22%
2	Once a month	1	1.11%

3	Twice a month	4	4.44%
4	Three times a month	22	24.44%
5	More than three times a month	61	67.79%
TOTAL		90	100%

On the medium of communication in the mentoring exercise, all the mentors acknowledged Face to face chats, telephone conversation, e-mail, text message and WhatsApp chatting as mediums of communication between the two parties. Also, 68 responses accounted for a 76% response that the mentor they are relating with is a female while 22; i.e 24% has a male mentor as shown in Table 5.

Table 5: Mentors gender

Mentors gender	Male	Female	Total
No of responses	22	68	90
Percentages	(24%)	(76%)	(100%)

Table Six (6) contains results on some other assessment of the female librarians' experiences with their mentors. 85% of the responses have had an effective formal mentoring experience with their mentor while the remaining 15% does not see the formal mentoring experience as being effective. It was also found that 92% believes that informal mentoring experience is effective against the 7% that reasons otherwise; one of the respondents was undecided, accounting for the remaining 1%. The study found that mentors keeps the mentees informed about happenings at higher levels in the institution. This may bother on staff development policies and implementations, management rules and expectations etc. this is accounted for by 89% affirmation responses.

Table 6: Assessing the mentoring experience of female librarians

	Data items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	The formal mentoring I receive(d) is/was effective.	12 (13%)	2 (2%)	-	53 (59%)	23 (26%)
2.	The informal mentoring I receive(d) is/was effective.	3(3%)	4 (4%)	1 (1%)	59(66%)	23(26%)
Psychosocial mentoring: My mentor						

3.	Keeps me informed about what is going on at higher levels in the institution	3 (3%)	6(7%)	1(%)	48 (53%)	32(36%)
4.	Has ever given or recommended me for assignments that helped me meet new colleagues	1(1%)	5 (6%)	-	55 (61%)	29 (32%)
5.	Shares personal experiences as an alternative perspective to my problems	9 (10%)	14 (16%)	2 (2%)	38 (42%)	27(30%)
6.	Relationship with me has helped me in contributing to national development	19 (21.1%)	11 (12.2%)	3 (3.3%)	47 (52.2%)	10 (11%)
Career mentoring: My mentor						
7.	Discusses questions or concerns regarding my feelings of competence, commitment to advancement and work/ family conflicts	-	6 (7%)	-	17 (19%)	67 (74%)
8.	Displays attitudes and values similar to mine.	9 (10%)	26 (29%)	1 (1%)	34 (38%)	20 (22%)
9.	Encourages me to prepare for advancement	3 (3%)	8 (9%)	-	35 (39%)	44 (49%)
10.	Encourages me to talk openly about anxiety and fears that detract me from my work	7 (8%)	8 (9%)	2(2%)	54 (60%)	19 (21%)
11.	Has greatly influenced my career growth	5 (5.6%)	2 (2.2%)	-	32 (35.6%)	51 (56.7%)
Assessment of Mentoring Programmes						
12.	My assessment of the mentoring programmes I received is:	Very adequate	Adequate	Moderately adequate	Inadequate	
		79 (88%)	9 (10%)	2 (2%)	-	
13.	The mentoring programmes I received is:	Very effective	Effective	Moderately effective	Ineffective	
		64 (71%)	23 (26%)	2(2%)	1 (1%)	

89%, 93%, 72% attests that their mentoring experience has helped them in their social integration in their communities as they have become more exposed to new colleagues in the course of carrying out given assignments; learning from the mentors experiences; and participating in the mentoring relationship respectively. This has their corresponding disagreeing responses of 11%, 7%, and 28% respectively.

On a general assessment of the mentoring programme, the result of the study revealed that the outcomes of the mentoring activities were seen as adequate and effective in the development of the individual mentee.

Analysis of results

This study on effective mentorship of female librarians' in libraries for career development and sustainable national development has been able to realize the research objectives as it was found that:

1. Female academic librarians in South-western region in Nigeria are exposed to mentorship as a career development strategy.
2. Gender of a mentor or mentee has no significant role to play in influencing mentorship of female academic librarians in South-western region in Nigeria.
3. Mentoring has an influence on both career and national development of female academic librarians in South-western region in Nigeria.
4. Mentoring of female academic librarians in South-western region in Nigeria can impact on national development.

Recommendation:

The university libraries have a central objective of improving service provision to their user community and will employ different avenues to achieve this including improving the self-worth of individual staff through training and development amongst other things and mentoring is a way of training. Hence to utilize this great opportunity for career and national development, hence looking at the rapidly changing landscapes of information delivery and library service and operations the researchers puts forward the following recommendations:

1. All academic libraries should encourage both formal and informal mentoring to achieve career development of library staff.
2. Policies should be made and codified in service rules on a mentoring schedules. And will clear ambiguities surrounding the impact of race, religion, gender and age in the activity.
3. Workshops and conferences on training for a successful mentoring program will be a constant event in universities in order to identify factors that will improve mentoring schedules and outcomes for effective mentoring
4. There should be a healthy communication mechanism between all parties involved through tracking and evaluation mechanisms that will be effective in assessing the process for improvements.

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