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Full Length Research

Mentoring as a Correlate of Career Development of Academic Librarians in Some Selected Tertiary Institutions in Lagos State, Nigeria

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The research was conducted to determine the relationship of mentoring and career development among academic librarians in selected tertiary institutions in Lagos State, Nigeria. The research population was made up of 57 academic librarians drawn from six tertiary institutions from the area under study. The descriptive survey was the research design used for the study. The respondents were chosen through use of stratified random sampling, out of 57 copies of the research instruments administered, 53 representing 92.98% return rate was recorded. Data was analysed using descriptive and inferential statistics. Results from correlation coefficient showed a weak positive significant relationship between benefits of mentoring and mentoring methods adopted by academic librarians for career development. The study recommendations made on the basis of its findings were that: needs' assessment of the forms of mentoring methods adopted should be done on the target audience in order to achieve the expected and desired outcomes; and that library management should enlighten both parties on the importance and benefits of mentoring in the profession. Also, mentors should sharpen new skills to achieve mentoring efficiency and effectiveness; equal opportunity for mentoring for career development should be given to new entrants to the profession in order to achieve success in the long-run. Moreover, adequate training should be given by library management from inception to mentors and mentees so that they can know what is expected of them to prevent possible abuse of the programme. In addition, mentoring for career development of academic librarians should be institutionalized in order to make for continuity, sustainability and relevance of the profession at all times. Finally, adequate funding should be made available on a continuous basis to be able to sustain the mentoring programmes for career development.

Key Words: Academic Librarian, Career Development, Mentoring, Tertiary Institutions, South West Nigeria.

INTRODUCTION

There is a synergy between mentoring and career development as both seems to revitalize each other. Mentoring if administered appropriately is likely to invigorate the mentees in the pursuit of their career to a successful end. The mentor on the other hand, is likely to grow in the mentoring experience and derive lots of fulfilment in their career pursuit seeing the product of their mentoring effort succeeding. The profession of librarianship from the forgoing summation needs to integrate both formal and informal mentoring according to (Tejup, 2016) at the professional association level to encourage career development and sustainability for the benefit of both young and upcoming librarians, as well as help establish senior and experienced ones. The professional associations in librarianship at various levels can take up the challenge of setting standards for mentoring in order to set rules and regulations that will bring about appropriate ways of mentoring to avoid abuses on both the mentor and mentee. It is envisaged that when standards are set at various professional levels, the benefits of mentoring for career development will be actualized and sustained in the librarianship profession.

Problem Statement

Mentoring amongst professionals is undertaken to help young, upcoming and new entrants to achieve success in their career. Mentoring for career development provides opportunities for less experienced professionals generally, and in librarianship in particular to benefit from the wealth of the more experienced librarians to accomplish a fulfilling career. However, it has been observed that mentoring in librarianship for career development is very low, if not completely absent when compared to other disciplines like Law, Medicine, Engineering and Accounting (Hetric, 2015). This low or near absence of mentoring in librarianship may have risen due to ignorance of the immense benefits of mentoring for career development observed in the profession of librarianship in contrast to what is obtainable in some of the professions aforementioned. It is on the basis of this observed gap in mentoring for career development in librarianship and the envisaged adverse consequences therein, and urgent need to ameliorate the situation that has informed the carrying out of this research on mentoring as a correlate of career development of academic librarians in area under study.

Research Questions

The research questions are:

1.   What are the mentoring methods utilized by academic librarians in selected tertiary institutions in Lagos State, Nigeria?
2.   What are the benefits of mentoring for career development of academic   librarians ?
3.   What are challenges of mentoring and career development among academic librarians?

Research Hypothesis

H_0: There is no significant relationship between the benefits of mentoring and the mentoring methods applied by academic librarians.

Literature Review

Career Development of Academic Librarians

The career of academic librarians needs to be developed in order to attain career fulfilment. Career, according to Creed and Hood (nd) is not merely a job, nonetheless a lifetime endeavour encompassing behaviours, approaches and mental state in an evolving procedure motivated by individual's work , life objectives and streamlined by the organizations that employed them. In essence, career comprises of arrays of employment know-hows that develop over time; as individual usually progress over each continuous professional step along this evolutionary route (Hedge & Reineer, 2017). While career development on the other hand, deals with an elongated period and multifaceted procedure affected by mental, sociological, educational, physical, economic, ecological and unexpected causes that unite to shape it during an individual's lifespan. Furthermore, career development, offers workers with a prospect to

acquire and cultivate the essential expertise to participate in lifetime profession   preparation. It is the sequences of actions or the standard lifetime procedures of evolving one's profession. Career development also denotes the act of handling one's vocation within an organizational or between organizational environment. This entails the act of training on novel expertise, taking greater job assignments, making intra career switch within same organization, migrating to a different business, or beginning individual's private business. Career development is straightly connected to the aims and intentions set by individuals, and begin with self-actualization and self-assessment of individual's   interest and abilities. The choice made   is then married with the various options that are available. The one   in question needs to train himself/herself to obtain the expertise required to be in a position to carry on successfully in the chosen career. Subsequently, the acquisition of the desired competency, should be marched with job performance to achieve the goal and targets set (Shaito, 2019; Kumar, nd). Summarily, Career is likened to what people engage in to be fulfilled in life and in turn earn income to make a living. While career development in essence, is the occupation people are in love with and they engage in one form of training or the other, to acquire skills, knowledge and experience in order to practice in the profession to render services in return for financial rewards and professional satisfaction.

Antoniu (2010) posited that career development has three comprehensive stages: initial, schools and post-secondary colleges and universities that provide fledgling individuals with pertinent work place expertise, knowledge and outlooks that make them ready for playing   their role in the sphere of work. Subsequently, fledging individual   acquire   the capabilities to close   the pace between going to prescribed educational institutions and resolving into a life that encompasses a complete period of employment. Third, development takes place within the work environment , as people are inducted and prepared to meet the requirements of their establishments. This stage by implication has an establishment's motivation, meaning that much of this development is directed at organizational effectiveness, though career development in this perspective can and does profit individual workers. Personnel at this point in time are integrated to the ethos and requirements of their assignments, and they obtain continuing training and direction on how to   get familiarized with internal   changes that are likely to occur in their organization. Hence, the career development of academic librarians should be geared towards engaging in training and development of their professional competencies. This in turn, will equip them with the needed skills and capabilities to be in a vintage position to offer the needed services that will guarantee users satisfaction   as well as lead to their career fulfilment.

Mentoring of Academic Librarians

Mentoring is an essential ingredient of all professions, as well as in Library and Information profession   particularly in the present information age. Mentoring equips young and upcoming professionals to master the fundamentals and ethics of their professional practices. Mentoring of academic librarians has become very necessary in order to equip the young and upcoming librarians to meet the challenges of effective and efficient service delivery of the 21st century. Kumar (nd) stated that mentoring involves a worker training scheme in which a knowledgeable individual is allocated to act as a guidance counselor, guide to a less knowledgeable or a less-informed person. There are two individuals involved in mentoring, and they are the mentor and the mentee. The mentor can be elder or younger   than the mentee nonetheless more knowledgeable in that area. The aim of a mentor is to assist   mentee realize the hidden abilities. As an   outcome of mentoring, the fledgling professionals form   rapport with   elderly and more knowledgeable and experienced specialists.

Yurtseven & Altun (2011) defined mentoring as a procedure of academic, mental and emotional development founded on comparative frequency programmed consultations done at a periodically lengthy period and ,   mentors assent individual obligation as proficient and reliable non- parental figures for noteworthy development of other persons. It is conventionally, apparent as a dyadic, person- to- person, lengthy- term association between a superintendent mature person   and a beginner scholar that forester's the mentees specialized, academic, or individual development. Mentors assist the mentee to relate knowledge gained in school to daily life, and to interpret life experiences into education prospects. They also advance academic expertise by assisting with school projects and boosting the use of libraries and community resources to enrich their professional growth. Furthermore, three fundamental features are perceived in the definition of mentoring and they are: Primarily, the mentor is perceived to have superior knowledge or insight than the mentee. In addition, the mentors are perceived to offer direction and training to expedite the improvement of the mentee. Subsequently, there is an emotional tie reflected by a sense of conviction between the mentor and mentee. The profession of librarianship in the academic institutions requires these three core elements as identified in the definition of mentoring to groom academic librarians to have a fulfilled career in the long run.

Similarly, Hetric (2015) defined a mentor as someone who undertakes to give assistance and instruction to less knowledgeable and regularly fledgling professional. Hetric, went further to disclose that in the Greek Mythology, Odysseus assigned his colleague mentor to take care of the son Telemacus while fighting with the Trojans. Likewise, Athena, the custodian of wisdom is assumed to have often taken the duty of a mentor and communicate knowledge

and guidance to the young Telemacus. Nonetheless currently, a mentor is frequently used for both individual and specialized purposes. Correspondingly, it can be a formal or informal association (Williams, 2019 & James, 2015). Formal mentoring arrangements are found in professions like medicine, business, technical skill, and education which includes librarianship. Formal mentoring has been defined as structurally and funded progressive affiliation in which a more skilled high-ranking mentor and a less skilled low-ranking apprentice are merged to share institutional knowledge and at the same time advance the career of a younger professional for a specified period. While informal mentoring does not follow an organized or sponsored regimen as is obtainable in a formal mentoring.

Subsequently, mentoring means are developed and executed and entrenched in the diverse theoretical frame works such as developmental, learning, and social perspectives. (Domingguez & Hager, 2013). In the developmental mentoring theoretical framework, mentoring is supposed to be seen as a support device throughout the interim phase in one's personal, academic or professional life. Developmental theories of mentoring are recurring philosophies which designate mentors and mentees interactions as they transmit to definite growing phases. Contrary to the developmental mentoring, the learning theory outline stresses on the import of affiliated education and the mentor as an enabler. The diverse knowledge philosophies elucidated in this outline consist of constructivism, behaviourism, cognitivist theory and social learning theory. In contrast to the mentor backing up the mentee through diverse developmental phases, the mentor expedites self- directed learning in mentees to stimulate poise. Hence, mentoring outlined by learning theory is exemplified by highlighting on making accessible critical response on the part of the mentor and reflecting analytically from the mentee.

Chin, Sosik, & Yun (2012) deliberated on three kinds of mentoring and mentoring backing emanating from the institutional literature to be: career backing, psychological backing and role modeling. Career support, according to Chin, Sosik, & Yun, involves providing stimulating projects, assigning job coaching, funding career advancement, nurturing affirmative publicity and prominence, and shielding apprentices from hostile institutional powers. This is at variance with psychological backings that emphasis more on problems sharing, affiliation building and endorsing mentees actions. The third type of mentoring backing, role modeling, identifies the significance of the mentor's actions, ideals and approaches in mentees superintending. The professional librarianship in particular, requires the three types of mentoring and mentoring support backing; career backing, psychological and role modeling to be able to withstand the vicissitudes of career development in the present globalized information age.

Mentoring Benefits and Career Development of Academic Librarians

Mentoring is a necessity for the enhancement of career development of academic librarians. Mentoring acts as a facilitating tool for career development in academics, business and personal development. Mentoring is an integral component of career development because it provides the needed platform for academic, business and personal development by connecting a knowledgeable and more well-informed person to a less knowledgeable or experienced person to act as a counsellor or advisor. (Kumar, nd). The opportunity of learning and developing new skills which are very essential to engage in life and career planning is made possible through mentoring. This is because it provides training system that enables the mentees to discover their potentials leading to career development in the long- run. Mentoring also build a connection between the mentor and mentee who is on a voyage of career development. The established relationship provides the forum for regular contact that enables the mentee to draw from the mentor's wealth of knowledge and experience. This in turn exposes the mentee and helps to build his/her confidence, skills, knowledge, stability and sustainability in professional practices according to (Peterson, 2015).

Furthermore, mentoring is found everywhere in schools, colleges, universities, churches and businesses. Mentoring is also practiced in forms of job exploration, tutoring, and role plays which are aspects in which career development are facilitated. Hence, all these mentoring practices and means of career development facilitating helps to increase the visibility, productivity, experience and competence of academic librarians, which will ultimately lead to promotion, rewards, recognition and awards, and career advancement as confirmed by (Hedge & Rinear, 2017).

Challenges of Mentoring Connected with Career Development of Academic Librarians

There are various challenges of mentoring connected with the career development of academic librarians. The challenges encountered in the process of mentoring for career development is seen in every profession generally and with academic librarians in particular. All the challenges enumerated in these studies were also experienced by librarians in private universities in South West, Nigeria as indicated by Fasola & Mamudu (2020). Some of these challenges emanates from the mentor, mentees and the employing institutions. Some of the challenges that emanates from the mentor has to do with the issue of lack of sincere desire to share the much needed knowledge that will be of

immense benefit to the mentees career development according to (David-West & Nmecha, 2019). Another challenge of mentoring for career development that is often seen from the mentor's side is the issue of unconstructive criticism to the mentees which is likely to discourage rather than help in enhancing their career development. Furthermore, when the mentor does not specify the objectives of informal mentoring there is every possibility that problems will arise that will hinder rather than enhance the career development of the mentee (David- West & Nmecha).

On the side of the mentee, some of the challenges that are likely to manifest are the issues of too much dependency on the mentor which is likely to hinder their growth and development in their career. Also, the issue of insubordination, which is likely to make it impossible for the mentor to impart the much needed knowledge to the mentee may cause retrogression in the career development of the mentee because nobody will want to associate with a fellow that does not heed to advise and instructions. Inability of mentees to open up during mentoring period is another major challenge in the process of mentoring for career development. This inhibitive attitude may not allow the mentor to identify areas of need and address them appropriately.

In another vein, the challenge that comes from both the mentor and mentee in the course of mentoring of academic librarians for career development bothers on their inability to keep to the goals and objectives of their relationships. When there is a violation of the rules of engagement of the mentoring process by either of the parties involved, the goals and objectives of the whole exercise will not be accomplished according to (David- West & Nmecha, 2019). This will be to the detriment of the mentor and mentees career development. Other issues of challenge to mentoring of academic librarians have to do with development of inappropriate emotions either on the part of the mentor or mentee. This is likely to lead to diversion and distraction from the main purpose of mentoring which is to enhance the mutual career development of both the mentor and mentee. Broken confidence is yet another challenge of mentoring academic librarians. When this happens, it creates a trust deficit which is inimical to achieving success in mentoring. This will hinder lifelong learning which mentoring is meant to ingrain in the mentee for career development and success.

Research Method

The researchers adopted survey research design for this study; and the   population was fifty-seven (57) academic librarians in six (6) public Tertiary Institutions in Lagos State, Nigeria. Stratified random sampling was used to select librarians from the selected institutions. The researchers randomly selected the institutions sample size from the public tertiary institutions in Lagos State, Nigeria.   Structured questionnaire titled: Mentoring as a Correlate of Career Development of Academic Librarians in Public Tertiary Institutions in Lagos State, Nigeria. (MCCDALPTILSN) was used in data collection. Complete data eventually collected from (53) respondents representing (92.98%) response rate were analysed using descriptive statistics such as frequency distribution, percentages, mean, standard deviation and inferential statistics like simple correlation and regression analysis to arrive at the study' main findings.

Research Findings

Table 1: Mentoring Methods Applied by Academic Librarians for Career Development

S/N	Mentoring Methods	SA (%)	A (%)	D (%)	SD (%)
I	Less knowledgeable librarians eagerly seek advice and guidance from experienced librarians on career development.	18 (31.6)	35 (61.4)	1 (1.8)	3 (5.3)
Ii	Librarians belong to online forums such as LinkedIn, Listserves, Telegram and WhatsApp which help them to share information on career development.	14 (24.6)	37 (64.9)	4 (7.0)	2 (3.5)
Iii	Proficient librarians share professional ideas online with librarians from other libraries.	18 (31.6)	35 (61.4)	3 (5.2)	1 (1.8)
Iv	Less knowledgeable librarians seek career development advice and guidance online from colleagues in other libraries.	13 (22.8)	41 (71.9)	3 (5.3)	-
V	Knowledgeable librarians are formally merge with less knowledgeable ones for direction and instruction in their career development.	13 (22.8)	33 (57.9)	10 (17.5)	1 (1.8)
Vi	Less knowledgeable librarians with similar needs merge with one or two knowledgeable librarians as their leader to dialogue on issues like research productivity, grant proposals, copyright and intellectual property rights etc.	12 (21.1)	38 (66.7)	6 (10.5)	1 (1.8)

Table 1 shows that 93% of the Librarians agreed or strongly agreed that less knowledgeable librarians willingly seek guidance and direction from knowledgeable librarians on career development, 89.5% agreed or strongly agreed that Librarians belong to online forums such as LinkedIn, Listserves, Telegram and WhatsApp which help them to share information on career development and 93.0% agreed or strongly agreed that knowledgeable librarians share specialized ideas online with librarians from other libraries.

Also, 94.7% agreed or strongly agreed that less knowledgeable librarians seek career development guidance and direction online from contemporaries in other libraries, 80.7% agreed or strongly agreed that knowledgeable librarians are officially converged with less knowledgeable ones for direction and guidance in their career development and 87.8% agreed or strongly agreed that less knowledgeable librarians having same needs merge with one or two knowledgeable librarians as their leader to hold discussion on matters that bothers on research productivity, grant proposals, copyright and intellectual property rights etc.

Table 2. Benefits of mentoring methods for career development of librarians in Institutions

S/N	Benefits of mentoring methods for career development of librarians in your institutions	SA (%)	A (%)	D (%)	SD (%)
i.	Mentoring improves confidence in job performance	31 (54.4)	25 (43.9)	-	1 (1.8)
ii	Mentoring build's stability in the career of the librarians.	24 (42.1)	32 (56.1)	-	1 (1.8)
iii	Mentoring enhances lifelong learning among librarians.	22 (40.0)	31 (56.4)	1 (1.8)	1 (1.8)
iv	Mentoring provides incentives to be current with career development issues.	20 (35.7)	32 (57.1)	4 (7.1)	-
v	Mentoring enhances collaboration between senior experienced and junior less experienced librarian for mutual career development.	25 (43.9)	31 (54.4)	1 (1.8)	-
vi	Mentoring opens the understanding and knowledge of factors that lead to career progress.	25 (43.9)	31 (54.4)	1 (1.8)	-
vii	Mentoring relationships helps to build trust and confidence in the librarian.	22 (38.6)	34 (59.6)	1 (1.8)	-
viii	Mentors use the prospect to transmit their expertise and vast experience to future generations.	22 (38.6)	33 (57.9)	2 (3.5)	-
ix	Mentoring helps to successfully induct young librarians into the workings of the library profession.	21 (36.8)	35 (61.4)	-	1 (1.8)
x	Mentoring helps equip mentees to cope with challenges in their career.	25 (43.9)	29 (50.9)	2 (3.5)	1 (1.8)
xi	Mentoring aids to prepare mentees for future management assignments	22 (39.2)	34 (60.7)	-	-

Table 2 shows that 98.2% of the Librarians agreed or strongly agreed that mentoring improves confidence in job performance, 98.2% agreed or strongly agreed that it build's stability in the career of the librarians and 96.4% agreed or strongly agreed that it enhances lifelong learning among librarians.

Also, 92.9% agreed or strongly agreed that mentoring provides incentives to be current with career development issues, 98.2% agreed or strongly agreed that it enhances collaboration amid senior experienced and junior less experienced librarian for mutual career development and 98.2% agreed or strongly agreed that it opens the thoughtful and knowledge of factors that lead to career progress.

Furthermore, 98.2% of the Librarians agreed or strongly agreed that mentoring relationships helps to build trust and confidence in the librarian, 96.5% agreed or strongly agreed that mentors use the prospect to transmit their expertise and vast experience to others and 98.2% agreed or strongly agreed that it helps to successfully induct young librarians into the workings of the library profession.

Lastly, 94.8% of them agreed or strongly agreed that mentoring helps equip mentees to cope with challenges in their career and all the Librarians agreed or strongly agreed that it aids to prepare mentees for future management functions.

Table 3. Challenges Connected with Mentoring for Career Development in Institutions

S/N	Challenges connected with mentoring for career development in your institutions	SA (%)	A (%)	D (%)	SD (%)
I	Absence of genuine aspiration to part with information by mentors	14 (24.6)	34 (59.6)	9 (15.8)	-
Ii	Failure of both the mentor and the mentee to preserve the aims and intentions of the relationships.	13 (22.8)	31 (54.4)	12 (21.1)	1 (1.8)
Iii	Once the purposes of mentoring are not explicit, as in the case of informal mentoring.	12 (21.1)	33 (57.9)	12 (21.1)	-
Iv	Nonexistence of mentoring orientation in librarianship.	11 (19.3)	36 (63.2)	9 (15.8)	1 (1.8)
V	Too much dependence of the mentee on the mentor.	11 (19.3)	34 (59.6)	12 (21.1)	-
Vi	Development of inappropriate emotions either on the part of the mentor or mentee.	12 (21.4)	30 (53.6)	13 (23.2)	1 (1.8)
vii	Broken confidence in both mentor and mentees.	12 (21.1)	35 (61.4)	8 (14.0)	2 (3.5)
viii	Insubordination on the part of the mentees.	12 (21.4)	34 (60.7)	9 (16.1)	1 (1.8)
Ix	Unconstructive criticism by the mentor to the mentees.	12 (21.1)	29 (50.9)	15 (26.3)	1 (1.8)
X	Failure of disclosure of mentees during mentoring period.	14 (24.6)	29 (50.8)	14 (24.6)	-

Table 3 shows that 84.2% of the librarians agreed or strongly agreed that absence of genuine aspiration to part with information by mentors, 77.2% agreed or strongly agreed that failure of both the mentor and mentee to preserve the aims and intentions of relationships, and 78.9% agreed or strongly agreed that once the purposes of mentoring are not explicit, as in the case of informal mentoring, are some of the challenges connected with mentoring for career development in their institutions.

Also, 78.9% agreed or strongly agreed that absence of mentoring orientation in the practice of the profession of librarianship, 82.5% agreed or strongly agreed that too much dependence of the mentee on the mentor, and 75.0% agreed or strongly agreed that development of inappropriate emotions either on the part of the mentor or mentee are some of the challenges connected with mentoring for career development in their institutions.

Lastly, 82.5% agreed or strongly agreed that broken confidence in both mentor and mentees, 82.3% agreed or strongly agreed that insubordination on the part of the mentees, 72.0% agreed or strongly agreed that unconstructive criticism by the mentor to the mentees and 75.4% agreed or strongly agreed that inability of the mentees to open up during mentoring period are also some of the challenges connected with mentoring for career development in their institutions.

Hypothesis One

H_{01}: There is no significant relationship between the benefits of mentoring and the mentoring methods applied.

Table 4: Correlation coefficient of the relationship between the benefits of mentoring and the mentoring methods applied

Variables	Mean	Std. Dev.	N	R	P	Remarks
Mentoring methods applied (%)	71.05	14.00	57	0.470	<0.001	Sig.
Mentoring benefits (%)	79.20	14.44				

Table 4 shows that the mean score of mentoring method applied is 71.05% (std dev. = 14.00%) while mentoring benefits score is 79.20% (std dev. = 14.44%) and the correlation coefficient obtained is 0.47 which shows that there is a weak positive and significant relationship between the benefits of mentoring and the mentoring methods applied ($p < 0.05$). This implied that the more the mentoring methods adopted, the higher the benefits derived from the mentoring process.

Discussion of Findings

This segment deliberated on the main results of the study with regard to previous researches. The conversation aligned with the research questions on which the sources of relationship between mentoring and career development of academic librarians were proven through earlier empirical   researches. The three research questions   and the hypothesis were determined as a result of the influence they had on career development of academic librarians. The research ascertained if the independent variable, mentoring, had any significant effect on the dependent variable, career development of academic librarians in the selected tertiary institutions in Lagos State, Nigeria.

Findings to research question one affirmed that all mentoring methods were applied by librarians in tertiary institutions in Lagos State. This finding is in consonance with Fasola and Mamudu (2020) study outcome. Moreover, on mentoring methods applied by academic librarians for career development, highest percentage of them agreed and strongly agreed: that the less knowledgeable librarians seek career development guidance and direction online from other contemporaries; while the next stated that less knowledgeable librarians willingly seek guidance and direction from knowledgeable librarians on career development. This finding conforms to the study findings of Chopra, Arora and Saint (2018) reported above. This item on table 1 was followed by those who said that knowledgeable librarians part with specialized ideas online with librarians from other libraries. Also, librarians were found to belong to online forums such as LinkedIn, Listserves, Telegram and WhatsApp which help them to share information on career development as Moscovici, Anca-Maria & Grecea, Carmen (2015) supported the use of e-learning and online to enhance mentoring. It was also found that the less knowledgeable librarians with comparable needs align one or two librarians as their leader to hold discussion on matters that bothers on their research productivity, grant proposals, copyrights and intellectual property rights among others.

Findings on the benefits of mentoring to the career development of academic librarians showed that: all the librarians agreed or strongly agreed that it helps to equip mentees for future leadership roles. Five similar responses agreed or strongly agreed that mentoring improves confidence in job performance as well as build's stability in the career of librarians, as well as enhances collaboration between senior/experienced and junior/less experienced librarian for mutual career development, and opens the understanding and knowledge of factors that lead to career progress. The study also found that mentoring relationships helps to build trust and confidence in the librarian. Furthermore, they agreed or strongly agreed that Mentors use the prospect to transmit their expertise and vast experience to others. This finding collaborates that of Arabac and Ersözl (2010) and Peterson (2015) who found similar established relationship. The study outcome also showed that mentoring provides the forum for regular contact that enables the mentee to draw from the mentor's wealth of knowledge and experience. This helps to build confidence, skills, knowledge, stability and sustainability in the professional practices amongst mentees.

Also, the respondents agreed or strongly agreed that mentoring helps to equip mentees to cope with challenges in their career. Lastly, that mentoring provides incentives to be current with career development issues all as a result of drawing from wealth of knowledge and experience according to Peterson, Fasola and Mamudu (2020) which summarily indicated that every one of the advantages of mentoring accrued to the librarians in South West, Nigeria during their capacity building programmes as indicated in table 2.

Furthermore, all the challenges that manifested as a result of mentoring for career development of academic librarians in this study were also noticed and confirmed by librarians in private universities in South West, Nigeria by Fasola and Mamudu study of 2020. Moreover, librarians or participants agreed or strongly agreed that absence of genuine aspiration to part with information by mentors, too much dependence of the mentee on the mentor, wrecked self-reliance between mentor and mentees, unruliness on the part of the mentees, were some of the challenges of mentoring of academic librarians for career development in their various institutions. The approach that provides a platform for the mentor to facilitate self-directed learning in mentees as recommended by Dominguez and Hager (2019). This promotes confidence of the mentee, while   emphasis is on giving evaluative response on the part of the mentor and reflecting critically on the part of the mentee.

Subsequently, the study respondents agreed or strongly agreed that when the purposes of mentoring are not explicit, as in the case of informal mentoring, and likewise, that nonexistence of mentoring culture orientation in librarianship are some of the challenges connected with mentoring for career development in their institutions. This assertion is in conformity with Adeniyi and Adeniyi (2019) study outcome. The participants further agreed or strongly agreed that failure of the parties to the mentorship to preserve the aim/intentions of the mentorship affiliation, failure of disclosure on the part of mentees throughout mentoring period, as well as the development of inappropriate emotions either on the part of the mentor or mentee, unconstructive criticism by the mentor on mentees are some of the challenges connected with mentoring programmes for career development in their institutions as shown in table 3 of the study. The issues arising from the challenges of mentoring were also observed by David-West & Nmecha (2019) where they stated that insensitivity on the path of the mentor and mentee could cause derailment of the whole mentoring processes as shown in table 3.

Hypothesis One

H$_0$: There is no significant relationship between the benefits of mentoring and the mentoring methods applied

Table 4: Correlation coefficient of the relationship between the benefits of mentoring and the mentoring methods applied
Table 4 shows that the mean score of mentoring method applied is 71.05% (std dev. = 14.00%) while mentoring benefits score is 79.20% (std dev. = 14.44%) and the correlation coefficient obtained is 0.47 which shows that there is a weak positive and significant relationship between the benefits of mentoring and the mentoring methods applied ($p < 0.05$). This implied that the more the mentoring methods adopted, the higher the benefits derived from the mentoring process. Findings indicated that the null hypothesis which stated that there was no significant relationship between benefits of mentoring and mentoring methods applied by academic librarians in some selected public tertiary institutions in Lagos State, Nigeria was rejected as every aspect of benefits of mentoring had weak positive influence on every aspect of mentoring methods of academic librarians. The weak positive influence of benefits of mentoring on mentoring methods was not surprising because it has been previously observed that there was low or near non- existence of mentoring orientation culture amongst professional librarians according to Hetric (2015).

CONCLUSION

Conclusively, since mentoring is vital for career development of academic librarian, it should be accorded the needed support at the personal, institutional and professional association levels for it to achieve the expected outcomes.

RECOMMENDATIONS

Based on the findings and conclusion of the study; the following are recommended:

1. Needs assessment of forms of mentoring methods should be done with the target audience considered in order to achieve the expected and desired outcomes.
2. Library management should enlighten both mentors and mentees on the importance of mentoring in librarianship.
3. The mentors ought to hone innovative expertise, which will make the mentoring practice effective and efficient.
4. Equal opportunity for mentoring for career development should be given to new entrants to the profession of academic librarian in order for them to achieve success in the long run.
5. The mentor and mentee ought to be given sufficient preparation by library management from inception so as to know what is expected of them and to prevent possible abuses.
6. Mentoring for career development of academic librarians should be institutionalized in order to make for continuity, sustainability and relevance of the profession of librarianship in the present globalized information society.
7. Adequate funding should be made available on a continuous basis to be able keep the mentoring for career development program alive.

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