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Mentoring in Libraries and Information Organisation, the Catalogue Librarian Perspectives

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ABSTRACT

All professions engage in continuous training in order to sharpen and sustain professional practice, standards as well as keep abreast with challenges and developments. Mentoring as career development model provides professional development, career growth, confidence, satisfaction as well as develops varied degrees of personal support. The present study is a survey of 48 Nigerian university catalogue librarians' opinions on the use of mentoring in their professional practice. Questionnaire was used to collect data from 228 participants. The study explores the mentoring practices and assessment in Nigerian university libraries. Survey was conducted from April to September 2011 across Nigerian 36 states. Findings show that Nigerian university libraries practise different types of mentoring programmes with supervisory model being most popular. All the respondents appraised the programme to be satisfactory. Therefore, library management needs to actively promote the programme and give it deserves consideration.

Keywords:

Cataloguers; catalogue librarians; Cataloguers Mentoring, Mentoring; Academic Libraries; Mentoring in Libraries

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INTRODUCTION

Career and professional developments vary with the individual practitioners and the day to day challenges of fulfilling core responsibilities. Librarians recognise the importance of career development for achieving both personal and professional goals as well as the contributions to the success of libraries in which they work (Martorana et.al, 2004). Therefore, they have developed different on-the-job training models suitable to effectively nurture professional development. Some commonly used Continuing Professional Development (CPD) models are workshops, seminars, conferences, professional institutes, one-on-one training, job exchanges, coaching, mentoring and self-directed study (Trainer, 1989). Many of these programmes deserve greater attention in developing countries such as Nigeria. Mentoring as a CPD programme for librarians in the university libraries has received little attention. Researchers have thus suggested mentoring for the purpose of assessing potential career directions, setting long term goals and enhancing leadership skills (Martorana, 2004). Besides, most of the evaluation studies on librarianship have focused on users' services, facilities and job satisfaction directed at specific objectives. The assessment of information organisation and database managers is essential and complementary to

human resource training because they sustain effective resource organisation and retrievals in the library systems. Few studies have examined and evaluated the perception of catalogue librarians on the use mentoring in libraries. Therefore, this study presents complete survey on the opinions of catalogue librarians on the use of mentoring in Nigerian academic libraries. In addition to an earlier exploratory study published by the authors, this study presents a more comprehensive data from a larger number of university libraries. The paper has broad discussions. The survey re-validates preliminary study and presents additional findings that may be of benefit to the professionals in developing countries. The research questions focus on the state of mentoring in Nigerian universities libraries; a) Do catalogue librarians in Nigerian university libraries practise mentoring? b) **Which mentoring programmes are practiced by catalogue librarians in Nigerian university libraries? and c) What are the assessments of catalogue librarians' mentoring programmes in Nigerian university libraries?**

LITERATURE

Mentoring helps mentees to improve particular career areas and explore their potential in development areas yet untapped as well as acquaint them with the organisation if newly hired (Triple Creek, 2009). Mentoring has been acknowledged orient younger librarians in the field as well as address diverse questions of mid-career librarians (Martorana et.al, 2004). A study on the effect of coaching and mentoring on librarians in Makerere University, East Africa by Nassali (2009) reveals that through guidance over procedural obstacles and challenges, new librarians' opinion changed from perceiving LIS as desert profession to seeing it as more challenging. The respondents afterwards developed love for the profession and became proud librarians.

Mentoring has been affirmed to challenge mentees' thinking, increase self-awareness, improve mentees' ability to create relationships which sustain business, and nurture an independent and confident spirit (Clutterbuck & Abbott, 2009). It is therefore significant to explore the mentoring opinions of cataloguers for development. Supporting mentoring needs for cataloguers is also borne of the fact that student's and employer's expectation for mastery of technical skill are unmet (Intner, 2002; Hall-Ellis, 2006; Hill & Intner; 2007). As more LIS graduates are being discovered to lack knowledge of even technical terms among others. Partnerships between cataloguers in libraries and LIS

educators to mentor in support of cataloguers' skills development and training have been suggested. Hayes (1991) for instance, suggests stronger type of partnership as obtained in medical field in which medical schools have teaching hospitals affiliated to them.

Surveys of a variety of professions suggest that mentoring relationship has strong positive effects on the career of the protégé. This has been reported by business executives, lawyers, chemists and other disciplines. Moreover, mentoring has been associated with greater career satisfaction and perceived success. Furthermore, there are evidences that those who have been mentored early in their careers may in turn serve as mentor to others in the future (Hegstrad 1999) thus, suggesting that mentoring activity tends to be a self-perpetuating phenomenon that ensures maintenance of professional standards, achievement of excellence and integration of knowledge within the career (Russell & Adam, 1997). Researches from developed countries like US and UK report the use of mentoring in librarianship literature (Zhang, et-al, 2007). However, limited study exists on the experience of developing countries such as Nigeria and more importantly on catalogue librarians.

The influence of demographic factors on mentoring has been a matter of conjecture. While as 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. Thus, mentoring studies appear to reckon with the role of demographics. Different studies on cataloguers' demographics factors reveal that cataloguers were older in age compared to other librarians. Studies by Wilder (2002), Hart (2010), Hill and Intner (2007), Glasser, (2007) and Roberts, (1986) indicate that cataloguers were older relative to other librarian colleagues, and ultimately retire causing depletion of the population. Thus, there is a need to pass on the wealth of experience and wisdom of the profession which could be done with the use of mentoring. Gender role has also become important in cataloguing profession because librarianship is often seen as a female profession in the developed world (Combe et.al., 2011). Their survey on training librarians in Australia

reported that the participants were overwhelmingly females (84.5%). Besides, Leysen and Boyston's (2009) study on Job Satisfaction among Academic Cataloguer Librarians also reported that 65% of their population was females relative to males.

The need for CPD in developing countries is further supported by low communication and financial constraint. Omekwu (2008) observes that these are strong enough reasons to slow down the process of global integration of institutional and national information resources and systems. Therefore, he calls for ways and means to overcome such problems. Cataloguers, according to Dellit (2008), have developed and maintained an array of standards that ensure information resources are ordered and categorised in a way that facilitate access to the materials. Workflow has been developed around the standards for effective management have become essential parts of the profession. Accordingly, the need to sustain the standard in flux of changes and new challenges in IR cannot be overstressed.

Meanwhile, the problem of non-proficient skilled cataloguers attracted the attention of ALA's cataloguing and classification section in 1985 and they set up a taskforce that investigated the scarcity of qualified applicants for the cataloguing positions. The report of the taskforce indicated that 77% of the libraries surveyed considered recruitment of cataloguers harder than it had been some 3-4 years earlier. The study demonstrates professional body concern for the observed trends in the cataloguing profession. Hence, there is need for additional and improved complementary models of training such as mentoring. Therefore, the present study suggests use of mentoring to complement cataloguers' development in coping with IT challenges and in the traditional methods of information management in developing country such as Nigeria.

RESULT OF ANALYSIS

A total of 228 (88.37%) respondents filled and returned the questionnaire. The responses were analysed with the use of SPSS version 17 and the result is discussed using percentages.

AGE AND GENDER

The age distribution of the respondents is presented in Table 1. The respondents' age ranged between 30 to 51 years and above ($M = 44$). The findings show that 16.6% of the cataloguers (33) are less than 36 years of age. Less than half of the respondents (41.9%) were of the age between 36 – 45 years. Meanwhile about one quarter of the respondents (23.7%) were 51 years of age and above. The cumulative percentage of 42% of the respondents (83) could be said to be of mid-age 36 to 45 years.

Age has been of concern in the cataloguing profession especially the rate which cataloguers aged and retired without commensurable replacement. The age in this study maybe said to be satisfactory compared to Wilder's (2002) and Hart's (2010) findings from studies of ARL. Wilder (2002) reported that 16% of the cataloguers were 60 years and above, while Hart (2010), reported median age of 45.5 years in her study on job satisfaction of South African librarians. The age of the respondents in this study appear to posit no immediate threat to the profession.

The gender distribution of the participants as shown in Table 1 indicates that more than half of the respondents (53.6%) were males compared to 46.4% females. There are slightly more male cataloguers compare to their female colleagues. The findings concurred with what was reported from demographic study of Nigerian labour force. That it was typified by a prevalence of males (Davis, 2008). Conversely, this is contrary to what is obtained in the developed world where librarianship is often seen as a female profession. The studies by Combe et.al. (2011), Leysen and Boyston (2009) and Buchanan et.al (2005) all reported overwhelmingly female percentages compared to male respondents.

PROFESSIONAL QUALIFICATION AND CERTIFICATION

The professional qualification of the respondents is presented in Table 1. The majority of the cataloguers (59.5%) had a Master's degree, while 21.1% of the respondents (48) have a first degree in library and information science. However, less than 10% of the respondents (18) have PhD degrees. The largest group of the cataloguers had a Master's degree as the

highest level of academic qualification the greater percentage of 51.4% of the respondents qualified for practice during the 2000s. The percentage that qualified into the professional practice appeared to grow geometrically.

PROFESSIONAL STATUES AND EXPERIENCE

These are factors related to the respondents' professional cadre, the length of time in the cadre and their years of practices in the profession. The working experience includes entire work experience, library and cataloguing work experience.

RESPONDENTS BY PROFESSIONAL CADRE

Table 2 presents respondents' professional profiles. One third of the respondents (33.8%) were assistant cataloguers and 26.2% were senior cataloguers. The findings show that one quarter of the respondents (25%) were head cataloguers while 10.5% of the respondents were principal cataloguers.

The group may be considered as potential pool that could sustain the future of the profession. Besides, the group could provide replacement for the aged and retiring members of the workforce. This could be of some benefit to the industry as cataloguers have been described as an aging profession where the retirees were often replaced with difficulty (Davis, 2008).

WORK EXPERIENCE

Respondents work experience is presented in Table 2. The years of work experience ranged between 5 to 26 years and above. About one quarter of the respondents (24%) had 26 years of work experience and a little over one third (35%) had between 5 to 10 years of total work experience while 18% of the cataloguers had 16 to 20 years of work experience. The findings suggest that the respondents have more years to provide services to the library which conveys some advantages that the libraries can exploit in planning to sustain the libraries.

LIBRARY WORK EXPERIENCE

With regard to library work experience, a quarter of the respondents (24.8%) had about 5 years of library work experience while one fifth of the respondents (20.2%) had between 5 to 10 years of working in a library. Similarly, 19% percent of the cataloguers had 26 years of library work experience. Literature show that senior professionals with such experience reciprocate the system by sharing and teaching the less experienced. On the whole close to half of the participants (45.5%) had up to 10 years of library work experience.

CATALOGUING EXPERIENCE

Pertaining to cataloguing experience, results demonstrate that the majority of the participants (39.2%) had between 5 to 10 years of cataloguing experience ($M= 2.15$). while 10% of the respondents had over 11 years of cataloguing experience and a small fraction of the cataloguers (7.2%) had 26 years or more cataloguing experience. On the whole, about two thirds of the cataloguers (62.6%) had 5 years or more cataloguing experience. Practical experience may be a critical factor in how well cataloguers discharge their duties and shared experience has been proven to save cost and time (Dellit, 2008).

MENTORING PROGRAMMES IN LIBRARIES, ASSESSMENTS AND MENTORING EXPERIENCE

The participants in the survey indicated whether mentoring was being practiced in the libraries, the types available, and their mentoring experience as well as evaluate mentoring as a method for development.

THE MENTORING PROGRAMMES IN THE LIBRARIES

The responses on cataloguer mentoring activities are presented in Table 3. As shown from the responses of 224 cataloguers from the different libraries, 89.3% of the respondents indicated that they have mentoring programmes in the cataloguing department of their libraries. In addition, they indicated that they engage cataloguers in mentoring activities.

TYPES OF MENTORING PROGRAMMES IN LIBRARIES

On the types of mentoring programmes in the libraries, six most common mentoring models were presented to the respondents to choose; they can also add any not included in the list.

Table 4 presents the responses of participants on the types of mentoring being practiced in the libraries. Whereas the majority of the respondents (41.3%) engaged in supervisory mentoring, 13% of the participants engaged in a combination of two types of mentoring programmes and 12% of the respondents engaged in a combination of three types of mentoring programmes. However, earlier pilot study result indicated that 81% of those respondents used supervisory.

FREQUENCY OF CATALOGUER MENTORING IN THE LIBRARIES

Cataloguers were asked to indicate the frequency of mentoring, duration and for how long had the cataloguing department engaged in mentoring activities (Table 5). More than half of the respondents (54.9%) engaged in daily cataloguers' mentoring activities in their library and a quarter of the respondents (24.9%) engaged in weekly mentoring activities.

On the duration of mentoring, the findings show that cataloguers mentoring spanned between 1 to 6 years ($M=2.12$). Half of the respondents (48.9%) mentored cataloguers for 1 to 2 years while a little above a quarter of the respondents (27.0%) mentored cataloguers for six (6) years or more. The majority of the respondents indicated they mentored for 2 years and this coincides with the mean value (Table 5). Half of the respondents (51.4%) indicated the programme had been on-going for over six years.

MENTORING EXPERIENCE

The mentoring experience of respondents is presents table 6. The findings show that the majority of the respondents (84.1%) had some experience in mentoring and had mentored new cataloguers in the course of their professional practice. The number of new cataloguers mentored ranged from one to ten ($M=3$).

One quarter of the respondents (26%) had mentored three to five cataloguers while 26% of the respondents indicated they had mentored ten or more new cataloguers in their career practice. likewise 22.4% of the respondents had also mentored one to two new cataloguers. On the whole majority of the respondents had mentored on average three new cataloguers.

With regard to whether they have mentors or ever had mentors (Table 7), the majority of the respondents (87.8%) had or once had a mentor. Only 12.2% have never had a mentor or had been mentored in the course of their professional practice.

ASSESSMENT OF MENTORING PROGRAMMES IN LIBRARIES

On the basis their experience, the respondents were asked to appraise the mentoring programmes in terms of their adequacy, effectiveness and importance.

On the adequacy of cataloguer mentoring programmes, three quarters of the respondents (74.7%) appraised it to be adequate while a fifth of the respondents (19.4%) indicated it is moderately adequate (Table 7).

With regard to the effectiveness of the mentoring programmes, the majority of the cataloguers (81.6%) assessed the programme to be very effective, while 16% of the respondents agreed that the programme is moderately effective and 2.4% the cataloguers indicated that it is not effective.

On the assessment of the importance of cataloguer mentoring programmes, 92.2% of the participants assessed the programmes to be important and 6.3% of the respondents agree they were moderately important. Overall, it could be said that the greater majority of the respondents assessed the mentoring to be adequate, effective and important.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) IN CATALOGUING DEPARTMENT

In addition to the cataloguer mentoring, the respondents were asked to indicate other types of CPD programmes engaged in for cataloguers' development in their libraries. From the list of six types of programmes presented to the participants, 15.7% of the respondents engaged cataloguers in five types of CPD programmes: "staff orientation", use of "manual for self-study", "short time coaching", "attachment to others" and "job rotation" programmes. About 14% of the respondents engaged in staff orientation programmes only. On the whole, the majority of the respondents (24.1%) engaged in a combination of two types of the programmes while, one fifth of the participants (21.3%) engaged in the use of three types of the CPD programmes (Table 8).

RESPONDENTS' COMMENTS ON MENTORING

The study also sought the general opinions of the participants on mentoring and the usefulness for the development of cataloguers in the open ended portion of the research instrument. Below are some selected remarks of the respondents:

- *“Appreciation of the mentor's achievement of open achievements could lead to the developmental talent for cataloguing works”*
- *“I personally believe that mentoring could [be] is a perfect opportunity for new cataloguers to perfect their skills and ultimately transmit this skill through to the future”.*
- *“Install confidence and individual capacity of the person being mentored and makes the mentor visible and respected”*
- *“It eases the accomplishment of difficult task and ensures uniformity in cataloguing work”*
- *“Mentoring makes cataloguers to be perfect and consistent”*
- *“Mentoring provides on the job training for cataloguers”*
- *“Cataloguing skills is usually got through motivation by the mentors”*
- *“It improves my technical experience in cataloguing”*

DISCUSSION

MENTORING PROGRAMMES IN LIBRARIES, ASSESSMENT AND EXPERIENCE

Mentoring relationships provide means for organisations to share/transfer knowledge, encourage learning, and build human capital; it involves experienced employees providing support, and teaching new knowledge and skills to the less experienced employees. Literatures have shown that organisations increasingly have acknowledged mentoring for development. Libraries have likewise adopted models most suitable to meet their needs. Findings from the study show that virtually all the libraries surveyed had one to two types of mentoring models (see Table 4).

MENTORING MODELS IN THE LIBRARIES

The finding reveals that supervisory mentoring model was the most generally used by the majority of the university libraries. A few of the respondents indicated that the libraries

combined two or three types of the mentoring models. In addition, a small percentage of the libraries adopted a combination of the five different mentoring models.

Besides supervisory model, the findings further reveals that the other commonly practiced models included the group and situational mentoring models. This is similar to the result reported in an exploratory study by the authors. However, the additional findings show that “supervisory/group” and “supervisory/peer” models were often used in the group of libraries that practiced two types of mentoring models, while the libraries that combined more than two types of models frequently used the “supervisory/group/peer” mentoring models.

Thus, findings suggest that the university libraries mainly engaged in the use of supervisory mentoring model. This was followed by situational and group mentoring models. The peer models was also indicated but less often used compared to supervisory and group models. The use of supervisory mentoring model by the majority of the respondents may be attributed to the leadership factor. The model outlines expectations provided for coaching and feedback. Supervisory model has been described as the most frequently used in organisations as it relates to day-to-day guidance on the job. The libraries apparently had taken advantage of the group mentoring model. The model allows mentors to team up several protégés at the same time. In addition, all group members share experiences, insight and learn by discussion (Ritchie & Genoni, 1999).

FREQUENCY OF MENTORING IN THE LIBRARIES

The frequency of mentoring indicates the rate of meeting and level of intimacy of the mentors and mentees. Findings from the study show that the majority of the respondents engaged in daily mentoring activities. This was in agreement with an earlier finding that the libraries mainly practiced and used the supervisory model. The model has more supervisor/mentee relationship features. In addition the model is described as informal hence, exhibiting high frequency as indicated by the respondents. The model and the frequency of mentoring may be considered suitable for cataloguing training that allowed for comfortable and friendly contacts of neo-cataloguers and their supervisor/mentor. Such

infrequent meeting allows for immediate clarification and improvement over matters of difficulties. In addition to high level of intimacy and frequencies of meetings, supervisory model may be said fosters the faster development of cataloguers.

With regard to duration of mentoring programmes, the majority, about half of the respondents (49%) had mentored for two years, while 17% of the respondents had mentored for three years or more. The findings reveal that the mean mentoring duration was two years. The duration reported in the study falls short of the required mentoring duration reported in literatures. However, the nature of mentoring model and the daily frequency of mentoring might offset the short duration. Findings from the study have also shown that the majority of the libraries have mentoring programmes. Besides it evidence that the university libraries have established mentoring programmes and engage in cataloguers' mentoring activities. The programmes have existed for more than six years.

MENTORING EXPERIENCE

Experience plays a major role in mentoring process in coping with the different challenges and ensuring quality of work (Bjornson & Dingsoyr, 2005). The majority of the respondents have some mentoring experience both as a mentor and as a mentee. The majority of the respondents have also mentored three or more non-experienced cataloguers in the course of their professional practice. Besides, the majority of the respondents were mentored during the course of their development. The findings therefore suggest that the cataloguers did not only engage in mentoring, but had mentors and were once mentored. This appears to find support in Social Exchange Theory (SET). The theory premises on the assumption that experienced cataloguers with many years of practice would be obliged to develop/transfer their skills and knowledge to the younger, new and less experienced cataloguers through the mentoring process. The mentees having developed and gained requisite professional skills/knowledge would also be obliged to reciprocate either directly or indirectly in the future.

MENTORING PROGRAMMES ASSESSMENT

The findings show that overwhelming majority of the respondents assessed the mentoring programmes to be adequate (75%), effective (82%) and important (92%). The role of mentoring for cataloguers' development cannot be overstressed. Some of the requisite skills need to be practically taught and demonstrated. Supporting the above, Hayes (1991) maintains that the internship programme that complements training in library schools, only provides for short practical training which is insufficient as part of librarian training. He calls for a mechanism that promotes closer and stronger relationship than internship programme. Hill (2005) similarly stressed that there is need for local training in specific routines while, Dulock (2011: 87) remarked that required complementary training is provided through mentoring. As evidenced from the respondents' assessment, they consented that the mentoring programme was adequate, effective and important thus, suggesting that the programme was beneficial and valued by the respondents.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Besides the mentoring programmes in the libraries that strengthened cataloguers' development on the job, the libraries as well engaged in other CPD programmes. Findings show that "staff-orientation" was popularly used by the majority of the libraries. Less than half of the respondents' libraries combined staff-orientation with "manual for self-study" as part of the CPD, while a few libraries adopted a combination of three types of the CPD programmes (staff orientation, manual for self-study and short time coaching), thus, suggesting that the libraries mainly engaged in staff orientations as additional CPD. Although orientation ordinarily familiarises staff with the organisation, it in addition enables staff to feel at ease, explore new environment and facilities in the organisation. The CPD reported in this study may not provide adequate staff development. Thus, there is need for a more comprehensive CPD programmes suitable to accomplish the new trends of ICT development in cataloguing industry.

CONCLUSION: MENTORING IN NIGERIAN UNIVERSITY LIBRARIES

Mentoring is a developmental training process on the job that enables knowledge, skill and experience sharing. Different mentoring programmes exist in organisations, some of which are formal while other adopts the informal mentoring systems.

In response to the research questions on whether Nigerian university libraries practice mentoring among catalogue librarians (*i.e. the state of mentoring in Nigerian universities libraries*), the findings show that mentoring practices (programmes) exist in all libraries and mentoring practices in the libraries have existed for six years or more (Table 4). The majority of the libraries used one model of mentoring while a few preferred the combination of two or three models. The use of mentoring in the libraries may be attributed to the demographic profile of the respondents that demonstrated 35% of the respondents were in lower cadre which means that perhaps they have less professional experience. Besides, 50% of the respondents were of middle-age (less than 46 years of age) compared to the 24% at 46 years of age or more. Thus, we could infer that mentoring might be of benefit to the former group than the latter group as they have less experience in the profession. Meanwhile the latter group may be considered as the retiring cataloguers with a wealth of experience and years of professional services. This study finds support in studies by Ritchie and Geneon (1999), Zhang, et.al (2007) as well as Osborn (2003) who note that UK and American libraries used mentoring as career tool while Australian Library and Information Association adopted mentoring as CPD needed for membership. Therefore, as found in this study, mentoring was recognised because it ensured maintenance of professional standard, achievement of excellence and integration of knowledge within the career (Russell & Adam, 1997, Matters, 2002).

On the types of mentoring programme practices obtained in Nigerian university libraries (*i.e. what mentoring programmes are practices by the catalogue librarians of Nigerian university libraries?*), the findings show that five main models of mentoring programmes were in use and catalogue mentoring activities span an average of two years.

The supervisory model of mentoring was the most popular even though some of the respondents indicated that their libraries combined two or three models. The supervisory mentoring provides unlimited frequency of contact and interaction between mentors that tend to augment continuous communication. Learners could easily overcome doubts and gain faster mastery of process as well as demystify cataloguing entirely. The use of supervisory model also finds support in the remark that the education cataloguers receive in schools is insufficient and therefore needs local training in specific routines and that cataloguers need practical exposure that would enable them cope with situations (Hill, 2005).

The respondents' assessment of the mentoring programmes in Nigerian university libraries was satisfactory (*i.e. What are the assessments of catalogue librarians' mentoring programmes in Nigerian university libraries?*). Virtually all the respondents (70% or more) strongly maintained that the programmes were adequate, effective and important. The evaluation of mentoring programmes in the study found support in the open ended comments from the respondents. The views expressed by respondents corroborated with the opinion that mentors are appreciated within the society and considered remarkable within their chosen profession (Matters, 2002). Effective mentoring is observed to assist librarians with diverse backgrounds growing in the profession (Zhang, et.al, 2007).

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TABLES

Table 1
Demographic Variables

Demographic variables	N	%	
Age (in years)	> 30yrs	7	3.5%
	31 - 35yrs	26	13.1%
	36 - 40yrs	41	20.7%
	41 - 45yrs	42	21.2%
	46 - 50yrs	35	17.7%
	51yrs <	47	23.7%
	*Total	198	100.0%
	Mean = 4.23	SD =8.94	
Gender	Male	120	53.6%
	Female	104	46.4%
	*Total	224	100.0%
Academic Qualification	Diploma	20	8.8%
	First degree	48	21.1%
	Master's degree	135	59.5%
	PhD	18	7.9%
	Others	6	2.6%
	*Total	227	100.0%
Year of Professional qualification	1970s	10	4.6%
	1980s	28	13.0%
	1990s	67	31.0%
	2000s	111	51.4%
	*Total	216	100.0%

*Total do not equal 228, as some questions were unanswered

Table 2

Professional status and Experiences variables (N = 228)

Variables	N	%
Professional status		
Assistant cataloguer	71	33.8
Senior cataloguer	55	26.2
Principal cataloguer	22	10.5
Head cataloguer	52	24.8
Others	10	4.8
*Total	210	100.0
Years in current position		
> 5 years	134	63.5
5–10 years	58	27.5
11–15 years	11	5.2
16–20 years	4	1.9
21–25 years	2	.9
26 years & above	2	.9
*Total	211	100.0
	Mean = 1.52	SD = 0.88
Years of Working Experience		
> 5 years	35	15.5
5–10 years	44	19.5
11–s15 years	34	15.0
16–20 years	41	18.1
21–25 years	19	8.4
26 years & above	53	23.5
*Total	226	100.0
	Mean = 3.55	SD = 1.78
Year of Library Work Experience		
> 5 years	56	24.8
5–10 years	46	20.4
11–15 years	29	12.8
16–20 years	36	15.9
21–25 years	16	7.1
26 years & above	43	19.0
*Total	226	100.0
	Mean = 3.17	SD = 1.83
Years of Cataloguing Experience		
> 5 years	83	37.4
5–10 years	87	39.2
11–15 years	22	9.9
16–20 years	11	5.0
21–25 years	3	1.4
26 years & above	16	7.2
*Total	222	100.0
	Mean = 2.15	SD = 1.40

*Totals do not equal 228 as some questions were left unanswered

Table 3
Mentoring Programmes in Libraries

Variables	N	%
Does catalogue department engage its cataloguers in mentoring activity?		
Yes	200	89.3
No	24	10.7
TOTAL	224	100.0

Table 4
The Types of Mentoring Programmes in Libraries

Types of mentoring programmes	N	%
Supervisory mentoring	83	41.3
Group mentoring	10	5.0
Peer mentoring	4	2.0
Situational mentoring	9	4.5
Team mentoring	10	5.0
Multiple mentoring	6	3.0
Others	8	4.0
All of the above	19	9.5
Five types of mentoring	2	1.0
Multiple mentoring combination of 2 types	26	12.9
Supervisory/ Group mentoring	5	2.5
Supervisory/Peer mentoring	4	2.0
Supervisory/situational mentoring	5	2.5
Team/Supervisory mentoring	3	1.5
Group/Peer mentoring	3	1.5
Situational/Group mentoring	2	1.0
Group/Team	1	1.0
Group/Multiple mentoring	1	1.0
Situational/Team mentoring	2	2.0
Multiple mentoring combination 3 types	24	11.9
Supervisory/Group/Peer mentoring	8	4.0
Group/peer/Situational mentoring	7	3.5
Situational/Supervisory/Group mentoring	3	1.5
Peer/Supervisory/Situational mentoring	6	3.0

Table 5
Frequency and Duration of Cataloguer Mentoring in the Libraries

Variables	N	%
Frequency of cataloguer mentoring		
Daily	106	54.9
Weekly	48	24.9
Monthly	26	13.5
Yearly	12	6.2
Never	1	.5
Total	193	100.0
Duration of cataloguer mentoring		
1 - 2yrs	87	48.9
3 - 4yrs	31	17.4
5 - 6yrs	12	6.7
> 6yrs	48	27.0
Total	178	100.0
	Mean 2.12	SD = 1.3
Age of the mentoring programmes		
1 - 2yrs	43	23.8
3 - 4yrs	30	16.6
5 - 6yrs	15	8.3
> 6yrs	93	51.4
Total	181	100.0
	Mean= 2.9	SD= 1.3

Table 6
Mentoring Experience in Cataloguing Profession

Variables	N	%
Ever mentored a new cataloguer		
Yes	185	84.1
No	35	15.9
Total	220	100.0
	Mean= 1.2	SD= 0.3
Number of new cataloguers (ever) mentored		
None	12	6.3
1 - 2	43	22.4
3 - 5	50	26.0
6 -10	37	19.3
> 10	50	26.0
Total	192	100.0
	Mean= 3.36	SD=1.3
Have you a mentor (ever had a mentor)		
Yes	194	87.8
No	27	12.2
Total	221	100.0

Table 7
 Respondents' Assessment of Mentoring Programmes

Variables	N	%
Adequacy		
Very adequate	73	35.4
Just adequate	81	39.3
Moderately adequate	40	19.4
Not adequate	12	5.9
Total	206	100.0
Effectiveness		
Very effective	87	42.0
Just effective	82	39.6
Moderately effective	33	15.9
Not effective	5	2.4
Total	207	100.0
Importance		
Very important	156	75.7
Just important	36	17.5
Moderately important	13	6.3
Not important	1	.5
Total	206	100.0

Table: 8
Continuous Professional Development (CPD) in the Library

TYPES OF CPD	N	%
Staff orientation	30	13.9
Manual for self-study	6	2.8
Short time coaching	5	2.3
Attached to others	5	2.3
Job rotation	3	1.4
All of the above	34	15.7
Subtotal	52	24.1
MULTIPLE CPDS: two of the above		
Staff orientation/Manual for self-study	13	6.1
Short time coaching/Staff orientation	15	6.9
Attached to others/Staff orientation	8	3.7
Staff orientation/Job rotation	3	1.4
Manual for self-study/Short time coaching	5	2.3
Attached to others/Manual for self-study	3	1.4
Job rotation/Manual for self-study	2	0.9
Short time coaching/Attached to others	2	0.9
Job rotation/ Attached to others	1	0.5
Subtotal	46	21.3
MULTIPLE CPDS: three of the above		
Staff orientation/Manual for self-study/Short time coaching	19	8.9
Staff orientation/Attached to others/Manual for self-study	15	6.9
Staff orientation/Attached to others/Short time coaching	9	4.2
Attached to others/Manual for self-study/Job rotation	3	1.4
Subtotal	35	16.2
MULTIPLE CPDS: four of the above		
Staff orientation/Manual for self-study/Short time coaching /Attached to others	17	7.9
Job rotation/Staff orientation/Attached to others /Manual for self-study	14	6.5
Staff orientation/Manual for study/ Attached to others/Short time coaching	4	1.9

Short Biography

DR. M. A. Bello is an academic staff with university library at Abubakar Tafawa Balewa University Bauchi, Nigeria. He has over twenty year's professional, fifteen of which was in cataloguing section. He has worked in different sections of the library, headed collection development section and currently acting university librarian. My research interest includes information retrieval and organisation, human resource management. And interest in librarianship profession. He has 12 referral publications.

DR. Y. Mansur is an academic staff with Department of Library and Information Science, International Islamic University, Malaysia. She has over twenty years of teaching experience, had supervised and many undergraduate and master students. She has also graduated 4 PhD students, served as external examiner to many postgraduate research students of other national and international universities. Her areas of interest include Information retrieval and organisation, knowledge management, thesauri and digitalization of library resources. She has many referral publications.