

INFLUENCE OF MENTORING AND JOB INVOLVEMENT ON JOB SATISFACTION OF LIBRARY PERSONNEL IN PRIVATE UNIVERSITIES IN SOUTH-WEST, NIGERIA

By

Zubairu, Aishatu Nya PhD¹, Prof. Onuoha, Uloma Doris², Prof. Ibidapo Oketunji³

Department of Library and Information Science¹

Adeleke University Library Ede, Osun State².

Department of Library and Information Science, Adeleke University Ede, Osun State.³

aishatu.zubairu@adelekeuniversity.edu.ng¹

onuoha.uloma@adelekeuniversity.edu.ng²

ibidapo.oketunji@adelekeuniversity.edu.ng³

Abstract

Purpose:

The study examined the factors influencing job satisfaction among library personnel in private universities in South-West, Nigeria. The study focused on two key factors: mentoring and job involvement.

Design/Methodology/Approach:

Descriptive survey design was used and data was collected with an adapted validated questionnaire from 214 library personnel in 25 private universities in South-West, Nigeria. 171 copies representing 79.9% were valid for analysis and these were analysed using descriptive statistics, linear and multiple linear regression to show the relationships between the variables.

Findings:

The findings revealed that both mentoring and job involvement had significant positive influences on job satisfaction. The regression coefficient for mentoring indicates a positive and significant influence on job satisfaction ($\beta = 0.512, p < 0.05$). Also, the F-test for the regression model ($F(1, 169) = 59.945, p < 0.05$) indicates that the relationship between mentoring and job satisfaction is statistically significant. Specifically, the availability of formal and informal mentoring programs, the regression coefficients for formal mentoring and informal mentoring indicate positive and significant influences on job satisfaction. Formal mentoring has a higher impact ($\beta = 0.279, p < 0.05$) compared to informal mentoring ($\beta = 0.143, p < 0.05$). The F-test for the regression model ($F(2, 168) = 12.130, p < 0.05$) indicates that the relationship between formal mentoring, informal mentoring, and job satisfaction is statistically significant. Also, the level of job involvement, were found to contribute to higher job satisfaction among library personnel. The regression coefficient for job involvement ($\beta = 0.457, p < 0.05$) indicates a positive and significant influence on job satisfaction. The F-test for the regression model ($F(1, 169) = 44.582, p < 0.05$) indicates that the relationship between job involvement and job satisfaction is statistically significant. The regression coefficients indicate that mentoring had a significant positive influence on job satisfaction ($\beta = 0.350, p < 0.05$), as did job involvement ($\beta = 0.423, p < 0.05$). The significance of these coefficients suggests that both mentoring and job involvement have a positive impact on job satisfaction among library personnel in private universities.

Practical Implication

The study has provided empirical evidence regarding mentoring which can apply to policymaking and programme planning as it relates to training library and information science professionals through conferences and workshops at the professional level. Various professional bodies e.g. the Librarians' Registration Council of Nigeria (LRCN), the Nigerian Library Association (NLA) as well as AWLIN, can jointly design mentoring programmes to mentor new librarians'/library personnel for library management. Also, the implication of the study to baseline data is that, the study is directed mainly on library personnel in South-West, Nigeria only which the output cannot be generalised to what is happening to library personnel across the country. However, within the scope of the study, it has a positive effect on the baseline data. The study revealed the state of job satisfaction among personnel as well as empirical evidence on mentoring and how it affects job satisfaction in libraries. Similarly, empirical evidence revealed the degree of personnel job involvement in university libraries in South-West, Nigeria and how they can be weaved in to enhance job satisfaction in all categories of libraries (Federal, State, and Private).

Originality/value: *The value of this study lies in the identification of factors that influences job satisfaction of library personnel, since they are viewed to be the engine to which libraries are brought to existence for institutional efficiency. It also lies in its critical value of utilising mentoring and job involvement for job satisfaction of library personnel.*

Keywords: *Job involvement, Job satisfaction, Library personnel, Mentoring, University Libraries, South-West.*

Paper type: *Empirical*

Introduction

The staff of an institution is frequently seen as a priceless resource; this also holds for university library personnel. The engine that drives libraries accelerative for institutional effectiveness is library staff. It is impossible to overstate how important staff members are to libraries. By offering value-added services, these employees improve the services provided to library patrons. To thrive, university libraries rely on personnel that is not only skilled and

knowledgeable but also highly satisfied and dedicated to their roles. Their job satisfaction serves as a metric to gauge the extent to which employees derive happiness from their work (Popoola & Fagbola, 2023). In another dimension, Akinlade, et.al (2022) posited that the job satisfaction of library personnel is contingent upon the economic, social, and cultural circumstances which are crucial for library personnel in academic libraries. It impacts their motivation, commitment, and

overall performance. Satisfied personnel contributes significantly to the success of the institution.

Job satisfaction can affect librarians' performance, turnover intention, and the services rendered to library users since it is a pleasurable emotional state consequential from the appraisal of one's job or job experiences (Mesenya et al. 2020). Idiegbeyan-Ose et al. (2019) posited that job satisfaction connotes the overall feeling about rewards, procedures, people, and the extent of emotional stability on the job. These feelings are products of two main factors, that is intrinsic and extrinsic factors, Penconek et al. (2021) opined that financial remunerations contribute to job satisfaction. Similarly, other studies had surmised that both intrinsic and extrinsic factors are responsible for library personnel's overall satisfaction (Onouha et al 2017, Idiegbeyanose 2019, Röttger et al, 2017,; Akinlade, Putra, 2021, Gul et al., 2018, & Alrawahi et. al, 2020). These factors in the view of Adeoye and Fields, (2014) can also, predict the decision to keep a job or walk out of it. Although it has also been established, that another parameter that can facilitate personnel job satisfaction is mentoring.

Mentoring has emerged as a powerful tool for knowledge creation and the generation of innovative ideas. The concept of mentoring has its roots in ancient times and Greek mythology, where mentors were responsible for the social and skill development of their mentees. In traditional settings, mentoring was akin to an apprenticeship, where a protégé received training from a mentor to master a specific craft or trade, such as carpentry or blacksmithing. This historical perspective highlights the significance of mentoring in transferring expertise and ensuring the continuity of skills from experienced professionals to the next generation (Allen et al., 2008). Gandhi (2019), established that mentoring is now a robust form of knowledge creation that delivers novel ideas to the mentee. Mentoring is a developmental, caring, sharing, and helping relationship where one person invests time, know-how, and efforts in enhancing another person's (mentee) growth, and skills, as such, responds to the critical needs of the mentee's life in ways that prepare the mentee for greater productivity or achievement (Johnson 2015). It encompasses various

activities, consisting of advising, teaching, coaching, advocacy, sponsoring, role modelling, assistance with personal development, and achieving work-life balance. The mentoring process evolves according to the needs and desires of the mentor and protégé (mentee).

Ekechukwu and Horsfall (2015) posited that personnel mentoring relationships are beneficial to the new librarian and the professional development of the experienced librarian. To a greater degree, Adekoya and Fasae (2021) reaffirmed that mentorship is crucial to the success and accomplishment of librarianship in the contemporary era. They further emphasised that it is through mentorship that librarians can meet their job demands. Thus, mentorship should be encouraged to bolster the professional and intellectual development of librarians. Over the years, mentorship has been increasingly acknowledged as essential to job satisfaction. It is undeniable that mentoring plays a significant role in assisting and guiding the 'mentee' in numerous perspectives, including career and psychosocial growth, and the sharing of detailed information regarding an institution to help the mentee in the process of acclimatisation (Akarak, 2008). Also, Idoko et.al (2016) asserted that no institution can exist without older and more experienced members transferring skills/wisdom acquired over the years to new members. When a mentee is paired with a mentor, learning becomes more accessible and quicker, given that the mentee gets exposed to facts in their area of career development (Dick, 2015). The benefits of mentoring in an academic setting as documented by Tjan (2017) include increased research productivity, faster academic promotion, and job satisfaction. Similarly, Howland (2018) pointed out many benefits of mentoring to the library, librarians, and library users, specifying that in most professions and librarianship alike, the formation of mentoring relationships is a significant factor contributing to retention, promotion, and long-term success emanating from the transfer of skills necessary for coping with the constantly changing needs of patrons. Mentoring could also enable library and information professionals to develop and grow, ensuring retention and career success (Farrell et al., 2017). In the same vein, Lo et al. (2013) affirmed both formal and informal mentorship programmes are often exploited in

libraries to acclimatise new employees and encourage professional knowledge sharing among personnel which could no doubt increase their level of job involvement.

On the other hand, job involvement is a concept that has been theorised in various ways. It has likewise, gained recognition in social and behavioural sciences. Its conceptualisation has been done in several dimensions and modified over the past years. Though it is a complex construct, it has attracted attention as a critical contributing factor to an organisation's success (Abdallah et al., 2017). Lodahl and Kejner (1965) defined job involvement as the degree to which a person is identified psychologically with work, the importance of work in total self-image, and how work performance affects a person's self-esteem. Kanungo (1979, 1982a, 1982b) described the concept of job involvement as a comprehensive cognitive state of psychological identification with work. Work is perceived to be instrumental in satisfying personnel's needs and expectations, therefore, an individual with a high degree of job involvement would most likely place the job at the centre of his/her life's interests. The well-known phrase 'I live, eat and breathe my job' would describe a high job involvement. Therefore, individuals with high levels of job involvement have also been observed as less likely to demonstrate forms of withdrawal behaviour from their jobs, instead, they stick or get more attached to their jobs (Uwannah, et.al, 2021). Abdallah et al. (2017) surmised that employees involved with their jobs tend to exhibit satisfaction with their jobs. They have higher social recognition, freedom, empowerment, and self-esteem, which leads to higher levels of job satisfaction. Likewise, when an employee's work life is enriched, it has a direct effect on job involvement, to the extent that the employee becomes comfortable and tends to be more focused and involved with their work. In the same vein, employees with high job involvement have passion for their organisations, resulting in job satisfaction. Sharma and Deolia (2017), asserted that most library professionals are involved with their jobs, making them immersed in their careers.

For a collaborative workforce to be achieved, library personnel need to be encouraged to work beyond the call of duty and get completely involved because personnel that are satisfied with their jobs will most likely take up

additional tasks. However, in an environment where all these factors are well taken of, trust will not only be the result but will also come with job satisfaction, as substantiated by Gider et al. (2019). Job satisfaction, no doubt amounts to the level of contentment that employees feel for their jobs. The absence of this may lead to poor performance, increased absenteeism, low personnel morale, poor receptiveness, and inability to cope with change, which may adversely affect the library's reputation and institutional responsibility (Issa, 2016). There is, therefore, a need for institutional awareness regarding possible factors that can account for dissatisfaction among library personnel and the potential determinants of personnel satisfaction to reduce these issues.

Most strategic institutions are however beginning to realise that job dissatisfaction will lead to institutional failure since most operational processes rely on satisfied and competent employees, who are engaged with their jobs and willing to pass on knowledge through mentoring. It is on this premise, therefore, that this study investigates mentoring, job involvement, and organisational trust as determinants of job satisfaction of library personnel in university libraries in Nigeria. This study examined the role of mentoring and job involvement as determinants of job satisfaction of library personnel in private universities in South-West, Nigeria.

Statement of the Problem

The job satisfaction of library personnel in universities, like any other organisation, is an essential aspect that impacts their overall well-being and performance. However, there is a gap in understanding the specific factors that contribute to job satisfaction in this context. One area that requires exploration is the role of mentoring and job involvement as potential determinants of job satisfaction among library personnel. Thus, this study aims to investigate the influence of mentoring and job involvement on the job satisfaction of library personnel in private universities in South-West, Nigeria. An understanding of these factors provides appropriate interventions and strategies that can be developed to enhance job satisfaction among library personnel, ultimately leading to improved performance and service delivery in these educational institutions.

Objectives of the Study

The study aimed to examine the role of mentoring and job involvement as determinants of job satisfaction of library personnel in private universities in South-West, Nigeria. Specifically, the study sought to:

1. determine the level of job satisfaction of library personnel in private universities in South-West, Nigeria;
2. find out the availability of mentoring activities in private university libraries in South-West, Nigeria;
3. determine the level of job involvement of library personnel in private universities in South-West, Nigeria;
4. determine the influence of mentoring on the job satisfaction of library personnel in private universities in South-West, Nigeria;
5. find the influence of involvement on job satisfaction of library personnel in private universities in South-West, Nigeria; and
6. find out the joint influence of mentoring, and job involvement, on job satisfaction among library personnel in private universities in South-West, Nigeria.

Research Questions

Three research questions were raised and answered in this study. These are:

1. What is the level of job satisfaction of library personnel in private universities in South-West, Nigeria?
2. What are the mentoring activities available for library personnel in private universities in South-West, Nigeria?
3. What is the level of job involvement of library personnel in private universities in South-West, Nigeria?

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance.

H₁: Mentoring has no significant influence on the job satisfaction of library personnel in private universities in South-West, Nigeria

H₂: There is no significant influence of job involvement on the job satisfaction levels of the library

personnel in private universities in South-West, Nigeria.

H₃: Mentoring and job involvement will not significantly influence job satisfaction among library personnel in private universities in South-West, Nigeria.

Literature Review

Mentoring and Job Satisfaction

Onuoha, et al (2017) examined mentoring effectiveness and job satisfaction of library personnel in private universities in the South-West, of Nigeria adopting a survey design. A questionnaire titled “Mentoring and job satisfaction questionnaire (MJQ) was used for data collection and analyzed using descriptive statistics of frequency distribution. The population comprised 323 library personnel. Results revealed that there was a significant relationship between mentoring and job satisfaction among library personnel and mentoring is key to job satisfaction. It was also found that the majority of the respondents are satisfied to a large extent with their jobs using both intrinsic and extrinsic measures. Similarly Bello and Mansar (2013) conducted a study on the impact of mentoring and job satisfaction among librarians in selected libraries in Southwestern Nigeria, adopting the survey design and purposive sampling with a population of 120 librarians, and a questionnaire was used for collection of data. Data were analyzed using descriptive and inferential statistics and the result revealed that there was a significant influence of mentoring on job satisfaction among librarians. This stressed the need for programmes (conferences, seminars, and professional institutes, need to be given adequate attention in developing countries such as Nigeria as this practice can have a strong effect on increasing librarians' job satisfaction.

A similar study conducted by Njoku (2017) on the impact of mentoring on job satisfaction among librarians in South-East and South-South, Nigeria adopted a survey method and purposive sampling. The population of the study is made up of 661 from 53 academic libraries consisting of federal, state-owned universities, polytechnics and colleges of education libraries in the South-East and South-South zones of Nigeria. A questionnaire was the instrument used in collecting data, which were analysed using descriptive and inferential statistics. Results revealed a significant influence of mentoring on the job satisfaction

of librarians in the South-East and South-South zones of Nigeria. The study concluded that mentoring programmes have become a roadmap to fostering positive work change that enhances job satisfaction. The author recommended that those academic libraries should be encouraged to design and adapt to mentoring programme strategies and guidelines that will not discriminate among staff but offer the right approach and method for the acquisition of skills and competencies necessary for job satisfaction.

Afolabi, et al (2015) studied the influence of mentoring on job satisfaction among academic staff of Obafemi Awolowo University, Ile-Ife, Nigeria adopting survey design and purposive sampling. The sample comprised 200 academic staff from the 13 faculties in the university. Results revealed that there was a significant relationship between mentoring and job satisfaction among academic staff. The authors concluded that most educated staff in the university were involved in mentoring relationships and perceived mentoring as a veritable means of academic development.

Lunsford et al. (2018) examined mentoring of faculty members' career stages, relationship quality, and job satisfaction. The study participants were faculty members from a Consortium of Liberal Art Colleges in the USA. The analysis was based on a subset of 415 faculty members' responses about mentoring from data on faculty development. The study discovered that over half of the faculty members were mentors and protégés; although, the minority of the faculty members did not engage in mentoring. Both mentors and protégés rated that the higher quality of a mentoring relationship, the more job satisfaction was also reported. Although, their finding was most significant for mid-career (associate rank) faculty members.

Job Involvement and Job Satisfaction

Sharma and Upadhyya (2019) examined the relationship between job satisfaction and job involvement of library professionals working in private university libraries in Haryana State. A questionnaire was used as the method for use for data collection, and a total of 109 questionnaires were distributed among the library professionals working in different private university libraries (BML Munjal University, Ansal University, GD Goenka University, KR Mangalam University, Amity

University, SGT University, Northcap University, Ashoka University, OP Jindal University) in Haryana. The findings described that there is a strong positive influence of job involvement on the job satisfaction of library professionals.

Nwibere (2014) studied the interactive relationship between job involvement, job satisfaction, organisational citizenship behaviour, and organisational commitment in Nigerian universities. The sample for the study comprised two hundred and ten academic members of staff (210) from five federal government-owned universities in the Niger Delta region of Nigeria. The results established a positive relationship between job involvement and employees' job satisfaction, though weak. The study concluded that an employee could develop a favourable attitude toward one aspect of the job based on unique experiences (e.g., job involvement), such an employee is also likely to react favourably to other related aspects of the job (e.g., job satisfaction, organisational commitment, and organisational citizenship behaviour). It was seen from the study that employees who are involved in their job are likely to be satisfied with the job and become committed to their organisation.

In a related development, a study by Agusramadani and Amalia (2018) on job involvement and job satisfaction toward employee turnover intention in Indonesia, the study is descriptive and quantitative, and the method of analysis used was SEM (Structural Equation Modeling). The sample constituted employees of Indonesia Broadcasting. The data were collected using a questionnaire from 150 employees. The study showed that job involvement significantly affects job satisfaction. The conclusion is that the deeper job involvement, the lesser turnover intentions while job satisfaction will increase. The study recommends acquiring a sufficient portion of job involvement from its employees, and employers should trust the employees. Hence, to improve employee job satisfaction, employers should facilitate and provide comfort and opportunities for career development to accommodate the knack of their employees. In a similar vein, Chi et al. (2018) investigated whether there are significant relationships between perceived organisational support, organisational commitment, job involvement, job

commitment, and job satisfaction. The sample for the study was 275 employees in Vietnam, who currently work in the private sector in Ho Chi Minh City. To collect data, a questionnaire was used. Using convenience sampling, a total of 350 employees were invited to the study and 275 valid questionnaires were collected for the analyses, resulting in a 78.6% overall response rate. The findings revealed that job involvement influenced job satisfaction. Li (2018) studied the relationship between university teachers' job stress, job burnout, job involvement, and job satisfaction. Purposive sampling is applied to select university teachers in Fujian Province, China. A total of 500 copies of questionnaires were mailed during the survey period, and 391 valid copies were received. The questionnaire data are analysed with Structural Equation Modeling to conclude that, University teachers' job satisfaction could be enhanced through job involvement.

Methodology

This study employed a descriptive survey design. The target population for the study consisted of library personnel, including both professionals and para-professionals, from 25 private universities located in South-West, Nigeria. The total number of library personnel included in the study was 214, with 146 professionals and 68 para-professionals

distributed across the 25 private universities. The researchers utilised total enumeration technique, which involved all 214 library personnel in the study.

A structured questionnaire was developed and validated for data collection, following a pre-test conducted in two private universities, namely Al-Hikmah and Landmark University libraries in Kwara State. The questionnaire was subjected to validation through a reliability assessment using Cronbach's alpha, which yielded satisfactory psychometric properties for Job satisfaction scale (0.89), job involvement scale (0.81), and mentoring scale (0.85). Out of the 214 questionnaires distributed, 183 (85.5%) were returned, only 171 (79.9%) were deemed suitable for analysis as they were duly completed. The data collected for the study were analysed using both descriptive and inferential statistics. Descriptive statistics, such as frequency distribution, percentages, mean, and standard deviation scores, were employed to provide demographic information about the respondents and answer the study's research questions. Additionally, linear regression analysis was conducted to investigate the postulated hypothesis.

Results

Demographic Characteristics of the Library Personnel in Private Universities

Background Information	Categories	Private Universitie (n=171)	
		Freq.	%
Age Bracket	21 – 30	34	19.9
	31 – 40	56	32.7
	41 – 50	52	30.4
	51 – 60	25	14.6
	61 years and above	4	2.3
Gender	Female	85	49.7
	Male	86	50.3
Marital Status	Single	37	21.6
	Married	129	75.4
	Divorced	4	2.3
	Widowed	1	0.6
Highest Educational Qualification	Doctoral Degree	10	5.8
	MLS/MIRM/M. Inf. Sc	96	56.1
	M.Phil.	3	1.8
	BLIS	28	16.4
	ND/HND	22	12.9
	Others	12	7.0
Years of Working Experience	1 – 5 years	35	20.5

	6 – 10 years	39	22.8
	11 – 15 years	35	20.5
	16 - 20 years	42	24.6
	21 years and above	20	11.7
Section of Work	Cataloguing	32	18.7
	Circulation/Readers Services	45	26.3
	Reference section	26	15.2
	CAU/IT/System Unit	24	14.0
	Serials	6	3.5
	Collection Development	19	11.1
	Acquisitions	8	4.7
	Others	11	6.4
Job-status	Higher Library Officer	26	15.2
	Library Officer	21	12.3
	Assistant Librarian	6	3.5
	Librarian II	39	22.8
	Librarian I	20	11.7
	Senior Librarian	23	13.5
	Principal Librarian	15	18.8
	Senior Library Officers	21	12.3

From the data presented in Table 1 above, the distribution of respondents according to various demographic characteristics provides insights into the composition of library personnel in private universities in the South-West, Nigeria. In terms of age, the highest number of respondents were in the age bracket of 31-40 years, accounting for 56 (32.7%) of the total. This was followed by the age bracket of 41-50 years, with 52 (30.4%) respondents. Only a small proportion, 23 (13.5%) respondents, were above 61 years of age. These findings suggest that a significant portion of the library personnel in private universities in the South-West, Nigeria falls within the middle-aged category.

Regarding gender, there was a slightly higher representation of males, with 86 (50.3%) respondents compared to 85 (49.7%) females. The marginal difference between the number of male and female respondents was minimal, indicating a relatively balanced gender distribution among library personnel in private universities. Looking at marital status, the majority of respondents, 129 (75.4%), were married. Single individuals accounted for 37 (21.6%) of the respondents, while a small percentage claimed to be divorced (4, 2.3%) or widowed (1, 0.6%). These results indicate that a significant proportion of library personnel in private universities in South-West, Nigeria are married, suggesting a level of maturity and potential relevance to the study's focus on mentoring and job satisfaction.

Concerning the highest educational qualification, 96 (56.1%) respondents indicated having an MLIS/MIRM/M.Inf. Sc. Certificate as their highest educational qualification. Additionally, 10 (5.8%) respondents reported having a doctoral degree. These findings suggest that the majority of library personnel in private universities in South-West, Nigeria hold a Master's degree as their highest educational qualification. In terms of years of working experience, 39 (22.8%) respondents reported having 6-10 years of experience, while only 20 (11.7%) had 21 years and above of work experience. This implies that a significant proportion of library personnel in private universities in South-West, Nigeria have worked in their respective libraries for at least five years, indicating a level of experience and expertise that can contribute to their ability to provide valuable insights in this study. In summary, the demographic characteristics of the respondents provide a context for understanding the composition of library personnel in private universities in South-West, Nigeria, highlighting factors such as age, gender, marital status, educational qualification, and years of working experience that may influence their perspectives on mentoring and job satisfaction.

Research Question One: What is the level of job satisfaction of library personnel in private universities in South-West, Nigeria?

To find out the level of job satisfaction of library personnel in private university libraries in South-West, Nigeria, respondents were

asked to indicate how satisfied they were with their job. The result is presented in Table 2 below.

Table 2: Level of job satisfaction of library personnel in private universities in South-West, Nigeria

Intrinsic Factors	ES		VS		NS		ENS		\bar{x}	STD
	N	%	N	%	N	%	N	%		
I am satisfied with being able to keep busy at all times.	52	30.4	53	31.0	36	21.1	30	17.5	3.42	0.871
I am satisfied with the chance to work alone on my job.	56	32.7	35	20.5	54	31.6	26	15.2	3.43	0.749
I am satisfied with my job.	50	29.2	53	31.0	54	31.6	14	8.2	2.58	0.817
I am satisfied with the opportunities available for promotion in my workplace.	25	14.6	58	33.9	76	44.4	12	7.0	2.33	0.812
I am satisfied with being able to do things that do not go against my conscience.	61	35.7	84	49.1	13	7.6	13	7.6	3.58	0.734
I am satisfied with the way my job provides steady employment.	69	40.4	64	37.4	16	9.4	22	12.9	3.62	0.926
I am satisfied with the income allowances and other benefits attached to my job.	36	21.1	26	15.2	90	52.6	19	11.1	2.55	0.804
I am satisfied with the policies attached to promotion in my workplace.	44	25.7	79	46.2	25	14.6	23	13.5	3.43	0.933
I am satisfied with the chance to do something that makes use of my abilities.	37	21.6	95	55.6	20	11.7	19	11.1	3.52	0.794
I am satisfied with the freedom to use my judgment.	44	25.7	64	37.4	41	24.0	22	12.9	3.39	0.92
I am satisfied with the chance to try my methods of doing the job.	42	24.6	91	53.2	21	12.3	17	9.9	3.42	0.783
I am satisfied with the feeling of accomplishment I get from my job.	57	33.3	95	55.6	14	8.2	7	4.1	3.45	0.681
(Weighted Mean = 3.23)										
Extrinsic factors										
I am satisfied with the way my boss handles their workers	51	29.8	72	42.1	32	18.7	16	9.4	3.23	0.854
My supervisor's competence in making decisions is satisfying	45	26.3	83	48.5	21	12.3	22	12.9	3.35	0.937
I am satisfied with the rules attached to upgrading in my workplace.	44	25.7	72	42.1	26	15.2	29	17.0	3.29	0.966
I am satisfied with my pay considering my level of education.	45	26.3	77	45.0	29	17.0	20	11.7	3.33	0.944
I am satisfied with the chances for advancements in my job (education, conferences, workshops, etc.).	47	27.5	87	50.9	17	9.9	20	11.7	3.43	0.915
I am satisfied with the working conditions in my workplace.	49	28.7	86	50.3	19	11.1	17	9.9	3.49	0.807
I am satisfied with the way my co-workers get along with each other.	40	23.4	82	48.0	30	17.5	19	11.1	3.13	0.835
I am satisfied with the praises and comments on my job from my supervisors	41	24.0	79	46.2	29	17.0	22	12.9	3.09	0.947
Weighted Mean = 3.29										

Overall weighted mean = 3.25; Arithmetic mean = 65.06; Standard deviation = 17.029

The data presented in Table 2 above, indicate the levels of job satisfaction among library personnel in private universities in South-West, Nigeria, as measured by intrinsic and extrinsic factors. In terms of intrinsic factors, the weighted mean was 3.23, indicating a high level of satisfaction with intrinsic factors in private universities. The overall level of job satisfaction with extrinsic factors was also high, with a weighted mean score of 3.29. Considering both intrinsic and extrinsic factors, the overall weighted mean for job satisfaction among library personnel was 3.25, which falls within the high range. Based on the decision rule, it can be concluded that the level of job satisfaction among library personnel in private universities in South-West, Nigeria is high. In summary, the findings suggest that library personnel in these universities have a high level of job satisfaction, particularly with intrinsic and extrinsic factors. These results support the findings of Penconek et al. (2021) and Okhakhu

and Omoike (2017) whose study affirmed that financial remunerations contribute to job satisfaction. Other studies that had revealed the significant effect of both intrinsic and extrinsic factors on job satisfaction include (Onouha et al 2017, Idiegbeyanose 2019, Mesenya et al. 2020, Röttger et al, 2017, Akinlade, et.al 2022, Putra, 2021, Gul et al., 2018, & Alrawahi et. al, 2020).

Research Question Two: What are the mentoring activities available for library personnel in private universities in South-West, Nigeria?

To find out the types of mentoring activities available to library personnel in private university libraries in South-West, Nigeria, respondents were asked to indicate based on formal and informal types of mentoring available to them. The result is presented in Table 3 below.

Table 3: Mentoring activities available for library personnel in private universities in South-West, Nigeria

Formal (For mentoring initiated by the organisation)	VGE		GE		L		VL		\bar{x}	STD
	N	%	N	%	N	%	N	%		
My organisation offers mentoring programmes	31	18.1	46	26.9	54	31.6	40	23.4	2.48	1.008
The mentoring selection programme in the organisation is free and fair	27	15.8	41	24.0	63	36.8	40	23.4	2.36	0.974
Mentoring goals are adequately met during each session	28	16.4	50	29.2	54	31.6	39	22.8	2.32	0.947
Mentoring programmes are evaluated in my organisation	25	14.6	38	22.2	77	45.0	31	18.1	2.34	0.874
The stipulated guidelines of the program are adhered to	32	18.7	43	25.1	55	32.2	41	24.0	2.72	0.879
My library has an official policy on mentoring	23	13.5	30	17.5	75	43.9	43	25.1	2.34	0.937
Training programmes are available for both the mentor and mentee to reinforce the formal mentorship programme	25	14.6	34	19.9	86	50.3	26	15.2	2.37	0.854
Mentors are financially compensated by the administration	25	14.6	32	18.7	57	33.3	58	33.9	2.35	0.96
I didn't do anything specific to initiate a mentoring relationship	38	22.2	51	29.8	48	28.1	34	19.9	2.87	0.912
I was assigned to my mentor formally	15	8.8	40	23.4	75	43.9	41	24.0	2.13	0.896
There are opportunities for mentoring in my library	29	17.0	76	44.4	50	29.2	16	9.4	2.49	0.792
There are formal structures to foster mentoring	32	18.7	36	21.1	86	50.3	17	9.9	2.37	0.784
Mentors demonstrate professional integrity and offer diverse benefits to the mentee.	50	29.2	64	37.4	29	17.0	28	16.4	3.13	0.874
Mentors offer suggestions on appropriate resources (e.g., experts, electronic contacts, source materials) to the mentees allocated to them	28		94		30		19		2.41	0.829

Weighted mean = 2.48

Informal (Mentoring initiated by you or your mentor)	N	%	N	%	N	%	N	%	\bar{x}	STD
Mentors are accessible in the organisation for mentees to choose from	40	23.4	58	33.9	50	29.2	23	13.5	3.19	0.842
mentors in my library are accessible and willing to help	27	15.8	63	36.8	45	26.3	36	21.1	2.54	0.959
Mentees and Mentors readily identify with each other in the library	25	14.6	51	29.8	52	30.4	43	25.1	2.46	0.964
I meet often with my mentor/mentee	22	12.9	64	37.4	56	32.7	29	17.0	2.38	0.878
The mentee emulates the mentor's qualities and wishes to be like them in all aspects	57	33.3	64	37.4	28	16.4	22	12.9	3.29	0.933
My mentor has a personal relationship with me	51	29.8	55	32.2	34	19.9	31	18.1	3.22	0.943
My mentor is always available when I need counsel	55	32.2	67	39.2	30	17.5	19	11.1	3.32	0.857
The mentors in the library are approachable, supportive, and encouraging to their mentees	36	21.1	64	37.4	55	32.2	16	9.4	3.15	0.853
My mentor provides constructive and useful critiques of my work	54	31.6	61	35.7	36	21.1	20	11.7	3.27	0.915
My mentors motivate me to improve my work efficiency	54	31.6	64	37.4	33	19.3	20	11.7	3.07	0.853
Mentors are quite helpful in providing direction and guidance on professional issues (e.g. Networking)	46	26.9	37	21.6	69	40.4	19	11.1	3.08	0.881
Mentors provide timely, clear, and comprehensive answers to mentee's inquiries	37	21.6	51	29.8	59	34.5	24	14.0	2.95	0.93
I consider my mentor a friend	35	20.5	83	48.5	27	15.8	26	15.2	3.11	0.907
My mentor challenges me to extend my abilities in terms of risk-taking, trying new professional activities, etc.	59	34.5	76	44.4	22	12.9	14	8.2	3.18	0.889
Mentoring nurtures the career development of a mentee	32	18.7	95	55.6	25	14.6	19	11.1	3.21	0.788
My mentor is interested in developing my skills	50	29.2	52	30.4	50	29.2	19	11.1	3.17	0.822
I have been mentored in the past	35	20.5	88	51.5	26	15.2	22	12.9	3.18	0.843
I have been a mentor to some people	60	35.1	68	39.8	19	11.1	24	14.0	3.05	0.936
Mentoring relationships in my library are helpful	36	21.1	63	36.8	50	29.2	22	12.9	2.61	0.928

Weighted mean = 3.02

Overall weighted mean = 2.79; Arithmetic mean = 92.11; Standard deviation = 29.441

The data presented in Table 2 above, illustrates the extent of mentoring among library personnel in private universities in South-West, Nigeria, as measured by formal and informal mentoring indices. Regarding formal mentoring, the weighted mean scores indicate a low level of formal mentoring. Respondents reported low extent. Based on the decision rule, it can be concluded that the extent of formal mentoring among library personnel in private universities in South-West, Nigeria was low, with a weighted mean score of 2.48.

On the other hand, informal mentoring showed a high level of mentoring among library personnel. Respondents reported a high extent. The overall weighted mean for informal

mentoring was 3.02, indicating a high level of informal mentoring. A further consideration of both formal and informal mentoring showed that the overall extent of mentoring among library personnel in private universities in South-West, Nigeria was moderately high, with a weighted mean score of 2.79. Finally, the findings suggest that formal mentoring among library personnel in private universities in South-West, Nigeria was low, while informal mentoring was high. These findings align with previous studies by Farrell et al. (2017) that libraries have often utilised formal and informal mentoring programmes to acclimatise new personnel and encourage sharing of professional knowledge between more

experienced librarians and their new colleagues. Also, Menges's (2015), results presented that stated institutions establish formal mentoring to advance personal and professional development, even though not all relationships between mentors and mentees deliver these results. The present finding also is in tandem with the position of Bello and Mansor, (2013) results, that in some university libraries, formal mentoring is part of organisational culture; mentors are assigned to new hires as an information source allowing new employees the opportunity to navigate a better unique work environment.

While it is not out of place to have formal mentoring in libraries, Bhopal and Brown (2016) affirm that formal mentoring systems exist however, the majority of the respondents indicated they never had a mentoring plan which goes to affirm the popularity of informal mentoring over formal mentoring.

Research Question Three: What is the level of job involvement of library personnel in private universities in South-West, Nigeria?

The result of research question three is presented in Table 4 below.

Table 4: Job involvement of library personnel in private universities in South-West, Nigeria

Statement	SA=4		A=3		D=2		SD=1		\bar{x}	STD
	N	%	N	%	N	%	N	%		
I am very much involved with my job	24	14.0	53	31.0	59	34.5	35	20.5	2.78	0.803
Most of my interests are centered on my job.	42	24.6	83	48.5	24	14.0	22	12.9	3.34	0.716
I have solid ties with my present job, which would be very difficult to break.	45	26.3	57	33.3	39	22.8	30	17.5	3.22	0.664
I consider my job to be very central to my life.	36	21.1	67	39.2	37	21.6	31	18.1	3.24	0.688
Most of the time, I am given authority to exercise my mantle over my job.	44	25.7	46	26.9	54	31.6	27	15.8	2.90	0.725
Usually, I don't feel detached from my job.	32	18.7	48	28.1	48	28.1	43	25.1	2.79	0.866
To me, my job is not only a small part of me	39	22.8	59	34.5	39	22.8	34	19.9	3.08	0.879
Most times, my job varies with similar specializations.	48	28.1	43	25.1	53	31.0	27	15.8	3.30	1.021
I live, eat, and breathe my job	31	18.1	89	52.0	29	17.0	22	12.9	3.17	0.786
The most important thing that happened to me involved my present job.	40	23.4	56	32.7	56	32.7	19	11.1	3.12	0.907
Most of my personal life goals are job-oriented.	29	17.0	58	33.9	60	35.1	24	14.0	2.93	0.906
I am very personally involved in my job.	48	28.1	67	39.2	38	22.2	18	10.5	3.33	0.901
I liked to be absorbed in my job.	50	29.2	67	39.2	29	17.0	25	14.6	3.36	0.869
My job is a large part of my self-development	55	32.2	69	40.4	25	14.6	22	12.9	3.40	1.000
Most of my job factors contribute to my job involvement	31	18.1	41	24.0	46	26.9	53	31.0	2.96	0.996
The more I am rotated on the job, the more I get involved with my job	28	16.4	41	24.0	57	33.3	45	26.3	2.90	1.008
Weighted mean = 3.11; Arithmetic mean = 49.82; Standard deviation = 13.735										

The data presented in Table 4 indicates the level of job involvement among library personnel in private universities in South-West, Nigeria. The

responses from the respondents show that the majority of the library personnel affirmed a high level of job involvement. They agreed that

their job is a significant part of their self-development ($\bar{x} = 3.40$), expressing a liking to be absorbed in the job ($\bar{x} = 3.36$), and indicating personal involvement in the job (329,67.0%; $\bar{x} = 3.33$), among other factors. These findings imply that most library personnel in private universities in South-West, Nigeria are highly involved in their jobs, particularly in areas such as self-development, absorption in the job, personal involvement, considering their job as central to their life, and having strong connections to their job.

To determine the overall degree of job involvement among library personnel, a weighted mean score of 3.16 was obtained, indicating a high level of job involvement. In summary, the results demonstrate that library personnel in private universities in South-West, Nigeria have a high level of job involvement. The study affirms the exposition of Burmansah et al. (2019) that the quality of work-life of employees affected their job involvement. Further, the finding of the study on job involvement agrees with the assertion of Thevanes and Dirojan (2018) and Abdallah (2017) that job involvement is highly affected by the work environment as it makes one believe that one's work is meaningful, offers control over how work is accomplished, maintains a clear set of behavioural norms, makes feedback concerning completed work

available, and provides supportive relations with supervisors and co-workers.

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance

Hypothesis One: H₀₁: Mentoring has no significant influence on the job satisfaction of library personnel in private universities in South-West, Nigeria

Hypothesis one was tested using simple linear regression analysis after the strict observance of statistical assumptions. Subsequent analysis was done with multiple regression analysis using the indicators of mentoring. The results of the regression analyses are reported in Tables 5a and 5b.

Table 5a: Influence of Mentoring on Job Satisfaction on Library Personnel

Variables	Beta (β)	T	Sig.	R ²	Adj. R ²	F	p
(Constant)		15.436	.000	.262	.257	59.945	.000 ^b
Mentoring	.512	7.742	.000				

Dependent Variable: Job satisfaction
Predictor: Mentoring
DF (F-Statistic) = 1, 169
DF (T-Statistic) = 170

The data presented in Table 5a represents the simple linear regression analysis of mentoring on job satisfaction among library personnel in private universities in South-West, Nigeria. The regression coefficient for mentoring indicates a positive and significant influence on job satisfaction ($\beta = 0.512$, $p < 0.05$). This implies that mentoring has a positive impact on the job satisfaction of library personnel in private universities. Also, the F-test for the regression model ($F(1, 169) = 59.945$, $p < 0.05$) indicates that the relationship between mentoring and job satisfaction is statistically significant.

Therefore, the null hypothesis (H₀₁) is rejected, suggesting that the availability of mentoring activities plays a major role in enhancing job satisfaction among library personnel in private universities in South-West, Nigeria.

This result highlights the importance of providing adequate and effective mentoring programs for library personnel. When private universities fail to offer sufficient mentoring opportunities, the job satisfaction of library personnel is likely to be negatively affected. It is important to note that the constant term in the regression model was not significant ($p > 0.05$), indicating that the presence of a constant value

does not significantly contribute to job satisfaction beyond the influence of mentoring. Inferentially, the findings suggest that mentoring has a positive and significant influence on job satisfaction among library personnel in private universities in South-West, Nigeria. Institutions should prioritise the implementation of effective mentoring programs to enhance the job satisfaction of their library personnel.

Further analysis is to determine which of the two indicators of mentoring determines the job

satisfaction of the library personnel. So, the next analysis in Table 5b was done to achieve this purpose.

Table 5b: Influence of Mentoring (indicators) on Job Satisfaction

Variables	Beta (β)	T	Sig.	Collinearity statistics		R ²	Adj. R ²	F	p
				Tolerance	VIF				
(Constant)		10.572	.000			.126	.116	12.130	.000 ^b
Formal mentoring	.279	3.626	.000	.877	1.140				
Informal mentoring	.143	1.851	.066	.877	1.140				

Dependent Variable: Job Satisfaction
Predictor: Formal mentoring, Informal mentoring
DF (F-Statistic) = 2, 168
DF (T-Statistic) = 170

The data presented in Table 5b represents the multiple linear regression analysis of formal mentoring and informal mentoring on job satisfaction among library personnel in private universities in South-West, Nigeria. The regression coefficients for formal mentoring and informal mentoring indicate positive and significant influences on job satisfaction. Formal mentoring has a higher impact ($\beta = 0.279, p < 0.05$) compared to informal mentoring ($\beta = 0.143, p < 0.05$). The F-test for the regression model ($F(2, 168) = 12.130, p < 0.05$) indicates that the relationship between formal mentoring, informal mentoring, and job satisfaction is statistically significant. This means that both formal mentoring and informal mentoring contribute significantly to job satisfaction among library personnel in private universities.

The adjusted R-squared value of 0.261 suggests that the combined effect of formal mentoring and informal mentoring accounts for 26.1% of the changes observed in job satisfaction. This indicates that mentoring, in both its formal and informal aspects, plays a significant role in influencing job satisfaction among library personnel. However, it is worth noting that the constant term in the regression model was not significant ($p > 0.05$), indicating that its inclusion does not significantly contribute to job satisfaction beyond the influence of formal mentoring and informal mentoring.

However, the result of the hypothesis is in agreement with the studies of Onuoha, et al

Table 6: Influence of Job Involvement on Job Satisfaction on Library Personnel

Variables	Beta (β)	T	Sig.	R ²	Adj. R ²	F	p
(Constant)		12.407	.000	.209	.204	44.582	.000 ^b
Job involvement	.457	6.677	.000				
Dependent Variable: Job satisfaction							
Predictor: Job involvement							
DF (F-Statistic) = 1, 169							
DF (T-Statistic) = 170							

The data presented in Table 6 represents the simple linear regression analysis of job involvement on job satisfaction among library personnel in private universities in South-West, Nigeria. The regression coefficient for job involvement ($\beta = 0.457, p < 0.05$) indicates a positive and significant influence on job satisfaction. This means that higher levels of job involvement are associated with increased job satisfaction among library personnel in private universities. The F-test for the

(2017) on mentoring effectiveness and job satisfaction of library personnel in private universities in South-West, Nigeria, and Bello and Mansar (2013) in Southwestern Nigeria, both found that majority of the respondents are satisfied to a large extent with their jobs using both intrinsic and extrinsic measures. The results of this study also collaborate with Njoku's (2017) results on, mentoring on job satisfaction among librarians in South-East and South-South, Nigeria., and Afolabi, et al (2015), mentoring on job satisfaction among academic staff of Obafemi Awolowo University, Ile-Ife, Nigeria, revealed a significant relationship between mentoring and job satisfaction among academic staff. Also, in the agreement is the study of, Lunsford et al. (2018) study on mentoring of faculty members' career stages, relationship quality, and job satisfaction both mentors and protégés, rated the higher quality of a mentoring relationship, also, more job satisfaction was reported.

Hypothesis Two :H₀₂: Job involvement has no significant influence on the job satisfaction of library personnel in private universities in South-West, Nigeria.

Hypothesis two was tested using simple linear regression analysis after the strict observance of statistical assumptions. The result is presented in Table 6.

regression model ($F(1, 169) = 44.582, p < 0.05$) indicates that the relationship between job involvement and job satisfaction is statistically significant. This provides evidence to reject the null hypothesis (H₀₁) and suggests that job involvement plays a major role in enhancing job satisfaction among library personnel in private universities. It is important to note that the constant term in the regression model was not significant ($p > 0.05$), indicating that its inclusion does not significantly contribute to

job satisfaction beyond the influence of job involvement. It is expected that private universities in South-West, Nigeria focus on providing opportunities for library personnel to be well-involved in their jobs. This can include promoting a sense of autonomy, providing challenging tasks, encouraging participation in decision-making, and fostering a supportive work environment. Enhancing job involvement can lead to higher levels of job satisfaction among library personnel in private universities. Significantly the result of this study lay credence to Chi et al.'s (2018) study among 275 employees in Vietnam, the findings revealed that job involvement affected job satisfaction. The result is also in tandem with Li's (2018) study of 391 university teachers in Fujian Province, China, and that university teachers' job satisfaction could be enhanced through job involvement. Similarly, the study result is reaffirmed by Akhtar et al. (2016), Nwibere (2014), Sharma and Deolia (2017) and Sharma and Upadhya (2019) result, as they revealed a strong positive influence of job involvement on job satisfaction among library professionals. Therefore, to acquire a sufficient level of job involvement from their employees, employers should encourage their employees in active work participation, and facilitate and provide comfort and opportunity for career

development to accommodate the knack of their employees (Agusramadani & Amalia, 2018).

Hypothesis Three H₀₃: Mentoring and job involvement will not significantly influence job satisfaction of library personnel in private universities in South-West, Nigeria

The result is present in Table 7 below

Table 7: Influence of Mentoring and Job Involvement on Job Satisfaction of Library Personnel.

Variables	Beta (β)	T	Sig.	Collinearity statistics		R ²	Adj. R ²	F	p
				Tolerance	VIF				
(Constant)		4.030	.000			.376	.369	50.711	
Mentoring	.350	5.557	.000	.936	1.068				
job involvement	.423	6.722	.000	.936	1.068				.000

Dependent Variable: Job satisfaction
Predictor: Mentoring and job involvement
DF (F-Statistic) = 2, 168
DF (T-Statistic) = 170

The data presented in Table 7 represents the multiple linear regression analysis of job satisfaction among library personnel in private universities in South-West, Nigeria. Both mentoring and job involvement were regressed against job satisfaction. The results indicate that neither of the independent variables showed multicollinearity issues, as their tolerance values were greater than 0.1 and VIF values were less than 10. Therefore, both variables

were included in the multiple linear regression model. The regression coefficients indicate that mentoring had a significant positive influence on job satisfaction ($\beta = 0.350$, $p < 0.05$), as did job involvement ($\beta = 0.423$, $p < 0.05$). The significance of these coefficients suggests that both mentoring and job involvement have a positive impact on job satisfaction among library personnel in private universities.

Furthermore, the F-test for the overall model revealed that mentoring and job involvement jointly accounted for 36.9% of the variance in job satisfaction among library personnel (Adj. $R^2 = 0.369$, $F(2, 168) = 50.711$, $p < 0.05$). This implies that mentoring and job involvement, when considered together, are significant determinants of job satisfaction among library personnel in private universities in South-West, Nigeria. It is noteworthy that job involvement had a higher influence on job satisfaction compared to mentoring, as indicated by the higher β coefficient. This suggests that the level of engagement and involvement in job tasks has a stronger impact on job satisfaction among library personnel. Additionally, the results highlight the significance of both mentoring and job involvement as determinants of job satisfaction among library personnel in private universities. The findings demonstrate that a positive mentoring relationship and a high level of job involvement contribute significantly to job satisfaction.

The study underscores the significance of mentoring, job involvement, and their indicators in enhancing job satisfaction among library personnel in private universities. It provides valuable insights for university management and policymakers in designing effective mentoring programs and creating a work environment that fosters job involvement. By prioritising these factors, private universities can improve the job satisfaction of their library personnel, which in turn can contribute to increased productivity, motivation, and overall organisational success.

Limitations of the study

The research focused solely on private universities in South-West, Nigeria, and the findings may not be generalisable to other regions or types of institutions. Additionally, the study relied on self-report measures, which could introduce response biases. Future research could explore a wider range of factors influencing job satisfaction, examine other employee groups, and utilise a mixed-methods approach.

Conclusion

The study highlights the importance of mentoring, job involvement, and their indicators in determining job satisfaction among library personnel in private universities in South-West, Nigeria. The findings provide

valuable insights for university management, emphasising the need to prioritise mentoring programs, promote job involvement, and create supportive work environments to enhance job satisfaction among library personnel. These efforts can contribute to a positive and fulfilling work experience, benefiting both the library personnel and the institutions they serve.

Recommendations

Based on the findings of the study, the following recommendations were made:

Enhance Mentoring Programs: Private universities should establish and improve formal mentoring programs for library personnel. This includes developing formal mentoring structures, implementing mentoring policies, and ensuring that mentoring goals are adequately met during each session. By providing effective mentoring opportunities, universities can support the professional and personal development of library personnel, which in turn enhances job satisfaction. Creating a formal mentoring structure where new professionals are matched with older ones can be made. This will enhance the effective and efficient transfer of expertise from the mentor to the mentee, expose the mentee to early rigour in the profession and as well help the mentee to be honed and perfected. Also, fashioning an environment where mentors are accessible and approachable for mentees to choose from can foster supportive and constructive mentoring relationships. Universities can also promote a culture where library personnel can emulate the qualities of their mentors and develop personal connections with them.

Promote Job Involvement: Private universities can maintain the degree of their library personnel job involvement, by getting them involved in decision-making processes, job rotation, providing opportunities for autonomy, responsibility, and meaningful engagement in their work. Libraries can encourage personnel to take ownership of their job responsibilities, participate in relevant workshops, conferences, and educational activities, and provide platforms for constructive feedback and suggestions, all these can expose them to the rudiments of their job and in the long run make them love their job more.

Continuous Training and Development:

Universities should prioritise continuous training and development programs for library personnel. This can include providing opportunities for skill enhancement, professional certifications, and keeping up with emerging trends and technologies in the library field. By investing in the growth and development of library personnel, universities can enhance their job satisfaction and contribute to the overall quality of library services.

Supportive Work Environment: Private universities should create a supportive work environment that values and recognises the contributions of library personnel. This can be achieved through fostering a culture of collaboration, open communication, and teamwork. Providing resources, adequate staffing, and recognising the achievements and efforts of library personnel can significantly contribute to their job satisfaction.

Regular Feedback and Evaluation:

Implementing regular feedback mechanisms and performance evaluations can help identify areas for improvement and address the concerns of library personnel. Universities should create channels for library personnel to provide feedback on their mentoring experiences, job involvement, and overall job satisfaction. Acting upon this feedback can demonstrate the commitment of the university to the well-being and job satisfaction of library personnel.

REFERENCES

- Abdallah, A. B., Obeidat, B. Y., Aqqad, N. O., Al Janini, M. N. K. & Dahiyat, S. E. (2017). An integrated model of job involvement, job satisfaction, and organisational commitment: A structural analysis in Jordan's banking sector. *Communications and Network*, 9, 28-53.
- Adekoya, C. O. & Fasae, J. K. (2021). Mentoring in librarianship: meeting the needs, addressing the challenges. *The bottom line*, 3 (7), 52-73
- Adeoye, A.O., & Fields, Z. (2014). Compensation management and employee job satisfaction: A case of Nigeria. *Journal of Social Sciences*, 41(3), 345-352.
- Afolabi, E.R.I., Faleye, B.A., & Adeola, A.M (2015). Mentoring among Academic Staff of Obafemi Awolowo University, Ile-Ife, Nigeria. *Journal of Education and Human Development*, 4 (2), 160-167.
- Agusramadani, S., & Amalia, L. (2018). The influence of job involvement and job satisfaction toward employee turnover intention (case in Indonesia broadcasting). *Journal of Business and Management*. 20, (5), 11-18.
- Akhtar, Z, Prasant & Nadir, H (2016). Job satisfaction and job involvement among private and government bank employees. *Indian Journal of Health and Wellbeing*, 7 (2), 236-239.
- Akinlade, O. O., Ajegbomogun, F. O. & Okorie, N (2022). Physical Work Environment and Job Satisfaction of Library Personnel in Academic Libraries in Ogun State, Nigeria. *Library Philosophy and Practice (e-journal)*. 6864. <https://digitalcommons.unl.edu/libphilprac/686>
- Akarak, P. (2008). Effects of mentoring on intention to leave in Thai public accounting firms: Moderators of job efficiency, commitment, and performance. *Review of Business Research*, 69 (40), 25-40.
- Allen, T. D., Eby, L. T., O'brien, K. E. & Lentz, E. (2008). The state of mentoring research: a qualitative review of current research.
- Alrawahi, S., Sellgren, S.F C , Altouby, S., Alwahaibi, N, & Brommels, M, (2020). The application of Herzberg's two-factor theory of motivation to job satisfaction in clinical laboratories in Omani hospitals Samira. *ScienceDirect*, 8-(6), 1-9.
- Bello, M. A., & Mansor, Y. (2013). Cataloger mentoring: a survey of catalogers' perception on mentoring for skills

- development in academic libraries. *Library philosophy and practice, (e-journal)*. Paper 007, <http://digitalcommonsunl.edu/libphilprac/1007> accessed 10/01/2020.
- Bhopal, K. & Brown, H. (2016). Black and minority ethnic leaders: support networks and strategies for success in higher education, London: Leadership Foundation for Higher Education.
- Burmansah, S, B. & Mukhtar, M (2019). Teachers' affective commitment through the effects from quality of work life and job involvement in the schools. *Asia Proceedings of Social Sciences*, 4 (1) 17-20
- Chi, H., Yeh, H., & Nguyen, K. H. (2018). How job involvement moderates the relationship between organisational commitment and job satisfaction: Evidence in Vietnam. *Advances in Social Sciences Research Journal*, 5 (4) 136-148.
- Dick, M. (2015). The significance of mentoring. Edmonton: JAHT Publishing Co.
- Ekechukwu, R. O., & Horsfall, M. N. (2015). Academic mentoring in higher education: A strategy to quality assurance in teacher education in Nigeria. *European Journal of Research and Reflection Educational Science*, 3(4), 37 – 45
- Farrell B., Alabi, J., Whaley P., & Jenda, C. (2017). Addressing psychosocial factors with library mentoring. *Libraries and the Academy*, 17, (1), 51–69.
- Gandhi, M., Raj, T., Fernandez, R., Rispel, L., Nxumalo, N., Lescano, A. G., Bukusi, E. A., Mmbaga, B. T., Heimbürger, D. C., & Craig R. C. (2019). Mentoring the mentors: Implementation and evaluation of four Fogarty-sponsored mentoring training workshops in low- and middle-income countries. *The American Society of Tropical Medicine and Hygiene*. 100 (1), 20–28
- Gider. Ö., Akdere, M., & Top, M. (2019). Organisational trust, employee commitment, and job satisfaction in Turkish hospitals: implications for public policy and health. *Eastern Mediterranean Health Journal*. 25 (9), 622–629.
- Gul, H., Usman, M., Liu, Y., Rehman, Z., & Jebran, K. (2018): Does the effect of power distance moderate the relation between person-environment fit and job satisfaction leading to job performance? Evidence from Afghanistan and Pakistan, *Future Business Journal*, 4 (1), 68-83.
- Howland, J.S. (2018) Beyond recruitment: retention and promotion strategies to ensure diversity and success. *Library Administration and Management*, 13 (1), 4-14.
- Jyoti, J., & Sharma, P. (2015). Impact of mentoring functions on career development: Moderating role of mentoring culture and mentoring structure. *Global Business Review*, 16(4), 700-718. doi:10.1177/0972150915581110
- Penconek et al. (2021). Determinants of nurse manager job satisfaction: A systematic review, *International Journal of Nursing Studies*, 11(8), 1-28.
- Popoola, S. O. & Fagbola, O. O. (2023). Work motivation, job satisfaction, work-family balance, and job commitment of library personnel in Universities in North-Central Nigeria. *The Journal of Academic Librarianship*, 49, (4),
- Putra, I. B.U (2021). Financial Compensation, Leadership, Job Satisfaction, And Employee Performance. *South East Asia Journal of Contemporary Business, Economics and Law*, 24, (2), 73-83.
- Idiegbeyan-Ose, J., Opeke, R., Aregbesola, A., Owolabi, S. E., & Eyiolorunshe, T. (2019). Relationship between motivation and job satisfaction of staff in private university libraries, Nigeria. *Academy of Strategic Management Journal*, 18 (1), 1-13

- Idoko, N. A., Ugwuanyi, R. N., & Osadebe, N. E. (2016). Mentoring: Strategy for professional development of libraries in Nigerian universities. <http://difitalcommons.un.edu/libhiliprac/1360> (accessed March 12, 2023).
- Issa A. O. (2016). The relationship between job satisfaction, job performance and employee engagement: An explorative study. *Issues in Business Management and Economics*, (1), 1-8.
- Johnson, W. B. (2015). On being a mentor: a guide for higher education faculty, 2nd ed., New York: Routledge.
- Kanungo, R. N. (1979). The concepts of alienation and involvement are revisited. *Psychological Bulletin*, 86(1), 119-138
- Kanungo, R. N. (1982a). Measurement of job and work involvement, *Journal of Applied Psychology*, 6 (7), 341-349.
- Kanungo, R. N. (1982b). *Work alienation: An integrative approach*, New York Wiley.
- Li, J. (2018). A study on university teachers' job stress- from the aspect of job involvement. *Journal of Interdisciplinary Mathematics*. 21 (2). 341-349.
- Lo, T., Ramayah, L., & Kui, C (2013). Mentoring and job satisfaction in Malaysia: A test on small medium enterprises in Malaysia. *International Journal of Psychology: a Biopsychosocial Approach*, 13(4), 69-90.
- Lodahl, T., & Kejner, M. (1965). The definition and measurement of job involvement. *Journal of Applied Psychology*, 49, 24-33.
- Lusford, L.; Baker, V, & Pifer, M (2018). Faculty mentoring faculty: Career stages, Relationship Quality, and Job Satisfaction. *International journal of mentoring and coaching in Education*, 7 (2), 139-154.
- Masenya, J., Ngoepe, M., & Jiyane, V. (2020). Determinants of turnover intentions of librarians at the City of Johannesburg libraries in Gauteng province, South Africa. *South African Journal of Library & Information Science*, 86 (1), 73-83.
- Menges, C. (2015). Toward Improving the Effectiveness of Formal Mentoring Programs: Matching by Personality Matters, *Group & Organization Management*, 41 (1), 1-14.
- Nwibere. B. M. (2014). Interactive relationship between job involvement, Job satisfaction organisation citizenship behaviour, and organisational commitment in Nigerian, Universities *International Journal of Management and Sustainability*, 3(6), 321-340 Available at <http://www.pakinsight.com/?ic=journal&journal=11>.
- Okhakhu, O. D. & Omoike, A. D (2017). Job motivation, satisfaction and its effects on library officers' productivity in three selected libraries in Ibadan, Oyo State, Nigeria, *Journal of Applied Information Science and Technology*, 10 (1), 52-61.
- Onuoha, U.D., Zubairu, A.N, & Olusipe, A. A (2017). Mentoring, effectiveness and job satisfaction of library personnel in private universities in South-West, Nigeria. *MBJLIS-Middlebelt Journal of Library and Information Science*, 15, 52-63.
- Röttger, S., Maier, J., Krex-Brinkmann, L., Kowalski, J. T., Krick, A., Felfe, J., & Stein, M. (2017). Social cognitive aspects of participation in workplace health promotion as revealed by the theory of planned behavior. *Preventive Medicine*, 105. <https://doi.org/10.1016/j.ypmed.2017.09.004>
- Sharma, S., & Deolia, A. (2017). Job Involvement as a key component of work culture: A study based on a survey of the library professionals of the special libraries of Delhi NCR. *International Journal of Library*,

Information Networks and Knowledge.
2 (1) 1-17

- Sharma, D & Upadhyay, A.K. (2019) Job Involvement and Job Satisfaction: A Study of Library Professionals working in Private Universities of Haryana. *Think India Journal*, 22 (14), 2390-2395.
- Thevanes. N., & Dirojan, T. (2018). Impact of training and job involvement on job performance. *International Journal of Scientific and Management Research*, 1 (1) 1-10.
- Tjan, A.K. (2017). What the best mentors do. *Harvard Business review* mentors-do.
- Uwannah, N.C., Onyekachi, C.N., & Filade. B.A (2021) Hardiness, Supervisor Support and Work Engagement: Empirical Evidence from Tertiary Institutions in Ogun State, Nigeria. *American, Journal of Applied Psychology*, 9 (1), 8-14