MENTORING FOR ENHANCED EMPLOYMENT AND EMPLOYABILITY IN LIBRARY AND INFORMATION SCIENCE EDUCATION

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ABSTRACT

This study centred on mentoring for enhanced employment and employability in library and information science (LIS) education in Nigeria. Descriptive Survey research design was adopted for the investigation. A population of hundred (100) respondents were selected while the sample of fifty (50) respondents made up of librarians in John Harris library responded to the questions. Relevant data were collected from the sample through personal contact method of administration of mentoring for enhanced employment and employability in library and information science (LIS) education Questionnaires (MFEEELISQ). The data collected were presented in Tables and analyzed using simple percentages. The findings from data analyzed include that participation in professional association, provision of sponsorship for conferences, seminar are some of the programmes through which librarians are mentored; enhancement for job employment and employability, improvement of team work and cooperation in the working environment are some of the benefits of mentoring in LIS. The challenges to effective mentoring among librarians include unconstructive criticism by the mentor to the mentee, broken confidentiality by both the mentor and the mentee, absence of mentoring orientation in librarianship and some suggested ways to overcome challenges to effective mentoring. Based on the findings, it is recommended that willingness of the mentor and the mentee to listen and learn from each other is important as well as adequate training should be organized for both mentors and mentees.

Keywords: *Library, Mentoring, Librarians, Employment and Employability*

INTRODUCTION

Library and Information Science (LIS) is a noble profession that is full of people who are passionate about meeting the information needs of individuals. Aboyade and Aboyade (2017) opined that librarians tend to be passionate about their career choice thus leading to a better professional role. They feel they have a "calling" to connect people with information. Librarians learn about everything and appreciate helping people and enjoy moving with people, technology, and information (Chrysoula, Georgios, Miltiadis, & Grigorios, 2018). In the field of library and information science, continuous education of library science graduates is crucial. The future of the profession rests more on the upcoming librarians who have a passion for the job, hence the need for mentoring.

Mentoring according to Schlee (2011); Nwabueze and Ozioko (2012); Spencer (2016), is a process whereby librarian with experience and expertise provides support, counselling and advice to a less experienced colleague. Ragin and Kram (2018); Kaufmann (2019); Lee (2019); Osemevege (2011) and Ugwuanyi (2011), view mentoring as a development-helping relationship in which a librarian invests time, expertise and effort to enhance and improve another librarian's growth, knowledge and skills. It is a professional relationship in which an experienced librarian (the mentor) assists another librarian (the mentee) in developing specific skills and knowledge that will enhance professional and personal growth. Mentoring is a relationship which gives librarians the opportunity to share their professional and personal skills, and experiences to grow and develop in the process. It is usually based on encouragement, constructive comments, openness, mutual trust, respect and willingness to learn and share knowledge (Spencer, 2010).

Nwabueze and Anike (2016) have identified many benefits that come from a good mentoring relationship in the field of Library and Information Science Education which include: increased scholarly productivity; successful transfer of knowledge; resource maximization;

attitudinal changes; skill acquisition; career progression, and improved employment and job improvement; among others. As specified by Sodipe and Madukoma (2013), basically mentoring in the librarianship profession enhances library services, while mentors use the service opportunity to pass on their skills to younger librarians in case of retirement, death, or infirmity. The older generation of librarians can also learn from the hybrid librarians who have better knowledge of new and emerging technologies.

Barth (2011) defines mentorship as a process of informal transmission of knowledge, social capital and the psycho-social support perceived by the recipient as relevant to work, career, or professional development which entails informal communication, usually face to face and during a sustained period of time, between a librarian who is perceived to have greater relevant knowledge, wisdom or experience (the mentor) and the librarian perceived to have less (the mentee). By this definition, mentoring is a process which involves time, helping, personal

development and relationship between an expert which in this study is principal librarians in John Harris Library and a neophyte being an assistant librarians. The principal librarians in this study as mentors are expected to give their expert knowledge so that their subordinates (assistant librarians) will develop their full potentials while in the library profession.

The pursuit of development by young librarians in the Librarianship terrain is not without challenges, fears and anxieties. Indeed, youthful entrants into the adult workplace encounter a variety of developmental tasks that are effectively facilitated by a good mentor relationship. Mentoring is regarded as one of the best tools for reducing stress for novice librarians, orientation to the profession and promoting the creation of better norms of collegiality and collaboration (Paynes, 2016). It helps in the resolution of challenges and predicaments, making it more likely that a librarian attains his career goals and growth. The benefits of mentoring are based on a developmental social learning perspective which posits

that behavior is learned in interaction with others, especially when they serve as models (Dancer, 2013). In this regard, mentoring is especially valuable for the transmission of positive attitudes as mentors provide invaluable information on the mission and philosophies of the Library profession, help young librarians cope with career stress and give proper orientation towards workplace values (Payne, 2016).

Employment opportunities for LIS graduates are enormous and limitless in this digital era. Technological advancement has created vast opportunities and increase market demands for LIS graduates of 21st century in terms of qualification, experience, professional, technical skills etc. LIS graduates are not only expected to have core library skills but also be able to implement IT knowledge efficiently and effectively, (Yadav & Bankar, 2016). According to Tadasad (2014), LIS graduates are recruited into public enterprises, industrial establishments, academic institutions, corporate sector including software industries. Today one may find opportunities mainly in the private sector compared to the public sector. There are many opportunities and benefits in the job market especially for those having Master's degree in LIS. Sinha and Pandey (2014) noted that due to the rapid growth in the number of institutions offering Library and Information Science, the necessity and the importance of mentoring in libraries is also growing and with this, the number of career prospects available in LIS profession is becoming more enhanced. The qualified and trained professional Librarians are employed in various libraries and information centres. LIS professionals can select the type of library according to their own interest, thus there is a very bright future for LIS professionals and only the trained personnel in LIS can have employment opportunities in the various sectors. It is against the above premise that employability becomes relevant.

Employability can be defined as "a set of achievements skills, understandings and personal attributes that makes a graduate more likely to gain employment and be successful in their chosen

occupations, which benefits themselves, the workforce, the community and the economy." In the same vein Robinson (2010) opines that employability are those basic skills necessary for getting, keeping, and doing well on a job. The skills are teachable skills which are in three categories: basic academic skills, higher thinking skills and personal qualities. It is therefore, imperative that employment aspirants have to meet the employers' expectations to get an opportunity to work in a particular environment. In addition to this, knowledge, techniques, skills, abilities, values, aspirations, wants, needs, dreams and personal style of a candidate seeking employment also enhance the candidate's employability. (Tadasad, 2015)

Statement of the Problem

Despite the values underpinning mentoring in academics such as increase satisfaction and retention rate to members among librarians, increased self-confidence, professional growth, developing competence, encouraging collaboration and not competition among librarians, enhancing employment and employability

among others, Library and Information Science students in Nig eria seems to have ignored mentoring in their career. Several factors might account for this ugly state of affairs which include student's lack of awareness about mentorship, their inability to manage healthy interpersonal relationship with their lecturers and to ensure good lecturer student participation in school activities; likewise inability to support subordinates professional growth and inability to mentor subordinates on library discipline by principal librarians have been attributed to be the most critical. Could this be a hindrance to the enhancement of employment and employability to LIS students in Nigeria? In view of the above challenges is what necessitated the study, mentoring for enhanced employment and employability in Library and Information Science Education in Nigeria.

Research Questions

The following research questions arose from the statement of the problem:

- What are the different mentoring programmes that could enhance

employment and employability?

- What are the benefits of mentoring for the enhancement of employment and employability?
- What are the challenges to effective mentoring for enhancing employment and employability?
- What are the different ways to overcome challenges militating against enhanced employment and employability?

Literature Review

The three variables in the concept of mentoring according to USOPM (2018) and Spencer (2010) are the mentor, the mentee and the process of mentoring. The mentor, according to Spencer (2010), Anagbogu and Nwokolo (2012) can be a teacher, a sponsor, a counsellor, an adviser, a friend, or a role model, who can help the mentee to find the right direction to develop solutions to career issues and problems. He helps the mentee to believe in himself and boosts his confidence; asks questions on challenging situations, while providing guidance and encouragement to a mentee. A mentor is often described as an experienced adviser, supporter or a trainer. Such a person is usually older, gives support to a younger person and is seen as helper of an inexperienced person (Brewerton, 2010). Furthermore, due to his position, the mentor tends to have greater access to resources (such as knowledge and power in an organisation) which the mentor decides or does not decide to share with the mentee. The mentor is also seen as a wise and trusted adviser of younger persons or colleagues with deeper sense of responsibility, dedication and pride in being able to help a mentee. In all, he helps the mentee to gain greater mastery of concepts while developing creativity and critical thinking (Anagbogu & Nwokolo, 2012). Ozioko, Nwabueze and Igwesi (2013) believe that mentors are role models that explain the rudiments of a task and allow the mentee to accomplish such a task based on the knowledge provided by the mentor. A mentor does not spoon feed the mentee rather the mentor is cognizant of the intellectual capability of the

mentee and is ever willing to help it grow. A mentee is usually a novice in the field, described by Spencer (2010) as a partner, protégé or participant in the mentoring process.

Mentorscout (2013) describes a mentee as a student, protégé, apprentice and eager learner. A mentee is someone who wants to learn from someone who knows and seeks his valuable advice in order to grow personally and professionally. However according to Insala (2013) a mentee can be someone who has been in the field for a while, but is changing career paths and is looking for guidance and support. It could also be someone who is just looking for support and direction. Mentoring process, according to Spencer (2010), is the development of a relationship between the mentor and the mentee. It is a shared experience between the pair. It is also a learning partnership that involves collaboration and the opportunity for challenge and reflection. Ugwuanyi (2011) identifies four processes in mentoring and they are; initial interaction: where the pair meets for the first time and begin to establish rapport to enable them build a solid and

trustworthy relationship, setting of goals and objectives: in which the mentor and mentee clearly and specifically define expectations and discuss work priorities, actualization process: when actual development of the mentee takes place. The mentor gives assignments which expose the mentee to the work and make him try his skills and knowledge and termination stage, the last process in the establishment of mentoring relationship. This stage sees the partners evaluating the extent of accomplishment of their goals and what to look out for in the future.

A mentoring programme according to Ritchie & Genoni (2018) is a programme designed to facilitate mentoring relationships in a library profession. Each programme is usually for a specific purpose depending on the need or needs of individual libraries. Spencer and Ard (2016) observe that each mentoring programme may be designed to support particular mentoring functions or desired outcome. It maybe for orientation of new librarians, professional support like participation in professional association, sponorship to conferences,

seminars or workshops. Pan and Hovde, (2010) posit that, it can be for on the job learning and staff development like in-service training, support for publication as well as management and leadership skills. In university libraries, Ugwuanyi (2011) identified that mentoring programme is established as a way of integrating newly and graduated librarians who wish to make a career with the university library but need continuing counsel during the early years.

Again, Brewerton (2010) observe that mentoring programmes may be designed for professional support like sponsorship to conference, seminars and or workshops. By attending conferences and seminars according to Eke (2011) librarians learn to interact with fellow librarians, learn how to present papers, network and build more contacts. From discussions to practical implementation of what they have learnt from colleagues, they indirectly build themselves in the profession. The essence of establishing mentoring programme in any organization including university libraries according to Ugwuanyi (2010) is for professional support and

development so that the librarians would improve their services to their users. According to Johnson (2017), mentoring enhances the capacity of an individual to make progress, and develop skills that satisfy performance and promotion criteria. As such, mentoring programme is established in libraries to assist mid-career librarians in the performance of their duties. Nwabueze and Ozioko (2012), observe that, a highly significant proportion of the skills librarians require are learned by imitating or copying others or by trial and error. Both these processes can be improved upon exchange with somebody who has experience and can pass it on to speed up imitation or cut down on mistakes. Finally, mentoring programme is normally established for identifying potential talent and to support the transfer of management and leadership skills. Leaders need to identify, develop and nurture future leaders. Ibegbulam (2010), Nwabueze and Ozioko (2012) posit that establishing mentoring programme in university libraries ensures that knowledge, practices and experiences are passed on from more experienced librarians

in a purposeful and organized manner.

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

Although mentoring relationships are designed primarily for the benefit of mentees, mentors enjoy some benefits as well. Adeniji and Adeniji (2010) opine that the mentor in the relationship derives personal satisfaction from doing something worthwhile. He feels more satisfied helping individuals in their career development. Through the relationship, the mentor according to UWBS (2010) is encouraged and satisfied of knowing that he has made a difference to someone else and increased skills base and reputation. Mentoring relationship benefits the organization by elevating knowledge transfer from just getting information to retaining the practical experience and wisdom gained from long-term employees (Schlee, 2011). Mentorscout (2013) observes that mentoring relationship provide an effective way for career growth path to the employee. Growing the employee into more

senior positions reduces hiring and turnover costs and keeps employees continually striving to be the best that they can be.

Nwabueze, A.U. and Anike, A.N. (2016); Brewerton (2010); Spencer (2010); Schlee (2011) and Insala (2013) summarize the benefits of mentoring to the organzation as:

(a) Developing more flexible, empowered staff to be better equipped to meet the challenges of a changing information environment.
(b) Increased productivity.
(c) Staff at all levels with improved communication skills.
(d) Enhanced learning culture.
(e) Maintenance and motivation of senior people.
(f) Retention of good staff.
(g) Improvement in succession planning.
(h) Improves teamwork and co-operation.

Sodipe and Madukoma (2013) are of the opinion that mentoring for librarians helps reduce stress, ensures good management skills, advancement of new skills and ensures career success. In short, mentoring is a vital aspect of librarianship since the work environment changes and demands upgrading of knowledge through supervisors. From all that has been discussed, one could infer that a well structured mentoring relationship can be beneficial to the mentee, the mentor and the organization. Many writers have identified a number of challenges to successful mentoring for enhancement of job employment and employability in LIS education. These challenges include: burdensome time commitments, unfair expectations (Goldman, 2011); Mentee's unwillingness to learn, (Scandura and Pellegrini 2017); mismatch of mentor/mentee, mismatch expectation, gender mismatch, broken confidentiality (McKimm, Jollie and Hatter 2017); issues bordering on integrity, dearth of mentors (Adeniji and Adeniji 2010); boundaries not agreed on in advance, conflicting roles manager/assessor/mentor, relationship not valued in the organization (Johnson, 2017). Adeniji and Adeniji (2010) looking at mentoring challenges in university libraries opine that in absence of academic culture in

any university library, mentoring for research and publication will be affected.

Academic culture according to Adeniji and Adeniji (2010) entails unbridled flair for research, regular in-house seminars, healthy rivalry among the academic personnel, sincere desire to share knowledge and ideas. Where these conditions are lacking, not believe in grooming mentoring cannot thrive. From all that has been discussed, one could see that there are many factors that militate against effective mentoring in an organization. Some of these factors may come from the mentors, mentee or the organization.

Ugwuanyi (2010) identifies some strategies for overcoming mentoring challenges to enable mentees and mentors to profit maximally from the relationships. They include:

(i) Mentors should be ready and quick to give information, support, feedback, ideas and contacts to their mentee. They should not hoard knowledge.

(ii) Mentees should bring to their mentors well-conceived and articulated topics for discussion at every meeting. This hastens comprehension and makes for easier discussion. (iii) Mentors should be trained. This is necessary for the mentoring programme to achieve desired objectives. The mentors should have a good knowledge of what to expect in the programme and be able to help the mentees to acquire necessary skills for their career growth. (iv) Mentees should be willing and ready to open up at every meeting with mentors. This enables the mentors to empathize with the mentees and be able to actualize the goals of mentoring.

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

from each other enhances mentoring relationships.

Ibegbulam (2010) carried out a study on establishing a mentoring programme in a Nigeria university library. The purpose of the study was to determine the opinions of librarians and to highlight the importance and need for establishing a formal mentoring programme in the Nnamdi Azikiwe Library system, University of Nigeria, Nsukka. The findings show that there is compelling need for mentoring programme in the library especially for specific job skills and career guidance. Again, the study agreed that formal mentoring is best for the library. The study is related to the present study as one of the objectives of the present study is to determine the benefits of mentoring in the University of Nigeria.

Sodipe and Madukoma (2013) carried out a study on mentoring and career success of academic librarians in selected universities in Ogun state. The purpose of the study was to investigate mentoring pattern among academic librarians in Ogun state as it affects their employability. The population of the study was seventy-four (74) academic librarians in selected academic libraries in Ogun state. Findings of the study showed that: academic librarians in Ogun state have had mentoring experience; they had good mentoring relationship; they had attained career goals, higher income and possess new skills. Also, a significant relationship was found to exist between mentoring, employment and employability. The above study is related to the present study as its emphasis was on employability through skill acquisition and informal learning and training opportunities situated in practice which aided the present study.

Kutilek and Earnest (2011) carried out a study on supporting professional growth through mentoring and coaching in Ohio State University (OSU). The purpose was to determine the benefit of mentoring on extension professionals in Ohio State University (OSU). The study adopted a quasi-experimental research design. The study found that extension professionals that participated in the mentoring programme of OSU felt mentoring has increased their skills in

programme planning and implementation. It has helped them to develop an understanding of the political and economic climate in their workplace. The above study is related to the present study as it highlighted the benefits of mentoring in an organization.

Methodology

The population of study is one hundred (100) respondents. This consists of academic libraries staff in the University of Benin. Purposive random sampling technique was used to sample 50 staff in John Harris Library of University of Benin. Fifty respondents were selected using simple random sampling technique. An instrument tagged "Mentoring for enhanced employment and employability in library and information science (LIS) education Questionnaires" (MFEEELISQ). Copies of the research instrument were personally distributed to the staff in John Harris Library in University of Benin. The generated research questions were answered using descriptive statistics comprised of simple percentage.

Data Analysis and Presentation of Results

Research Question 1: what are the mentoring programmes for enhancing employment and employability in Library and Information Science Education?

Table 1: Percentage Analysis of Mentoring Programmes for Enhancing Employment and Employability in Library and Information Science Education

ITEMS	SA	A	D	SD
	%	%	%	%
There is provision of sponsorship to conferences, seminars and workshops in the library for employment and employability.	40	20	30	10
There is provision for on the job learning/staff development opportunities.	60	30	6	4
Orientation programmes are organized for newly employed librarians.	60	16	20	4

University Librarian encourages participation in professional Associations for professional development of librarians.	70	10	10	10
There are provisions for skill development models in LIS.	20	40	20	20

Table 1 show that majority of the respondents 60% and 30% agreed and strongly agreed that some of the major mentoring programmes for enhancing employment and employability is provision of sponsorship to conferences, seminars and workshops in the library. Similarly 60% and % of the respondents strongly agreed and agreed that provision for on the job learning/staff development opportunities is another program for enhancing mentoring for employment and employability. Furthermore, majority of all the other responses had positive responses that orientation programmes are organized for newly employed librarians, encourages of participation in professional associations for professional development of librarians by University Librarian and provisions for skill development models in the LIS are mentoring programmes for enhancing employment and employability in LIS.

Research Question 2: What are the benefits of mentoring for enhancing employment and employability in Library and Information Science Education?

Table 2: Percentage Analysis of the benefits of mentoring for enhancing employment and employability in Library and Information Science Education

ITEMS	SA	A	D	SD
	%	%	%	%
Mentoring enhanced employment and employability in LIS.	60	20	12	8
Mentoring improves team work and cooperation in the working environment	70	11	17	2
Mentoring enhances collaboration between				

senior and junior librarians which bring about job productivity	60	4	10	16
Mentoring relationship develops the habit of trust and confidentially in the library	40	30	22	8
Mentoring helps to establish a connection to senior colleagues and build peer librarians network which lead to job employment and employability	60	14	6	20

Table 2 reveals that majority of the respondents 60% and 20% agreed and strongly agreed that one of the benefit of mentoring in LIS enhancement of job employment and employability in LIS; this is followed by 70% and 11% who strongly agreed and agreed that Mentoring enhances collaboration between senior and Junior librarians which bring about job productivity. Furthermore, 60% and 4% of the respondents strongly agreed and agreed that mentoring relationship develops the habit of trust and confidentially in the library. More also, 40% and 30% of the respondents strongly agreed and agreed that mentoring relationship develops the habit of trust and confidentially in the library, other responses (60% strongly agreed and 14% agreed) that mentoring helps to establish a connection to senior colleagues and build peer librarians network which lead to job employment and employability.

Research Question 3: What are the challenges to effective mentoring for enhancing employment and employability in Library and Information Science Education?

Table 3: The challenges to effective mentoring for enhancing employment and employability in Library and Information Science Education.

ITEMS	SA	A	D	SD
	%	%	%	%
Unconstructive criticism by the mentor to the mentee	45	30	17	8
Lack of adequate facilities required for e-mentoring of librarians	59	25	12	4
Development of inappropriate emotional feeling by the mentor or the mentee	60	16	20	4
Lack of sincere desire to share knowledge by the mentor	71	9	15	5
Absence of mentoring orientation in the practice of librarianship	47	33	12	8

Table 3 reveals that majority of the respondents 45% and 30% agreed and strongly agreed that unconstructive criticism by the mentor to the mentee is a major problem militating against the mentoring, this is followed by 59% and 25% who strongly agreed and agreed that lack of adequate facilities required for e-mentoring of librarians is also a problem to effective mentoring. Furthermore, 60% and 16% of the respondents strongly agreed that development of inappropriate emotional feeling by the mentor or the mentee is a challenge facing mentoring. More so, all other respondents (71 % strongly agreed and 9% agreed, 47 strongly agreed and 33% agreed respectively that lack of sincere desire to share knowledge by the mentor and absence of mentoring orientation in the practice of librarianship are problems militating against the mentoring for enhancement of employment and employability in LIS.

Research Question 4: What are the solution to overcome challenges to enhance employment and employability in Library and Information Science Education?

Table 4: The solution to overcome challenges to an enhanced employment and employability in Library and Information Science Education

ITEMS	SA	A	D	SD
	%	%	%	%
The objectives /expectation of the mentoring relationship should be specific and clear	60	20	12	8
There should be good communication from the library management in the mentoring process	70	8	20	2
Adequate training should be organized for both mentors and Mentees	60	4	10	16
The mentor and the mentee should have interpersonal and professional skills	40	30	22	8
There should be clearly defined roles and responsibilities.	60	14	6	20

Table 4 indicate that the majority of the respondents strongly agree and agree that all the five solution listed in table 4 would help in overcoming the challenges to effective mentoring in LIS for employment and employability. These include; the objectives /expectation of the mentoring relationship should be specific and clear (60% strongly agreed and 20% agreed); there should be good communication from the library management in the mentoring process (70% strongly agreed and 8% agreed); Adequate training should be organized for both Mentors and Mentees (60% strongly agreed and 6% agreed); mentor and the mentee should have good interpersonal and professional skills (40% strongly agreed and 30% agreed) and there should be clearly defined roles and responsibilities (60% strongly agreed and 14% agreed) respectively.

Conclusion

Based on the result of this study, it can be concluded that some of the programmes for effective mentoring in LIS University of Benin includes provision of sponsorship to conferences,

seminars and workshops in the library, provision for on the job learning/staff development opportunities, orientation programmes and provisions for skill development models in the library. Furthermore, enhancement of job employment and employability, improvement of team work and cooperation in the work environment, collaboration between senior and junior librarians, development of the habit of trust and confidentially in the library and establishment of a connection to senior colleagues and building of peer librarians network which lead to job employment and employability of librarians are the major benefit of mentoring in LIS.

Unconstructive criticism by the mentor to the mentee, lack of adequate facilities required for e-mentoring of librarians, development of inappropriate emotional feeling by the mentor or the mentee, lack of sincere desire to share knowledge by the mentor and absence of mentoring orientation in the practice of librarianship are problems militating against the mentoring for enhancement of employment and employability in LIS. The study advocate that objectives /expectation of the mentoring relationship should be specific and clear, there should be good communication from the library management in the mentoring process, adequate training should be organized for both mentors and mentees, mentor and the mentee should have good interpersonal and professional skills and there should be clearly defined roles and responsibilities.

Recommendations

Based on the findings and conclusion of this study, it is recommended that;

- University libraries need to establish and develop formal mentoring programmes which will meet the needs of both the institutions and the staff in the field of LIS for enhancement of employment and employability of librarians.

- There should be mentoring programmes to cover important cycles in mentorship such as orientation programmes on mentoring and its benefits. This should be frequently organized by libraries and professional associations.

- Since mentoring creates good and conducive environment for both experienced and less experienced librarians it will enhance employee development through skill acquisition and consequently ensure success in employability of librarians.

- A concerted effort should be made to sensitize both the mentors and the mentees in changing their attitudes towards mentoring relationships for the benefit of the profession.

- Finally, mentors and mentees should be given adequate training by individual library administrators to alleviate the challenges to effective mentoring in LIS.

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