PROFESSIONAL DEVELOPMENT; THE RESULT OF EFFECTIVE MENTORING FOR PARAPROFESSIONAL IN ACADEMIC LIBRARIES IN NIGERIA.

ENWEANI UCHE (CLN)
Senior Librarian
Chukwuemeka Odumegwu Ojukwu University Library
Email: ucenweani@gmail.com

Abstract
The purpose of this study was to ascertain how mentoring for paraprofessionals facilitates professional development in academic libraries in Nigeria. The research design used was descriptive survey. The area of the study was all the government and private universities in Anambra State of Nigeria. The population for this study was a total of 47 paraprofessionals working in the academic libraries in the five universities within the state. The whole population was studied. The data required for this study was collected through a structured questionnaire which was designed by the researcher and titled “Mentoring for Professional Development of Paraprofessionals Questionnaire” (MPDPQ). The reliability of the instrument was established using Cronbach Alpha Method. The data collected were analysed using arithmetic mean for all the research questions. The mean values were calculated with 2.50 as the benchmark. The study revealed that internship opportunities and in-service training are the only mentoring programs available for paraprofessionals in the libraries, mentoring helps the paraprofessional to aspire to become professional librarians, no incentives for mentors and poor interpersonal relationship between the mentor and the mentee. Based on the findings, recommendations include among others that academic library should organize orientation programme from time to time for paraprofessionals, on mentoring and its benefits. This will enable them appreciate mentoring.

Keywords: Mentoring, Professional development, Academic library, Paraprofessionals.

Introduction
Libraries are organizations whose primary function is centred on information provision. A library no matter the type is made up of three components, they are books, building and brains. This is regarded in the library parlance as the 3Bs (Agbanu, 2004: 33). The brain represents the staff of the library that carries out the library services without which the library becomes a mere book store. To Adeniji, Babalola, & Adeniji as cited in Abban, (2018) library buildings and large collections without skilled professionals can be described as glorified warehouses. Libraries are categorized into five types namely: academic library, school library, public library, special library, private library and national library.

Academic libraries otherwise known as university libraries are libraries located in the universities. They help the members of the academic community in teaching, learning, research and aesthetic activities. They are repositories of information and knowledge from all fields of learning relevant to the university –their parent organization. Due to their exalted position as the citadels of research and teaching, volumes of information generated and processed on daily basis are enormous. Hence the need for the staff in these libraries to continue to acquire knowledge and competencies that would enable them perform their functions effectively (Nwabueze & Anike, 2016).

The staff strength of the academic library is categorized into three major groups; the professionals otherwise known as the librarians, para- professionals (those in library officer cadre) and junior staff (Ifidon & Ifidon 2007;261). The professionals are those that have Doctor of Philosophy (PhD) in Library and Information
Science, Master’s Degree in Library and Information Science (MLIS), Bachelor’s Degree in Library and Information Science (BLIS). The para-professionals have Postgraduate Diploma in Library and information Science (PGDLIS), Higher National Diploma in Library and Information Science (HND). The junior staff are those with Ordinary National Diploma in Library and Information Science (OND), National Certificate in Education (NCE) in librarianship, General Certificate in Education (GCE) and WAEC. There are other staff working in the academic library with degree in subject areas other than librarianship. Only those with PhD and MLIS in librarianship are regarded as academic librarians (Adeoye & Popoola, as cited in Nwabueze & Anike, 2016). This study therefore focusses on the para professionals working in academic libraries.

In academic libraries, the para-professionals are those library staff in officer cadre. They graduate from library schools in Polytechnics and colleges of education. They aspire to become academic librarians. The para-professionals can only be converted into librarian’s cadre once they obtain a master’s degree in Library Science from a conventional library school of a university. A common distinction between library professionals and paraprofessionals is attainment of the Master of Library Science (MLS) degree. According to Department for Professional Employees (DPE), (2015), the para-professionals who are the library technicians, assist librarians by furnishing the clientele with information on library services, facilities, and rules; by assisting readers in the use of card catalogues, indexes, and computers, and by answering questions that require brief consultations on standard references. Additionally, they may help catalogue books, train and supervise clerical staff. Library assistants sort and shelve books, issue and receive library materials, locate library material for loan, and replace materials in shelving areas or files. These categories of library staff do not head units except where there is shortage of staff (Librarians). Having acquired a formal training in library schools, they require mentoring for proper professional development.

**Professional development** has to do with the sum total of skills and knowledge attained for both personal development and career advancement. According to Spencer and Ard as cited in Nwabueze & Anike, (2016), professional development is the continuous process of acquiring new knowledge and skills that relate to one’s profession, job responsibilities or work environment. It is a generic term for all learning opportunities ranging from college degree, conferences, workshops, trainings, and informal learning practices. Pan and Hovde (2010) assert that it is a universal requirement of all librarians in order to keep up with the rapid changes in the library field and to maintain professionalism. Professional training for a new library staff starts as soon as he steps into the profession. Both the new (mentee) and the seasoned (mentor) professionals develop and refine the necessary skills required to be successful in library and information profession during mentoring. Professional development is individualized experience, this is because, it varies with the needs of specific duties as well as resources available around one’s working, social and academic environments. Professional development could be attained through consultation, coaching, supervision, lesson study, technical assistance, communication of practice, and mentoring (Ozioko, Echezona, & Osadebe 2012). Mentoring is the easiest means for achieving professional development in any field of endeavour.

**Mentoring** is an act of learning and development. It involves two persons, a mentor and a mentee. The mentor being a much-experienced person helps the mentee, a less experienced person to develop professionally. Both the mentor and the mentee must belong to the same profession. Mentoring is embedded in a career context. The end result of a mentoring relationship is carrier development. While learning, growth and development may occur in many different types of work and close personal relationships, mentoring relationships are unique because their primary focus is on career growth and development (Ragins & Kram, 2008). Mentoring is not a new concept in librarianship but has recently been emphasized in academic libraries as there is a growing need for high job performance standard and the desire for academic libraries in Nigeria to compete comparatively with other academic libraries in the world. Since mentoring programmes result in enhancement of job skills and competencies in organisations, this technique can help empower paraprofessionals to become more productive in their jobs and provide quality services. Thus, the professional librarians who are supposedly more experienced help the paraprofessionals to become
professionals as well. According to Nwabueze and Anike, (2016) mentoring is of two types; formal and informal mentoring.

Formal mentoring programmes has to do with peer groups and electronic mentoring. It is usually designed by an organization or a professional association. Here mentors and mentees are matched by the administrators who subsequently supervise, oversee and guide the mentoring programme as it progresses. The programme has a clear and specific goal; it is usually assessed from time to time. For informal mentoring, either the mentor or the mentee chooses whom to work with. Selection is highly dependent on the choice of the two senior and junior colleagues involved (Sodipe & Madukoma, 2013). Here, a senior colleague otherwise known as the mentor, picks interest on a less experienced staff and helps him develop his talent. Likewise, a less experienced staff could approach a senior colleague that can help him develop his knowledge and skills. In informal mentoring, there is usually no plans and no assessment by the organization. Mentoring is development relationship that enhances individual and professional growth (Njoku, 2017).

Effective mentoring supersedes, mere information transfer or the teaching of know-how. Since mentoring is a situation where an older, more experienced staff (mentor) helps a younger, less experienced staff (mentee) to develop his career, Seal (2015) asserts that the mentor must be ready to share his work experience, both successful and otherwise, with new and mid-career librarians. Every staff of the academic library performs a role towards the achievement of the goal and objectives of the parent organization. From the professional librarians to paraprofessionals, each person has a specific role to play in the library. The extent to which the corporate goal is achieved depends on the professional capabilities and activities of each member of staff. It is for this reason that they need professional development so as to equip themselves more with the skills needed to discharge their duties in this era of information proliferation.

Statement of problem
Early career librarians face challenges in areas of assimilation, isolation, work satisfaction and stress, as a result of inexperience, uncertainty and nervousness. They therefore need assistance in the form of mentoring so as to enable them perform their roles toward the achievement of their organizational goal. The extent to which an academic library helps achieve the corporate goal of the parent organization depends on the professional capability and activities of each member of staff that works in the library in question. This is so because librarianship skills are best learnt on the job. It is through the effective application of mentoring strategies in university libraries that the integral components of developing competencies for paraprofessionals can be achieved. Mentoring strategies are also ideal for providing the library paraprofessionals with the required skills for career growth and professional development. Mentoring also motivates them to aspire to become academic librarians. It is in view of the ineffective competencies of the new librarians and paraprofessionals in academic libraries that motivated the researchers to examine the mentoring strategies in use for professional development of paraprofessionals working in the academic libraries within Anambra State. It appears that although several studies have been conducted in librarianship none of these studies have focused on mentoring strategies in use for professional development of paraprofessionals in state and federal university libraries in Anambra State.

Scope of the Study
This study examined how professional development of paraprofessionals could be achieved through mentoring in university libraries in Anambra State, Nigeria. The study was restricted to determining the benefits of mentoring among paraprofessionals in university libraries in Anambra State, Nigeria, finding out the challenges to effective mentoring among paraprofessionals and determining ways to overcome challenges to effective mentoring among paraprofessionals in university libraries in Nigeria. The study was delimited to paraprofessional staff in university libraries in Anambra State, Nigeria.
Purpose
The general purpose of this study is to find out the different ways through which professional development could be achieved for paraprofessionals through mentoring in university libraries in Anambra State of Nigeria. The specific objectives include to:

1. determine mentoring programmes through which paraprofessionals are mentored in university libraries Anambra State, Nigeria;
2. find out the benefits of mentoring among paraprofessionals in university libraries in Anambra State, Nigeria;
3. determine impediments to effective mentoring of the paraprofessionals;
4. determine different strategies to overcome mentoring challenges among paraprofessionals in university libraries in Anambra State, Nigeria.

Research questions
Three research questions guided the study. They are:

1. What are the mentoring programmes through which paraprofessionals are mentored in university libraries in Anambra State, Nigeria;
2. What are the benefits of mentoring paraprofessionals in university libraries in Anambra State, Nigeria?
3. What are the impediments to effective mentoring of paraprofessionals in university libraries in Anambra State, Nigeria?
4. What strategies should be adopted to overcome the challenges of mentoring of paraprofessionals?

Literature review
Mentoring programmes
Every organisation should have some mentoring programmes. These mentoring programmes are established in organizations like academic libraries in the universities for professional support and development so that the librarians would improve their services to the clientele (Ugwuanyi, 2010). According to Nwabueze, & Anike, (2016), a mentoring programme is a programme designed to facilitate mentoring relationships in an organization or professional association. Each programme is usually for a specific purpose depending on the need or needs of individual libraries. Brewton (2010) identified conferences, seminars and workshops as mentoring programmes, he urged organisations to make sponsorship available to the staff. 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. He further says that from discussions to practical implementation of what they have learnt from colleagues, they indirectly build themselves in the profession. Furthermore, Spencer & Ard as cited in Anike, (2014) observed that each mentoring programme may be designed to support particular mentoring functions or desired outcome. It may be for orientation of new employees, professional support like participation in professional association, sponsorship 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. Mentoring programme are usually designed for orientation of new employees (Njoku, 2017). Mckimm, Jollie and Hatter (2007), observe that entering practice in any profession poses a major challenge to newly qualified practitioners because it is a formative period where the knowledge, skill and attitudes acquired during a programme of education is applied in practice.

Benefits of mentoring
Mentoring relationship is usually of immense benefit to the mentee, mentor and the organization. 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. Anagbogu and Nwokolo (2012) posits that an effective formal mentoring relationship can tickle the talent potentials of young ones to work for career development. It transfers knowledge from generation to generation and helps the mentee to write good research work like project, thesis, or dissertation. The mentee can also learn how to effectively form and pose questions, seek advice, as well as practice active listening and concentration skills. 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.

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. Mentors revel in a chance for them to re-assess their own views and leadership style, a chance to discover and work with the talent of the future. When mentors have a positive attitude, it facilitates the learning process of mentees and increases their level of usefulness and satisfaction in their job. Mentors with a positive attitude can use an awareness of the strengths and weaknesses of mentees for growing their potential. This is particularly important in mentoring for cataloging. The details and intricacy of cataloguing rules, standards and codes are so complex that it is easy for paraprofessionals and student workers to get discouraged or overwhelmed. Giving support and establishing rapport helps the mentee navigate the complexities and difficulties in cataloging (Xu, 2014). (Felipe, 2016).

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 reduce hiring and turnover costs and keeps employees continually striving to be the best that they can be. Finally, mentoring for librarians helps reduces 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.

Impediments to effective mentoring.

There are some problems that militate against effective mentoring. Such problems may come from either the mentors, mentee or the organization. Researchers have identified some mentoring problems to include: burdensome time commitments, unfair expectations, mentee’s unwillingness to learn, mismatch of mentor/mentee, mismatch expectation, gender mismatch, broken confidentiality issues bordering on integrity, death of mentors, boundaries not agreed on in advance, conflicting roles manager/assessor/mentor, relationship not valued in the organization (Johnson, 2007; Goldman, 2011; Scandura & Pellegrini 2007; McKimm, Jollie & Hatter 2007; Adeniji & Adeniji, 2010). According to Ugwuanyi as cited in Idoko, Ugwuanyi, and Osadebe, (2016) who identifies some challenges to successful mentoring as:

(a) Wrong choice of mentors: mentors are chosen without due consideration of career goal or interests, aptitude and attitudes of the mentee. In this case, the effectiveness of the programme will be challenged,
(b) Mentee’s inability to open up during interaction. When this happens mentees fail to interact and operate at required frequencies. As these types of mentoring behaviours are emitted both parties lose direction and achieve less.
(c) Unconstructive criticism from mentors to their mentees instead of encouraging them: this kills inventiveness as it dampens the zeal and spirit of self-discovery. Under this condition the mentees go into desperation and despondency. Nwabueze and Anike (2016) posited that as with any staff development programme there will always be challenges which include: inability to keep to plans, the mentee becoming too dependent on the mentor for all decisions, development of inappropriate emotional feelings as a result of the close nature of the relationship as well as professional jealousy from colleagues.

A situation where the culture of the organisation does not support mentoring, lack of library management support, favouritism and resentment from those not chosen to participate in the programme, unrealistic expectations of the mentoring programme, personality conflict and poor matching of mentors and protégés could pose some challenges (Njoku, 2017). Irrespective of the cause or source of any of the above mentioned problems, the most important thing is that they contribute to the challenges of effective mentoring as a strategy for professional development of librarians.

**Strategies to overcome mentoring challenges**

Scholars have come up with different way through which mentoring problems could be solved. According to Fermlink (2013) it is nice to have a good communication between the mentor and the mentee, there must be no communication gap. Osif as cited in Nwabueze and Anike (2016) is of the opinion that mentees should be open and honest about what they are looking for or what they are trying to achieve. Lack of information can stall projects as well as the development of the relationship between a mentor and a mentee. Robbert Eng and Weiss (2013) reiterat ed that a good communication from management, clearly defined roles and responsibilities, a reward system and keeping goals measurable for assessment purposes can enhance the success of a formal mentoring programme. For Fermlink (2013), mentors and mentees can avoid complications in their relationships by clearly identifying boundaries, being clear about time constraints, giving the best times to be reached, having preferred communication methods and continually evaluating how well the purpose and goals of the mentoring relationship are met. Parsloe and Wray as cited in Idoko, Ugwuanyi, and Osadebe, (2016), asserted that there are seven strategies to ensure that mentoring relationship will remain a success. They include: doing simple things consistently, always meet busy mentors, brief meetings, follow basic meeting rules, develop the task, not tell habit, remember, it’s all about learning and finally, both the mentor and mentee should expect to gain. It is important for the mentor to be honest, to clearly communicate expectations and concerns, to provide feedback and encouragement, to offer helpful suggestions and praise, to be a good listener, to stress the importance of professional development, to tolerate mistakes, and to encourage risk taking. Seal (2015)

**METHOD**

The research design was descriptive survey. The area of the study was all the government and private universities in Anambra State of Nigeria. Anambra State has five universities, two government and three private universities. The population for this study was a total of 47 paraprofessionals working in the academic libraries in the five universities. It was spread as follows; Nnamdi Azikiwe University (Federal) -20, Chukwuemeka Odumegwu Ojukwu University (State) -11, Madonna University (Private) -7, Paul University (Private) -5 and Tansian University (Private) -4. No sampling was done, since the population was manageable and all the paraprofessionals in these University libraries were involved in the study. The data required for this study was collected through a structured questionnaire which was designed by the researcher and titled “Mentoring for Professional Development of Paraprofessionals Questionnaire” (MPDPQ). The instrument has two parts (A & B). Part A was used to collect demographic information of the respondents while part B was made up of three clusters, each cluster represented one research question. Section A of Part B consisted of 7 items that were concerned with the benefits of mentoring. Section B contained 10 items on impediments to effective mentoring of the paraprofessionals. Section C comprised 10 items on information literacy challenges, and Section D proffered solutions to the problems of mentoring with 9 items. The reliability of the instrument was established using Cronbach Alpha Method. MPDPQ was administered through personal contact by the researcher. Out of the 47 instruments administered to the respondents, 40 were completed and returned. This represented about 90% of the response rate. The data collected were
analysed using arithmetic mean for all the research questions. The mean values were calculated with 2.50 as the benchmark. Items to the values 2.50 and above were given positive interpretation (agreed) while items to the values below 2.50 were interpreted negatively (disagreed).

**Presentation of findings**

**TABLE 1:** Mean (x) scores of the respondents on mentoring programs

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM</th>
<th>MEAN</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My University Librarian encourages participation in professional Associations for professional development of library officers</td>
<td>2.40</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>Orientation programmes are organized for newly employed library officers</td>
<td>2.37</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>There is provision for internship opportunities for profession development in my library</td>
<td>2.89</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>There is provision of sponsorship to conferences, seminars and workshops in my library</td>
<td>2.45</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.</td>
<td>My University Management/Librarian provides support for publications</td>
<td>1.80</td>
<td>Disagree</td>
</tr>
<tr>
<td>6.</td>
<td>There is provision for in-service training for library officers in my university library</td>
<td>2.50</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>The university management organizes on the job training for professional development of libraries</td>
<td>2.20</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

As shown in the response in Table 1, the respondents agree that two out of seven mentoring programs listed were used for their professional development of library officers. The two items they agreed with are that: there is provision for in-service training for library officers in my university library (mean -2.50); there is provision for internship opportunities for profession development in my library (mean- 2.89). The three most disagreed mentoring programs used for professional development of library officers are that: my university management/Librarian provides support for publications (mean-1.80); the university management organizes on the job training for professional development of libraries (mean-2.20) and orientation programmes are organized for newly employed library officers (mean-2.37).
**TABLE 2: Mean (x) scores of the respondents on benefits of mentoring on paraprofessionals**

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>MEAN</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Effective mentoring improves team work and cooperation in the library</td>
<td>3.00</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>It encourages the paraprofessionals to go for additional qualification</td>
<td>3.04</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>It helps the paraprofessional to aspire to become professional librarians</td>
<td>3.52</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Mentoring enables the mentor to understand barriers experienced at lower levels of the library</td>
<td>2.80</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Mentors use the opportunity to pass on their skills to mentees during mentoring</td>
<td>2.56</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Mentoring relationship develops the habit of trust and confidentiality in the library.</td>
<td>3.40</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>Mentoring helps to extend lifelong leaning among paraprofessionals</td>
<td>2.71</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>It creates learning culture in the library, among the library staff.</td>
<td>2.92</td>
<td>Agree</td>
</tr>
<tr>
<td>9.</td>
<td>Mentoring gives greater knowledge of career success factors</td>
<td>2.50</td>
<td>Agree</td>
</tr>
<tr>
<td>10.</td>
<td>It helps the paraprofessionals to establish a connection to senior colleagues and build peer librarians network</td>
<td>3.00</td>
<td>Agree</td>
</tr>
</tbody>
</table>

As shown in Table 2, the respondents agreed that all the 10 listed benefits of mentoring were accruable to library officers in university libraries in Anambra State as the mean ratings were all markedly above the benchmark of 2.50. However, three most notable benefits were; it helps the paraprofessional to aspire to become professional librarians (mean-3.52); mentoring relationship develops the habit of trust and confidentiality in the library (mean- 3.40); and it encourages the paraprofessionals to go for additional qualification (mean-3.04).

**TABLE 3: Mean (x) scores of the respondents on the challenges to effective mentoring**

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM</th>
<th>MEAN</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lack of sincere desire to share knowledge by the mentor</td>
<td>2.83</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>The mentee may not be serious</td>
<td>3.10</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>Lack of respect by the mentee to the mentor</td>
<td>2.50</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Unconstructive criticism by the mentor to the mentee</td>
<td>3.50</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Broken confidentially by both mentor and the mentee</td>
<td>2.53</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Absence of rapport among the mentor and the mentee</td>
<td>2.90</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>Absence of mentoring orientation in the practice of librarians</td>
<td>3.00</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>Inability of the mentee to open up during interaction</td>
<td>2.68</td>
<td>Agree</td>
</tr>
<tr>
<td>9.</td>
<td>Lack of adequate facilities required for e-mentoring of librarians</td>
<td>3.61</td>
<td>Agree</td>
</tr>
<tr>
<td>10.</td>
<td>Development of inappropriate emotional feeling by the mentor or the mentee</td>
<td>2.50</td>
<td>Agree</td>
</tr>
</tbody>
</table>
Mean responses on the challenges shown in Table 4 indicates that all the ten possible challenges to mentoring enumerated were endorsed by respondents as affecting the mentoring of library officers in university libraries in Anambra State. The most accepted challenge is unconstructive criticism by the mentor to the mentee (mean- 3.50). The least accepted challenges are lack of respect by the mentee to the mentor (mean- 2.50) and development of inappropriate emotional feeling by the mentor or the mentee (mean- 2.50).

**TABLE 4: Mean (x) scores of the respondents on ways to overcome mentoring Challenges**

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM</th>
<th>MEAN</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mentors should be given incentives as a way of encouragement.</td>
<td>3.60</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>The mentee should be willing and ready to learn</td>
<td>3.50</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>Both mentor and mentee should have mutual trust and respect for each other.</td>
<td>3.00</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>The objectives and expectation of the mentoring relationship should be specific and clear</td>
<td>2.68</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>The objectives /expectation of the mentoring relationship should be clearly specified</td>
<td>2.84</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>The mentor should always make encouraging comments on the mentee</td>
<td>3.26</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>The mentor should not hoard information from the mentee</td>
<td>3.70</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>The mentor and the mentee should have good interpersonal and professional skills</td>
<td>2.73</td>
<td>Agree</td>
</tr>
<tr>
<td>9.</td>
<td>Library management should be involved in the mentoring process</td>
<td>3.01</td>
<td>Agree</td>
</tr>
</tbody>
</table>

The mean responses on the ways to overcome the challenges of mentoring shown in Table 5 indicate that respondents agree that all the nine strategies listed would help in overcoming the challenges to effective mentoring among library officers in university libraries. These include: the mentor should not hoard information from the mentee (mean- 3.70); mentors should be given incentives as a way of encouragement (mean- 3.60); the mentee should be willing and ready to learn (mean-3.50); the mentor should always make encouraging comments on the mentee (mean- 3.26); library management should be involved in the mentoring process (mean-3.01); both mentor and mentee should have mutual trust and respect for each other (mean- 3.00); the objectives /expectation of the mentoring relationship should be clearly specified (mean-2.84); The mentor and the mentee should have good interpersonal and professional skills (mean- 2.73); the objectives and expectation of the mentoring relationship should be specific and clear (mean-2.68).

**Discussion of findings**

The result of this study revealed that university libraries in south-east Nigeria do not have adequate mentoring programmes for professional development of their librarians. This is because out of seven mentoring options presented the paraprofessionals in these libraries agreed that only two of the mentoring programmes are available. This is in line with the findings of Nwabueze and Anike, (2016) that librarians are in agreement that there is a compelling need for mentoring programmes to be put in place in the university libraries. The programmes are especially needed for specific job skills, career development and progression in the libraries.

The result of the study revealed three most notable benefits; it helps the paraprofessional to aspire to become professional librarians, mentoring relationship develops the habit of trust and confidentiality in the library, and it encourages the paraprofessionals to go for additional qualification. This is consistent with the findings of Njoku, (2017) that mentoring had influence on the performance of librarians by making them to gain clarity of their duties, develop initiatives and working under minimal supervision and enhanced their job...
potentials. Therefore, the findings of this study are relevant, as it has provided further evidence that mentoring is beneficial for professional development of paraprofessionals.

The result of the study revealed that there are various challenges to effective mentoring of paraprofessionals in university libraries in Anambra State Nigeria. These challenges include; Lack of sincere desire to share knowledge by the mentor, The mentee may not be serious, Lack of respect by the mentee to the mentor, Unconstructive criticism by the mentor to the mentee, Broken confidentially by both mentor and the mentee, Absence of rapport among the mentor and the mentee, Absence of rapport among the mentor and the mentee, Absence of mentoring orientation in the practice of librarianship, Inability of the mentee to open up during interaction, Lack of adequate facilities required for e-mentoring of librarians, Development of inappropriate emotional feeling by the mentor or the mentee. This finding is in line with the assertion of Idoko, Ugwuanyi, & Osadebe, (2016) who found that there are lots of challenges in the mentoring of the library staff of selected universities.

The result of this study showed that mentors should be given incentives as a way of encouragement. The mentee should be willing and ready to learn Both mentor and mentee should have mutual trust and respect for each other The objectives and expectation of the mentoring relationship should be specific and clear The mentor should always make encouraging comments on the mentee The mentor should not hoard information from the mentee. The mentor and the mentee should have good interpersonal and professional skills Library management should be involved in the mentoring process. The findings of this work in this regard agrees with the observations of Ugwuanyi (2010), Goldman (2011), Neyer and Yelinek (2011), and Nwabueze and Anike, (2016). The above listed authors agreed that the items listed above could help to overcome mentoring challenges.

Conclusion
The conclusions below are drawn with reference to the research questions, based on the analysis and discussions of results of this study.
Internship opportunities and in-service training are the only mentoring programs available for paraprofessionals in the libraries. The rest of the mentoring programmes listed are not available for the paraprofessionals. The most notable benefits of mentoring include that it helps the paraprofessional to aspire to become professional librarians, mentoring relationship develops the habit of trust and confidentiality in the library, and it encourages the paraprofessionals to go for additional qualification. Lack of adequate facilities required for e-mentoring of librarians. No incentives for mentors.
Finally, incentives for the mentors, good interpersonal and professional skills by both the mentee and the mentor, absence of information hoarding by the mentor, good communication from the library management are among the suggested ways to overcome challenges to effective mentoring in the university libraries.

Recommendations
Mentoring programs like conferences, support for scholarly publications, national and international workshops and trainings should be made available for paraprofessionals in the university libraries. Library managements should organize orientation programme from time to time for paraprofessionals, on mentoring and its benefits. This will enable them appreciate mentoring. 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 their libraries.
REFERENCE


Robbeloth, H., Eng, A. & Weiss, S. (2013). Disconnect between literature and libraries; the availability of mentoring programmes for academic Librarians. *Journal of the New Members Round Table, 4* (1), 68-76.


