## MENTORING EFFECTIVENESS AND JOB SATISFACTION OF LIBRARY PERSONNEL IN PRIVATE UNIVERSITIES IN SOUTH-WEST, NIGERIA

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*ABSTRACT*

*The concept of job satisfaction, though not new, remains crucial as employees are expected to have a sense of personal fulfillment in carrying out their day-to-day activities. Unfortunately, literature suggests that some employees may not be satisfied with their work. Although several researchers have investigated job satisfaction of library personnel, little or no attention has been accorded mentoring effectiveness as it relates to job satisfaction of personnel in Nigerian libraries. To fill the gap, this study, therefore, investigated mentoring effectiveness and the job satisfaction of library personnel in private universities in South-west, Nigeria. The survey design was adopted for the study. The study population comprised of 323 library personnel in private universities in South-west, Nigeria. All members of the population were enlisted to participate in the study due to the manageable size. A questionnaire titled "Mentoring and job satisfaction questionnaire (MJQ) was used for data collection. Descriptive statistics of frequency distribution was used to analyse the demographic information of the respondents, mean and standard deviation were used to answer the research questions, while multiple regression was used to test the hypothesis at 0.05 level of significance. Findings revealed that majority of the respondents are satisfied to a large extent with their jobs using both intrinsic and extrinsic measures. Major areas of satisfaction were found to be: being able to do things that don't go against one's conscience, relationship with co-workers and making use of one's ability while the least areas of satisfaction had to do with working alone, feedback on performance and policies attached to promotion/pay. Mentoring was also found to be mostly effective. The least areas of effectiveness were, however, in providing motivation and giving opportunities for sharing career progress with co-workers. A positive relationship was found to exist between mentoring effectiveness and job satisfaction. Based on the findings, the study concluded that mentoring is central to job satisfaction. It, therefore, recommended that university libraries strengthen the effectiveness of mentoring programmes through workshops and seminars so that mentees can get the chance to share work experiences with others, among others.*

**Keywords:** *Job satisfaction; Library personnel; Mentoring effectiveness; Private universities; Nigeria*

### Introduction

The quest for satisfaction in one's work is a concept of interest to employees and employers alike as employees want to derive a sense of fulfillment from their jobs just as much as employers want to get the best input from their staff. Job satisfaction is a positive feeling about a job, emanating from an assessment of its characteristics (Robbins & Judge, 2013). It is the feeling an employee has about his work, co-workers, supervisor, pay, and promotion opportunities (Vaugan & Dunn, 1994).

Job satisfaction is, indeed, a multifaceted concept. Hence, Horenstein, (1993) in the examination of job satisfaction affirmed that the concept is broad and touches key aspects of organisational behaviour such as efficiency, productivity, absenteeism, turnover rates, and intention to quit. Studies such as Seibert (1999) and Scandura (1997) associated job satisfaction with mentoring. Mentoring is a developmental, caring, sharing and helping relationship where one person (mentor) invests time, know-how, and efforts in enhancing another person's (mentee) growth, knowledge, and skills and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future (Gordon, 1994). A mentoring relationship is expected to provide a developmental relationship in which a more advanced or experienced person (a mentor) provides career and/or personal support to another individual (a protégé). Through mentoring, more experienced staff members should be able to share their knowledge with less experienced staff members.

The need for effective mentoring in libraries is evident as Turner and Ruskin (2004), note that the best collection and latest technology are useless without outstanding and service-oriented staff. Irrespective of library holdings, a library cannot meet the needs of users if the personnel lack required job skills. For every member of staff to be useful, it is necessary that they are not only equipped with necessary work tool but also with the knowledge required to perform the job. The transfer of skills through mentoring not only assist library management in meeting transitional challenges when the older and more experienced staff members leave but also aids in rejuvenating the professional library workforce (Munde, 2000).

There is no doubt, that without a satisfied workforce, libraries would be unable to achieve stated goals and objectives. Likewise, the transfer of knowledge and skills would suffer in situations where mentoring does not exist or where it exist, contributes little or nothing to organisational growth. This study, therefore, investigates mentoring and the job satisfaction of library personnel in private universities in South- west, Nigeria as an understanding of these issues would contribute to the establishment of a stronger library workforce.

**Statement of the Problem**

Job satisfaction is generally considered necessary for sustaining interest in one's work. While it is expected that library staff are satisfied with their jobs, this is not always the case as literature reveals that some employees may not be satisfied. Although several researchers have investigated job satisfaction of library personnel, little or no attention has been accorded mentoring effectiveness as it relates to the job satisfaction of personnel in libraries. For university libraries with a high demand of information service provision, the need for effective mentoring becomes crucial as newly- appointed or inexperienced staff must acquire the skills necessary for job performance. Unfortunately, while various methods exist for mentoring staff in libraries, not all are effective or beneficial to mentees. This study, therefore, seeks to investigate the relationship between mentoring and the job satisfaction of librarians in private universities in South-west, Nigeria.

**Objectives of the Study**

The general objective is to investigate the relationship between mentoring, and the job satisfaction of library personnel in private universities in South-west, Nigeria. The specific objectives are to:

1.      determine the extent of job satisfaction of library personnel in private universities in South-west, Nigeria;
2.      ascertain the effectiveness of mentoring in private university libraries in South-west, Nigeria; and
3.      establish the relationship between mentoring and job satisfaction of library personnel in private universities.

**Research Questions**
The following research questions guided the study:
1. To what extent are library personnel satisfied with their jobs in private universities in South-west, Nigeria?
2. How effective is mentoring in private university libraries in South-west, Nigeria?

**Hypothesis**
There is no significant relationship between mentoring effectiveness and job satisfaction of library personnel in private universities in South-west, Nigeria.

**Review of Related Literature**
*Concept of Job Satisfaction*
Job satisfaction has been perceived in a variety of ways. Hewstone and Stroebe (2001) view job satisfaction as an affective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. According to Evans (2001), job satisfaction is the state of mind encompassing all those feelings determined by the extent to which individual perceives its related needs to be met. In consonance with these ideas, Rose (2001) opined that job satisfaction of an employee is built around a bi-dimensional concept, which is intrinsic and extrinsic in nature. Hezberg, Mausner, and Snyderman (2010) explained that intrinsic factors are interest based, while extrinsic factors are compliance based. Improving intrinsic motivations has to do with taking care of employees' interest, passion, and creativity. On the other hand, extrinsic motivations are improved by increasing salary packages.

Pamer and East (1993) conducted a survey on job satisfaction among support staff in 12 libraries in Ohio. The study revealed that overall, workers consider themselves basically satisfied with co-workers, benefits and pay, work itself as well as supervision but were dissatisfied with promotion opportunities communication and recognition. Mirfakhrai (1991) in another study, which sought to find out the correlates of job satisfaction among librarians in the U.S., established that academic librarians in both small and large libraries have positive perception of their jobs. They were found to be mainly satisfied with salary, supervision, as well as the relationship with co-workers, while they were least satisfied with promotion opportunities. A study by Pors (2005), which explored the job satisfaction of Danish library managers affirmed that about half the respondents express their high satisfaction with their job. In similar studies, however, Abifarin, (1997), Marjanja and Kiplang (2003) and Albanese (2008), revealed that most library personnel in Ghana consider their pay package as the main cause of job dissatisfaction.

Other studies, such as Samuel, Onuoha, and Ojo (2014) revealed a high level of job satisfaction among library personnel in Ogun State, Nigeria. The study of Badawi (2006), revealed that female librarians in Nigerian universities are generally satisfied with their jobs but were mostly dissatisfied with policies and administration of their libraries. Odunlade (2012) in an examination of the relationship between job satisfaction, compensation, and benefits among librarians in libraries and information centres in Nigeria affirmed that academic librarians are satisfied with salary. The study by Emmanuel, Biokuromoye and Timi (2013) on the job satisfaction of cataloguers revealed that cataloguers in Nigerian universities are satisfied with dimensions such as opportunities and supervision but were, however, dissatisfied with workplace culture, professional duties, reward, as well as roles and responsibilities.

*Mentoring effectiveness*
The art of mentoring is an aged tradition earlier termed "*apprenticing.*" Apprenticeship involves a situation where the apprentice (protégé) receives training from the employer (mentor) in order to become skilled at a craft example, carpentry, and blacksmith with the hope that sooner or later, they will take over the business or open their own shop (Allen, Eby, O'brien, & Lentz, 2008). Organisational understanding of mentoring, therefore, draws from the concept of apprenticeship and by implication, the cognitive apprenticeship theory of Collins, Brown, and Newman (1989). Cognitive apprenticeship theory emphasises a learning context, where learning is relevant to the skills taught to

help the mentee gain mastery of skills. It is built upon three main phases; the cognitive stage, the association stage and lastly, the autonomous stage. At the cognitive stage, the mentee develops a declarative understanding of the skills, the association stage identifies mistakes and corrects misinterpretation of skills learned in the cognitive stage, while the autonomous stage, produces an independent individual whose skills are perfected to an expected level.

Fajana (2002) describes mentoring as the process of using selected and trained individuals to provide care and advice that will help to develop the career of other employees. This could take the form of a formal relationship where mentees are assigned to specific mentors or an informal relationship where the mentee chooses a mentor whom he/she identifies as knowledgeable and capable of providing guidance. Mentoring is especially valuable for the transmission of positive attitudes as mentors provide invaluable information on the mission and philosophies of the organisation, help employees cope with career stress and give proper orientation towards workplace values (Gilley & Boughton, 1996). In addition, mentoring afford the transfer of skills, which protégés can apply in diverse professional circumstances, promote productive use of knowledge, clarity of goals and roles, career success, career growth, salary increases and promotions, career and job satisfaction (Payne, 2006).

Mentoring relationships are also useful even to the senior partner in the union, as it provides an opportunity for them to develop a base of technical support and power, which can be readily summoned in the future (Hunt & Michael, 1983). Surveys suggest that mentoring relationship has strong positive effects on the career of the protégé (Bello & Mansor, 2013), accounts for the better career outcomes (job performance) (Higgins & Thomas, 2001). Considering that the concept of mentoring involves learning, there is a need to evaluate its effectiveness. However, there is no single measure for mentoring effectiveness. As noted by Ehrich and Hansford (1999), the effectiveness of mentoring programmes could rest upon a number of assumptions depending on its intended benefits. Therefore, mentoring effectiveness could be measured based on commitment to the programme, compatibility of mentors and mentees, skills learned or work benefits derived as a result of mentoring. However, for the purpose of this study, mentoring effectiveness is measured based on work benefits; in other words, the contribution of mentoring to the job performance of employees.

_Mentoring Effectiveness and Job Satisfaction of Employees_

Peterson (2005) view mentoring as part of effective leadership and argues that employees will feel satisfied if sufficient organizational support is given to them. Wilson and Elman (1990), in the same vein, opined that mentoring process that provides job-related and psychological support will improve the satisfaction and commitment level of employees. Available studies show that mentoring has long been recognized as a powerful tool in job satisfaction and career advancement. Authors such as Adler and Corson (2003); Ahmad and Raida, (2003) Bartlett, (2001); Levenson, Vanderstate, and Cohen (2006), regard mentoring as a tool for job satisfaction and productivity. Other scholars, such as Scandura (1997), Lailho and Brandt (2012), equally established that mentoring is positively connected with organizational commitment and job satisfaction.

A similar study conducted by Sizer (2008), which sought to investigate the effect of mentoring on job satisfaction of Air Force Academy Faculty in the United States revealed that mentoring effectiveness is not related to job satisfaction. This was, however, in contrast to the findings of Lo, Ramayah, and Kui (2013), whose study on mentoring and job satisfaction in Malaysia, revealed that mentoring has a significant positive relationship with all dimensions of job satisfaction. 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.

**Methodology**

A survey design was adopted for this study. The study population comprised of 323 library personnel in private universities in South-west Nigeria. The distribution of the study population as shown in Table 1.

**Table 1: Study Population**

| S/No. | Private Universities | Library Personnel |
|---|---|---|
| | **Ado Ekiti** | |
| 1 | AfeBabalola University, Ado Ekiti | 9 |
| 2 | Elizade University, Ilara-Mokin, Ekiti State | 8 |
| | **Lagos State** | |
| 3 | Caleb University, ImotaIkorodu, Lagos State | 7 |
| 4 | Pan-African University, Lagos, Lagos State | 7 |
| | **Ogun State** | |
| 5 | Babcock University, Ilishan-Remo, Ogun State | 29 |
| 6 | Bells University of Technology, Otta, Ogun State | 20 |
| 7 | Covenant University Ota, Ogun State | 46 |
| 8 | Crawford University Igbesa, Ogun State | 15 |
| 9 | Crescent University, Abeokuta, Ogun State | 13 |
| 10 | Mcpherson University, SerikiSotayo, Ajebo, Ogun State | 7 |
| 11 | South-Western University, Oku  Owa, Ogun State | 10 |
| | **Ondo State** | |
| 12 | Achievers University, Ondo State | 10 |
| 13 | Wesley Univ. of Science & Tech.,Ondo, Ondo State | 15 |
| | **Osun State** | |
| 14 | Adeleke University, Ede, Osun State | 7 |
| 15 | Fountain University, Oshogbo, Osun State | 4 |
| 16 | Joseph Ayo Babalola University, Ikeji-ArakejiOsun State | 15 |
| 17 | Oduduwa University, Osun State | 3 |
| 18 | Redeemer's University, Ede Osun State | 36 |
| 19 | Bowen University, Iwo, Oyo State | 25 |
| | **Oyo State** | |
| 19 | AjayiCrowther University, Oyo State | 19 |
| 21 | Lead City University, Ibadan, Oyo State | 18 |
| | Total | 323 |

**Source:** Universities Administrations Offices, from January- June (2016)

Due to the manageable population size, all 323 members of the population were included in the study, implying total enumeration. A questionnaire titled; mentoring and job satisfaction (MJQ) was used for data collection. The questionnaire was divided into three parts. Section A focused on demographic information of the respondents such as name of institution, gender, age, and academic qualification. Section B measured job satisfaction of library personnel using a five (5) point Likert-type scale ranging from Extremely satisfied (5) to Not satisfied (1).  The items for this section were adapted from Minnesota (1967) job satisfaction questionnaire. Section C measured mentoring effectiveness. The respondents scored each item with five (5) point Likert-type scale ranging from Strongly agree (5) to Strongly disagree (1). The items for this section were adapted from Scandura and Katerburg (1988) mentoring questionnaire. Descriptive statistics of frequency distribution was used to analyse the demographic information of the respondents, mean and standard deviation was used to answer the research questions while multiple regression was used to test the hypothesis at 0.05 level of significance.

The instrument was validated by professionals in the field library and information science who scrutinized the content adequacy and comprehensiveness of the question items. For reliability test, a pilot study was carried out among library personnel in Hezekiah Oluwasami library Obafemi Awolowo University, Ile-Ife in Osun State. The university was not included in the final sample for the main study. The data collected were presented for analysis and Cronbach's analysis was calculated through Statistical Package for Social Science (SPSS) version 16. The Cronbach's alpha values are

0.77 for mentoring effectiveness and 0.87 for job satisfaction, an indication that the instrument has an acceptable reliability coefficient and is suitable for the study.

**Presentation of Findings**
The demographic distribution of the respondents is shown in Table 2.

**Table 2: Demographic Distribution of Respondents**

| Demographic Information | | Frequency | Percentage % |
|---|---|---|---|
| Age | 21-30years | 62 | 19.9 |
| | 31-40years | 124 | 39.7 |
| | 41-50years | 64 | 20.5 |
| | 51-60years | 49 | 15.7 |
| | 61years and above | 13 | 4.2 |
| | Total | 312 | 100.0 |
| Gender | Male | 150 | 48.1 |
| | Female | 162 | 51.9 |
| | Total | 312 | 100.0 |
| Highest Academic Education | ND | 38 | 12.2 |
| | HND | 48 | 15.4 |
| | BLIS | 88 | 28.2 |
| | MLIS | 24 | 7.7 |
| | MSc. Info Sc. | 24 | 7.7 |
| | PhD | 25 | 8.0 |
| | Others | 65 | 20.8 |
| | Total | 312 | 100.0 |

From the Table 2, it is obvious that majority of the respondents are between the ages of 31-40 (39.7%), are females (51.9%) with a first degree (BLIS) in librarianship (28.2%).

**Research Question 1:** To what extent are library personnel satisfied with their jobs in private universities in South-west, Nigeria?

The extent of job satisfaction among library personnel in private universities in Nigeria is presented in Table 3.

**Table 3: Job Satisfaction of Library Personnel**

| S/n | Intrinsic Factors | ES | VS | S | SW | NS | $\overline{X}$ | Std.D |
|---|---|---|---|---|---|---|---|---|
| 1. | I am satisfied for being able to keep busy at all time. | 50 (16.0%) | 159 (51.0%) | 90 (28.8%) | 13 (4.2%) | - | 3.79** | 0.76 |
| 2. | I am satisfied with the chance to work alone on my job. | 25 (8.0%) | 123 (39.4%) | 37 (11.9%) | 51 (16.3%) | 76 (24.4%) | 2.90 | 1.36 |
| 3. | I am satisfied with my job. | 97 (31.1%) | 76 (24.4%) | 50 (16.0%) | 25 (8.0%) | 64 (20.5%) | 3.38* | 1.50 |
| 4. | I am satisfied with opportunities available for promotion in my workplace. | 61 (19.6%) | 99 (31.7%) | 38 (12.2%) | 25 (8.0%) | 89 (28.5%) | 3.06* | 1.53 |
| 5. | I am satisfied with being able to do things that do not go against my conscience. | 97 (31.1%) | 138 (44.2%) | 64 (20.5%) | - | 13 (4.2%) | 3.98** | 0.95 |
| 6. | I am satisfied with the way my job provides for steady employment. | 85 (27.2%) | 62 (19.9%) | 63 (20.2%) | 64 (20.5%) | 38 (12.2%) | 3.30* | 1.38 |

| 7. | I am satisfied with the income allowances and other benefits attached to my job. | 37 (11.9%) | 123 (39.4%) | 25 (8.0%) | 38 (12.2%) | 76 (24.4%) | 3.02* | 1.43 |
|---|---|---|---|---|---|---|---|---|
| 8. | I am satisfied with the policies attached to promotion in my workplace. | 37 (11.9%) | 110 (35.3%) | 38 (12.2%) | 26 (8.3%) | 101 (32.4%) | 2.86 | 1.48 |
| 9. | I am satisfied with the chance to do something that makes use of my abilities. | 85 (27.2%) | 151 (48.4%) | 38 (12.2%) | 25 (8.0%) | 13 (4.2%) | 3.87** | 1.04 |
| 10. | I am satisfied with the freedom to use my own judgment. | 62 (19.9%) | 98 (31.4%) | 127 (40.7%) | 25 (8.0%) | - | 3.63** | 0.89 |
| 11. | I am satisfied with the chance to try my own methods of doing the job. | 13 (4.2%) | 174 (55.8%) | 63 (20.2%) | 50 (16.0%) | 12 (3.8%) | 3.40** | 0.94 |
| 12. | I am satisfied with the feeling of accomplishment I get from my job. | 73 (23.4%) | 100 (32.1%) | 101 (32.4%) | 13 (4.2%) | 25 (8.0%) | 3.59** | 1.13 |
| | **Extrinsic Factors** | | | | | | | |
| 13. | I am satisfied the way my boss handles his/her workers | 49 (15.7%) | 125 (40.1%) | 113 (36.2%) | 12 (3.8%) | 13 (4.2%) | 3.59** | 0.94 |
| 14. | My supervisors competence in making decisions are satisfying | 60 (19.2%) | 102 (32.7%) | 112 (35.9%) | 26 (8.3%) | 12 (3.8%) | 3.55** | 1.02 |
| 15. | I am satisfied with the feedback I get on my performance | 25 (8.0%) | 88 (28.2%) | 98 (31.4%) | 12 (3.8%) | 89 (28.5%) | 2.83 | 1.33 |
| 16. | I am satisfied with my pay considering my level of education. | 48 (15.4%) | 76 (24.4%) | 75 (24.0%) | 24 (7.7%) | 89 (28.5%) | 2.90* | 1.44 |
| 17. | I am satisfied with the technology I use for my work. | 86 (27.6%) | 64 (20.5%) | 86 (27.5%) | 25 (8.0%) | 51 (16.3%) | 3.35* | 1.39 |
| 18. | I am satisfied with the working conditions. | 24 (7.7%) | 87 (27.9%) | 88 (28.2%) | 63 (20.2%) | 50 (16.0%) | 2.91 | 1.14 |
| 19. | I am satisfied with the way my co-workers get along with each other. | 100 (32.1%) | 88 (28.2%) | 99 (31.7%) | 13 (4.2%) | 12 (3.8%) | 3.80** | 1.06 |
| 20. | I am satisfied with Praises and comments on my job by my supervisors | 62 (19.9%) | 124 (39.7%) | 88 (28.2%) | 26 (8.3%) | 12 (3.8%) | 3.64** | 1.01 |

Note: ES= extremely satisfied, VS= very satisfied, S=satisfied, SW=somewhat satisfied, NS=not satisfied, $\overline{X}$ = mean, Std.D= standard deviation

Table 3 presents the extent of job satisfaction using 20 items at five levels of extremely satisfied, very satisfied, satisfied, somewhat satisfied and not satisfied. Asterisks were attached to mean scores ($\overline{X}$) indicating extent of job satisfaction (extreme/very satisfied = 2 asterisks), (satisfied = 1 asterisk) (somewhat/not satisfied = 0 asterisk). The result showed that 10 items (50.0%) had double (2) asterisks; 6 items representing 30.0% had one asterisk while 4 items representing 20.0% had zero (0) asterisk. The result, therefore, confirms that majority of the respondents are satisfied, to a large extent, with their jobs using both intrinsic and extrinsic measures. Major areas of satisfaction were found to be: being able to do things that don't go against one's conscience, relationship with co-workers and making use of one's ability while the least areas of satisfaction had to do with working alone, feedback on performance and policies attached to promotion/pay.

**Research Question 2:** How effective is mentoring in private university libraries in South-west, Nigeria?

The effectiveness of mentoring in private universities in South-west, Nigeria is shown in Table 4

**Table 4: Mentoring Effectiveness**

| S/N | Statement | SA | A | U | D | SD | Mean | Std.D |
|---|---|---|---|---|---|---|---|---|
| 1. | Mentoring provides me with constructive and useful critique of my work. | 161 (51.6%) | 127 (40.7%) | 24 (7.7%) | - | - | 4.44** | 0.63 |
| 2. | Mentoring motivates me to improve my work. | 100 (32.1%) | 73 (23.4%) | 24 (7.7%) | 89 (28.5%) | 26 (8.3%) | 3.42* | 1.40 |
| 3. | Mentoring is helpful in providing directions and guidance on professional issues e.g. networking, membership in the professional associations. | 124 (39.7%) | 151 (48.4%) | 24 (7.7%) | 13 (4.2%) | - | 4.24* | 0.76 |
| 4. | Mentoring has always helped me to have a positive and encouraging attitude to my work | 123 (39.4%) | 74 (23.7%) | 12 (3.8%) | 52 (16.7%) | 51 (16.3%) | 3.53* | 1.54 |
| 5. | With mentoring I have always demonstrated content expertise in my area of specialization. | 111 (35.6%) | 138 (44.2%) | 38 (12.2%) | 13 (4.2%) | 12 (3.8%) | 4.04** | 0.99 |
| 6. | Mentoring always increases my contacts with higher level librarians. | 97 (31.1%) | 75 (24.0%) | 50 (16.0%) | 65 (20.8%) | 25 (8.0%) | 3.49* | 1.33 |
| 7 | My career interests are always upheld by mentoring | 74 (23.7%) | 124 (39.7%) | 49 (15.7%) | 52 (16.7%) | - | 3.74* | 1.02 |
| 8. | I am always given challenging assignments that affords me the opportunity to learn new skills. | 112 (35.9%) | 123 (39.4%) | - | 39 (12.5%) | 25 (8.0%) | 3.86* | 1.28 |
| 9. | With mentoring, I have the opportunity to share my career progress, history with my co-workers. | 86 (27.6%) | 98 (31.4%) | 25 (8.0%) | 77 (24.7%) | 26 (8.3%) | 3.45* | 1.34 |
| 10 | With mentoring, am always helped with assignments/tasks that otherwise would have been difficult to complete. | 99 (31.7%) | 139 (44.6%) | 48 (15.4%) | 13 (4.2%) | - | 4.08** | 0.81 |

Note: SA=strongly agree, A=agree, U=Undecided, D=disagree, SD= strongly disagree

Table 4 shows the effectiveness of mentoring in private universities in South-west, Nigeria. The result showed that out of 10 items, 3 items (30.0%) indicated with double asterisks strongly agreed that mentoring provides constructive and useful critique of work ($\overline{X}$ = 4.44 Std.D=0.63), helped with assignments and tasks ($\overline{X}$ = 4.08 Std.D=0.81) and in demonstrating content expertise in areas of specialization ($\overline{X}$ = 4.04 Std.D=0.99). Furthermore, the result showed that 7 items (70.0%) indicated with one asterisk agreed by over 48% of library personnel that mentoring motivate them to improve their work ($\overline{X}$ = 3.42 Std.D=1.40), helped them in providing directions and guidance on professional issues ($\overline{X}$ = 4.24 Std.D=0.76), help them to have positive attitude on their work ($\overline{X}$ = 3.53 Std.D=1.54), increased their contacts with higher level librarians ($\overline{X}$ = 3.49 Std.D=1.33), upheld their career interest ($\overline{X}$ = 3.74 Std.D=1.02), afford them the opportunity to learn new skills ($\overline{X}$ =

3.86 Std.D=1.28) and opportunity to share their career progress ($\overline{X}$ = 3.45 Std.D=1.34). The fact that all the items had asterisks attached to the mean scores is a strong indication of mentoring effectiveness even though the least areas of effectiveness were in the areas of motivating for work improvement and the opportunity to share career progress and history with co-workers.

**Hypothesis**

There is no significant relationship between mentoring and job satisfaction of library personnel in private universities in South-west, Nigeria.

The result of the correlation analysis showing the relationship between mentoring effectiveness and job satisfaction is displayed in Table 5.

**Correlation Analysis of Mentoring Effectiveness and Job Satisfaction**

| Variable | Mean | Std. Dev. | N | R | P | Remark |
|---|---|---|---|---|---|---|
| Mentoring | 37.8077 | 8.07211 | | | | |
| | | | 312 | 0.457** | .000 | Sig. |
| Job Satisfaction | 67.2244 | 15.92449 | | | | |

**\*\* Correlation is significant at the 0.01 level (2-tailed)**

Table 5 shows the correlation coefficients and significance values of the contribution of mentoring effectiveness and job satisfaction of library personnel in private universities in South-west, Nigeria. The result revealed that there was positive significant relationship between mentoring effectiveness and job satisfaction of library personnel (r = .457, N= 312, P (.000) < .01). Therefore, the null hypothesis is rejected. The implication of the result is that effective mentoring contributes to the work performance of library personnel in private universities, and has a positive correlation with job satisfaction.

**Discussion of the Findings**

From the findings, it is evident that library personnel in South-west, Nigeria are generally satisfied with their jobs. The findings corroborate previous studies of Samuel, Onuoha, and Ojo (2014) and Badawi (2006). Although generally satisfied, the extent of satisfaction was higher for some job aspects such as being able to do things that don't go against one's conscience, relationship with co-workers and making use of one's ability. The least areas of satisfaction, on the other hand, had to do with working alone, policies attached to promotion and pay. These findings are in partial agreement with the findings of Emmanuel, Biokuromoye and Timi (2013) whose study on the job satisfaction of cataloguers revealed that cataloguers in Nigerian universities are satisfied with dimensions such as opportunities and supervision but were, however, dissatisfied with workplace culture, professional duties, reward, as well as roles and responsibilities. Concerning pay/salary, the result corroborates the findings of Abifarin, (1997), Marjanja and Kiplang (2003) and Albanese (2008), whose studies revealed that most library personnel in Ghana consider their pay package as the main cause of dissatisfaction. However, Odunlade's (2012) study of the relationship between job satisfaction, compensation, and benefits among librarians in libraries and information centres in Nigeria affirmed that academic librarians are satisfied with salary.

Mentoring was found to be effective among the respondents especially in providing constructive and useful critique of work, helping with assignments and tasks and demonstrating content expertise in areas of specialization. The findings were in agreement with previous studies of Bello and Mansor (2013), Payne (2006), as well as Higgins and Thomas (2001) whose studies affirm that mentoring account for a better job outcome through the transfer of skills which protégés can apply in diverse professional circumstances.

The test of hypothesis revealed that there is a significant positive relationship between mentoring effectiveness and job satisfaction which supports the assertion of Wilson and Elman (1990), who opined that mentoring provides job-related and psychological support to improve the satisfaction and commitment level of employees. It also supports the findings of Scandura (1997),

Lailho and Brandt (2012), as well as Lo, Ramayah and Kui (2013) whose studies established that mentoring is positively connected with job satisfaction. It is, however, in disagreement with the findings of Sizer (2008) whose study of US Air Force Academy faculty revealed that mentoring effectiveness is not related to job satisfaction. The disparity in the population may account for the difference in findings.

**Conclusion**

The study concludes by affirming that library personnel in private universities in South-west, Nigeria are satisfied with their jobs especially as it relates to being able to do things that don't go against one's conscience, relating with co-workers and making use of one's ability. Mentoring in private universities in South-west Nigeria is also effective and positively related to job satisfaction, thereby leading to the conclusion that effective mentoring is central to job satisfaction.

**Recommendations**

Arising from the research findings, the following recommendations are therefore presented:

1. The management of the private universities in South-west Nigeria should make policies attached to promotion in order to enhance the job satisfaction of personnel
2. Employees should be given feedback on their job performance
3. Mentoring effectiveness can be strengthened further through workshops and seminars so that mentees can also get the chance to share work experiences with others

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