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MENTORING AS A TOOL FOR JOB SATISFACTION AMONG LIBRARIANS OF FEDERAL UNIVERSITY IN NORTH-EAST NIGERIA

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Abstract
This study examined mentoring as a tool for job satisfaction among librarians of federal universities in North-East Nigeria. The study adopted a survey research design. The population consisted of 189 Librarians drawn from the seven federal universities in North-East, Nigeria, from which all 189 were considered for the study due to the manageable size of the population. The research instrument used was a self-developed questionnaire. Data were analyzed using descriptive andinferential statistics. The study revealed that extent of mentorshipamong librarians of federal universities in North-East Nigeria was high. The study also revealed that the level of job satisfaction among librarians of federal universities in North-East Nigeria was low. The study further revealed a significant relationship between mentoring and Job satisfaction ($R = .325$, $p < 0.05$). The study, therefore, recommended that librarians in federal university libraries in North-East should sustain their level of mentoring in order to enhance their level of job satisfaction

Keywords: Mentoring, Job satisfaction, Librarians, North-East

Introduction

Librarian as custodian of information and knowledge need to be aware of new trends in the field of information science as more trends have been developed almost on daily basis. As more upcoming librarian or young librarian are emerging there is need for the older librarians or more advance librarian to train the upcoming ones. Like any other profession librarians need to acquired more training whether in formal setting or non-formal setting to equipped themselves for life, because the information environment demand continual renewal of skills. Professional development of librarians is of paramount importance as it brings about job satisfaction and career development. For librarian to be satisfied and

develop their career, there is a need for mentor and mentee relationship among librarians. Mentoring holds both the great potential for enhancing career success as well as the possibility of contributing to career blunders. Mentoring is focused primarily on the career development of someone less experience in field such as business and academic, (Chopra, Arora and Saint 2018).

Mentoring is an informal relationship that develops naturally in the work place or between professional colleagues. This type of relationship would be of benefit to individual in both career (or professional) and psychosocial (or personal) dimensions, (Ozioko, Echezona and Osadebe 2012). Therefore, mentoring is a relationship between two people with the goal of professional and personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee." A *mentor* is an individual with expertise who can help develop the career of a mentee. A mentor often has two primary functions for the mentee. The career-related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work–life balance.

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

Mentoring according to Howland (2018) provides many benefits to the library, its librarians and users, hence, he stated that “in almost all professions, and certainly librarianship, the formation of mentoring relationship has been shown to be one of the most significant factors in contributing to retention, promotion and long-term success which are perfected through mentoring on job duties. Mentoring conveys mutual respect, a common interest and a desire to grow professionally. Mentors are role models that explain the rudiments of a task and allow the mentee to accomplish them based on the knowledge provided by the mentor. A mentor does not spoon feed the mentee rather the mentor is cognizant of the intellectual capacity of the mentee and is ever willing to help it grow.

Mentoring being aligned to career development cannot be overemphasized. Mentoring has the ability to influences individual's conception of his world, his attitude work assignments, visibility and the way he mentors others. There are certain career areas of an individual's job that can only be improved by a close interactive relationship by the colleague he/she admires in the way he works, hence the need to explore these potentials inherent in a mentor. Despite the importance of mentoring in all organizations and university libraries in particular, most librarian do not engage in mentoring due to low level of job satisfaction.

According to Udomisor and Haruna (2010) job satisfaction does not only mean materials advantages that accrue to the employee from job, but also psychological satisfaction provided by the work environment. This may come as a result of peaceful and harmonious relationship with his or her co-worker with whom he or she enjoys working. The end result of this would be seen in efficiency and productivity of the worker on the job. Job satisfaction connotes the overall feeling of an employee about people, rewards, procedures and the degree of emotional stability on the job. It could also be perceived as a psychological state propelled by unquantifiable satisfactory work condition (Somvir, 2013). The strategic and fundamental position of job satisfaction as determinant of employees' attitude to work is therefore cardinal in any organization. It could also be seen as the extent of response to the expectations and needs of employees as measured with ideal global practice. The concept of job satisfaction as related to this study is employers' response to expectations and basic needs of librarians and their corresponding attitudes to service delivery in the library.

Salami (2006) is of the view that job satisfaction entails a situation where the employee could attain values compatible with his needs, ability to cope with mentally challenging work, having personal interest in the job; doing works which are not physically tiring and receiving commensurate rewards for work done; availability of working conditions compatible to individual physical needs. He further stressed that job satisfaction could be attained when a work place provides a good social relationship between the employees and the management with whom he works with. Therefore, job satisfaction refers to employees' satisfaction with the general work characteristics and it affects the morale of workers. It also relates to the expectations of an employee on the job and the degree of happiness derived from the condition of service.

Statement of the Problem

Mentoring is expected to enhance job satisfaction among employees and librarians in particular librarians. Despite the significance of mentoring to the

growth and job satisfaction among librarians. Observation has shown that there is low level of mentoring among librarian in federal universities in Nigeria and North-East in particular. It on this background that this is set to investigate the relationship between mentoring and job satisfaction among librarians of federal university libraries in North-East, Nigeria.

Objective of the Study

The objectives of the study are:

1. To evaluate the extent of mentorship among librarians of federal universities in North-East, Nigeria
2. To ascertain the level of job satisfaction of librarians of federal universities in North-East, Nigeria
3. To determine the relationship between mentoring and job satisfaction of librarians of federal universities in North-East, Nigeria
4. Identify the factors hindering mentoring among librarians of federal universities in North-East, Nigeria

Research Questions

Two research questions guided this study:

1. What is the extent of mentoring among librarians of federal universities in North-East, Nigeria?
2. What is the level of job satisfaction of librarians in federal universities in North-East, Nigeria?
3. What is the relationship between mentoring and job satisfaction of librarians in federal universities in North-East, Nigeria?
4. What are the factors hindering mentoring among librarians of federal universities in North-East, Nigeria?

Hypothesis

The Hypothesis was tested at 0.05 level of significance:

H0: Mentoring has no significant relationship with job satisfaction of librarians of federal universities in North-East, Nigeria

Review of Related Literature

Apart from the major functions of providing services to its immediate community, the library is a growing organ that needs food for healthy growth. The growth of the library in this regard is a task for the Librarians and a daunting one at that, considering the fact that they are faced with other duties to their community. This brings us to the crust of this work which is mentoring as tool for job satisfaction.

Famaren and Member (2021) examined the Level of awareness of mentoringpractices for professional development by librarians in university libraries in North Central Nigeria. The study found that the level of mentoring among librarians to be low. While Japheth (2019) investigate Job satisfaction among librarians in Nigerian public universities. The result revealed a high level of job satisfaction among librarians in public universitylibraries in Nigeria

Levenson, Vanderstate, and Cohen (2016) investigated mentoring as a tool for job satisfaction and productivity of managerial staff and the result revealed that mentoring has positive influence on their job satisfaction. Similarly, a study by Scandura, Lailho and Brandt (2012), equally established that mentoring is positively related with job satisfaction. Lo, Ramayah, and Kui (2021), studied effect of mentoring on job satisfaction in Malaysia, revealed that mentoring has a significant positive relationship with all dimensions of job satisfaction. Ross (2018) examined the relationship between mentoring and job satisfaction in public and private college and university academic libraries in California. The findings revealed that mentoring had significant positive relationship with job satisfaction in public and private college and university academic libraries in California.

In Nigeria Onuoha, Zubairu, and Akinwoye, O. A (2017), investigated mentoring effectiveness and job satisfaction of library personnel in private universities in South-West, Nigeria. The results revealed that there is a significant positive relationship between mentoring effectiveness and job satisfaction. On the other hand, Sizer (2018), examined the effect of mentoring on job satisfaction of Air Force Academy Faculty in the United States which revealed that mentoring is not related to job satisfaction. This was, however, in contrast to the findings of Onuoha, Zubairu, and Akinwoye, O. A (2017). While most of the literature reviewed on job satisfaction, were from Nigeria and directly linked to libraries, literature on mentoring effectiveness as it relates to job satisfaction were mostly carried out in the Western world. This study is, therefore, necessary to provide a reference work for future studies as it affects private university libraries in Nigeria.

Research Methodology

Survey research method has been adopted for this study. The population of the study comprised 189 librarians drawn from the four federal and state universities North-East, Nigeria. The sampling technique adopted for this study is total enumeration due to manageable number of the librarians. This implies that all librarians in these universities form the sample size of this study. A self-structured questionnaire was the instrument used for the collection of data. The data was analysed with descriptive statistics using tables and mean.

Data Analysis

Research Question One: What is the extent of mentorship among librarians of federal university libraries in North-East, Nigeria?

Table 1: Extent of mentorship

S/N	Extent of mentorship	Very High Extent	High Extent	Low Extent	Very Low Extent	Mean	SD
		F(%)	F(%)	F(%)	F(%)		
1	My mentor takes a personal interest in my career Development	40	116	22	11	2.98	.750
2	My mentor helps me to coordinate professional goals.	41	110	20	18	2.92	.837
3	My mentor coaches me on my Job	38	114	21	16	2.92	.805
4	My mentor encourages me to take advantage of professional development Programmes	38	114	21	16	2.92	.805
5	My mentor gives adequate time to my work	38	114	21	16	2.92	.805
6	My mentor takes interest in my work	38	114	21	32	2.92	.805
7	My mentor provides me with information on promotion opportunities Regularly	38	114	21	32	2.92	.805
8	My mentor gives me a lot of assignments that can enhance my growth on my job.	38	114	21(10.9)	32	2.92	.805
9	I discuss private issues with my mentor	38	114	21	32	2.92	.805
10	I see my mentor as a friend	38	114	21	32	2.92	.805
11	I socialise with my mentor	38	114	21	32	2.92	.805
12	I keep in touch with my mentor during work hours	39	111	22	17	2.91	.822
13	My mentor and I confide in each other	38	110	25	16	2.90	.817
14	I often have lunch with my Mentor	37	114	20	18	2.90	.823

16	I respect my mentor's professional skills.	86	101	-	2	3.45	.529
17	I generally like my mentor's Lifestyle	86	101	-	2	3.45	.529
18	I respect my mentor's ability to bring up others.	94	78	6	11	3.35	.794
	Average Mean Score=3.03, Total average mean response Score= 41						

Key: VHE = Very High Extent, HE = High Extent, LE = Low Extent, VLE = Very Low Extent, M = Mean, SD = Standard Deviation; AM = Average Mean

Table 1: presents the **extent of mentorship**.

Overall, the extent of their **mentorship** was found to be high with a minimum mean of 2.91 on the scale of 4.

The results shows that majority of the librarians in the sampled universities could imitate their mentor, respect their mentor's professional skills and generally like their mentor's lifestyle with the highest (Mean=3.45, SD=.529) followed by those who respect their mentor's ability to bring up others with (Mean=3.35, SD=.794). While those who responded that my mentor and I confide in each other and who often have lunch with their mentors (Mean=2.90, SD=.819) and (Mean=2.90, SD=823) respectively. Therefore, there is a high level of mentorship among librarians in federal universities in North-East. The small values of the standard deviation revealed that there was a concentration of the distribution around the mean. However, the degree of mentorship among librarians in federal University libraries in North-East to be high.

Research Question Two: What is the level of job satisfaction of librarians in federal university libraries in North-East?

Table 2: Level of job satisfaction of the respondents

Statement	VH, 4	H, 3	L, 2	VL, 1	M	SD	AM
Promotion							
My promotion is regular	78	98	0	13	3.28	.77	
My immediate boss is interested in my career progress	68	86	36	0	3.17	.72	
My boss recommends me for promotion regularly	10	2	68	109	1.54	.77	
My promotion corresponds with the level of my input in the library	8	0	95	86	1.62	.69	2.57
My promotion boosts the level of my job performance	86	76	6	21	3.22	.94	
Conducive work environment							
My office is conducive for working	9	0	81	98	1.59	.75	
My workmates are friendly	95	68	9	17	3.29	.90	
I am happy to go to work everyday	36	83	68	2	2.83	.73	
I have the resources I used to work effectively	2	2	81	104	1.46	.52	2.29
Employee recognition							
My opinion on work issues is respected	0	2	130	57	1.71	.47	
I am allowed to use my initiative on the job	0	2	102	85	1.56	.51	1.52
I am well respected	0	2	53	134	1.29	.47	
Overall mean							2.13

Key: VH = Very High, H = High, L = Low, VL = Very Low, M = Mean, SD = Standard Deviation; AM = Average Mean

Decision Rule: 1-1.4 = VL (Very Low), 1.5-2.4 = L (Low), 2.5-3.4= H (High), while 3.5-4 = VH (Very High) the criteria mean =2.50 that is that is 4+3+2+1=10 ÷ 4 = 2.5. This implies that any score less than 2.5 is consider low

It can be deduced from Table 2 that librarians in federal university libraries in North-East considered their level of job satisfaction to be low, judging by the average mean score of 2.13 on the scale of 4. Similarly, pertaining to recognition as a predictor of job satisfaction, it was low (average mean= 1.52), this implies that the

librarians in federal university libraries in North-East investigated were not well respected in their universities. In relation to conducive work environment, it was also low (average mean= 2.29), meaning that the environment were the library staff investigated work was not conducive enough. Promotion opportunities was high (average mean =2.57). This implies that the librarians in federal university libraries in North-East are promoted regularly and this may improve their level of job satisfaction.

Research Question Thee: What are the factors hindering mentoring among librarians of federal universities in North-East?

Table 3: Challenges associated to effective mentoring among librarians in federal university libraries in North-East

S/N	Items	SD	D	U	A	SA	Mean(x)
1	Lack of sincere desire to share knowledge by the mentor	5	73	3	89	19	2.73
2	Inability of both the mentor and the mentee to keep to the goals and objectives of the relationship	16	57	5	92	19	2.70
3	When the objectives of mentoring are not specific, like in informal mentoring	24	49	-	92	24	2.77
4	Absence of mentoring orientation in the practice of librarianship	5	57	3	97	27	2.56
5	The mentee becoming too dependent on the mentor	-	62	11	103	13	2.64
6	Development of inappropriate emotional feeling by the mentor or the mentee	27	46	3	76	37	2.73
7	Broken confidence in both mentor and the mentee	11	51	-	108	19	2.61
8	Insubordination on the part	19	54	8	84	24	2.79

	of the mentee						
9	Unconstructive criticism by the mentor to the mentee	68	-	-	97	24	2.59
10	Inability of the mentee to open up during interaction	5	78	5	78	23	2.83

Table 3 shows the distribution of responses in answering the research question 'What are the challenges to mentoring among librarians' federal university libraries in North-East in Nigeria. Majority of the respondents 108(57.1%) responded that inability of the mentee to open up during interaction was the most challenge faced in mentoring librarians. This was followed by item 8 insubordination in the part of the mentee' where mean of 2.79 of the respondents responded was also a challenge to mentoring for librarians. Item 4 and 9 'absence of mentoring orientation in the practice of librarianship' and 'unconstructive criticism by the mentor to the mentee' also hadhigh response rate after the first two mentioned as mean 2.56 and 2.59 of the respondents agreed that this was a challenge often witnessed in mentoring for capacity building of librarians. The least challenge faced in the mentoring process was item 10 'inability of the mentee to open up during interaction' where mean 2.83 of the respondents answered in the affirmative that it was a challenge to mentoring for capacity building of librarians North-East in Nigeria.

Hypothesis: There is no significant relationship between mentoring and Job satisfaction of librarians in federal university libraries in North-East. This was tested using Pearson Product Moment Correlation analysis and the result is presented in Table 4.

Table 4: Pearson Product Moment Correlation Analysis of mentoring and Job satisfaction of librarians

Variables	N	Mean	SD	R	Sig.	Remark
Mentoring	334	2.98	.452	.325	.000	Significant
Librarian's Job satisfaction	334	2.76	.757			

Sig at 0.05 level

Table 4. shows the relationship between mentoring and librarians' Job satisfaction in librarians in federal university libraries in North-East of Nigeria using Pearson Product Moment Correlation (PPMC). The result shows a

significant relationship between mentoring and Job satisfaction (R = .325, $p< 0.05$) with a positive coefficient which means that the higher the level of mentoring given to librarians, the higher their level of job satisfaction among librarians in federal university libraries. Therefore, the null hypothesis that there is no significant relationship between mentoring and Job satisfaction of librarians in federal university libraries in North-East is rejected.

The result shows a positive relationship between mentoring and Job satisfaction of librarians in federal university libraries in North-East of Nigeria in this study. This implies that despite the low level of job satisfaction among librarians the result shows a significant relationship between mentoring and Job satisfaction of librarians in federal university libraries in North-East of Nigeria. Therefore, it is pertinent to sustain mentoring programs to groom in librarians in Federal University libraries in North-East of Nigeria as a means of increasing their Job satisfaction.

Discussion

The study found that the extent of their **extent of mentorship** among librarian in federal universities in North-eastern Nigeria is high. This negate the view of Famaren and Member (2021) who found that the level of mentoring among librarians to be low. The finding of this study also revealed that librarians in federal university libraries in North-East exhibited low level of job satisfaction. This finding also negates the finding of Japheth (2019) who also found a high level of job satisfaction among librarians in public university libraries in Nigeria.

The result shows a positive relationship between mentoring and Job satisfaction of librarians in federal university libraries in North-East of Nigeria in this study. This the findings contradict the finding of Sizer (2018) who found that mentoring does not relate with job satisfaction among Air Force Academy Faculty in the United States.

Conclusion

The study, therefore, concludes that mentoring among librarians in 21st century is very important because it allows mentee to develop His/hers skills for professional development in librarianship. Today's information society requires new information-related skills and senior librarians need to mentor the junior ones in order to equip themselves with skills.

Recommendations

Based on the findings of this study, the following recommendations are hereby proffered:

1. Librarians in federal university libraries in North-East should sustain their level of mentoring in order to enhance their level of job satisfaction.
2. Librarians in federal university libraries in North-East should Librarians in federal university libraries in North-East should also recognise the mentoring as a raise their level of job satisfaction.
3. Librarians in federal university libraries in North-East should develop confidence in both mentor and the mentee so as to overcome all the hindrances to mentorship

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