Mentoring as Correlate of Productivity of Librarians in Universities in South-West Nigeria

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Abstract

The purpose of this study was to investigate mentoring on librarians' productivity in universities in South-West Nigeria. The expo-facto research design was adopted for the study. The population of the study was 504 librarians in universities in South-West Nigeria drawn from 37 federal, state, and private universities in South-West Nigeria. The sample for the study is 504 librarians. Three research questions were raised and answered with two formulated hypotheses. The research instrument for data collection was the questionnaire. Data were collected and analysed. Frequency, percentages, mean, and standard deviation were used to answer the research questions. Pearson Product-Moment Correlation coefficient (PPMC) and Multiple Regressions, with the aid of Statistical Package for Social Sciences (SPSS) version 20 were used to test the hypotheses at 0.05 level of significance. The finding revealed that mentoring among librarians in South-West universities exists at a high level in career development, role modelling and psychosocial support. There was no significant relationship between mentoring and productivity of librarians in universities in South-West Nigeria. The researcher recommended that, since there was a high level of mentoring among librarians in universities in South-West Nigeria, the factors responsible for their low productivity should be investigated.

Keywords: Mentoring, Productivity, South-West Nigeria

Introduction

One of the significant factors of transformation under any working condition in an academic environment is a dedicated, industrious, positively driven, and inventive human workforce. With the rise in technological innovations and changes in the library profession, there is a need for the organisation (library) to consider employee productivity. This is because the achievement, existence, and power of any organisation to compete with others depend on the productivity of their workforce.

Certain variables can influence productivity, and a mentor is one of such. Mentoring is an age-long process. Its role in adding value to organisational life has been prominent in several institutions in the past few years (Kram, 1985; Johnson, 2003). In the current highly competitive work environment, continuous development and retention of highly skilled and gifted employees areessential for institutions worldwide (Ismail, Boerhannoedin&Rasip, 2009). Nigerian university libraries are no exceptions, especially in the current quest for relevance and significance (Johnson, 2003).

Mentoring involves a process where a more experienced person takes a younger person on a career path to impart knowledge, skill, and experience over some time. This process of infusing the younger and less experienced with skill and knowledge is often geared towards making such a person better equipped for professional life (Weng, Huang, Tsai, Chang, Lin & Lee, 2010). The main purpose of a mentoring relationship is to assist employees in improving their profession. Two types of personal learning occur in a mentorship. One type is relational job learning, while the other is personal skill development (Scandura& Williams, 2004). Thus, a mentor is vital for employees' development in their careers especially in librarianship (Lee, 2005).

Researchers have alluded to career function and psychosocial function as two dominant mentoring qualities which mentors bring into a relationship (Kram, 1985, Noe, Greenberger& Wang, 2002). Career functions refer to the relationship that increases learning in the workplace as well as the organisations. Mentoring psychosocial functions, on the other hand, revolve around a relationship that improves competency, identity, and the needed qualifications for the job.

Psychosocial mentoring is often seen as helping individuals in building confidence, overcoming pressures and strains, assisting their personal life, ensuring their opinions are heard and valued, sharing dreams, providing feedback, awareness of contribution to the relationship, and teaching with examples (Noe, Greenberger, & Wang, 2002; Lyon, Farrington & Westbrook, 2004). A mentor's assistance to protégés is also considered a psychosocialfunction to the degree that such brings acceptance, confirmation, and counseling support within an organisation(Wanberg, Welsh, &Hezlett, 2003).

In an organisational context like the university library, mentoring is a training and development programme used to increase group and/or individuals' potential to carry out duties and responsibilities and familiarisethemselves with new techniques (Allen, Eby, Poteet, Lentz, & Lima, 2004). Mentoring plays a substantial role in the culture of an organisation since culture defines the ethos and working principles in a place.

Statement of problem

The researcher's pre-research interaction with some librarians in Nigerian university libraries, as well as research by Babalola and Nwalo (2013) and Yaya, Uzohue and Akintayo (2016) revealed that there is a decrease in the level of productivity of librarians in public university libraries in South-West Nigeria. The researcher's concern is that the situation remains the same for 3 to 6 years. Could this situation be because of inadequate mentoring culture in university libraries in South-West Nigeria? Thus, this study tends to investigate the correlates of mentoring functions on the productivity of librarians in universities in South-West Nigeria.

Literature Review

Geraci and Thigpen (2017) pointed out that mentoring is vital for new and up-and-coming faculty personnel to accomplish professional and individual goals. However, it has both positive and negative outcomes. **Bicknell-Holmes (2017)** discussed reasons everyone needs a mentor such as an advisor and sponsor.

Nowell, White, Benzies and Rosenau(2017) strongly noted that mentoring addresses the shortage of nursing personnel. This has led to the call for formal mentoring in various forms. Factors influencing mentorship programme implementation include mentorship training and guidelines; quality of the mentoring relationships; choice and availability of mentors; organisational support; time and competing priorities; culture of the institution; and evaluation of mentorship outcomes (Tjan, 2017; Chopra, Arora, & Saint, 2018).

Colosimo, Desmeules, and McKinnon (2017)found that mentoring includes everyone despitetheir position as either mentor or mentee in the discussion of the McGill Library Mentoring Program. This gives the librarians an opportunity to benefit from the knowledge and expertise of their colleagues. This program focused on personal development, workplace culture, and work-life balance as well as career advancement, tenure, and promotion.

Farrell, Alabi, Whaley, and Jenda (2017) found that mentoring creates an inclusive environment for librarians, especially in relation to racial "microaggressions, imposter syndrome, and burnout." Mentoring programs play a great role in helping new academic librarians to meet the requirements of tenure-track positions. **Hussey and Campbell-Meier (2017) found that** mentoring plays a role inthe progression of library and information science professionals. Mentoring may be workplace-centered or with a more personal focus. In the same vein, **Usova and Anderson (2017)** described a mentoring program instituted by a small library association in Alberta, which concentrated on connecting new graduates and library school students with experienced librarians. They reported on the outcomes of the programme as positive and that it led to greater success for mentees (**Johnson, 2017).**

Montgomery (2017) stated that a mentoring roadmap supports planned growth along a defined mentoring path and toward the attainment of individual goals. This happens by pinpointing and developing of a comprehensive gathering of mentoring resources or mentors. The mentoring roadmap corresponds to formal mentoring activities and is effective for short- and long-term career development. Taylor (2018) noted that the enduring legacy of mentoring in

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communication discipline is seen from the unfortunate activities of leaders who never received formalized mentoring given the benefits of such a relationship.

Harris and Celeste (2018) asserted that mentors are advocates. The authors treated the issue of mentoring from an advocacy perspective. A mentor is an advocate who acts as an intercessor andpleads for or on behalf of a less powerful person, in this case a young professional. The mentor's interest must be pure, and he/she is willing and committed to authoritatively address situations and people when the mentee is unjustly treated. "Advocacy is a seemingly inherent part of the mentor's responsibilities to the protégé..."

Ackerman, Hunter, and Wilkinson, (2018) found that informal mentoring was much more prevalent than formal, though librarians indicated both as beneficial. Early career librarians particularly benefit from mentoring, writing groups, and interwoven activities to help develop knowledge with research practice and methods. Hoban (December 2018) found that librarian mentorship goes hand in hand with other issues in the field, such as the recruitment and retention of librarians from underrepresented communities.

Harker, Keshmiripour, McIntosh, O 'Toole and Sassen (2018) observed that successful mentoring would encapsulate five things. These are upholding honest communication between the mentor and the mentee; adjusting hopes; evaluating interpretations, developing the independence of the mentee; tackling variety; and enhancing professional development.

Williams (2019) discussed approaches for mentoring mid-career librarians or for mid-career librarians to consider when working to build their own networks. Specifically, it addresses different needs that mid-career librarians might have compared to more junior librarians. Ubogu (2019) stated that, "Librarianship as a profession engages in mentoring in order to sharpen and sustain professional practice and be abreast with new development on the job."

Williams, Cohen, Lescano and Raj (2019) found and established that mentorship programmes in low and middle-income countries have made mismatched progress, and institutions with available mentorship activities have recorded more progress in their mentoring capacity than those without formal mentorship activities. Furthermore, a culture of mentorship helps overcome the shortage of trained professionals as this helps early career scientists.

Cross, Lee, Bridgman, Thapa, and Cleary (2019) noted that academic mentorship is a prime feature in the orientation of faculty members, support of fresh faculty transitioning to an academic position, career development and advancement, job satisfaction, and retention. Factors that contribute to mentoring are mentor availability and specialization, psycho-social supportive relationships, sympathy, and receptiveness. The absence of appropriate mentoring platforms compromises the job satisfaction, career development, and academic productivity of faculty members.

Choi, Moon, Steinecke, and Prescott, (2019) found that a culture of mentorship at academic medical centers produces a variety of leaders and strengthens organisations across medical missions. This is because mentorship is central to academic medicine and it mission is in the training and career development of physicians and various medical scientists.

Joshi,Aikens, and Dolan (2019) found that mentored research is vital in the orientation of undergraduates into the community of scientists. Therefore, structured mentoring frameworks

are employed in this direction. Such include dyads – direct mentoring by a faulty member, and triads – mentoring by a graduate or postdoctoral researcher and faculty. The research found that direct mentoring by a faculty member proved more effective.

Krishna, Renganathan, and Tay (2019) advocated for a mentoring spectrum that includes a wide range of educational practices that include role modeling, interactions with personalized attention, attitudes and practices, and teaching new skills and knowledge. Others include coaching individual learners on different aspects of the skills they need, appraising their progress, and providing feedback as they are supervised to complete their immediate goals within a project. They also advocate for separating supervision from the mentoring relationships for more personalized, timely, holistic, and longitudinal support and adapting the mentoring approach to accommodate the mentee's needs, goals, circumstances, and abilities.

Kelly (2019) found that mentorship in the library profession invests in every new librarian in helping them become better instructors, researchers, and scholars. Seeking tenure and promotion can be a daunting challenge for a new librarian. Still, the mentor works diligently to demystify the process, providing guidance, connecting with librarian colleagues, and providing a clear example of continual achievement and growth after promotion.

Research Questions

The following research questions were raised and answered in this study:

1. What is the extent of mentoring among librarians in universities in South-West Nigeria
2. What is the level of in productivity of the librarians in universities in South-West Nigeria?
3. Is there any significant relationship between mentoring and librarians' productivity inuniversities in South-West Nigeria?

Hypotheses

The following hypotheses were formulated and tested in this study:

i. There is no significant relationship between mentoring and librarians' productivity in the universities in South-West Nigeria.

ii. There is no significant relationship between mentoringand the productivity of librarians.

Purpose of the Study

This study explored mentoring functions on the productivity of librariansinSouth-West Nigeria. Specifically, it sought to:
i. find out the extent of mentoring among librarians in university libraries in South-West Nigeria.
ii. determine the level at which librarians in the universities in South-West Nigeria are productive.
iii. find out the areas of productivity of the librarians in universities in South-West Nigeria.
iv. find out the significant relationship between mentoring and librarians' productivity in the universities in South-West Nigeria,

Methodology

The sample for this study is 504 librarians. The entire population of 504 was used for this study. No sampling was done; therefore, the total enumeration technique was adopted for this study. This was because of the number of the population of librarians involved. According to Glenn (1992), a method to determine sample size is to rely on published tables, which provide the sample size for a given set of criteria. In this criterion, the population of 500 may be surveyed where the presumption is that the attributes being measured are distributed normally or merelyto achieve a desirable level of precision.

The questionnaire was the instrument used for data collection. The responses to the items on the questionnaire were structured based on a five-point Likert- type scale ranging from None, One, Two, Three, More Than Three with 1, 2, 3, 4, 5-point value attached to them. It was measured on a Likert-type four-point scale ranging from Very High Level (VHL), High Level (HL), Low Level (LL), Very Low Level (VLL). with 5, 4,3,2,1-point value respectively.

The data collected were collated and analysedusing descriptive statistics such as frequencies (used for the rate of respondents), mean and standard deviation (used to answer the research questions). The criterion mean for this study was 3.00. In addition, the hypotheses were subjected to inferential statistics using Pearson Product-Moment Correlation Coefficient (PPMCC) analysis and multiple regressions with the aid of Statistical Package for Social Sciences (SPSS) version 20.This was adopted because of the descriptive nature of the data.

The Pearson Product-Moment Correlation Coefficient was used to test hypotheses one and two (mentoring and organisational culture), since they were intended to show the relationship between one dependent variable and one independent variable. Hypothesis three (librarians' productivity) on the other hand, was tested using multiple regression because it sought to test for the relationship among one dependent variable and two independent variables at 0.05 level of significance.

Research Question One: What is the extent of mentoring among librarians in universities in South-West Nigeria?

Data in Table 1 provide the answer to this question.

Table 1: Extent of Mentoring among Librarians

Career Development	SA	A	D	SD	NEU	MEAN	SD
My mentor takes a personal interest in my	140	214	28	19	27	3.97	1.10

						Mean	SD
career development.							
My mentor helps me to coordinate my professional goals.	99	255	25	20	29	3.86	1.10
My mentor coaches me on my job.	108	214	37	34	35	3.72	1.26
My mentor encourages me to take advantage of professional development programmes.	124	220	26	33	25	3.88	1.14
My mentor gives adequate time to my work.	104	217	17	53	37	3.68	1.26
My mentor takes interest in my work.	90	228	25	46	39	3.64	1.25
My mentor provides me with information on promotion opportunities regularly.	110	215	31	41	31	3.76	1.19
My mentor gives me a lot of assignments that can enhance my growth on my job.	104	230	25	46	23	3.79	1.13
Aggregate Mean/SD						**3.79**	**1.18**

Psychological Support	SA	A	D	SD	NEU	MEAN	SD
I discuss private issues with my mentor.	74	198	58	54	44	3.46	1.25
I see my mentor as a friend	97	212	28	40	51	3.57	1.38
I socialise with my mentor after work.	63	190	55	68	50	3.32	1.28
I keep in touch with my mentor during work hours.	96	194	33	62	43	3.53	1.33
My mentor I and confide in each other.	78	183	48	62	57	3.35	1.37
I often have lunch break with my mentor.	36	102	103	104	83	3.74	1.31
Aggregate Mean/SD						3.33	1.32

Role Modelling	SA	A	D	SD	NEU	MEAN	SD
I try to imitate my mentor.	88	182	41	61	56	3.37	1.44
I respect my mentor's professional skills.	143	204	11	46	24	3.91	1.18

I generally like my mentor's lifestyle.	97	222	23	55	31	3.69	1.18
I respect my mentor's ability to bring up others.	141	187	29	45	26	3.86	1.18
Aggregate Mean/SD						**3.71**	**1.25**

Aggregate Mean/SD 3.62 1.24

Criterion Mean 3.00

Table 6 shows that the extent of mentoring with regards to career development (Mean=3.31, SD=1.18); psychological support (Mean=3.33, SD=1.32), and role modelling (Mean=3.71, SD=1.25), are well above the criterion mean of 3.00. Therefore, with an aggregate mean of 3.62(SD=1.24), which is greater than the criterion means of 3.00, it can be concluded that the extent of mentoring among librarians in Universities in South-West Nigeria is high.

Research Question 2: What is the level of productivity of the librarians in universities in South-West Nigeria?

Data in Table 2 provide answers to question five.

Table 2: Level of Librarians' Productivity in Universities in South-West Nigeria

Items Publications	None	One	Two	Three	More than three	MEAN	SD
How many articles have you published in the last three years?	133	59	83	65	8	2.75	1.61
How many research papers have you presented in conferences in the last three years?	182	83	76	48	32	2.13	1.34

						MEAN	SD
How many book chapters have you contributed in the last three years?	133	83	76	48	39	2.18	1.44
How many academic journal articles have you co-authored with colleagues in the last three years?	133	75	95	68	57	2.57	1.49
How many bibliographies have you compiled in the last three years?	194	67	66	58	43	2.19	1.59
How many books have you reviewed in the last three years?	210	77	70	38	33	2.01	1.38
How many innovative research have you completed in the last three years?	147	119	88	45	29	2.20	1.33
How many On-going research do you have currently?	104	105	105	61	53	2.60	1.42
Aggregate Mean/SD						**2.33**	**1.44**

Training Programmes	None	One	Two	Three	More than three	MEAN	SD
How many state NLA trainingprogrammes have you attended in the last three years?	122	99	95	68	44	2.51	1.41
How many national NLA trainingprogrammes have you attended in the last three years?	187	106	78	45	22	2.21	1.25
How many IFLA trainingprogrammes have you attended in the last three years?	115	111	98	67	37	1.98	1.21
How many interdisciplinary trainingprogrammes have you attended in the last three years?	7	3	7	99	62	2.60	1.38
How many times in the last three years has your library	187	106	78	45	12	2.79	1.48

	None	One	Two	Three	More Than Three	MEAN	SD
organised in-house training programmes?							
Aggregate Mean/SD						**2.39**	**1.34**

Service	None	One	Two	Three	More Than Three	MEAN	SD
How many letters of commendation/service awards have you received since you started your career?	156	105	101	46	20	2.17	1.27
How many successful accreditation exercises has your job performance contributed to since you started your career?	64	62	76	62	164	3.42	1.58
How many promotions have you received since you started your career?	73	112	106	68	69	2.82	1.42
How many research grants have you attracted to your university since you started your career?	257	77	45	34	15	1.69	1.22
How many Industrial Attachment students have you trained in the last three years?	64	62	76	62	164		
How many University committees have you served in within the last three years?	73	112	106	68	69		
Aggregate Mean/SD						**2.52**	**1.37**

Aggregate Mean/SD   **2.39   1.40**

Table 9 shows the level of productivity of the librarians, with regards to publications, (Mean=2.33, SD=1.44), training programmes (Mean=2.39, SD=1.34) and service (Mean=2.52, SD=1.37) are less than the criterion mean of 3.00. Therefore, with an aggregate mean of 2.39 (SD=1.40), which is less than the criterion mean of 3.00, it can be concluded that the level of productivity of librarians in South West Nigeria is low.

Research Question Three: In what areas are librarians' productivity in universities in South-West Nigeria?

Data in Table 3 provide answers to this question.

Table 3: Areas where Librarians are Productive in Universities

Statements	NEU	VL	L	H	VH
Publications					
Number of articles published in the last three years	133	59	83	65	8
Number of research papers presented in conferences in the last three years.	182	83	76	48	32
Number of chapters contributed in a book in the last three years.	133	83	76	48	39
Number of articles in an academic journal co-authored with colleagues in the last three years.	133	75	95	68	57
Number of bibliographies compiled in the last three years	194	67	66	58	43
Number of books reviewed in the last three years.	210	77	70	38	33
Number of completed innovative research in the last three years.	147	119	88	45	29
Number of currently on-going researches.	104	105	105	61	53

Training Programmes	None	One	Two	Three	More Than Three
Number ofstate NLA training programmes attended in the last three years.	122	99	95	68	44
Number of national NLA training programmesattended in the last three years.	187	106	78	45	22
Number of IFLA training programmes attended in the last three years.	115	111	98	67	37
Number of interdisciplinary training programmes attended in the last three years.	97	93	77	99	62

Number of in-house training programmes organized by your library in the last three years.	187		106	78		45	12

Service	None	One	Two	Three	More Than Three
Number of letters of commendation received since you started your career.	156	105	101	46	20
Number of successful accreditation exercise your job performance contributed to since y started your career.	64	62	76	62	164
Number of promotions received since you started career.	73	112	106	68	69
Number of service awards received since yo started your career.	156	105	101	46	20
Number of research grants attracted to your university since you started your caree	257	77	45	34	15
Number of Industrial Attachment students trained in the last three years.	64	62	76	62	164
Number of University committees served ii within the last three years.	73	112	106	68	69

Table 3 shows the areas the librarians are productive. With regards to publications, a majority of them- 324(76%) noted that they currently have on-going research; 295(69%) of them have academic journal articles that they co-authored with colleagues in the last three years; 281(66%) of them have reviewed books in the previous three years; 246(57%) of them have contributed to book chapters in the last three years; 239(56%) of them have presented papers in conferences in the previous three years; 224(52%) of them have compiled bibliographies in the previous three years; 218 (66%) of them have reviewed books in the last three years, and 215(50%) of them published articles in the last three years.

For training programmes, 331(77%) of the librarians have attended interdisciplinary training programmes in the last three years, 313(73%) of them have attended LRCN training programmes in the previous three years, 306(71%) of them have attended state NLA training programmes in the last three years, 251(57%) of them have attended national NLA training programmes in the previous three years, and 241(56%) of them have been involved in organised in-house training programmes in the last three years.

For service, 364(85%) of the librarians noted that their job performance has contributed to a successful accreditation exercise in their universities, 355(83%) of them have received promotions, 272(64%) of them have received letters of commendation and 171 (39%) of them have attracted research grants to their universities.

Testing the Hypotheses

This section deals with the hypotheses of this research. It covers the relationship between mentoring and the productivity of librarians and summarises the relationship between mentoring and the productivity of librarians in universities in South-West Nigeria.

Hypotheses One: There is no significant relationship between mentoring and librarians' productivity in the universities in South-West Nigeria.
The result is shown in Table 4

Table 4: Relationship between Mentoring and Productivity of Librarians

		Mentoring	Productivity
Mentoring	Pearson Correlation	1	.091
	Sig. (2-tailed)		.060
	N	428	428
Productivity	Pearson Correlation	.091	1
	Sig. (2-tailed)	.060	
	N	428	428

Table 4 reveals the Pearson Product correlation coefficient r (=0.091). Since the significant value (Sig.2-tailed) is 0.060 (which is more critical than 0.05), it can be concluded that there is no significant relationship between mentoring and productivity of librarians in the universities in South-West Nigeria. The null hypothesis is accepted that an increase in mentoring among librarians may not lead to a corresponding increase in productivity. This implies that although mentoring is high among librarians, their productivity still needs to increase.

Discussion of finding

The extent of mentoring among librarians is excellent. The reason for this high mentoring rate is not far-fetched, as it is an academic culture that enables young and upcoming librarians to find their footing in the educational space. Based on the preceding, the researcher thinks mentoring is high because it is a formal or informal transmission of knowledge, social capital, and psychosocial support. This is because it is established for library professionals and librarians at all levels to learn, develop and meet their potential with the assistance of experienced professionals and heads. It is, therefore, justifiable why mentoring is high.

The high level of mentoring among librarians in universities in South-West Nigeria is justified by the finding of Nwankwo, Ike and Anozie (2017). They noted that mentoring relationship is usually high and encouraged because it introduces and promotes librarians and other library

personnel to work together. According to Bozionelos, Bozionelos, Kostopoulos andPolychroniou (2011),a high level of mentoring in organisations occurs because mentorship improves employee motivation, provides succession planning,and enhances network and learning about the profession. The findings of Ekechukwu and Horsfall (2015) strengthen the view thatmentoring is high.

The findings show that university librarians are productive about publications. The high level of productivity in the publication is justified. The publication has become a significant criterion of academic success in the competitive university environment of global higher education.

Similarly, appearing in internationally circulated journals published in English is incredibly prestigious. Universities are engaged in a global "status" race of publication, andacademicsare the grounds for ranking. The high productivity of librarians in publications is self-gratifying and in line with the famous mantra among academics, "Publish or die!" This accounts for why an average number of librarians are productive in the following areas: ongoingresearch, co-authored publications with colleagues, published academic journal articles, book reviews, contributive chapters in books, presentation of papers in conferences, a compilation of bibliographies, and publication of articles.

Above all, the high level of productivity in the publication is because research productivity is easier to measure than other kinds of academic work – NLA training, supervision of students on industrial attachment and in-house training, amongst others, and such vital functions as librarians' duties are also challenging to define and quantify. Thus, research is not only the gold standard but almost the only semi-reliable variable. Therefore, librarians have not done so well in attending interdisciplinary training programmes, LRCN training programmes, state NLA training programmes, and national NLA training programmes, and organised and participated in an in-house training programme in the last three years. Their job performances have contributed to successful accreditation exercises in their universities, they have received promotions, and they have received letters of recognition/awards. However, most of them have not attracted research grants to their universities. These areas are not as open to measurement as publication productivity.

The findings that librarians are more productive in ongoing research and publications support theconclusions of Okonedo (2015),who noted that the publication output of librarians was comparatively high. However, this was solely for promotion purposes. Theresults of Ogbomo (2010) assertedthat productivity is based on the self-interest of the librarian and not on the organisation per se.

The finding reveals that there is no significant relationship between mentoring and productivity of librarians in the universities in South-West Nigeria.The outcome of the present study does not agree with the findings reported in the studies above.The proverbial saying that "you can lead a horse to the stream but cannot force it to drink water." Mentoring is a partnership between a more experienced person and a younger person. The level of effectiveness of the mentoring (formal or informal) depends on several enabling factors such as access, communication, empathy and expert knowledge.

The finding of Eby, Lockwood and Butts (2006); Lo and Ramayana (2011); Osa and Amos (2014);Ademodi and Akintomide (2015); Smallwood and Tolley-Stokes (2011) and Njoku

(2017) showed that mentoring is a crucial predictor of productivity. So, productivity among employees with an appropriate learning programme could be directly related to mentoring in the workplace. Similarly,Addady (2015) found that employees with mentoring relationships experienced higher levels of job productivity and more commitment to the organisation'sculture.

Conclusion

Employees' productivity plays a significant part in achieving the goals and objectives of any organisation. This is because the purpose of every organisation is to render effective service and the library profession is no exception. This study revealed that the extent of mentoring among librarians in South-West Universities is excellent.

The study has further shown that there is no significant relationship between mentoring and productivity of librarians in universities in South-West Nigeria. The implication is that even where the librarians exhibited high levels of mentoring, it did not contribute to a higher level of productivity.

Based on the findings of this study, a conclusion can be drawn that, generally, there is no significant relationship between mentoring functions on the productivity of librarians in the universities in South-West Nigeria. Thus, a combination of mentoring may not influence the productivity of librarians.

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