

Cataloger Mentoring a Survey of Catalogers' Perception on Mentoring for Skills Development in Academic Libraries

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ABSTRACT

Library services in digital age have become user self-exploration while the geometrical growth in information resources continued to task bibliographic control especially catalogers whose task is not only to provide efficient, and effective bibliographic control but in addition timely access to all resources. However, the Cataloguers' skills, knowledge and strength continued to dwindle in past decades that have generated concern to the profession worldwide. Decline in education, unsatisfactory learning/training infrastructure and lowly attitude to cataloguing courses by educators and students alike in Nigeria further eroded skill development and proficiency. Consequently, the cataloguers are short of skills needed to perform their duties. This in turn may affect library services provision. This study therefore seeks to discern what cataloguers across university libraries in Nigeria perceived of mentoring for skill development and critical role of mentoring for proficient cataloguing skill. The study investigates 1. The state of mentoring in academic libraries of Nigerian Universities, 2. The perception of catalogers on mentoring for cataloging skill development. The research question is specifically directed, at 1. What is the state of mentoring in academic libraries of Nigerian universities? a) Do Nigerian university libraries have mentoring programs for catalogers? b) What types of mentoring programs is available and how adequate and effective is the programs? 2. What is the perception of catalogers on mentoring? 3. What is the perception of catalogers on mentoring for cataloging skill development? The study adopted descriptive survey method. With the use of questionnaire, fifty cataloguers were sampled from five Nigerian public university libraries in five of the six geopolitical zones of the country. The survey conducted in November/December, 2009 used a five-point likert-scale questionnaire for data collection. From the total sample size, only 35 responses representing 70 percent was found useable for analysis. Findings revealed that cataloger uses three types of mentoring programs Supervisory (81%), Situational (19%) and Group (13%) mentoring. Ninety-four (94%) percent of the respondents felt mentoring enhances their descriptive cataloguing skills and the confidence to used work tools. While another 97% felt mentoring could be use for succession plans and as stability factor in term of changes. The catalogers perceived mentoring as vital tool for skill development, considered it to have organizational benefits and agreed mentoring can be use to address the challenges of skill deficiency for improvement in the profession.

Keywords: Mentoring, Nigerian universities; Catalogers, Nigerian universities; Cataloging skills; Academic libraries, Nigerian universities; Librarian, Nigeria.

INTRODUCTION

Education provides organised transmission of collective knowledge from one generation to another. New generations are equipped to face challenges of the future with the knowledge gathered from the past as well as equip nations with capacity of improving productivity that enhance living standards. Tertiary institutions serve as acme of formal development and university with their facilities and resources possess high capacity for human development. University library by virtual of their resources and services is the hive of scholarly activities. The resources, services and efficiency are fundamental to courses accreditation and almost synonymous to the university excellence.

In the new millennium, library services have changed from mere repositories of knowledge to global gateway to access organised resources. Consequently, continuous training and retraining of librarians to manage the resources is imperative. Among few factors, affecting the health of library is the numerical strength and quality of the staff. The library staff creates the caliber of services that determine the prospect of the library whether the library will be dynamic or static information powerhouse (Allyson, et.al, 2006). Technological advancements and challenges of digitalization, e-resources, review of AACR/introduction of

RDA, FRBR and diverse geometrical growth in information resources pose challenge to librarianship. Especially the Catalogers, whose task is to not only provide efficient and timely access but also harmonize bibliographic control of all library databases. However, the Catalogers' skills, knowledge and numerical strength continued to dwindle in the past decades, this has generated concern to the profession worldwide. Which is complicated decline in educational training that further eroded skill development and consequently decreases cataloger proficiency for information management (Gorman, 2002; Intner, 2002 and Saye, 2002). In Nigeria the problem is aggravated by unsatisfactory learning conditions and training infrastructures as well as apathetic attitude to cataloging courses both by educators and students alike (Nwalo, 2005; Okorafor & Iheaturu; 2005). Consequently, the catalogers are short of adequate and sufficient skills needed to perform their duties. Therefore, this investigation seeks to survey opinions of catalogers in Nigerian university libraries on the use of mentoring for skill development. It is designed to assess catalogers' opinions on mentoring and their perceptions on mentoring for skill development in the profession in Nigeria University Libraries.

Previous Studies

Librarian training spans 18 to 24 months after the first degree (Fleet, 1995). Outside the formal educational training, other training models directed at promoting professional development includes internship, professional institutes, one-on-one training, conferences, workshops, job exchanges and self-directed study (Trainer, 1989). Mentoring as re-training program for librarians in the university library are often overlooked and has received little attention. Cataloger mentoring is an established developmental process of learning by which experienced, cataloger took responsibility and relates well with less experienced or new catalogers to facilitate training and development until they have acquired needed skills in the profession for the benefit of the individuals as well as that of the organization.

Mentor is often heard in conversations. Famous athletes refer to their coaches as mentors. Business leaders talk about mentoring newly hired in company operations while academic institution places students in apprenticeship with mentors doing the job they hope to do someday. Studies on the usefulness of mentoring to professions indicated that mentoring contributes to: retention and recruitment of talent, succession plans, knowledge management and transfer, stress reduction and productivity (Clutterbuck & Abbot, 2009). Researches on mentoring acknowledged that there are much to gain by building mentoring into daily practice of leaders and managers at all levels and in all kinds of organizations (Russell & Adams, 1997). Purported gains of mentoring include faster promotion rates, career satisfaction and reduced stress for mentee. Whereas, mentors derived fulfillment and satisfaction for support they provide for the young/neophytes. In addition, it improves mentors' leadership, organisation and communication skills, as well as improves awareness of own learning gap and offers opportunities to pass on knowledge, skills and experiences. To the organizations mentoring increases employee's productivity and enhanced commitment with lower turnover, widening of skills base and competencies in line with organisation goals. It also increases staff moral and job satisfaction as well as use for succession plans (Russell & Adams 1997). Because it facilitates development of competencies, employers have increasingly explored mentoring mechanism to create and sustain competitive advantage and adopt it to fulfill employees' personal career goals. Studies in business, education, health and related discipline demonstrated mentoring as valuable part of framework that supports career development of worker in personnel, professional and educational pursuit (Mckimm et.al, 2003). Mentoring studies conducted in the library profession appears to be on the increase (Munde, 2002). As in other professions, it is increasingly use for recruitment and retention in library setting (Zhang, et.al, 2007; FOLIO, 2008). Osborn (2003) noted that UK and America libraries uses it as valuable career development tool, while Australian Library and Information Association (ALIA) equally endorsed mentoring as one of the Continuing Professional Development (CPD) activities that count towards its members' assessment. Ritchie & Genoni, (1999) study on kinds of staff mentoring support and development tool that existed in U.K. LIS field, revealed that 17% of sampled libraries provided mentoring scheme, majority of which were in university and public libraries. Furthermore, a survey of 122 U.S. academic and research libraries indicated that 26% had mentoring programs. Effective mentoring assists new librarians with diverse background in

their professional growth and benefits organizational culture (Zhang et.al, 2007). Nassali (2009) study on effect of coaching and mentoring on librarian of Makerere University, East Africa, revealed that through guidance over procedural obstacles and challenges, the new librarians' opinion did not only changed from perceiving LIS as desert opportunity but in addition developed love for the profession as proud librarians. Thus, in the same light, it is worthwhile to explore mentoring perception of cataloguers.

In the exploration of mentoring process for library and information professional staff development, Chartered Institute of Library and Information Professionals (CILIP) introduced mentoring scheme for all candidates working towards Chartership (FOLIO, 2008). University of Albany SUNY library on the other hand had mentoring programs for new librarian, designed to broaden their education beyond formal curricula but in addition to mentor them in research, promotion and tenure requirement (ALA, 1996). Yale university library mentoring program similarly helped new librarian to get familiar with and involved in the library system (Zhang et-al, 2007).

Literature also indicated that professional associations equally realized and acknowledged the values of mentoring to complement relationships. Association of College and Research Libraries (ACRL) for instance engage new members in a sustained, yearlong mentoring relationship with veteran members (Zhang et-al, 2007). The veterans provide advice, direction, and perspectives gained from experience. International Relations Round Table's (IRRT's) has short-term mentoring program that helps first timer at international conferences. The program pairs seasoned conference librarians with new librarians for career development. The above reflect the developmental trend of mentoring in developed countries with enhanced in technology and Integrated Library Systems compared to developing country as Nigeria. Thus, this makes developing countries (as Nigeria) an interesting population of study. It is therefore imperative to continue research for library development in Nigeria. Beside the literature has shown that overwhelmingly mentoring research) are based on American experiences representing one national setting rather than generalisable across all parts of the globe (Chandler & Kram, 2005). In view of the lopsided noted from the literature they call for future research to examine mentoring across cultural and national contexts. In addition, surveys revealed there are few mentoring researches from the perspective of people involved in mentoring process and most researches concentrated on discussion of benefits and challenges of mentoring. She therefore suggested research into mentoring from the perspective of participants and the kind of things that impact on their experience. She concluded that the voice of the participants could offer insights that can influence the way mentoring are conceptualized by researchers and practitioners that maybe of benefits to those engage in the relationship process. Although development and use of mentoring as training tool in librarianship was acknowledged as invaluable, and is being absorbed into formal development activity of some libraries but these are in the minority (Ritchie & Genoni, 1999). This meant there are only few mentoring studies on academic librarians and even fewer studies on catalogers in the academic libraries. Recent mentoring studies, include the works of: Golian-lui, (2003) *fostering librarian leadership through mentoring*; Buchanan et-al, (2005) *perceptions...of online mentoring of MLS students' program*; Bothmann, (2007) *specific needs...cataloger in relation to education, training and mentorship?* Freedman, (2009) *Effective mentoring*. This study therefore seeks to communicate the perception of cataloguer on the use of mentoring in knowledge transfer and report the results of the survey conducted on catalogers in Nigerian university libraries. Thereby contribute to the literature on human resources development in the cataloging industry.

The Cataloger and Cataloging

Cataloging, as the art of describing, indexing, classifying, and controlling library materials bibliographically, is the heart of all professional knowledge organization and management in library and information services. Cataloging is the basis of knowledge theory that specifies the structure, the means for information handling and the organization (Hayes, 1989; Hill & Intner, 2007). Catalogers with their skills thus have come to grip with information management. In new information contexts, cataloging skills are utilize for management of metadata, the design of database and application of search engines, or the creation of organizational thesauri. Thereby ensures basic accuracy, consistencies as well as quality of catalogue and the database systems.

Through their work, Catalogers provide service, to users on a daily basis, as well as support future library users many of whom use the catalogue remotely without access to a librarian who can interpret results or respond to questions (ALCTS, 2006). Empirical studies suggested that employers in all types of libraries still predominantly seek for traditional cataloging skills and other technical qualities, knowledge and experiences (Buttlar & Garcha, 1998; Murray 2010). The quality of cataloger's performance determines caliber of bibliographic access to the resources and absence of quality cataloger in library may mere relevant and effective services provision. Thus, the modern cataloger need continuous training for effective skill development to cope with the modern day challenges (Stites, 2009).

Mentoring, according to Russell & Adams, 1997 is suitable for training on the job for skill acquisition, professional growth and development of catalogers' career. It is widely accepted as key resources for developing managerial talent and as a tool for educating new employees or socializing them with organizational values. This study therefore contends that part of the solution to enhance cataloging industry and "cataloger anemia" in Nigerian academic libraries, lies in using mentoring to complement formal training. Hence, the study seeks to find out opinions of catalogers on the use of mentoring for skill development.

Problem Statement

Mentoring possess variety of advantages that can be explore by organizations. Mentoring is equally significant to librarianship training for the reason that it facilitates knowledge transfer and skill acquisitions, especially the skills that cannot be learn from textbooks or in a formal structured class lecture such as the tacit knowledge (Nanoka, 1991). Besides, researches substantiate that structured learning account for only 20 percent of actual knowledge compared to experiential learning that contributes the greater proportion of 80 percent (Fisher, 1994). Moreover Scott (2003) argued that what cataloger are not taught in library schools is that being a good cataloger demands more than adherence to AACR2, and automation systems. But in addition the logical mind that loves to tackle problems, flexibility that can invent creative solutions out of sea of technology, as well as dedication to help people find what they want in the library". Thus, mentoring becomes helpful to complement the professional training as it teaches and demonstrate use of practical skills and provides encouragement by example that helps to develop confidence (Roberts 1986; Burrington 1993). Therefore, there is the need to explore the potential of mentoring for present day development of catalogers. Available literatures on the mentoring indicated little researches exist on catalogers mentoring in academic libraries. Instead, there are evidences in literature on demand for catalogers' skills in advanced countries of the world compared to developing countries such as Nigeria. Furthermore, there are no studies either on librarian or on catalogers mentoring in Nigerian academic Libraries. The few cataloging studies conducted in Nigeria did not research into cataloger mentoring. Exploring the opinions of professional, practicing catalogers of today on their perception on the use of mentoring thus become essential. Such an investigation could provide librarians with a glimpse of the future as well as ways to improve that future for the profession. Besides, the absence of cataloger mentoring study in Nigerian academic libraries, despite the benefits of mentoring to professional development, makes this survey imperative to understand catalogers' perception on mentoring in the Nigerian academic libraries. This would add to the literature on human resources development in the cataloging industry.

SURVEY RESULTS AND DISCUSSION

Demographics

The demographic factors collected as background information of the catalogers, include the gender, age, qualification and work experience.

Gender

Equity of all types is observed as ongoing issues in library and information management field, therefore diversity in ethnicity and gender must continue to be actively addressed (Curry &

Smithee, 2007). Literature revealed library profession in the advanced countries of the world has more female gender relative to their male colleagues. However, literature in developing countries indicated the reverse of what is obtained in the developed countries. The result of this survey supports previous literatures. There are more male catalogers relative to the female group. Fifty-seven percent (57%) or 20 of the respondents are male while thirty-one percent (31%), or 11 are female catalogers.

Age

Age study is significant to a profession as loss to retirement might be difficult to calculate except based on age parameter (Curry & Smithee, 2007). Literature on demographic variables continued to raise concern on the ageing population of librarians compared to other professions (Hallam & Newton-Smith 2006, Wilder, 1999). The studies by Wilder and Intner further revealed that catalogers even aged faster relative to other librarians. Besides leaving the profession, tend to deprive a profession wealth of experience such as the organizational history and so on. The analysis of the current cataloger survey unlike what was obtained in previous studies showed that seventeen (17%) percent of the catalogers are less than 35 years of age. While thirty-seven (37%) percent are age between 35 and 45 years. Similarly, another 37 percent are age over 45 years. Comparatively, the cataloger population may be viewed as mid age group in contrast to what is obtained in developed countries as reported in literatures.

EDUCATIONAL QUALIFICATION

The entry requirement to professional practice of librarianship in Nigeria as obtained worldwide is a first degree in the field except academic librarians that requires higher degrees by virtue of the academic status. Thus, there are two entry-level qualifications to LIS in the professional cadre: the BLS and MLS degree (Opera, 2010). The academic librarians by policy are assessed and ranked equally as their faculty colleagues for promotion and to earn the academic benefits/remunerations. Besides, the recent ASUU/FGN, 2009 agreement on condition of service (Nigeria University Autonomy and funding) stipulates that academic librarians would need more than a master's degree to move beyond the principal librarian/senior lecturer status. Thus to become a deputy librarian, university librarian (i.e. associate professor/professor) or even director of library service in academic libraries would require a PhD degree. The result of this study showed that forty-two (42%) percent, 15 of the respondents hold a first degree (BALS; BLS BLIS) while forty-six (46%) percent, 16 respondents possess a master's degree. None of the respondent catalogers has a PhD. As the new policy takes effect, the current set of catalogers may be unable to attain the managerial position or ascend to the peak of their career. The survey also indicated that a higher proportion of sixty-nine (69) percent of the respondents earned their librarianship certification between the years 1990s and 2000s. This suggests that the entire respondents have over ten years post qualification experience.

WORK EXPERIENCES

The work experience presents the knowledge/skill gained in doing a particular job or activity, over time. It is an indicator of exposure to work ethics, level of responsibility and contributions to the profession. Literature revealed librarianship is enriched with a variety of experiences brought by different groups as career changes and even paraprofessional going for a degree. All of which brought people with different perspectives together. The level of experience is a relevant determinant factor for mentoring purposes and it is also a tool in training and information exchange between mentor and mentee. Besides, it confers authority and expertise on the mentor. As shown in table 1, sixty-three (63%) percent of the respondents have over ten years total work experience. While thirty-eight (38%) percent have ten years work experience as librarians. In addition, seventy-five (75%) percent of the respondents have ten years working experience as catalogers. The years of experience and exposure to cataloging

duties could be of benefit to assess their mentoring perception in the cataloging profession. As experience provides enriched source of knowledge requires to fulfill duties and responsibilities.

Table 1: Respondents experiences

Years	Total work Experience (%)	Library work Experience (%)	Cataloging work Experience (%)
< = 10	63**	38	75
11 – 20	16	31	25
21 +	21	31	- -
	100	100	100

* Frequency of respondents ** Percentages of the responses N= 32

Table 2, presents the response of catalogers' statue or positions in the libraries. The results showed over forty percent of the catalogers are in the mid level to senior/management position. While similar percentage occupies same position in the cataloging department. Whereas sixty-one (61%) percent of the respondents have put in 11years as mid level cataloger, eighty-one (81%) percent on the other hand have been practicing as catalogers for about ten years. The combination of years of experience in table1 with the status in course of practice, is anticipated would be good assessment of mentoring perception. Mentoring process was pointed out develops self-awareness and ability to exercise will and experience was indicated readily provides framework to understand such process (Mckimm et.al, 2003).

Table 2: Statue/position in Library

Statuses	Post in Library (%)	Post in catalog Department (%)	Length of yrs in present post (%)
Jnr-level cataloger	50 ²	23	81 (<=10) ³
Mid-level cataloger	44	42	16 (11-20)
Snr-level cataloger	6	27	3 (21+)

3 years spent in current post

MENTORING PROGRAM IN LIBRARIES AND ASSESSMENT

Mentoring is a Continuous Professional Development (CPD) program responsive to individual learning needs and organizations as well as provide safe learning environment that reinforces various forms of the mentoring process (Ritchie & Genoni, 1999). It widens skills base, improve confidence and competencies in line with organisation goals as well as increase staff moral and job satisfaction. All the five surveyed libraries have mentoring programs. The programs are of three main types: Supervisory, Situational and Group mentoring. From the result eighty-one (81%) percent of the respondents indicated Supervisory mentoring, nineteen (19%) percent indicated Situational mentoring and thirteen percent indicated Group mentoring. Organizational mentoring literature revealed facilitates planning, quality of service and increases the confidence in the organisation. On the frequency of cataloger mentoring, sixty-eight (68%) percent of the respondents indicated they often provide mentoring in their libraries. Table 3 presents the response on the effectiveness, importance and adequacy of the mentoring programs in the libraries. From the assessment, fifty-seven (57%) percent of respondents felt the program is effective conversely nine (9%) percent described it as not effective. Sixty-three (63%) percent of the respondents similarly stated that the program is adequate compared to two percent that expressed that it is not. On the importance of mentoring, virtually all the respondents agreed that mentoring is important to the profession.

Table 3: Mentoring program assessment

Mentoring Assessment	Effectiveness (%)	Importance (%)	Adequacy (%)
Positive assessment	57	35	63
Moderate assessment	34	- -	29

Negative assessment	9	- -	6
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N = 32

The assessment of mentoring as shown in table 4 below appeared satisfactory. The level of participation presented in table showed that sixty-six (66%) percent of the catalogers have some experience in mentoring activities. Whereas, seventy-one (71%) percent stated that they received mentoring in course of their practice, in addition, sixty-nine (69%) percent have in turn reciprocated by training others through mentoring process in course of practice. While sixty-six (66%) percent indicated they still have mentors. Social Exchange Theory law of “reciprocity of norm” is evidently confirmed by the catalogers’ responses. However level of participation could not be ascertained from the result.

Table 4: Cataloger mentor/mentoring participation

The mentoring experience	Yes (%)	No (%)	Non-response (%)
Have any mentoring experience	66	23	11
Have you ever been mentored	71	14	14
Have you ever mentored	69	14	17
Have you a mentor	66	20	14

MENTORING PERCEPTION

Mentoring is learning method in which senior people took responsibility to trained younger ones that needed occupational skills (Zhang et.al; 2007). It is utilized to pass knowledge/skills from the more experienced to the less experience and most importantly it develops the hidden and dormant abilities of the individual (Young & Perrewe, 2000). Literatures emphasized the need to further understand the process. Thus to assess the mentoring perception of catalogers, Sixteen mentoring items gathered from related literature was used in the instrument to collect catalogers opinions. Nine other attributes was use to assess their opinion on the uses of mentoring for cataloging skill development. The response from the survey is discussed under four headings: Respondents’ perception on Mentoring attributes, Management perception, Organizational value perception and Career growth perception. The surveyed catalogers were generally of the opinion that mentoring is a helpful training tool in cataloging profession. The general assessment of mentoring perception on a five point likert-scale concurred that mentoring is a vital tool for development. Over seventy percent of the responses tend to support this opinion.

Table 5: Mentoring Perception

Mentoring Attributes	Percentages (%)
Mentoring could increase cataloger ability development for cataloging skills	91
Mentoring could be applied to identify developmental talent for cataloging skills	97
Mentoring groom/ teaches cataloger faster for future in the profession	97
Mentoring helps to improve sense of responsibility on one duty	92

(N =35)

THE PERCEPTION ON MENTORING ATTRIBUTES

The studies by Hill, (1996), Intner, (2002) and Cunningham, (2000) did not only indicate great concerns on weakness of cataloging skills development for service provision but in addition, they variously expressed dissatisfaction with the reduction in educational training of cataloger that have severely eroded skill proficiency. Some other researches argued that skill development ought to be complemented by on job training which is acknowledged enhances skill transfer and development. The perception on mentoring attributes is presented in table 5. Ninety-seven (97%)percent of the respondents agreed that mentoring could identify talent for

cataloging skills as well groom catalogers faster in the profession. In addition ninety-two (92%) percent believed that mentoring helps to improve commitment to duty while ninety-one (91%) percent of the respondents felt mentoring could increase cataloger ability for skill development.

Table 6: Management Perception

Management Attributes	Percentages (%)
Mentoring can develop talented cataloging manager that could confidently solve problems	97
Mentoring provides opportunity to learn leadership skills	94
Mentoring improves organizational/communication skills of catalogers	80

(N = 35)

MANAGEMENT PERCEPTION

Literature showed that catalogers are not only deficient in cataloging skills but in addition managerial, leadership and technological skills (Saye, 2002). In addition, Curry & Smithee remarked that libraries have been unable to provide adequate opportunity for the next generation of leader to prepare for the future. A phenomenon attributed to economic constraints, lack of adequate time for systematic training, limited career ladders, and competition for the few with library skills. Yet more than ever before leaders of tomorrow need such skills to communicate and develop relationships with diverse population. Reading about managerial skills, styles and credibility is essential however *seeing it demonstrated is much more powerful* (Curry & Smithee, 2007). Mentoring process offers intimate opportunities to share experience that could be explore to develop both leadership and managerial skills. Three factors investigated from management perceptive are the development of: Proficient catalog managers; Leadership skills and development of communication skills. Table 6 present the opinions of catalogers on the factors. Whereas two of the statements were rated above ninety (90%) percent on the perception scale, the third statement on communication skill was rated eighty (80%) percent by the respondents. Communication skill, the ability to convey knowledge to other people effectively is a forces shaping today's new knowledge age, therefore a must for all organizations and their employees since this involve not only oral presentations, but also report writing and the likes (Materska, 2004).

ORGANIZATIONAL VALUE PERCEPTION

Organizations often invest in staff CPD Programs to increase productivity, maximize use of resources as well as keep up with dynamics and changes with time. This is a necessary cost saving measure. The cost of staff trained to perform up to standard is less than cost of rectifying mistakes or poor performance (Blanksby, 1988). She suggested training, should not be over looked due to cost, over confidence or lack of time. Training through mentoring even takes place at lesser cost. Some organizational benefits of mentoring include succession plan that ensure continuity, increase productivity, job satisfaction and staff retention thereby reduces turnover rate. South African university library directors for instance, identified high turnover rate as a risk factor for library stability and service delivery (Hart, 2009). This study is on the survey opinion of catalogers on the perceived organizational values of mentoring in cataloging profession. Table 7 presents the findings. Whereas seventy-five (75%) percent of the respondents felt that effective mentoring helps in retaining catalogers in libraries, eighty-three (83%) percent were of the opinion that mentoring offers advantages in recruiting effort and over Ninety (90%)percent agreed that it can be use for succession planning of the cataloging department. Overall, the respondents' perception suggested that mentoring possess some organizational benefits, as found in previous literature.

Table 7: Organizational value perception

Organizational values	Percentages (%)
Effective mentoring helps in retaining catalogers in libraries	75
Mentoring offers advantages in recruiting efforts in times and areas of labor shortages	83
Mentoring helps in term of changes as stabilizing factor for cataloger and cataloging progression	86
Mentoring provide mentee with knowledge of the organization history, objectives and culture	91
Mentoring through information transfer is used for succession planning of the cataloging department.	97

(N = 35)**CAREER GROWTH**

Henrich and Attenbury, (2010) contend that not many librarians received trainings in research methodology nor exposed to rigor of mentoring as inherent in doctoral programs. Therefore, are vulnerable to anxieties of tenure track culture in the academic libraries. On the other hand, they assert mentoring alleviates stress associated with promotion, tenure, as well as re-orient new librarians with university culture. Because mentoring as a form of CPD provides supports to individuals' learning needs and socializes a person into a profession (Henrich & Arttenbury, 2010). Career growth was examined from both social relationship and growth in the profession through upward movement. The career growth assessed by four opinion statements is presented in table 8. Eighty-nine (89%)percent of the cataloger agreed that mentoring could enhances-balance research and publication requirements which ultimately meet publication requirements for promotion that could sustain the academic status requirement. This in addition, contributes to advancement of body of cataloging knowledge. A greater proportion of the catalogers, ninety-four (94%) percent felt mentoring foster close relationship. While seventy-seven (77%) percent of the catalogers agreed that mentoring encourages diversity in cataloging work.

Table 8: Career growth perception

Career perception	Percentages (%)
Mentoring through information transfer could help overcome research/publication constraints, and balance research/ publication requirement with daily cataloging duties	89
Mentoring foster close cataloger relationship	94
Mentoring encourages catalogers diversity in cataloging work	77
Mentoring could be a motivator to cataloger on the job	92

(N = 35)**PERCEPTION ON CATALOGING SKILLS**

The cataloging skills is the ability of cataloger to satisfactorily perform bibliographic description of all kinds of resources with the use of appropriate tools such that users could easily and efficiently access the resources in the library in respect of the format. Mentoring process facilitates knowledge transfer through skill acquisition that is difficult to acquire in textbook and classroom (Robert, 1986; Burington 1993). Thus, it becomes helpful and complements theoretical training, teaches skills and provides the encouragement to develop staff confidence in dealing with organizational task. There are however little or no research on mentoring perception of catalogers for skill development. Alao (1997) study on cataloger job satisfaction in Nigerian academic libraries reported that catalogers expressed dissatisfaction with their job due to lack of needed skills/knowledge to carry out their duties. Therefore, this study sought for cataloger perception on mentoring for cataloging (technical) skill development. The perception

on cataloging skill development summarized into the following mentoring for: “Descriptive cataloging skill”; “Subject cataloging and classification skill;” Cataloging skill needed for uses of tools and exposure of catalogers to other development in the profession. Presented in table 9 is the result of the surveyed respondents. On descriptive cataloging skills, ninety-four (94%) percent of the respondents agreed that mentoring enhances the development of bibliographic resources description skills. Moreover, ninety (90%) percent of the respondents perceived mentoring as needed for the appropriate subject cataloging/classification. On the use of appropriate cataloging tools skills, over eighty percent of respondents felt mentoring enhances their ability and skill needed to satisfactorily and confidently use cataloging tools. Furthermore, ninety-one (91%) percent of the respondents indicated that the use of mentoring exposes them to professional challenges, modern techniques and new/additional skills opened to the profession.

Table 9: Cataloging skills mentoring perception

Cataloguing skills (N = 35)	Percentages (%)
DESCRIPTIVE CATALOGING Mentoring develops bibliographic resources description skills cataloging and classification	94
SUBJECT CATALOGING AND CLASSIFICATION Mentoring: -Develop confidence in ability to use subject heading tools -Demonstrate effective use of subject classification skills -Reduces/alleviate anxiety of subject analysis	91 89 89
USE OF CATALOGERS' TOOLS Mentoring: -Develops cataloger ability and confidence to appropriately use all kinds of schemes -Increases knowledge/skills on the use of AACR2 & MARC -Enhances cataloger ability/skill on rule use/interpretation	91 89 89
MENTORING EXPOSES CATALOGERS TO: -New challenges in the profession) - modern techniques of cataloging practice) -new/additional skill opened to the profession)	91

CONCLUSION

Mentoring is a relationship that fosters learning and experimentation through analysis, examination, reflection on practice, problems, mistakes and successes that identify learning opportunities and gaps. The opinion from this survey indicated that mentoring is an invaluable training tool that could complement training deficiencies of catalogers in Nigeria libraries. Analyses of the catalogers' response indicated an overwhelmingly support of mentoring process for development. The respondents agreed that mentoring programs is suitable to overcome Challenges in cataloguing professions. This include the development of confidence in descriptive/subject cataloguing skills, overcome/alleviate anxiety of the trainees usually associated with cataloging practice as well as helps to retain catalogers in libraries. Thus, stimulate interest in the profession. The result also showed that mentoring helps to develop managerial skills and exposes catalogers to research/publication skills a requirement for tenure/promotion in university libraries. All the libraries have mentoring programs and in addition assessed the programs to be satisfactory. The perception of the cataloger on the usefulness of mentoring program could be explore in reverse mentoring to aid development of digitalization of cataloging operations. The surveyed population is limited to five libraries of first and second-generation university in Nigeria. There is need to increase scope and population of coverage to catalogers in other libraries as well as the sample size. Nonetheless, result of this study merits attention of Cataloging, Indexing and Abstracting Section of Nigerian Library Association to consider mentoring also at association level for adoption for training.

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