

**Library Resources as the Anthology of Instructional Materials for Whole Person Mentoring:
A Case Study of Business Education Students in Akwa Ibom and Rivers States**

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ABSTRACT

The study provides an overview of a case study conducted in Akwa Ibom and Rivers States in Nigeria, focusing on the role of library resources as an anthology of instructional materials for whole person mentoring, specifically among business education students. The study aims to examine the types of instructional materials available for mentoring and explore the influence of library resources on whole person mentoring. The population of the study comprised all undergraduate business education students, post graduate business education students and professional librarians. A descriptive survey design was used for the study. From the population 50 undergraduate business education students, 15 post graduate business education students and 10 professional librarians each were drawn from University of Uyo and University of Port Harcourt respectively. This gave a sample size of 150 respondents from the two schools. An instrument tagged "Library Resources and Whole Person Mentoring Questionnaire (LRWPMQ)" was used for the collection of data. The reliability co-efficient was 0.85 derived from administration of the instrument to 30 respondents who did not form part of the main study and from other universities. The findings indicate that printed and duplicated materials were the most commonly available instructional materials, followed by cine and video materials, while non-projected display materials were rated the least available. The study also revealed a strong influence of library resources on whole person mentoring, as indicated by a high mean score for both library resources and mentoring. Based on the findings, it is concluded that access to quality instructional materials is crucial for effective learning and development. Libraries can play a vital role in providing resources that contribute to the holistic development of students. One of the study recommendations was that there should be adequate library resources in place in order to help contribute to whole person mentoring of the students, including the business education students.

KEYWORDS: Library Resources, Anthology of Instructional Materials, Total Human Mentoring, Children and Nigeria.

Introduction

Education is critical to moulding the future of societies in today's rapidly transforming world. Quality instructional materials are critical for effective learning and development, especially among children. In Nigeria, a country with a diverse and vibrant population, it is critical to ensure that children have access to adequate resources for thorough mentorship. Libraries, as stores of knowledge and information, offer a huge array of resources that can serve as an important anthology for educational material and contribute considerably to the holistic development of children, according to Adetoro and Ajewole-Orimogunje (2019). With its broad cultural background and multifaceted educational issues, Nigeria provides a unique backdrop for examining the function of libraries in aiding children's learning. The country's libraries house a rich collection of books, periodicals, multimedia materials, and digital resources, which, when effectively utilised, can provide children with a well-rounded educational experience. These resources not only offer academic knowledge but also foster creativity, critical thinking, and emotional intelligence, essential components of a holistic education (Ibrahim & Ibrahim, 2020).

Library is a collection of resources or materials collected for use and reference. It provides access to a large range of books, documents, audiovisual assets, and other resources. Libraries function as repository of knowledge, supporting learning, research, and cultural enrichment. They often offer borrowing capabilities, allowing customers to check out products for temporary usage. Libraries may also provide services such as computer access, study rooms, and educational programmes (IFLA, 2019). They created a friendly environment where students can engage with diverse learning resources, collaborate with peers, and receive advice from competent mentors. The inclusion of library resources into mentoring programmes can assist the development of children's cognitive, social, and emotional competencies, helping them become well-rounded individuals capable of navigating the complexities of the modern world. Library resources refer to the materials and services provided within a library to facilitate study, research, and recreational reading. These resources can include books, periodicals, newspapers, journals, and digital media such as e-books, audio-books, and online databases. Libraries also provide access to computers, internet connectivity, and software packages to improve information access and technical literacy. Additionally, library resources may comprise specialised collections, such as rare books, archival documents, maps, and multimedia resources, geared to fulfil the needs of varied user groups and foster intellectual curiosity (ALA, 2021).

Instructional materials are those resources that are utilised to aid teaching and learning. It can take numerous forms, such as textbooks, lecture notes, films, podcasts, and interactive multimedia modules. The objective of instructional material is to help learners acquire new knowledge and abilities, as well as to support teachers in giving successful instruction. Total mentoring is a comprehensive approach to mentoring that incorporates all facets of a mentee's growth. It goes beyond standard mentoring by addressing not just specific skill-building needs but also the mentee's personal growth and well-being. Total mentoring entails a holistic and long-term commitment to guiding and supporting the mentee in all areas of their lives and ambitions.

Library resources comprise a wide range of items and services that support the educational, informational, and recreational needs of children. These resources may

include age-appropriate literature, e-books, audio-books, educational games, online databases, and access to computers and internet. Total mentoring of children involves providing comprehensive guidance and support through library programmes, workshops, one-on-one interactions, and collaborations with parents, educators, and community members to foster a love for reading, promote literacy skills, and enhance overall personal and academic development (CILIP, 2021).

As also stated by Obot, Okorie, Udofia & Uzoegbu (2022), observation has proven that most higher education students walk out of school for sheer lack of individuals to assist them through professional as well as academic goals. Mentorship can consequently enhance their professional development and provide them a renewed sense of direction. According to them mentoring can be done in a variety of ways, sometimes unconventionally and at other times in a structured and rigorous manner. The role of the mentor will depend to a significant extent, on what both actors (i.e. the mentor and mentee) uphold in the relationship based on their needs, conditions and events that influence them at a given time, place and organisational milieu.

Mentoring is a lasting management technique that involves a more accomplished and proficient adult teaching or advising a younger person by way of transmitting his ideas, skills and knowledge in both formal and informal apprenticeship scheme. In any model chosen, a mentor was viewed as an individual who acted as a role model and supporter throughout the duration of the mentoring process (Ross, 2013).

Statement of the Problem

Despite the recognised importance of library resources in supporting whole person mentoring, there is a lack of research specifically focusing on their role in mentoring programmes for business education students in Akwa Ibom and Rivers states. The availability and accessibility of comprehensive and diverse library resources play a crucial role in the holistic development and mentoring of students. However, the inadequacy of these resources in library settings hinders the effective implementation of whole person mentoring programmes for business education students not only in Akwa Ibom and Rivers states but around the world.

Research Objectives

1. To examine the types of instructional materials available for whole person mentoring of business education students.
2. To find out the influence of library resources on whole person mentoring of business education students.

Research Questions

1. What are the types of instructional materials available for whole person mentoring of business education students?
2. What is the influence of library resources on whole person mentoring of business education students?

Research Hypothesis

1. There is no significant influence of library resources on whole person mentoring of business education students.

CONCEPTUAL REVIEW

Concept of Library

A library is a repository of information and knowledge, typically in the form of books, journals, and other printed materials, that is organised and made available for use by members of a community. Libraries are found in academic institutions, public buildings, and private organisations, and they serve a variety of functions, including supporting research and education, preserving cultural heritage, and promoting literacy and lifelong learning. The concept of a library has existed for thousands of years, with early examples including the Library of Alexandria in ancient Egypt and the libraries of the Chinese emperors. In the modern era, libraries have evolved to encompass a wide range of materials and services, including electronic resources, multimedia materials, and specialised collections. One of the primary functions of a library is to provide access to information and knowledge. This includes both traditional print resources, such as books and journals, as well as electronic resources, such as databases, e-books, and online journals.

Libraries often have extensive collections of resources, organised according to subject matter, author, or other criteria, that can be searched using various tools and technologies. In addition to providing access to information, libraries also play a crucial role in supporting research and education. Academic libraries, in particular, are often central to the research and teaching missions of universities and colleges, providing students and faculty with access to specialised resources and services such as research consultations, interlibrary loan, and instruction on information literacy. Libraries also serve as important cultural institutions, preserving and promoting cultural heritage. Many libraries have special collections that focus on specific areas of interest, such as rare books, manuscripts, or historical documents. These collections may be housed in specialised reading rooms or archives and may be made available to scholars and researchers for study and analysis. In addition to their traditional functions, libraries have also evolved to provide a wide range of services and programmes to their communities. Many public libraries, for example, offer children's programmes, literacy classes, and community events such as author talks and book clubs. Libraries also serve as community gathering places, providing a safe and welcoming space for people to come together and learn. The role of libraries in promoting literacy and lifelong learning cannot be overstated. Libraries are often key partners in efforts to improve literacy rates, providing access to books and other materials for people of all ages and backgrounds. They also offer a wide range of educational programmes and services, such as homework help, job training, and computer literacy classes, that can help people develop new skills and achieve their goals.

In recent years, libraries have also become important centres for innovation and entrepreneurship. Many libraries now offer maker spaces, where people can come together to work on projects and develop new skills using tools and equipment such as 3D printers, laser cutters, and coding kits. Libraries are also increasingly partnering with local businesses and organisations to support economic development and job

creation. Despite the many challenges that libraries face, including budget cuts, changing technologies, and shifting user needs, they remain essential institutions in our communities. Libraries serve as gateways to information and knowledge, supporting education and research, preserving cultural heritage, and promoting lifelong learning and community engagement. As the world continues to change, libraries will no doubt continue to evolve and adapt, but their core mission of providing access to information and promoting intellectual growth and development will remain constant.

Concept of Library Resources

Library Resources means any material, regardless of format, that is held in a library's collection and includes books, periodicals, audio and video recordings, projected media, closed format materials, artwork, photographs, micro-materials, toys and games, kits, software, and electronic databases in the collection of the Lethbridge Public Library or borrowed by the Lethbridge Public Library (Library Law Insider, 2023).

Library resources are basically sources of information. Traditionally, these resources are mostly books, journals, newspapers, other editorials, and encyclopaedias. But with the appearance of the web, digital sources of knowledge became current. These digital sources of knowledge embody, but are not limited to, online libraries and journals, online encyclopaedias like Wikipedia, blogs, video logs like YouTube, etc. Even picture show clippings, particularly from history, have played an oversized role in fashionable analysis and are thus identifiable beneath 'Library Resources'. When conducting research, one of your best resources is the librarian. It is their job to know all about the resources available to you and to help you succeed in locating the material that is most relevant to your assignment. Additionally, many libraries have librarians who specialise in particular areas of research, and they will be able to help you find the best resources for your specific speech topic. Ideally, you should seek some information on your topic alone before asking for their assistance. Doing some initial research independently demonstrates to the librarian that you have taken ownership of the assignment and recognise that the research is ultimately your responsibility, not theirs. They will be better equipped to help you find new information if they know where you have already looked and what you have found. Most libraries contain at least three primary sources of information: books, periodicals, and full-text databases.

Concept of Instructional Materials

Instructional materials are defined as resources that organise and support instruction, such as textbooks, tasks, and supplementary resources (adapted from Remillard & Heck, 2014). Instructional materials also refer to the human and non-human materials and facilities that can be used to ease, encourage, improved and promote teaching and learning activities. They are whatever materials used in the process of instruction. They are a broad range of resource which can be used to facilitate effective instruction. They indicate a systematic way of designing, carrying out and employing the total process of learning and communication and employing human and non-human resources to bring out a more meaningful and effective instruction. They are human and non-human material that a teacher uses to pass information to the learner in his/her class. Instructional materials include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting

in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Kadzera, 2006).

Instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. The instructional materials synergize the holistic learning experience when the teacher allows students to choose the materials they want. It makes the students feel involved and also helps the teacher provide a personalised learning experience. Instructional resources lead to student empowerment and student-centred learning, which helps the tutor, achieve excellent results in completing the course. In today's time, when teaching is a multi-dimensional activity, the instructional materials are excellent tools for a tutor to achieve the learning objectives efficiently. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways.

Types of Instructional Resources used for Whole Person Mentoring

Instructional materials, also known as teaching and learning materials (TLM), are any collection of materials, including animate and inanimate objects and human and non-human resources, that a teacher may use in teaching and learning situations to help achieve desired learning objectives (Wikipedia, 2022). These types of instructional resources include:

1. Printed and duplicated materials

These comprise all textual and other materials that can be run off in large numbers on a duplicator or printing machine for use by students. Facilities for the production of such materials are now available in practically every college, and they have become one of the most basic and widely used of all educational tools. Some of the more important types are listed below.

- ❖ **Handouts:** these comprise all the different types of information-providing materials that are given out to students, usually in connection with a taught lesson or programme of some sort; they include sets of notes (either complete or in skeleton form), tables, diagrams, maps and illustrative or extension material.
- ❖ **Assignment sheets:** these include such things as problem sheets, reading lists, and lab. Sheets, briefing sheets for projects and seminars, worksheets, etc; they can be used in practically all types of instructional situations.
- ❖ **Individualized Learning Materials:** these comprise all the different types of textual materials that are used in connection with individualized learning; they include study guides, structured notes, textual programmed materials and textual support materials for mediated learning systems.

2. Non-projected display materials

As its name suggests, this category includes all visual display materials that can be shown to a class, small group or individual student without the use of an optical or electronic projector of any sort. It includes a number of the most basic - and most useful - visual aids that are available to teachers and lecturers, some of the more important of which are listed below:

- ❖ **Chalkboard displays:** displays that are written, printed or drawn on a dark-coloured surface using chalk; still one of the most widely-used of all visual aids, despite the fact that practically everything that can be done using a chalkboard can be done more easily, less messily, and (in most cases) more effectively using the overhead projector; probably most useful for displaying impromptu 'signposts'.
- ❖ **Photographic prints:** enlarged prints made from photographic negatives may be incorporated into textual materials, wallcharts etc., and, in linked sequences with suitable captions, can form a useful instructional medium in their own right; such sequences are particularly suitable for use in programmes designed for individual study.

3. Cine and video materials

This class includes all media that enable audio signals to be combined with moving visual sequences, thus enabling a further dimension to be added to integrated audiovisual presentations. The main systems that are currently available are as follows:

- ❖ **Cine films:** such films have been in regular use in education and training for many years, and are available in a number of formats; the most commonly-used type is probably 16 mm, although 8 mm and Super 8 mm films are also widely used, since they are much cheaper to make and show.
- ❖ **Loop films:** these consist of loops of cine film (usually 8 mm) mounted in special cartridges that enable them to be shown or viewed continuously using a custom-designed projector or viewer; such loop films are ideal for teaching single concepts that require movement to demonstrate them to full advantage, and, although they do not normally have an accompanying sound commentary, this can easier be added using a separate sound system.

Concept of Business Education

According to Wikipedia (2023), "business education is a branch of education that involves teaching the skills and operations of the business industry. This field of education occurs at multiple levels, including secondary and higher education. Business education is training in subjects (such as business administration and finance) useful in developing general business knowledge and commercially useful skills. Business education is an area of education that deals with the study of related disciplines. It is a combination of two disciplines dealing mainly with the art of shorthand writing, typewriting, accounting, business mathematics, secretarial duties, commerce, and office practise. The field of study offers every individual an opportunity to develop those abilities, skills, and understanding of the vocational opportunities available (Wordpress, 2017). Business education has been defined as the courses at the secondary level that prepare students for the business world. Business education is a branch of education that involves teaching the skills and operations of the business industry. This field of education occurs at multiple levels, including secondary and higher education. Business education involves teaching students the fundamentals, theories, and processes of business. Education in this field occurs at several levels, including secondary education and higher education, or university education."

Concept of Whole Person Mentoring

According to King (2020), whole person mentoring," as the name implies, simply involves a process by which a mentoring programme extends beyond career to include discussions about behaviour, values, parenting, finances, and even spiritual life. It can be employed in many different ways, either informally or in a structured, systematic way. Meaning that business education students stand a chance of benefiting from the mentoring programmes from the school libraries for full human development. It is actually sad to say that many mentoring programmes fail to achieve the required goal because they only focus on career development and neglect other aspects that constitute components of a "whole" person, as listed in the author's definition above.

Mentoring is a learning process where helpful, personal, and reciprocal relationships are built while focusing on achievement; emotional support is a key element. Within mentoring relationships, mentees develop and learn through conversations with more experienced mentors who share knowledge and skills that can be incorporated into their thinking and practise. By comparison, tutoring or coaching is the provision of academic and professional assistance in a particular area with a sole focus on competence (Zachary, 2016). The process of mentoring may be viewed under three models: the apprentice, competency, and reflective models. In the apprentice model, the mentee observes the mentor and learns. In the competency model, the mentor gives the mentee systematic feedback about performance and progress. In the reflective model, the mentor helps the mentee become a reflective practitioner. This learning object subscribes to the reflective model, in which mentoring is seen as an intentional, nurturing, and insightful process that provides a powerful growth experience for both the mentor and mentee. You will be introduced to a mentoring relationship process that develops through four stages: preparing, negotiating, enabling, and reaching closure.

Mentoring is not coaching or counselling. Mentoring relationships are based on advice and direction, while coaching is not. Counselling is a paid relationship in which underlying mental or psychological issues are addressed with solutions given by a medical professional.

Library Resources and Whole Person Mentoring

Most empirical research on mentorship (Lacy & Copeland, 2013; Ross, 2013) has focused on the academic and professional development of individuals. However, there has been little research on a more recent form of mentorship. This includes the work of Woolworth (2019) and Colosimo, Desmeules, and McKinnon (2017), which extends beyond career, workplace, and organisational programming of programmes to include discussion about behaviour, values, relationships, parenting, finances, and even spiritual life (Woolworth, 2019). This is referred to as "whole-person mentoring.

According to Obot, Okorie, Udofia, and Uzoegbu (2022), the term, though new to the mentoring world within organisations, will add to both theory and practise because it is an integrative approach, rare in an organisational context in the sense that the focus is on the whole person, not just in work but also in life (Jones, 2015). "Whole" person mentoring simply involves the unlearning of knowledge and experience by the mentor for the mentee, either in an organisational or academic environment, thereby bringing desirable transformational changes. University instructors have a unique opportunity to

serve as personal connections, informational resources, and professional role models for young adults. This is invariably to state that the role of a mentor is an inseparable part of school demand and should be upheld.

Without the guidance of a professional, the perceptions of students about librarianship and their expectations of the workplace can become skewed, leaving them unprepared for reality (Lacy and Copeland, 2013). Therefore, Cramer and Prentice-Dunn propose that mentoring of undergraduates involves more than a typical apprenticeship model in which a professor or researcher guides a student or trainee through academic materials or research design, respectively; rather, successful mentorship of young adults requires adoption of the notion of "curd perosnalis," or caring for the whole person. Whatever the type and level of students used, including business education students, whole-person mentoring is an approach to effective mentorship based on caring and compassion for the personal aspects of young adult mentees (Obot, Okorie, Udozia, & Uzoegbu, 2022).

It is a fact that many students choose business education as their discipline for various reasons. Many of them, apart from having mentors to help guide and nurture their dreams and bring them to reality, also use the resources in the libraries to develop themselves academically, socially, physically, behaviorally, psychologically, and otherwise. It is obvious that the whole-person mentoring programme is particularly suitable for business students as it combines theoretical and practical elements needed to educate the students and further equip them to become competent participants in the work environment in a technological and knowledge-based society.

According to the Southeastern Library Association (2009), mentoring relationships are usually encouraged in order to provide a method of introducing and encouraging librarians and other library personnel to work together. It also improves employee motivation, provides succession planning, and enhances networking and learning about the profession. It is established for library professionals and librarians at all levels to learn, develop, and meet their individual potential with the assistance of experienced professionals and heads. Public libraries have a very strong early childhood programme. Among other aspects of their important work, libraries are a key stakeholder in supporting children's early language development and enabling strong pre-literacy skills.

The role of libraries needs to be included within existing pathways where they exist, such as speech, language, and communication pathways, family journeys, and the pathway for early help. Libraries should be nested in the essential universal services aligned to the family hub strategic outcomes. This will help to ensure libraries are considered a useful early prevention service and provider of targeted support, as well as building clear referral routes between services. For those areas that are working on developing early years' strategies, consideration should be given to how libraries can support this work and how the library's offer can be integrated into the early year strategy. Work can take place with organisations such as Unicef, which provides support to councils in developing their school readiness strategy.

Methodology

A descriptive survey design was adopted in this study. The targeted population were all undergraduate business education students, post graduate business education

students and professional librarians. The population of the study comprised all undergraduate business education students, post graduate business education students and professional librarians. A descriptive survey design was used for the study. From the population 50 undergraduate business education students, 15 post graduate business education students and 10 professional librarians each were drawn from University of Uyo and University of Port Harcourt respectively. This gave a sample size of 150 respondents from the two schools. An instrument tagged "Library Resources and Whole Person Mentoring Questionnaire (LRWPMQ)" was used for the collection of data from the respondents. The reliability co-efficient was 0.85 derived from administration of the instrument to 30 respondents who did not form part of the main study and from other universities.

These instruments were then administered randomly to the respondents. Two research assistants helped the researchers in issuing and retrieving the questionnaires from the respondents. Descriptive statistics were used to answer the research questions, while regression analysis was used to test the hypothesis.

Results and Discussions

Research Question One

What are the types of instructional materials available for whole person mentoring of business education students? To answer the research question, percentage analysis was performed on the data (see table 1).

Table 1: Percentage analysis of the types of instructional materials available for whole person mentoring of business education students

Types	Frequency	Percentage (%)
Printed and duplicated materials	61	40.67**
Non-projected display materials	37	24.67*
Cine and video materials	52	34.67
TOTAL	150	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field Survey

The above table 1 presents the percentage analysis of the types of instructional materials available for whole person mentoring as regards business education students. From the result of the data analysis, it was observed that the tagged "Printed and duplicated materials" 61(40.67) was rated the most instructional materials available for whole person mentoring with the highest percentage value as affirmed by the respondents. This was seconded by "Cine and video materials" with percentage value of 52(34.67) as affirmed by the respondents, while the tagged "Non-projected display materials" 37(24.67) was rated the least percentage of the types of instructional materials available for whole person mentoring of business education students.

Research Question Two

What is the influence of library resources on whole person mentoring of business education students? To answer the research question, percentage analysis was performed on the data (see table 2).

Table 2: Descriptive statistics of the influence of library resources on whole person mentoring of business education students

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Library Resources	150	13.37	12.5	0.95*	*Strong to Perfect Relationship
Mentoring		60.12	12.5		

Source: Field Survey

The above table 2 presents the result of the descriptive analysis of the influence of library resources on whole person mentoring as regards business education students. The two variables were observed to have Strong to Perfect Relationship at 0.95%. The arithmetic mean for Library Resources (13.37) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as mentoring (60.12) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable influence of library resources on whole person mentoring of business education students.

Hypothesis Testing

The null hypothesis states that there is no significant influence of library resources on whole person mentoring as regards business education students. In order to answer the hypothesis, simple regression analysis was performed on the data (see table 3).

TABLE 3: Simple Regression Analysis of the influence of library resources on whole person mentoring of business education students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.945 ^a	.892	.891	.66501	.892

*Significant at 0.05 level; df= 148; N= 150; critical R-value = 0.197

The above table 3 shows that the calculated R-value (0.945) was greater than the critical R-value of 0.197 at 0.5 alpha levels with 148 degrees of freedom. The R-Square value of 0.892 predicts 89% of the influence of library resources on whole person mentoring. This rate of percentage is highly positive and therefore means that there is significant influence of library resources on whole person mentoring as regards business education students. It was also deemed necessary to find out the influence of the variance of each class of independent variable as responded by each respondent (see table 4).

TABLE 4: Analysis of variance of the influence of library resources on whole person mentoring as regards business education students

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	541.642	1	541.642		
Residual	65.451	148	.442	1224.774	.000 ^b
Total	607.093	149			

a. Dependent Variable: Library Resources

b. Predictors: (Constant), Mentoring

The calculated F-value (1224.774) and the P-value as (.000^b). Being that the P-value (.000^b) is below the probability level of 0.05, the result therefore means that there is significant effect exerted by the independent variables i.e. Montessori on the dependent variable which is learning. The result therefore means that there is significant influence of library resources on whole person mentoring as regards business education students. The result is therefore in agreement with the research findings of Obot, Okorie, Udofia, and Uzoegbu (2022), which stated that whole-person mentoring involves the unlearning of knowledge and experience by the mentor to the mentee either in an organisational or academic environment, thereby bringing desirable transformational changes. Many students go for business education as their discipline for various reasons; many of them, apart from having mentors to help guide and nurture the dream and bring it to reality, also use the resources in the libraries to develop themselves academically, socially, physically, behaviorally, psychologically, and otherwise. Mentoring relationships are usually encouraged in order to provide a method of introducing and encouraging librarians and other library personnel to work together. Hence, among other aspects of their important work, libraries are a key stakeholder in supporting children's early language development and enabling strong pre-literacy skills (Southeastern Library Association, 2009). The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

Conclusion

The study concludes that there are several types of instructional materials available for whole person mentoring of business education students. They include printed and duplicated materials, non-projected display materials as well as cine and video materials. The results also conclude that there is significant influence of library resources on whole person mentoring as regards business education students. It is also true that access to quality instructional materials is essential for effective learning and development, particularly among children. In Nigeria, a country with a diverse and vibrant population, ensuring that children have access to adequate resources for comprehensive mentoring is of utmost importance. Libraries, as repositories of knowledge and information, offer a vast array of resources that can serve as an invaluable anthology for instructional material and contribute significantly to the holistic development of children.

Recommendations

- 1.** There should be adequate library resources in place in order to help contribute to whole person mentoring of the students, including the business education students.
- 2.** There should be advocates for eliminating barriers to library service for children based on socioeconomic circumstances, culture, privilege, language, gender, ability, and other diversities.

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