

Full Length Research

Mentoring, Motivation and Job Satisfaction of Librarians in Federal and State University Libraries in Southern Nigeria

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Abstract

Job satisfaction is significant to librarians to ensure effective performance in service delivery. However, extant literature and anecdotal evidence indicated that job satisfaction among university libraries in Nigeria was low. Mentoring (career support, psychosocial support and role modelling support) and motivation (responsibility, achievement and job security) are required to enable librarians have job satisfaction (recognition, promotion, conducive work environment, and remuneration) in university libraries in Southern Nigeria. There is dearth of literature that combines the influence of all these variables. Therefore, the study examined the influence of mentoring and motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The study adopted a survey research design. The population comprised 563 librarians in federal and state university libraries in Southern Nigeria. A sample size of 234 was determined using Taro Yamane formula and stratified proportionate sampling technique was used to select the respondents. A validated, structured questionnaire was used for data collection. Cronbach's alpha reliability coefficients for the variables ranged from 0.72 to 0.81. A return rate of 90.6% was achieved. Descriptive and inferential (linear and multiple regression) statistics were used to analyse the data. The findings of this study revealed a significant joint influence of mentoring and motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria ($Adj.R^2 = 0.801$, $F(2, 210) = 419.528$, $p < 0.05$). Mentoring ($R^2 = 0.525$, $\beta = 0.725$, $t(211) = 15.127$, $p < 0.05$) and motivation ($R^2 = 0.796$, $\beta = 0.892$, $t(211) = 28.608$, $p < 0.05$) significantly influenced job satisfaction of librarians. Mentoring indicators: psychosocial support ($\beta = 0.626$, $t(211) = 4.760$, $p < 0.05$) significantly influenced job satisfaction of librarians, while career support ($\beta = 0.216$, $t(211) = 1.379$, $p > 0.05$) and role modelling support ($\beta = 0.626$, $t(211) = 4.23$, $p > 0.05$) had no significant influence on job satisfaction. Motivation indicators: Responsibility ($\beta = 0.098$, $t(211) = 1.974$, $p < 0.05$), achievement ($\beta = 0.280$, $t(211) = 6.659$, $p < 0.05$) and job security ($\beta = 0.611$, $t(211) = 12.503$, $p < 0.05$) significantly influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The study concluded that mentoring and motivation contributed to job satisfaction of librarians in federal and state university libraries in Southern Nigeria. It was recommended that the university administration should make effort to sustain satisfaction by making policies that would enhance job satisfaction, giving attention to motivational needs. The library management should ensure that career support and role modelling be instituted and encouraged among librarians in Southern Nigeria.

Keywords: Career support, Job satisfaction, Mentoring in libraries, Motivation in libraries, Psychosocial support, Role modelling support

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INTRODUCTION

Satisfaction is the fulfillment of conditions of the workforce and also the desire felt after a need is achieved that is genuine. Satisfaction implies the fundamental feeling and the accomplishment of goals of workers which is noteworthy to any organisation for accomplishment and success (Wani & Najar, 2019). Satisfaction is necessary for a worker to improve the efficiency of the organisation, career development and the achievement of the workers (Kaba, 2017). It could therefore mean a positive and pleasing attitude towards the job while dissatisfaction concentrated on a negative attitude.

Job satisfaction is a positive mental state of being in one's job which includes one's emotions, reactions and cognitive evaluation. Job satisfaction is an employee's psychological state which comprises feelings, attitude and behaviours in a workplace and is significant in university libraries, its absence leads to apathy and reduction in organisational commitment (Tella, 2019). Job satisfaction is focused on the socio-cultural and economic conditions of the workplace and the level to which work environment meets the values and needs of the workers. Job satisfaction is a dependent variable of this study.

Job satisfaction is a major determinant of workers' commitment and productivity in any organization. University libraries may boost job satisfaction of librarians by providing recognition, promotion, conducive work environment and remuneration. The job satisfaction of librarians is paramount for effective service delivery to the library users including, the staff and students for the dissemination of information and knowledge which affects the institution performance (Wani & Najar, 2019). Librarians may also be more satisfied with their job if there is high level of mentoring and motivation which will enable them to be more committed, perform better services and more productive in their responsibilities.

In line with Herzberg's motivation-hygiene theory, there are separate factors that affected job satisfaction while another diverse set of factors caused dissatisfaction, however, they act independently of each other. Herzberg (1959) developed a two-factor theory that affected job satisfaction based on Maslow's hierarchy of needs. The two factors were motivators and hygiene. Some of the motivator factors are responsibility, achievement, job security, work itself, and growth (advancement) while some of the hygiene factors are conducive work environment, remuneration, interpersonal relations, company policies and supervision. For the purpose of this study, job satisfaction was measured based on Herzberg's motivation-hygiene theory, using two motivational factors, recognition and promotion and two hygiene factors conducive work environment, and remuneration. The rationale behind this choice was that there were some other interrelated variables that affected motivation which were part of the variables in this study. Therefore; these four sub-variables of job satisfaction were developed, espoused and clarified in this study.

Recognition serves as incentive to staff to be faithful and perform better on the job. Recognition embraces awards, and encouragement packages provided for the employees. Employees may be honoured at all levels of the organisation for their work satisfactory performance. A worker's achievements may not have to be enormous before being recognised. Whenever an employee performed satisfactorily, the organisation may acknowledge the good work with preferably special thanks, good-humored praise, or a bonus when necessary. Employees when acknowledged and appreciated for their contributions to the organisation would be more committed and productive. A formal recognition programme such as 'employee of the month', and 'employee of the year' could be of good reward and enhance recognition to the employee. This encourages such a librarian to perform better and be fulfilled in the job and services provided. Satisfaction may also occur as a result of promotion which is another important factor of job satisfaction. Promotion is another sub-variable of this study which may affect job satisfaction.

Promotion also serves as a reward for a job that is performed satisfactorily. Promotion might be considered as a reward for the past achievements and encouragement of workers to continue to excel hence, a typical staff or employee is looking forward to his/her promotion as at when due.. Various individuals anticipated that rewards, such as monetary gains to the workers by the organisation is one of the most visible factors in job satisfaction. Conversely, inadequate reward factors such as recognition and promotion are some of the major reasons accountable for workers' dissatisfaction and intention to leave their organisations (Magaji, Akpa, Norom & Goodluck, 2018).

Remuneration is an influential factor that influences job satisfaction. Opeke, Ikonne and Adewoyin (2019) opined that low wages are a major factor in workers quitting their jobs. Mabaso and Dlamini (2017) believed that salaries have a significant impact on employee job. Also, if librarians are not well motivated, there would be no satisfaction. However, with positive wages, librarians are more likely to stay at work, and with negative wages, employees are more likely to leave. Satisfaction may require an elderly or somebody who has been on the job for a while to mentor a new intake.

Mentoring is a formal relationship between a senior librarian and junior librarian of a university library for the advancement and support of the junior librarians. A mentor is a guide, a friend, of superior experience; he is dependable, reliable and influences the growth of a mentee. A mentor is also a person who guides a less experienced person by building trust and modeling positive behaviors. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee.

A mentee on the other hand, is someone who has identified a specific personal or professional goal and who believes that the guidance and help of a mentor and being held accountable to the mentor can help him achieve his goal. Mentoring is a common design that offers diverse training to staff, in terms of professional development and career development.

Furthermore, mentoring consists of a number of measures, such as advising, teaching, coaching, advocating, sponsoring, role modeling and assistance with personal development and achieving a work life balance (Geraci & Thyphen, 2017).

According to Chopra, Arora and Saint (2018), mentoring focused principally on the career development of an individual with less experience. A mentor develops the intellectual power of the mentee progressively to be satisfactorily equipped in his preferred career. In a similar vein, The mentor encourages the mentee to learn and be like him. Extant literature acknowledged the benefits of mentorship which involve quicker academic promotion, improved research output, and job satisfaction (Tjan, 2017). In essence, mentees benefitted from mentoring through job recognition, job accomplishment, and job satisfaction, better job reward and remuneration.

Various benefits of mentoring to the mentor, mentee, the university and the library includes increase in encouragement, support and assistance, improvement from the encounters of others, boost in social confidence, decision making enhancement, communication and networks development, managing individual and academic issues. Organizations like universities and libraries furthermore benefit from mentoring by inspiring improved organizational learning and job retention. Mentoring variables for this study comprised of career support, psychosocial support and role modelling support. Career support focused on the mentee's job and the organization. Career support is a continual enrichment recognized in an individual's life (Zanpantis, Skodou, Chalikias, Drosos & Papagrigroriour, 2017). Career support also features the mentoring relationship that assists mentees with their advancement in an organization. Career development functions include sponsorship, protection, challenging assignments, exposure, and visibility. Exposure and visibility involve creating opportunities where important decision makers can observe and appreciate an individual's competence, abilities, and special talents. Career support functions focus on the organization and the mentee's career. Psychosocial support, on the other hand, is another indicator that affects the mentee at a personal level and spreads to other areas of life.

Psychosocial support functions include acceptance, counseling, and friendship. Friendship is provided by informal interactions at work, and by a willingness to discuss a variety of issues. Kram (1985) identified psychosocial functions as those features of mentoring relationship that are more personal. The psychosocial functions have effect on mentees' way of thinking in terms of proficiency, uniqueness and achievement in their professional position within an organization. Psychosocial mentoring may enhance a person's capacity and efficiency; assists to improve job-related stress, develop into a strong emotional connection between the mentor and the mentee, and become a positive, rewarding interpersonal interaction. Imitating an experienced and matured staff could enrich and develop the knowledge of an up-coming and growing staff.

Role modelling is an act and behavior of mentee emulating the mentor; a role model exhibits related attitudes, values, and behaviours to learn and to follow the mentor. The mentors are role models that enable the mentees to grow and advance on the job through information provided. Mentees have observed that mentors play a major role in determining their opinions on how they would act as mentors, thus emphasizing the significance of role modelling. Role modeling support focuses on mentees trying to reproduce the mentors' attitudes and behaviours because of the respect and trust in the mentors. Role modelling function is skillful and recognized by emulating the mentor's standards and conduct which present a plan and structures for the new staff (Kram, 1985). Job satisfaction may also require motivating staff to perform their duties satisfactorily to enhance productivity. A staff needs to be satisfied on the job as a result of motivation, which could enhance job commitment; job productivity and increase job reduce retention.

Motivation is another factor that can affect job satisfaction. Job satisfaction cannot exist in the absence of motivation. For librarians to be satisfied on the job, they have to be motivated. Motivation is a factor that drives a person to achieve a goal. Also, it is a drive from within individuals to carry out certain activities in achieving goals. Employees who are motivated carry out their job responsibilities to the best of their abilities with high productivity. According to Okorie, Ikonne, and Haliso (2019), motivation is the driving force that inspires those who arouse the passion to pursue a particular action. Most employers want ambitious employees to work happily, but they do not really understand what motivates each individual.

Motivation is the process of stimulating people to act and achieve specific goals. Motivation also guides and sustains behaviour and performance which enables employees to take safe actions and increases the accomplishment of goals. An employee who is achievement-motivated seeks achievement, bringing realistic but challenging goals, and advancement into the job. There is a strong need for feedback from the management in the organization as to achievement and progress, and a need for a sense of accomplishment. Achievement could therefore serve as a non-financial motivator of job satisfaction.

Job security is described as one's confidence about accomplishing job condition. It is when the job is secured and not

temporal. Adequate motivation of librarians could lead to job security and the managements should guard against conduct that could intimidate, heighten the fear of job insecurity, and threaten job satisfaction and commitment of librarians. Job security of the librarians could be protected through pleasant and copious strategy and actions. Employees are often more motivated to know that they are doing a safe job in the workplace. It is important to regularly update the job security of staff and know that workers are a valuable asset to the organisation. It was observed that the independent variables under study, mentoring and motivation had influence on the dependent variable, job satisfaction. Mentoring had the potential to improve job satisfaction of librarians in terms of career support, psychosocial support and role modelling support while motivation also impacted job satisfaction in the areas of responsibility, achievement and job security.

Librarians would perform better if they were well motivated, however, lack of motivation may lead to frustration, anxiety, depression and less commitment to job. Librarians that were not motivated have the tendency to leave their jobs. There is enough literature on the dependent variable, job satisfaction, but not much has been researched by combining the independent variables, mentoring and motivation as influence of job satisfaction of librarians in federal and state university libraries in Southern Nigeria. It was on this basis that this study investigated the influence of mentoring and motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

Statement of the Problem

Job satisfaction is important to the librarians to ensure effective performance in service delivery. In spite of the significance of job satisfaction to librarians in university libraries in Nigeria, extant literature and anecdotal evidence indicated it was low. Absence of job satisfaction may lead to low commitment, performance, productivity and turnover effects. Job satisfaction is necessary to realise the goals of the university library as an organization cannot run and attain their desired goals and objectives without job satisfaction. Job satisfaction of librarians is an issue because some of the factors that determine job satisfaction have been found to be lacking in university libraries.

Studies by Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi and Eyiolorunshe (2019), Oyovwevotu (2017), and Ikonne and Onuoha (2015), identified low level of job satisfaction and dearth of opportunities for advancement, and managerial skills among librarians in university libraries. Mentoring and motivation are required to enable librarians to have job satisfaction in libraries. It is assumed that an employee who is adequately mentored is likely to perform his duties proficiently. Invariably, if librarians are well mentored, it is most likely that they will be satisfied with their jobs. Likewise, if librarians are motivated, there is the possibility of being more committed and satisfied in their jobs.

Mentoring and motivation may enhance job satisfaction of librarians in university libraries in Nigeria. Also, if they are adequately motivated, there is tendency for them to be committed and satisfied in their jobs. There is dearth of literature that combines all the variables. Therefore, the study examined the influence of mentoring and motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

Objective of the Study

The general objective of this research work is to investigate the mentoring and motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The specific objectives are to:

1. Determine the level of job satisfaction of librarians in federal and state university libraries in Southern Nigeria;
2. Examine the level of mentoring of librarians in federal and state university libraries in Southern Nigeria;
3. Ascertain the degree of motivation of librarians in federal and state university libraries in Southern Nigeria;
4. Examine the influence of mentoring on job satisfaction of librarians in federal and state university libraries in Southern Nigeria;
5. Establish the influence of motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria;
6. Establish the relative influence of mentoring indicators on job satisfaction of librarians in federal and state university libraries in Southern Nigeria;
7. Ascertain the influence of the measures of motivation indicators on job satisfaction of librarians in federal and state university libraries in Southern Nigeria;
8. Ascertain the combined influence of mentoring and motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

Research Questions

In line with the stated objectives of the study, the following research questions were answered:

1. What is the level of job satisfaction of librarians in federal and state university libraries in Southern Nigeria?
2. What is the level of mentoring of librarians in federal and state university libraries in Southern Nigeria?
3. What is the degree of motivation of librarians in federal and state university libraries in Southern Nigeria?

Hypotheses

The study tested the following null hypotheses at 0.05 level of significance:

- H₀₁ There is no significant influence of mentoring on job satisfaction of librarians in federal and state university libraries in Southern Nigeria;
- H₀₂ There is no significant influence of motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria;
- H₀₃ There is no relative influence of mentoring indicators on the job satisfaction of librarians in federal and state university libraries in Southern Nigeria;
- H₀₄ There is no relative influence of motivation indicators on the job satisfaction of librarians in federal and state university libraries in Southern Nigeria;
- H₀₅ There is no combined influence of mentoring and motivation on the job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

Conceptual Review

The conceptual review dealt with how various researchers view what job satisfaction, mentoring and motivation are all about. The key variables that are related to the sub-variables of mentoring, motivation, and job satisfaction were discussed. Job satisfaction was prioritized, with sub-variables such as recognition, promotion, conducive work environment and remuneration. Mentoring focused on career support, psychological support and role modeling support and motivation espoused responsibility, achievement, and job security.

Job Satisfaction in Organisations

Job satisfaction has a wide range of meanings, including both one-dimensional and multi-dimensional. Many scholars have defined job satisfaction as a worldwide phenomenon with diverse definitions measured from various angles. It is a global notion that has long been recognized in the literature; but no clear definition of the phrase has been agreed upon. Job satisfaction has a significant impact on work-related behaviors such as effort, turnover, absenteeism, employee relations, and productivity, as well as on employment market behavior. Job satisfaction of workforces has been a major topic in the field of organizations, psychology and human resources (Mabaso & Dlamini, 2017).

Job satisfaction, according to Kaba (2017) is influenced by a number of elements, including pay (salary), promotion opportunities, fringe benefits, job security, and relationship with co-workers and supervisors. Job satisfaction also refers to how pleased an employee is with his or her current position. When an employee is unsatisfied with his or her employment, he or she will not perform his or her duties as required in that organization. It is an emotional response to work that might be regarded a component of life fulfillment. Job satisfaction also entails performing a job that one enjoys.

Job satisfaction is a result of a combination of intrinsic and extrinsic factors such as job task, job responsibility, motivation, and rewards. When an employee is happy with his or her employment, he or she will perform well at work. It refers to workers' satisfaction with how well their own wants and desires are met at work. Job satisfaction is not the same as motivation; however, it deals with an individual's feelings and inner state in relation to a specific job. Librarian job satisfaction is of importance because of its links to mentorship and motivation.

Recognition

Recognition serves as incentive to employees to remain dedicated and accomplish better result on the job. Recognition includes prizes and inducements packages for the workforce. Workers should be recognized at all levels of the organization for their work performance. A worker's achievements may not have to be enormous before being recognized. Whenever an employee performs creditably, the organization should recognize the good work with special thanks, good-humored praise, or a bonus if necessary. Employees when recognized and appreciated for their contributions to the organisation enabled them to be more dedicated and industrious.

Recognition is a process of appreciating an employee a particular status in an organization. Librarians should be recognized for outstanding performance in the roles they played in the success of the library as a system. Tunji-Olayeni, Owolabi, Amusa, & Nduka (2018) identified workers recognition for contribution towards organization performance as a way of motivation.

Promotion

Promotion is likewise a key factor in job satisfaction. In some instances, workers rate promotion over salary. Several individuals expect remuneration which can be characterized as the monetary benefit provided to the workers by the organization as one of the most major striking factors for job satisfaction.

Conducive Work Environment

A motivating and acceptable work environment is linked to workers' job retention, an important component of job satisfaction. Work environment could be seen as the physical, social, psychological and technological conditions in the library that influence the job performance and job satisfaction of librarians. Employees are concerned about the physical work environment because it can affect their job preference and enable to complete their tasks better, when they operate in a peaceful environment, (Hee, Ong, Ping, Kowang & Fei, 2019). If a decent working atmosphere is provided for employees, they will perform better. If a decent working atmosphere is provided for librarians, they will be satisfied and perform better; librarians should be given a positive work atmosphere (Agada, Ojobo, & Tofi, 2020). Naz (2017) submitted that good work environment contributed to job satisfaction regardless of forms of institutions and demographics. In essence, supportive working condition improves academic staff' job satisfaction.

Remuneration

Librarians are compensated in the form of a remuneration (salary) or income for the services rendered, to encourage employment retention. Librarians are paid a salary for services rendered, which is typically offered to encourage employment retention. Job satisfaction is unachievable without motivation, and salary (remuneration) is one of the other dynamics to consider. Remuneration (salary) is paid for the services rendered by librarians, with the goal of job retention. Librarians are more likely to have job retention when remuneration is positive, however, when remuneration is negative, they are more likely to leave job. Mabaso and Dlamini (2017) and Amarasena, Ajward, & Ahasanu (2015) further supported the above assertion that, salary plays a significant impact in influencing job satisfaction.

Mentoring in Organisations

A mentor is someone with extensive knowledge and expertise who is dedicated to enabling, controlling, and assisting others in their professional development. He is a person who supports by guiding to advance the process of career advancement, career selection, development, and output. Mentoring is also a trustworthy relationship that has been a feature of public life and the economic sector for many years. Mentor's goal is to assist mentee gain knowledge and adapt their abilities, knowledge, and experience to new situations and procedures.

Mentoring is formal, informal or online or a combination of all. A formal mentoring relationship is one in which the organization initiates and formally provides recognition to the relationship between the mentor and the mentee. An informal mentoring is one in which the staff instigated the relationship but the organization does not properly support the relationship. Online mentoring is a supportive, structured relationship that assists mentees to develop their skills and achieve their goals. In such a relationship, mentees converse with their mentors through a safe and secure online

interaction. Mentees also learn new skills and approaches through contact with prime members, which prompt work fulfillment. Mentors make the mentees more recognizable by assigning substantial duties and back up with consistent complimentary progression reports which justify the mentees' work. Mentors also support their mentees for challenging assignment, which ultimately increases the mentee's self-actualization.

Mentoring is a share of educational training that develops personalities in various professions. For the purpose of this study the conceptual definition of mentoring is taken as a training relationship between superior and subordinate staff concerning the mentor and the mentee for the purpose of career support, psychosocial support and role modeling. Mentoring also requires meeting with mentees on a regular basis to offer guidance and assistance (Byington & Keenan 2017).

Mentoring is a skilled relationship in which a qualified individual (the mentor) assists a less-experienced individual (the mentee) in gaining specific abilities and information that increases the mentee's competence and growth. Mentoring is a method of aiding people in growing in their careers and jobs by sharing one's perspectives, abilities, and experience to allow others to flourish freely in their professions and employment. The library and university administration need to generate and promote mentorship programmes to satisfy the requirements of librarians.

Career Support

Career support is provided to those who are in training, transitioning into the labor market, changing occupations, unemployed, or nearing retirement. Career professionals, other professionals, and non-professionals such as family and friends can all provide support. Individuals or groups can take part in the activities, which can be done in person or online (including helplines and web-based services). Mentoring is useful in terms of developmental social learning (Afolabi, Faleye & Aremu, 2015). Mentoring is the dynamic element of production for organizational efficiency and effectiveness. The mentor built respect among peers and superiors by developing support between subordinates who were likely to be able to give back in later years (Kram, 1980). The mentor offered support to the mentee, and the mentee offer assistance in exchange for the mentor's encouragement.

Psychosocial Support

The structure and aims of the mentoring relationship influence the information, guidance, and assets that a mentor delivers to a mentee. As a result, they enhance both psychosocial growth and career advancement (Kram, 1980), confirmed mentoring's importance in personal and professional development, the quality of interpersonal relationships which influences the development of psychological functions such as role modeling, counseling, and friendship ties. The psychosocial support functions enjoyed by mentees are encouragement, advice and feedback, as well as an enhanced sense of competence, effectiveness, and clarity of identity (Kram, 1983).

Role Modelling Support

A role model is made up of two main components: role and modeling (Zozimo, Jack, & Hamilton, 2017). Furthermore, a role model according to Fellnhofer and Puumalaine (2017) is someone that a person thinks to be similar in some way. A role is a style of behavior and a test of behaviors that is connected with a status position such as manager, leader, or teacher. While a model is a human creation that one admires, it is also a human creation that one aspires to be like. The role models are critical because they offer individuals with the necessary training and assistance (Ranwala, 2016).

The role idea which demonstrates people's inclination to identify with others, and the modeling concept, which is a psychological comparison of cognitive capacities and behavior patterns are two noteworthy theoretical constructs. Role modelling is an opportunity to positively influence the mentee by the mentor which is beneficial to both parties. It incorporates investing in future of others directly or indirectly, it is an opportunity for the mentor to recreate himself or herself.

Motivation in Organisations

Motivation is etymologically a Latin word; "mover" which means "to move" (Machara & Jain, 2016). Motivation is an individual psychological quality that contributes to a personnel level of loyalty to work (Nwibere, 2017). Motivation is the inward effort that elicits man to achieve a desired objective. Therefore, motivated behaviours are voluntary choices

controlled by individual workers. The concept of motivation describes forces within the individuals that can control the level, direction and persistence of the effort they demonstrate at work.

Motivation of librarians plays a major role in library and information centres in Nigeria as motivated librarians are more likely to be satisfied on the job, by increasing their level of performance and satisfaction (Akpotohwo, Ogeibiri & George (2017). This was supported by Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi & Eyiolorunshe (2019) when they stated that motivation is the condition of being influenced to do something. Motivation of librarians in university libraries is vital to research, learning and teaching in the university and in organisation to develop self-esteem of workers. Motivated librarians are more likely to give their best of service.

Responsibility

Responsibility is certainly a motivational factor for as long as it is within the capacity of the individual. I think that responsibility is a motivational factor, until it becomes excessive, and there is not sufficient time to rest, sleep, then only it becomes a stress factor. It also depends on the coping ability of the individual. Responsibility is directly connected with our life. Our life includes career development-our ambition, and the desire to go ahead with our life. Responsibility is a motivational factor but it depends on how people define responsibility. In an interdependent culture, sometimes responsibility may be a burden. Responsibility works best when rights and responsibility are in a balance.

The responsibility should be viewed and can be aimed at motivational. It is a motivational factor which directs our life and also assists us to fulfill desire aim of our life. The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability. This suggests that when an employee is given a bigger responsibility it makes him or her conscious about the fact that the employers think him or her as a capable and trustworthy candidate. Jobs where responsibility is involved always carry a higher level of satisfaction. The idea of responsibility and the feel that one gets when the responsibility gets accomplished cannot be traded for anything in the world. If an employee is not given any responsibility to handle, ultimately the result is that the person feels detached and doubts about self-worth which immediately affects job satisfaction. People are motivated when their responsibilities are meaningful and engage their abilities and values. The most motivating responsibilities are those that stretch and develop skills. Responsibilities are most meaningful when they fit a person's values.

Achievement

Hunter, Cushenbery and Friedrich (2012) defined achievement as an exclusive and specific form of organizational performance, however Satyawadi and Ghosh (2012), believed that employees are motivated to a greater extent by achievement and self-control. An employee who is achievement-motivated seeks achievement, bringing realistic but challenging goals, and betterment in the job. There is a strong need for feedback from the higher officials in the organization as to achievement and progress, and a need for a sense of accomplishment.

Job Security

Job security is a dynamic determinant of job satisfaction frequently measured using the seeming danger of job loss in the near future. Workers look for a level of security and welfare in their employment which supports in job satisfaction, commitment and performance. More than three quarters of the employees globally prefer the jobs which offer security to the employee in terms of job retention.

One of the most important factors which an employee decides to join any organization is the job security. Therefore, one of the most important challenges being faced by the organization is not to retain or hire the employee, and in fact, the challenge is to provide security to the employees. The job security of the employee is linked to the economic aspect of employee and organization.

Employees are often more motivated when they know they have job security with an organisation. It is important to regularly inform team members of their job security and to know that they are a valuable asset to the organisation. Job security is the assurance that a worker's job would be kept and persist on his/her job. Job security is essentially the guarantee from the organization that the already working employees in the organisation will keep working until a reasonable period of time, and job they will not be terminated.

Job security is important for employee and employers. Therefore, organizations must be sensitive regarding the employee's motivation. There are a number of factors that can motivate them. In fact, one of the most influential mean to

motivate employees is job security and it is a major reason for employee motivation. On the other hand, job security is a factor which contributes to the satisfaction of employees.

Empirical Review

This empirical review surveys the works of different researchers including their methodological review, findings and conclusions. This is to enable the researcher recognise and fill gaps left by past studies and in this manner enhance knowledge into the comprehension of mentoring, motivation and job satisfaction. The review was done objective by objective.

Job Satisfaction in Libraries

Ariyo and Okwilagwe (2020) investigated the influence of organisational culture on job satisfaction of library personnel in selected academic libraries in three States in South-west, Nigeria. Descriptive research design of the survey type was adopted with a population of 265 library personnel selected from three academic libraries in three states in South-west, Nigeria. Data collected were analyzed using simple percentages and Pearson Product Moment Correlation analysis. Findings revealed that most of the professionals and the paraprofessionals of the selected academic libraries in South-west, Nigeria had good organisational culture, good working environment and human relations in their libraries. Findings further indicated that most of the professionals and paraprofessionals in the selected academic libraries had high level of job satisfaction and there is a significant positive relationship between organisational culture and job satisfaction of library personnel in selected academic libraries in the three states in South-west, Nigeria.

Amporful, Osei-Amankwah and Amihere (2020) also examined the effect of motivation on job satisfaction of lecturers in the Technical Universities of Ghana. Descriptive survey design was used for the study. The population comprised of full-time lecturers and four Technical Universities. The Universities were selected through stratified random sampling technique. Purposive sampling technique was used in selecting all the full-time lecturers. A sample of 400 lecturers was used for the study. Questionnaire was the main instrument used to elicit responses from the lecturers. The reliability coefficient of 0.74 was obtained from the pretest. Pearson product moment correlation coefficient and linear multiple regression were used to analyze the data. The study established statistically significant and positive relationship between motivation and job satisfaction of lecturers. Motivation was found to have statistically significant effects on lecturers' job satisfaction.

Friday and Okeke (2020) in another study surveyed the relationship between job satisfaction and research productivity of 203 librarians in twelve public university libraries in South-South Nigeria. The study adopted correlation research design with total enumeration. The outcomes showed a positive relationship between job satisfaction and research productivity of librarians in federal university libraries and a negative relationship between job satisfaction and research productivity of librarians in state university libraries in South-South Nigeria. There was also a major relationship between job satisfaction and research productivity of librarians in both federal and state university libraries.

Opeke, Ikonne and Adewoyin (2020) studied job satisfaction of library personnel in public universities in South-West Nigeria and discovered that lack of job satisfaction could lead to poor service delivery in university libraries. The study was based on Herzberg two-factor theory comprised of salary, job security, supervision, relationship with co-workers, promotion and work itself with survey research design adopted for the study. Their findings revealed that the level of job satisfaction of the respondents was high but they were satisfied with their salary.

Onuoha, Ukangwa and Otuza (2020) also conducted a study on work environment and the job satisfaction of librarians in private universities in South-East and South-West, Nigeria. The study established the nature of the work environment of librarians as generally satisfactory, with the libraries having good structural edifices, a neat environment and good working relationships with colleagues. However, there were deficiencies in the areas of furniture, noise control and power supply. Librarians were found to be satisfied with their jobs especially with relationships existing departments and colleagues. They were, however, least satisfied with the level of technology use and financial and non-financial rewards. There was a significant relationship established between the work environment and job satisfaction of librarians in South-East and South-West, Nigeria.

Sohail (2019) studied job satisfaction of the library and information professionals in Fiji working in government and private libraries. Survey method was used for the study with a population of 180. The research examined library professionals' job satisfaction. The paper discovered that library professionals experienced low and irregular salary payments, lack of good housing, poor library facilities, low social status and limited salary payments, proper housing, inadequate facilities in libraries, low social status given and limited opportunities for professional development. The result showed that female professionals were more satisfied with their job than males; however, experienced library professionals possessed a high level of job satisfaction.

Agada, and Tofi (2020) also carried out a study on the influence of work environment and training on job performance of library personnel in university libraries in Nasarawa State, Nigeria. The findings of the study revealed that, work environment and training have significant influence on job performance of library personnel in university libraries in Nasarawa State, Nigeria. Ranaweera and Bodhinayake (2018) study on job satisfaction of library staff, a study based on university libraries in Sri Lanka considered library one of the key object of a university and the library staff have a crucial role to play in circulating knowledge to the academic users in the university. The study investigated the job satisfaction of employees and provided suggestions to overcome the dissatisfaction level. Study sample comprised 510 professional, para-professional and support staff categories working in 14 university libraries in Sri Lanka. The findings indicated that university library employees were moderately satisfied with their jobs and in general and co-workers, salary and benefits, physical working condition, career development opportunities, work itself, appreciation and feedback identified as the main factors of job satisfaction.

Ibegbulam (2018) measured job satisfaction and demographic variables among library staff in federal and state university libraries in South-East Nigeria. The descriptive survey design was adopted with a population of 273 library staff from five federal and five state university libraries in South-East Nigeria. Their findings indicated that there was no difference in the mean ratings on job satisfaction in relation to professional status, age and work experience but a difference was established on job satisfaction in relation to university type and gender. In a similar study, Mabaso and Dlamini (2018) in their study employed the quantitative research method using a survey design with a sample of 279 academic staff. Their result findings showed a positive and significant correlation between elements of total rewards; recognition, talent development and career opportunities, compensation, benefits, work-life balance, and organisational commitment.

In another investigation by Hijazi, Kasim, and Daud, (2017), the researchers revealed that the scholarly staff working over the advanced education foundations was not happy with their occupations and are not motivated by the rewards also. Accordingly, it is imperative to contemplate the situation of job satisfaction of the scholarly staff of private colleges in Dubai. Okhakhu and Omoike (2017) investigated on how job satisfaction affects library officer's productivity in three selected university libraries in Ibadan, Nigeria with a sample population of 72 library officers. Survey research design was adopted for the study. The instrument used for collecting data was questionnaire and direct observation. The study established that job satisfaction affects productivity of library officers in institutions to a very large extent and that a positive attitude will increase the quantity and quality of library officers' performance. It revealed further that some institutions were not interested about job satisfaction of library officers. The study also established that intrinsic rewards play a crucial role in the job satisfaction of library officers.

Training on the job to improve job performance and adequate remuneration should be encouraged. In another study conducted by Ikonne and Onuoha (2015), studied 500 librarians from thirty-seven universities. The researchers acknowledged the factors that influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria. Survey research design was adopted and a total enumeration sampling technique was used. The results showed that job security, satisfactory relationship with supervisor; satisfactory interaction with colleagues and satisfactory interaction with information user/customer/clients were the significant factors that influenced the librarians' job satisfaction. However, salary and fringe benefits, working condition, and opportunities to conduct research were rated low, an indication that the librarians were not satisfied.

Mentoring and Job satisfaction in Libraries

Mentoring as a career development model provides professional development, career advancement, and growth. According to Abugre and Kpinpuo (2017), academic staffs that exercise mentoring enjoys higher levels of job satisfaction, self-efficacy, greater productivity and staff retention when compared to non-mentored academics. The researchers have shown that most young and inexperienced faculty members require assistance in developing their career and meeting their teaching quota through mentoring even though, academic mentoring has not been effective in many research universities, especially those in the developing world. The study adapted a quantitative methodology by drawing from a sample of 244 senior and junior teaching staff of a public research university in Ghana and used Multiple Regression analysis to test the hypotheses.

The research findings showed a strong positive relationship between institutional career support and the process of mentoring. Findings also showed a strong positive mentoring relationship between senior faculty and inexperienced faculty, as well as between colleague faculties. Similarly, findings showed a very low presence of academic mentoring in the University of Ghana. This work contributes strongly to academic mentoring and discovers some legitimate antecedents of mentoring in institutions of Higher Education. By this, the work provides institutions with the value of developing their internal human capital asset that can leverage their performance.

Nkomo and Thwala (2018) examined the effects of mentoring functions on the job satisfaction and organizational

commitment of new graduates in the South African construction industry. The study found out that career development and role modelling functions have a positive effect on the job satisfaction and organizational commitment of new entry employees. However, the psychosocial support function was incapable of providing adequate explanation for these work outcomes. The study further suggested that graduate managers should improve the career development and role modelling functions of mentoring in order to enhance the job satisfaction, organisational commitment of new entry graduates employees.

Mentoring as a model for professional advancement Therefore, library management needs to promote the program and give it deserves consideration actively. Mentoring has been generally perceived as one of the key factors adding to skills development, psychosocial or socio-emotional support, and career advancement and success (Packard, 2016). Mentoring is a valuable resource for learning and coping with major organizational changes. It brings value to everyone involved in this relationship, that is, mentees, mentors and the organization. According to Njoku (2017), mentoring programmes can encourage job task output of librarians and improves productivity. The study adopted the survey method with a population of 661 from 53 academic libraries consisting of federal and state owned universities, polytechnics and colleges of education libraries in South-East and South-South zones of Nigeria using census method. The finding indicates that there is a significant influence of mentoring on performance improvement of librarians in South-East and South-South zones of Nigeria.

Nwankwo and Anozie (2017) examined the concept of mentoring of young librarians in South East Nigeria so as to improve their research and scholarly publications. The study confined its scope to 135 librarians in the five different federal universities in South East Nigeria. The instrument for data collection was questionnaire with 30 items derived from the research questions. The descriptive survey research design was used as research method. The findings reveals that young librarians are a bit knowledgeable and conversant about the term "mentoring" but not equitable when compared to that of other higher librarians in matters of scholarly publication. Also there is evidence of mentoring in place in these libraries for boosting the research prowess of librarians, but in an informal form. The librarians believed that most times the mentee's inability to open up during interaction, and unconstructive criticisms from mentors to their mentees; are serious challenges to successful mentoring for improved.

David-West and Nmecha (2019) study on mentoring: A tool for career development in academic libraries examined the roles of mentors and mentees, on how mentors promote and improve mentees job performance for career development and advancement. The study also emphasized the approaches to mentorship. The study revealed that mentors require the right environment to carry on their role of mentoring to the mentees on both research writing and their job duties to achieve the desired goals. Further findings exposed that mentoring also increases confidence and motivation of librarians and support in the career development and advancement of the mentees.

Aman (2018) in his work, the effect of mentoring on military personnel retention discovered that mentoring has positive and significant effect on personnel retention and also found that psychological mentoring has higher effect on military personnel retention than career mentoring and role modeling. Findings of this study shows that providing mentoring for military personnel is positively and significantly related to higher psychological readiness, career development, and personnel retention. Military academies are better to emphasize on psychological mentoring to enhance the retention of military personnel. Libraries today are saddled with more responsibilities to provide services to their users. The library staff is expected to contribute the skills necessary to perform new tasks.

Motivation and Job satisfaction in Libraries

Motivation is crucial to the accomplishment of any organisation like libraries. Additionally, motivation plays a central role in the organizational success and work effectiveness of the employees. Motivational factors such as responsibility, achievement and job security, when properly applied, could have a high impact on the performance and productivity of employees in libraries. The implication of this is that when employees are happy, they put in their best to achieve the organizational goals. Money or financial incentives are not the only forms of motivation for employees, but, to the junior workers; money may be the highest motivating factor, because of the country's weak economy whereas the older employees and the professionals, money is typically less critical because they emphasize authority and responsibility which attracts fringe benefits and allowances. In essence, employees in academic libraries should be adequately motivated from time to time to boost morale for efficiency and higher productivity (Bamgbose & Ladipo, 2017).

Tella and Ibinaiye (2020) examined staff motivation, satisfaction, and job performance among the librarians and library staff in six selected university libraries in Nigeria. The target population for the study includes the professionals and nonprofessional library staff. A total enumeration sampling technique was used to select 180 respondents. The results indicate that librarian and library staff are highly motivated with regular pay while the least motivational factor is frequent interaction with their friends. Library staff are primarily satisfied with their jobs when they are in constant link with their friends. Professional library staff significantly experience better work motivation than their nonprofessional counterparts.

Significant correlation exists between staff motivation and job performance and between job satisfaction and job performance. In addition, the two factors (motivation and satisfaction) exert significant contribution to the determinant of librarians and library staff job performance.

The study by Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi and Eyiolorunshe (2019) investigated the relationship between motivation and job satisfaction of staff in University libraries in Nigeria. The study adopted survey research design, and the population involved all the 361 library staff in the private university in South-West, Nigeria. The findings show that the job satisfaction of library staff was low, though their motivation level was high. The finding correspondingly revealed correlation between the variables of motivation and job satisfaction.

Ikonne and Fajonyomi (2019) studied motivational factors and job performance of librarians in federal university libraries in North-East Nigeria. A survey research design was adopted in this research with the population of 275 librarians from the six federal University libraries in North-East Nigeria. Total enumeration technique was also employed. Data collected was analyzed using descriptive survey method. The study showed a low extent of motivation and the most prevalent motivational factor is compensation while librarians were not recognized. The study revealed that motivational factors in these federal university libraries in North-East Nigeria were low.

Mentoring, Motivation and Job Satisfaction of Librarians in University Libraries

Mentoring is a formal association between a senior librarian and junior librarian of a university library for the advancement and support of the junior librarians. A mentor is a person who guides a less experienced person by building trust and modeling positive behaviors. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee. A mentee on the other hand, is someone who has identified a specific personal or professional goal and who believes that the guidance and help of a mentor and being held accountable to the mentor can help him achieve his goal. Chopra, Arora and Saint (2018) believed that mentoring focused on the career development of an individual with less experience. A mentor develops the intellectual power of the mentee progressively to be satisfactorily equipped in his preferred career. Mentoring also assists the mentee develop new abilities, and a larger organization to have competitive edge.

Furthermore, Geraci and Thyphen (2017) perceives mentoring as a number of measures, such as advising, teaching, coaching, advocating, sponsoring, role modeling and assistance with personal development and achieving a work life balance. The mentor encourages the mentee to learn and be like him. Extant literature acknowledged the benefits of mentorship which involve quicker academic promotion, improved research output, and job satisfaction (Tjan, 2017). Mentees benefitted from mentoring through job recognition, job accomplishment, and job satisfaction, better job reward and remuneration.

Motivation is an individual psychological quality that contributes to a personnel level of loyalty to work (Nwibere, 2017). Motivation has factors that drive staff in putting actual energy and drive into what they do; it enables workers to exert their real efforts in achieving the stated goals and objectives of the organization (Yaya, 2017).

Motivated librarians are more likely to be satisfied on the job, by increasing their level of performance and satisfaction (Akpotohwo, Ogeibiri & George (2017). Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi & Eyiolorunshe (2019) emphasised that motivation of librarians in university libraries is vital to research, learning and teaching in the university and in organisation to develop self-esteem of workers. Motivational factors are the dynamic powers that inspire an individual to pursue a certain action and the responsibility of the employers of labour is necessary in motivating their workforces.

Herzberg (1959) explained the relationship between work motivation and job satisfaction on the basis of two factors, intrinsic and extrinsic factor. The intrinsic factor increases the level of job satisfaction. The factor usually internally relate to employee such as promotion opportunities, and responsibility. They are the intrinsic factors. Second is extrinsic factor such as salary package, work environment, organization policies. These factors decrease the level of job dissatisfaction.

Theoretical Review

There are some theories that relate to the dependent variable of this study, job satisfaction which include content theories and process theories. The content theories includes Abraham Maslow's Need Hierarchy Theory (1943), Clayton Alderfers Erg Theory (1969), Frederick Herzberg Two Factor Theory (1959), Douglas Mcgreger Theory X and Theory Y, David McClelland's Needs Theory while process theories include Vroom's Valence Expectancy Theory, The Equity Theory, Goal Setting Theory of Edwin Locke, and Porter and Lawler Model.

Abraham Maslow's Needs Hierarchy Theory (1943) **Frederick Herzberg Two Factor Theory (1959)**

Frederick modified Maslow's need Hierarchy theory. The theory is also known as two factor theory or Motivation-Hygiene theory was postulated in 1959 by Frederick Herzberg. He stated that there are certain satisfiers and dissatisfiers for employees at work. Intrinsic factors are related to job satisfaction while extrinsic factors are associated with dissatisfaction. He devised his theory on the question: "What do people want from their jobs?" He asked people to describe in detail such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that opposite of satisfaction is not dissatisfaction. Eliminating dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that the presence of certain factors in the organisation is natural and the presence of the same does not lead to satisfaction. However, their non response leads to dissatisfaction. In similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact.

Mentoring Theories

According to mentoring theory, mentors perform career-related functions including sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments. They also provide psychosocial functions, including role modelling, acceptance-and-confirmation, counselling, and friendship (Kram, 1983).

Self-Efficacy and Social Cognitive Theories

Bandura's (1977) self-efficacy theory (SET) offered a new perspective on human behavior regarding outcomes by suggesting that an individual's success is rooted in one's belief that one possesses the ability to achieve a specific outcome. While a person's perceived self-efficacy can impact one's own success, witnessing others performs successfully can increase or decrease an individual's personal belief in achieving a similar outcome.

Social Cognitive Career Theory

Social cognitive career theory (SCCT), developed by Lent et al. (1994), combines the measures of cognitive, self-regulatory, and motivational processes with career behaviors, as well as placing self-efficacy at the center of a career development model. Within this model, SCCT incorporates three specific entities of SCT (Bandura, 1986): self-efficacy, outcome expectations, and personal goals. In 2013, the model was extended to include adaptability as a means through which individuals maneuver both ordinary tasks (e.g., career choice) with unpredictable life events. This combined model addresses the evolution of how one focuses their own behaviors (career and educational) in different settings. The application of SCCT has spanned several career fields and applications, including higher education and mentoring at the doctoral level.

Social Cognitive Theory (SCT)

Social Cognitive Theory (SCT) formerly Social Learning Theory was propounded in 1960s and developed by Albert Bandura in 1986. Social Cognitive Theory (SCT) believes that learning occurs in a social setting with active and equal cooperation of the individuals, condition, and conduct (Bandura, 1986). Social Cognitive Theory is a valuable theoretical framework that interprets the mentoring process and its relationship. Mentoring is sustained by social cognitive theory and is applicable to this current study. Social Cognitive Theory presents a few perceptions into the mentoring system as mentees analyze from their mentors through influential and psychosocial support. Mentoring similarly presents a possibility for improvement and growth, each individually and professionally Also, Bandura asserts that most human behavior is learned through observation (career support, imitation (psychosocial support),and modeling(role modelling). Using Bandura's social learning theory, learners do not only imitate each other but also the teacher, the facilitator or the counsellor. A limitation of this model is that changes in the environment will automatically lead to changes in the individual. The theory is loosely organized, based solely on the dynamic interplay between persons, behavior, and environment.

Social Cognitive Theory is a valuable theoretical framework that interprets the mentoring process and its relationship

to developing personnel. Few researchers incorporated the social cognitive theory into mentoring studies focuses on shared mutual social exchanges as mentors exchange and share knowledge with their mentees and provide recognition and visibility to the mentor. Social Cognitive Theory provides some insight into the mentoring process as mentees learn from their mentors through influential and psychosocial support. Mentoring equally provides an opportunity for development and growth both independently and professionally. Mentoring is abundantly supported by social cognitive theory and applicable to this study and shall be used to discuss mentoring of librarians in federal and university libraries in Southern Nigeria. The Social Cognitive Theory is relevant to the study as it provides some understanding into the mentoring process as mentees learn from observing and working with mentors Social Cognitive Theory indicates that mentees learn from their mentors through influential and psychosocial support. Interaction and social learning theories explain leaders' interactions with the followers.

Social Exchange Theory

Social Exchange Theory dated back to 1958 by George Homans, an American sociologist when he published an article titled "Social Behavior as Exchange". He devised a framework built on a combination of behaviorism and basic economics. He defined social exchange as the exchange of activity, tangible or intangible and more or less rewarding or costly, between at least two people. Human beings base their behaviours on rational calculations designed to maximize individual profit. Social exchange theory is a social psychological and sociological perspective that explains social exchange and stability as a process of negotiated exchanges between parties. The theory suggests that human relationships are formed by the use of a subjective cost-benefit analyses and the comparison of alternatives.

Social exchange theory is a sociological and psychological theory that studies the social behavior in the interaction of two parties that implement a cost-benefit analysis to determine risks and benefits. The theory was afterward researched and extended further by two sociologists Richard Emerson and Karen Cook in 1978 and throughout the 1980s. After the development of the theory by Homans, Peter Blau and Richard Emerson, two other theorists; sustained and continued with the theory. Richard concentrated on reinforcement principles which believe individual base their next social move on past experiences. Social exchange theory posits that people make choices about their relationships based on rational decision-making. They evaluate their decisions by ordering their priorities. The priority sets of different employees will make a great difference in the kind of workplace relationships they have.

The social exchange theory proposed that individuals develop beliefs and emotional reactions to a relationship based on their perception of the costs associated with the relationship relative to the benefits the relationship offers them. The theory advances career support, psychosocial support and role modeling. The researcher reviewed evidence-based studies by various researchers and scholars to explicate the effect and relationships between the various variables under study. Social exchange theory has provided organizational researchers with an influential framework for explaining work behavior. Social exchange theory proposes that social behavior is the result of an exchange process and postulates that people make choices about their relationships based on rational decision-making. This theory shows that individual is aware of each other's concerns and needs to enhance effective communication. Using the social exchange theory, the mentoring relationship is essentially viewed as a series of interpersonal reciprocal exchanges in the workplace between a mentor and a mentee. Social exchange relationships provide benefits to both the mentors and the mentees. The mentoring functions align with social exchange theory. In order to have a rewarding mentorship, there should be good rapport and relationship between the mentor and the mentee. The theory pointed out the intimate relationship between the mentor and the mentees.

Conceptual Model of Mentoring, Motivation and Job Satisfaction of Librarians in Federal and State University Libraries in Southern Nigeria

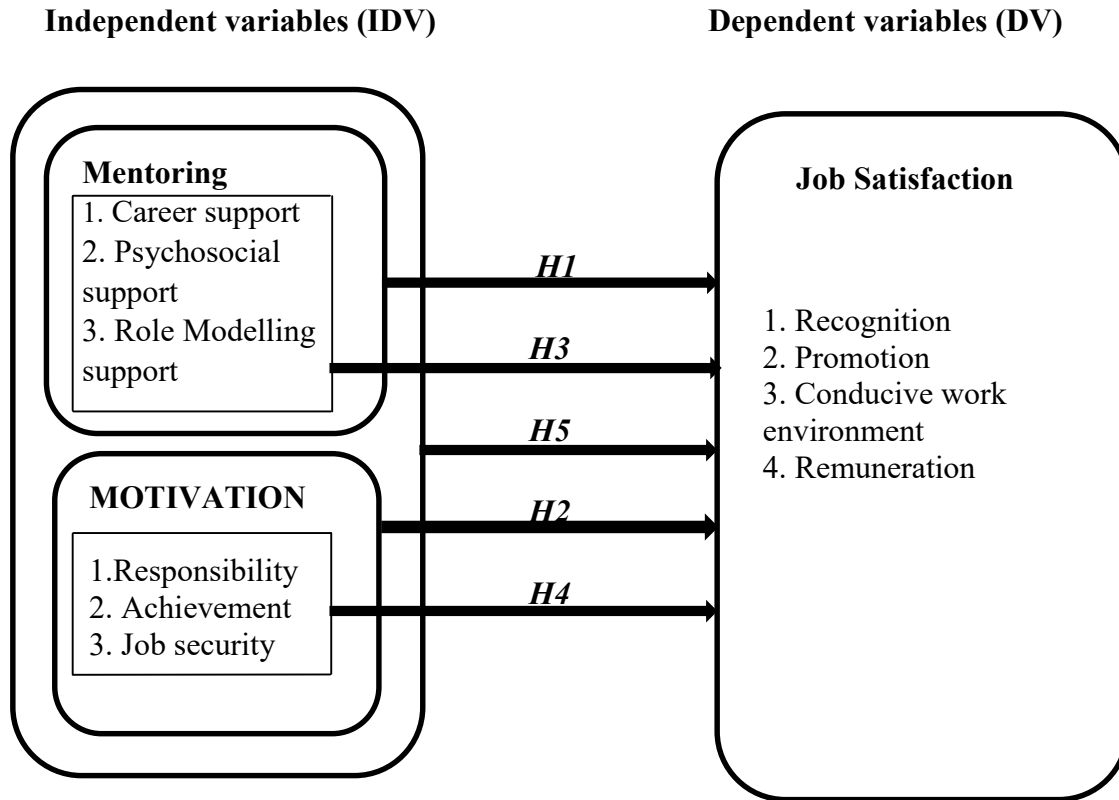


Figure 1. Conceptual model of Mentoring, Motivation and Job satisfaction of Librarians.
Source: Self-designed by the researcher (2022)

The conceptual model for this study showed how dependent variable, job satisfaction is jointly influenced by the independent variables, mentoring and motivation. The dependent variable, job satisfaction is measured by recognition, promotion, conducive work environment, and remuneration. Independent variable mentoring was measured by career support, psychosocial support and role modeling support. The second independent variable, motivation was measured by responsibility, achievement and job security.

Discussion of the conceptual model for the study

The conceptual framework for this study was based on the extant theories and literature reviewed. The model is broadly divided into two parts: Independent and Dependent variables. The independent variable consists of two sections: Mentoring, and Motivation, while the dependent variable is Job satisfaction of librarians in federal and state universities in Southern Nigeria, which indicates that there are three variables in this study. The dependent variable is job satisfaction whereas the independent variables are mentoring and motivation.

Mentoring can be viewed as preparation or training given to the new and upcoming librarians in Southern Nigeria university libraries. Mentoring variables were examined from three core dimensions which include career support, psychosocial support, and role modelling support. There is implication that when these dimensions are available in librarian's job, they may enhance their job satisfaction level. Career Support is diverse, educational, directing, and human resource that can maintain individuals to create and deal with their professions. Psychosocial support is a variety of care and support which influences both the individual and the social environment in which people live. Examples of psychosocial factors include social support, marriage status, social disruption, social status, and social integration. Psychosocial support addresses a person's emotional, social, mental and spiritual needs, all essential elements are for positive human development. Role modelling is a powerful teaching tool for passing on the knowledge, skills, and values of the librarian profession. *Role models* can improve personal performance of staff.

The conceptual model for the study as represented diagrammatically in Figure 2.1 proposed that mentoring and motivation (independent variables) possibly influenced job satisfaction of librarians (dependent variable). It depicted

possible relationship among the variables as presented in the model. According to this model, dimensions of mentoring and motivation relatively and compositely influence job satisfaction. As revealed in the conceptual model, the first arrow pointed from the first independent variable which is mentoring variable to job satisfaction variable and the second arrow pointed from the first independent variable which is motivation variable to job satisfaction variable. The third arrow points from the first independent variable which is mentoring variable to job satisfaction variable. The fourth arrow points from the second independent variable which is motivation variable to job satisfaction variable while the fifth arrow points from the first and second independent variables which is mentoring and motivation variables to job satisfaction variable.

The model also indicates that motivation may also influence job satisfaction. Motivation as shown in the model is examined from intrinsic which can be self-driven and extrinsic, which can arise from external rewards. Intrinsic motivational factors are responsibility, achievement, and job security. An intrinsically motivated person will be more committed to his/ her work.

METHODOLOGY

This chapter presents the methodology for the study. The chapter is discussed under the following sub-headings: research design, population, sample size and sampling technique, Instrumentation, validity and reliability of the instrument, data collection procedure, method of data analysis, and ethical considerations.

Research Design

The study adopted survey research design. Survey research design provides a wide scope and allows great deal of information to be obtained from a larger population. The design was appropriate because it was cost effective when compared to methods such as observation and experimental and different types of information were collected. The method was used to obtain relevant information on mentoring, motivation and job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

The study adopted survey research design to determine the relationship between mentoring, motivation and job satisfaction of librarians in federal and state university libraries in Southern Nigeria. Survey research design describes the relationship between two or more variables and also interprets the relationship that exists among the variables. Survey research design enables the researcher to describe the characteristics of a large population and broad in nature as no other research method provides the comprehensive competency which ensures a more accurate sample to collect targeted results in order to draw conclusions.

The adoption of this design is influenced by the research problem and its corresponding research questions. Moreover, the adoption of the survey research design was not only to get the reality of measures but also concentrate on the finding of interleaved factors, with particular reference to the relationship between mentoring, motivation and job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The adoption of this design was consistent with studies of Friday and Okeke (2020), Ariyo and Okwilagwe (2020), Tella and Ibinaiye (2020), Sohail (2019), Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi, and Eyiolorunshe (2019), Ikonne and Fajonyomi (2019), Ibegbulam (2018), Ranaweera, Li and Bodhinayake (2018), Yaya (2018), Mabaso and Dlamini (2017), Okhakhu and Omoike (2017).

Population

The population for the study comprised of 563 librarians in 40 universities comprising eighteen (18) from federal universities and twenty-two (22) from state universities in South-East, South-South and South-West (See Table 3.1).

Sample Size and Sampling Technique

Sampling is a process of selecting a sample from the total population of a study. All members of the population are not applicable because of the large size. Sampling technique describes how a researcher selects sample size. The population of the study involves all librarians in the federal and state university libraries in Southern Nigeria which is 563. In order to obtain the representative sample size for the study, the Taro Yamane formula was adopted to determine the sample size. According to Taro Yamane (1967) 39% of a total population could be used to derive the actual population as provided in the formula. The sample size for the study was calculated as 234 (42%), (See Table 3.3).

The statistical formula devised by Taro Yamane is as follows:

$$n = N / 1 + N(e)^2$$

In the formula above;

n is the required sample size from the population under study

N is the whole population that is under study

e is the precision or sampling error which is (5%).

Using the Taro Yamane's statistical formula to determine the adequate sample size of 563 respondents under study.

$$n = N / 1 + N(e)^2$$

$$N = 563; e = 0.1; e^2 = 0.01$$

$$n = 563 / 1 + 563(0.1)^2$$

$$n = 233.61$$

Sample size n= 234.

This implies that 234 librarians were used as the sample in all the 40 federal and state university libraries in Southern Nigeria. Therefore, a sample size of 234 respondents of the entire population of 563 respondents is the lowest acceptable number of responses to maintain a 95% confidence level. Stratified proportionate sampling was used to select the respondents from the various federal and universities in Southern Nigeria. The respondents for the study were 234 librarians from forty (40) federal and state university libraries in Southern Nigeria which means the total enumeration was sampled.

Instrument of Data Collection

The research instrument used for this study was close-ended and well-structured questionnaire. In the study, the questionnaire was divided into five sections. The questionnaire is appropriate as a result of the educational and literacy level of the respondents. The instrument for the research takes into consideration all the variables in the study both independent and dependent variables. The instrument uses a five-point Likert-type rating format ranging from A-E.

Structured and adapted questionnaire tagged Mentoring, Motivation and Job Satisfaction of Librarians in Federal and State University Libraries in Southern Nigeria (MMJSLFSULSN) which comprised of five sections was used to collect data.

Section A focused on Demographic Characteristics (DC) where the respondents were asked to provide some basic bio-data on the respondent personal characteristics in terms of name of the university/library, category of institution, gender, marital status, age, educational qualification, designation, department, and length of service.

Section B covered Dependent Variable (DV) which was on the level of job satisfaction of the librarians in federal and state university libraries of Southern Nigeria. It contained 29 items. These are Recognition, Promotion, Conducive work environment and Remuneration. All these items under Job satisfaction were positively worded. The job satisfaction (JS) scale was adapted and modified from a scale developed by Smith, Kendall and Hulin (1969), revalidated (JS) by Mogaji (1997) and Yaya (2016). The instrument was adapted to provide information about the respondents' job satisfaction of librarians in federal and state university libraries in Southern Nigeria. A five level Likert scale instrument ranging from Very High (VH) = 5; High (H) = 4; Moderately High (MH) = 3 and Moderately Low (ML) = 2, and Low(L) = 1.

Section C: This section considered the level of Mentoring (M) of librarians in the respective federal and state university libraries in Southern Nigeria. It contains 20 items which are Career support, Psychosocial support, and Role modelling support. The mentoring scale was adapted and modified from a scale developed by Scandura & Ragins (1993), Pellegrini and Scandura (2005) and Hu, Pellegrini and Scandura (2011). A five scale instrument ranging from Very High (VH) = 5; High (H) = 4; Moderately High (MH) = 3; Moderately Low (ML) = 2 and Low (L) = 1 were used.

Section D: The questionnaire measured the degree of motivation of librarians in federal and state university libraries in Southern Nigeria. It contains 18 items in total among which are Responsibility, Achievement and Job Security. The motivation (M) scale was adapted and modified from a scale developed by Yaya (2016) and Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi, & Eyiolorunsho (2019). Respondents were asked about their motivational factors to enhance their job satisfaction. A four level Likert scale instrument ranging from Very High (VH) =5; High (H) = 4; Moderately High (MH) =3 and Low Degree (LD) =1 were to be used to measure degree of motivation of librarians in federal and state university libraries in Southern Nigeria.

Validity of Research Instrument

Validity measures the level of the data collection instruments effectiveness and whether the research findings can be generalized (Saunders, Lewis & Thornhill, 2012, & 2019). The validity of the instrument would be determined through content and construct validities. A research measure is said to be valid when it measures what it is meant to measure, it is the degree to which any instrument succeeds to quantify what it is designed to measure. For this research study the face validity and the predictive validity method would be used in validating the research instrument.

The face validity method focuses on the respondents being able to understand the instrument at face level; it is easy understanding of the research instrument by the participants. This method of validity would test if the research instrument is measuring the content adequately.

To ensure that the self-designed questionnaire serves the purpose for which it was designed, the instrument was presented to the Project Supervisor, experts in the field of information science in the Department of Information Resources Management of Babcock University, some university librarians and colleagues were asked to rate the validity of the research instrument for screening and thorough vetting. For the instrument to be valid, face and content validity of the instruments were incorporated. In order to ensure that the structured questionnaire is reliable, a pilot study of the research instrument was conducted on a small group of 60 respondents who constitute 11% of the research population from the Kwara State University, Ilorin, Kogi State University, Ayingba, Kogi State, University of Ilorin, Ilorin and Federal University of Technology, Minna, Kwara State in the North-Central geo-political zone of Nigeria to determine its validity, reliability and internal consistency. The four universities were not part of the final sample for the study. In addition, content validity of the instrument was also carried out to ensure that constructs of items in the instrument are able to measure accurately what they are supposed as indicated by Bolarinwa (2015). To further improve content validity, a principal component factor analysis was used to check the construct validity. The common measures of sample adequacy are Kaiser-Meyer-Olkin measures (KMO) and Bartlett's Test of Sphericity. A Kaiser-Meyer-Olkin acceptable value for a factor to be significant range from 0 to 1 and an index of above 0.5 is very good. The Bartlett's Test of Sphericity relates to the significance of the study as regards the validity and suitability of the factors for a particular study. The Bartlett's Test of Sphericity acceptable index must be less than 0.05. The Average Variance Extracted (AVE) > 0.5 was also used to test the convergent validity of the research instrument. The results of the Kaiser-Meyer-Olkin measures (KMO), Bartlett's Test of Sphericity and average variance extracted on the validity and suitability of the variables. To achieve validity of the result of the research instrument, measures such as face, content and construct validity were employed. Face validity of the scale of the questionnaire was attained by presenting the questionnaire to colleagues and scholars for assessment. Clarity of wording, layout and style, likelihood of the target audience being able to answer the questions were the three things checked for. For the assessment of content validity, the questionnaire was given to the research supervisor to ascertain whether the questionnaire items adequately covered the domain of the construct. The construct validity of all variables involved in the study was established by subjecting the idea to the exploratory factor analysis using varimax extraction method. However, average variance extracted (AVE) > 0.5 was treated as an additional evidence of convergent validity.

The convergent validity of the study constructs, the AVE for each variable was calculated by dividing the sum of the squares of each factor loading by the number of indicators. The values of AVE for the variables range from 0.7258 to 0.9563. These values were above the minimum threshold of 0.500 and therefore implied that each variable on the average was able to explain more than half of the variance of the indicators. Furthermore, the composite reliability (CR) for all constructs was above 0.70 (Serbetar & Sedlar, 2016). Thus all the variables demonstrated sufficient convergent reliability. Hence, it was confirmed that the questionnaire developed for this study was valid in achieving the set objectives.

Reliability of Research Instrument

The reliability of the research instrument was on the intending population under study. Reliability refers to the extent to which a measurement scale or a test is dependable, consistent, predictable and stable (Hammed & Popoola, 2006). Reliability of the research instrument was conducted to ascertain whether the variables of the study consistently measured the factors intended. In the study, a pre-test for internal consistency measure using Cronbach's Alpha was employed for assessing the reliability of the research instrument. The purpose of reliability test is to further ascertain whether the internal consistency of scales is indicative of the homogeneity of the construct items that measures the variables. In the process, the reliability for each of these scales was ascertained at the minimum threshold of 0.7 and above (Cronbach, 1951). The instrument was validated using Cronbach's Alpha Coefficient at the threshold of 0.7 to confirm the reliability of the research instrument. The reliability was specified at Cronbach's Alpha ≥ 0.7 as the indicators of Job satisfaction, mentoring and motivation. This was an indication for significant correlation between the variables of

the study. The pilot study outcome therefore, indicated a high level of internal reliability for all variables, and the questionnaire had a high level of internal consistency of the entire variables. The test was carried out using the Statistical Package for Social Science (SPSS) version 22. The result showed that the questionnaire had a high level of reliability.

Table 1. Test of Reliability of the Research Instrument

S/N	Variables	Number of Items	Cronbach's Alpha Coefficient
1	Job Satisfaction Librarians	29	0.760
2	Mentoring	20	0.790
3	Motivation	18	0.770

Source: SPSS Pre-test Result (2022)

Method of Data Collection

The corrected copies of the questionnaire for the study were administered to the participants in the various 40 federal and state universities in Southern Nigeria personally and through online survey google form by the researcher and six research assistants, who were adequately trained on the conduct of the survey for two weeks in November, 2021. Both were administered concurrently between December, 2021 and early February 2022, a period of ten weeks. Confidential handling of all information supplied was guaranteed by the researcher.

The questionnaire also included instruction on how to fill it to the respondents. Efforts were made to carry out field editing to ensure the validity and reliability of the instrument. The prompt retrieval of the completed questionnaire was agreed upon by both parties. In general, 234 copies of the questionnaire were administered to the librarians, however, a total of 212 copies were retrieved which gave a return rate of 90.6%.

Method of Data Analysis

The data collected from the respondents were coded and analysed using Statistical Package for Social Sciences (SPSS) version 22.0. Frequency counts and percentage were used to describe the demographic characteristics of the respondents. Frequency counts, percentages, mean and standard deviation were used to analyse research questions 1-3. Simple and multiple linear regression were used to analyse hypotheses 1-5 at 0.05 level of significance.

DATA ANALYSIS AND DISCUSSION OF FINDINGS

The study investigated the influence of mentoring and motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. Three research questions and five hypotheses were raised in this study. The presentation of the data for the demographic characteristics was done using frequency count and percentages. The research questions were done using descriptive statistics. The hypotheses were tested using linear and multiple regression analysis. The formulated hypotheses were tested at 0.05 levels of significance. A total of 234 copies of the questionnaire were administered to librarians in federal and state university libraries in Southern Nigeria. A total of 212 participants responded and completed the survey questionnaire giving a response rate of 90.6%. Babbie and Mouton (2013) opined that a response rate of at least 50% is adequate for analysis of a survey, 60% is considered good while a 70% return rate was considered excellent. Therefore, the 90.6% response rate was considered excellent as a sufficient sample size required for simple multi linear regression analysis.

Analysis of respondents' demographic characteristics

The demographic characteristics of the respondents include gender, age, educational qualification and years of experience.

Table 2. Frequency distribution of respondents' demographic characteristics

Demographic characteristics	Classifications	Frequency	Percentage (%)
Category of Institution	Federal	123	58
	State	89	42
Gender	Male	133	62.7
	Female	79	37.3
Age Range	30 years and below	3	1.4
	31-40	36	17.0
	41-50	55	25.9
	51-60	109	51.4
	61 years and above	9	4.2
Educational Qualifications	BSC/BLIS/BA	3	1.4
	MSC/MLIS/MA	112	52.8
	MPhil	6	2.8
	PhD	91	42.9
Designation	University Librarian	10	4.7
	Deputy University Librarian	25	11.7
	Principal Librarian	36	17.0
	Senior Librarian	33	15.4
	Librarian I	25	11.7
	Librarian II	78	36.4
	Assistant Librarian	5	2.3
Department/Unit	Administration	12	6.0
	Acquisitions	20	9.3
	Technical Services	65	30.3
	Readers/Circulations	58	27.1
	Serials	15	7.0
	Reference	17	8.0
	Virtual/E-library	25	11.7
Years of work experience	10 years and below	34	16.0
	11-20	88	41.5
	21-30	69	32.6
	31 years and above	18	8.5

N=212 (Source: Field Survey, 2022)

Table 2 indicates the frequency distribution of respondents' demographic characteristics for this study. The result shows that out of 212 respondents that participated in this study, 123(58%) respondents were from federal universities while 89(42%) were from State universities. The result also indicates that out of 212 respondents that participated in this study, 133 (62.7%) respondents were male while 79 (37.3%) were female. This suggests that male respondents were more than the female. Table 4.1 also displays that 112 (52.8%) respondents were holders of MSc/MLIS/MA while 3 (1.4%) were holders of BSc/BLIS/BA. The number of PhD holders was impressive with 91 (42.9%). The reason for the figure being high might be because the librarians are academic staff in the university and were required to have PhD to qualify them as University Librarians in order to reach the peak of their academic careers. Table 4.1 showed that 88 (41.5%) respondents have 11-20 years of work experience while only 18 (8.5%) respondents have 31 years and above of work experience. The findings could imply that librarians in Southern Nigeria University libraries were likely to have a good understanding of library operations which assisted in the provision of reliable information to achieve the objectives of this study.

Analysis of Research Questions

Research Question 1: What is the level of job satisfaction of librarians in federal and state university libraries in Southern Nigeria?

The data collected on research question one was analysed using descriptive statistics.

Table 3. Level of Job Satisfaction of Librarians

Job satisfaction	VH (%)	H (%)	MH (%)	ML (%)	L (%)	Mean	S.D	Average Mean
Recognition The level to which...								
I am given varieties of task to perform is	82 (38.7)	88 (41.5)	39 (18.4)	0 (0)	3 (1.4)	4.16	0.82	3.93
I am respected as a staff is	82 (38.7)	82 (38.7)	36 (17.0)	9 (4.2)	3 (1.4)	4.09	0.92	
I am allowed to use my initiatives on the job is	82 (38.7)	79 (37.3)	39 (18.4)	6 (2.8)	6 (2.8)	4.06	0.97	
I am satisfied with the responsibilities assigned to me is	61 (28.8)	103 (48.6)	33 (15.6)	9 (4.2)	6 (2.8)	3.96	0.93	
I am accorded the right recognition for work accomplishment is	58 (27.4)	88 (41.5)	51 (24.1)	6 (2.8)	9 (4.2)	3.85	0.99	
I am given recognition for good work performed is	58 (27.4)	94 (44.3)	36 (17.0)	15 (7.1)	9 (4.2)	3.83	1.04	
My opinion on work and related issues are respected is	64 (30.2)	70 (33.0)	54 (25.5)	15 (7.1)	9 (4.2)	3.78	1.09	
I am satisfied with the respect given to my suggestions is	52 (24.5)	88 (41.5)	48 (22.6)	12 (5.7)	12 (5.7)	3.74	1.07	
Promotion The level to which...								
Timely promotion enhances my job satisfaction is	85 (40.1)	73 (34.4)	42 (19.8)	9 (4.2)	3 (1.4)	4.08	0.95	3.70
My immediate boss and the university librarian recommend me for promotion when qualified is	70 (33.0)	82 (38.7)	42 (19.8)	15 (7.1)	3 (1.4)	3.95	0.97	
My promotion corresponds with my input in the library is	52 (24.5)	82 (38.7)	45 (21.2)	21 (9.9)	12 (5.7)	3.67	1.12	
My promotion is timely is	40 (18.9)	88 (41.5)	45 (21.2)	24 (11.3)	15 (7.1)	3.54	1.13	
I am satisfied with the promotion policy and process of the library is	46 (21.7)	85 (40.1)	36 (17.0)	21 (9.9)	24 (11.3)	3.51	1.25	
I am satisfied with the promotion policy and process of the university is	49 (23.1)	67 (31.6)	48 (22.6)	21 (9.9)	27 (12.7)	3.42	1.30	
My salary is adequate to meet my basic needs is	21 (9.9)	45 (21.2)	80 (37.7)	42 (19.8)	24 (11.3)	2.99	1.13	
I am satisfied with the allowances is	18 (8.5)	54 (25.5)	74 (34.9)	30 (14.2)	36 (17.0)	2.94	1.19	
Conducive Work Environment The level to which...								
I am happy to go to work on a daily basis is	72 (34.0)	89 (42.0)	36 (17.0)	12 (5.7)	3 (1.4)	4.01	0.93	3.68
My workmates and colleagues are friendly is	58 (27.4)	106 (50.0)	30 (14.2)	18 (8.5)	0 (0)	3.96	0.87	

Table 3. continuation

Social environment in my library is conducive (i.e., peaceful and friendly) is	55 (25.9)	91 (42.9)	36 (17.0)	21 (9.9)	9 (4.2)	3.76	1.07	
Library's physical environment is encouraging is	33 (15.6)	106 (50.0)	49 (23.1)	21 (9.9)	3 (1.4)	3.68	0.90	
I am happy with the way my library is managed is	39 (18.4)	84 (39.6)	49 (23.1)	33 (15.6)	7 (3.3)	3.54	1.06	
I am provided with adequate tools and resources is	21 (9.9)	102 (48.1)	58 (27.4)	28 (13.2)	3 (1.4)	3.52	0.90	
I am satisfied with the general layout of my office is	30 (14.2)	79 (37.3)	64 (30.2)	36 (17.0)	3 (1.4)	3.46	0.98	
Remuneration The level to which...								
My salary is regular is	84 (39.6)	86 (40.6)	36 (17.0)	6 (2.8)	0 (0)	4.17	0.81	3.48
My current designation corresponds with my current salary is	73 (34.4)	76 (35.8)	48 (22.6)	12 (5.7)	3 (1.4)	3.96	0.96	
My allowances are at par with other academic staff of the university is	64 (30.2)	67 (31.6)	72 (34.0)	3 (1.4)	6 (2.8)	3.85	0.97	
My salary is equitable to my job in comparison to other job categories in library profession is	37 (17.5)	64 (30.2)	78 (36.8)	21 (9.9)	12 (5.7)	3.44	1.07	
I am happy with my current salary is	21 (9.9)	57 (26.9)	65 (30.7)	48 (22.6)	21 (9.9)	3.04	1.14	
My salary is adequate to meet my basic needs is	21 (9.9)	45 (21.2)	80 (37.7)	42 (19.8)	24 (11.3)	2.99	1.13	
I am satisfied with the allowances is	18 (8.5)	54 (25.5)	74 (34.9)	30 (14.2)	36 (17.0)	2.94	1.19	
Weighted Mean and S.D of Level of Job Satisfaction of Librarians						3.70	1.02	

N= 212 (Source: Field Survey, 2022)

KEY: VH = Very High, H =High, MH = Moderately High, ML = Moderate Low, L = Low.

***Decision Rule: if mean is ≤ 1.49 = Low; 1.5 to 2.49 = Moderately Low; 2.5 to 3.49 = Moderately High; 3.5 to 4.49 = High; 4.5 to 5 = Very High.

Table 3 reveals descriptive analysis of level of job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The interpretation of the results was based on the decision rules to avoid misleading statistical interpretation. The result of Table 4.2 shows that the weighted mean score of level of job satisfaction of librarians in federal and state university libraries in Southern Nigeria (\bar{x}) was 3.70 on a five point Likert-type rating scale. This result may imply that librarians in federal and state university libraries in Southern Nigeria were highly satisfied with their jobs. The result indicates that recognition had the highest with the mean (\bar{x}) score of 3.93, followed by promotion with the mean score (\bar{x}) of 3.70, which implies that librarians in federal and state universities in Southern Nigeria libraries were pleased with their promotions., subsequently followed by conducive work environment with the mean (\bar{x}) score of 3.68, and remuneration, the least with mean (\bar{x}) score of 3.48, an indication that the librarians were well remunerated.

Research Question 2: What is the level of mentoring of librarians in federal and state university libraries in Southern Nigeria?

The data collected on research question two was analysed using descriptive statistics.

Table 4. Level of Mentoring of Librarians

Mentoring of Librarians	VH (%)	H (%)	MH (%)	ML (%)	L (%)	Mean	S.D	Average Mean
Career Support The level to which...								
My mentor takes a personal interest in my career development is	43 (20.3)	94 (44.3)	45 (21.2)	12 (5.7)	18 (8.5)	3.62	1.13	3.66
My mentor supports my professional goals is	40 (18.9)	97 (45.8)	45 (21.2)	15 (7.1)	15 (7.1)	3.62	1.09	
My mentor inspires me to take advantage of professional development programmes is	46 (21.7)	91 (42.9)	36 (17.0)	15 (7.1)	24 (11.3)	3.57	1.23	
My mentor always provides me with information on promotion opportunities is	43 (20.3)	94 (44.3)	36 (17.0)	15 (7.1)	24 (11.3)	3.55	1.22	
My mentor gives me responsibilities that enhances my career development on the job is	37 (17.5)	100 (47.2)	36 (17.0)	21 (9.9)	18 (8.5)	3.55	1.15	
My mentor exposes me to lots of career opportunities is	43 (20.3)	91 (42.9)	39 (18.4)	15 (7.1)	24 (11.3)	3.54	1.23	
My mentor trains me on the job is	46 (21.7)	76 (35.8)	48 (22.6)	18 (8.5)	24 (11.3)	3.48	1.24	
My mentor devotes special time and consideration to my career is	31 (14.6)	100 (47.2)	45 (21.2)	12 (5.7)	24 (11.3)	3.48	1.16	
Psychosocial Support The level to which...								
I see my mentor as a senior colleague is	67 (31.6)	70 (33.0)	45 (21.2)	15 (7.1)	15 (7.1)	3.75	1.18	3.55
I keep in touch with my mentor during work hours is	49 (23.1)	88 (41.5)	24 (11.3)	33 (15.6)	18 (8.5)	3.55	1.24	
I consider my mentor to be a friend is	46 (21.7)	82 (38.7)	45 (21.2)	18 (8.5)	21 (9.9)	3.54	1.21	
I discuss my personal concerns and problems with my mentor is	31 (14.6)	84 (39.6)	34 (16.0)	42 (19.8)	21 (9.9)	3.29	1.22	
My mentor and I always confide in each other is	46 (21.7)	64 (30.2)	36 (17.0)	33 (15.6)	33 (15.6)	3.27	1.37	
I socialize with my mentor after work is	31 (14.6)	70 (33.0)	54 (25.5)	24 (11.3)	33 (15.6)	3.20	1.27	
Role Modelling Support The level to which...								
I respect my mentor's ability to teach others is	61 (28.8)	79 (37.3)	42 (19.8)	15 (7.1)	15 (7.1)	3.74	1.16	3.43
I reverence my mentor's professional skills is	52 (24.5)	88 (41.5)	48 (22.6)	9 (4.2)	15 (7.1)	3.72	1.10	
I admire my mentor's ability to motivate others is	55 (25.9)	85 (40.1)	42 (19.8)	15 (7.1)	15 (7.1)	3.71	1.14	
I admire my mentor's skill to bring up others is	46 (21.7)	88 (41.5)	45 (21.2)	15 (7.1)	15 (7.1)	3.65	1.12	
I generally like my mentor's lifestyle is	49 (23.1)	79 (37.3)	48 (22.6)	18 (8.5)	18 (8.5)	3.58	1.18	
I always emulate my mentor is	42 (19.8)	80 (37.7)	63 (29.7)	9 (4.2)	15 (7.1)	3.56	1.12	
Weighted Mean and S.D of Level of Mentoring of Librarians						3.55	1.19	

N= 212 (Source: Field Survey, 2022)

KEY: VH = Very High, H =High, MH = Moderately High, ML = Moderate Low, L = Low.

*** Decision Rule: 1.0-1.49 = Low; 1.5 to 2.49 = Moderately Low; 2.5 to 3.49 = Moderately High; 3.5 to 4.49 = High; 4.5 to 5 = Very High.

Table 7 reveals the descriptive analysis of level of mentoring of librarians in federal and state university libraries in Southern Nigeria. The interpretation of the results was based on the decision rules stated to avoid misleading statistical interpretation. The result of Table 4.3 discovered that the weighted mean score of level of mentoring of librarians in federal and state university libraries in Southern Nigeria was 3.55 on a five point Likert-type rating scale. This result may imply that librarians in federal and state university libraries in Southern Nigeria were highly mentored on their jobs.

The result on Table 7 also indicated that role modelling of librarians in federal and state university libraries in Southern Nigeria was the highest with the mean (\bar{x}) score of 3.66, closely followed by career support of librarians in federal and state university libraries in Southern Nigeria with the mean score (\bar{x}) of 3.55, followed by psychosocial support of librarians in federal and state university libraries in Southern Nigeria with the mean (\bar{x}) score of 3.43 which had the least degree. Career support had a mean score of 3.55 which implies that the career development of librarians must be sustained in federal and state university libraries in Southern Nigeria. Psychosocial support had a mean score of 3.43, which is an indication that librarians should be sustained both personally and socially to perform better and be satisfied on the job. The highest mean score for role modelling of librarians in federal and state university libraries in Southern Nigeria also suggested that there was quality mentoring by librarians through role high modelling.

Research Question 3: What is the degree of motivation of librarians in federal and state university libraries in Southern Nigeria?

Table 5. Degree of motivation of librarians

Degree of Motivation	VH (%)	H (%)	MH (%)	ML (%)	L (%)	Mean	S.D	Average Mean
Responsibility The degree to which...								
I have been given opportunity to use my ability is	88 (41.5)	76 (35.8)	39 (18.4)	9 (4.2)	0 (0)	4.15	0.87	4.05
My boss gives me greater responsibility is	73 (34.4)	97 (45.8)	33 (15.6)	6 (2.8)	3 (1.4)	4.09	0.86	
I am being treated by my boss with passion, care and respect is	64 (30.2)	88 (41.5)	42 (19.8)	12 (5.7)	6 (2.8)	3.91	0.99	
Achievement The degree to which...								
My additional higher qualification earned made me more effective in the library work is	85 (40.1)	85 (40.1)	42 (19.8)	0 (0)	0 (0)	4.20	0.75	3.96
My job skills increase my competence and efficiency is	79 (37.3)	94 (44.3)	33 (15.6)	3 (1.4)	3 (1.4)	4.15	0.88	
My job performance experience is enriched is	70 (33.0)	91 (42.9)	42 (19.8)	6 (2.8)	3 (1.4)	4.03	0.88	
I have a sense of challenge and achievement is	67 (31.6)	91 (42.9)	51 (24.1)	0 (0)	3 (1.4)	4.03	0.83	
I enjoy discussing about my university with outsiders is	64 (30.2)	94 (44.3)	42 (19.8)	0 (0)	12 (5.7)	3.93	1.01	
Training and career development are given top priority is	64 (30.2)	76 (35.8)	57 (26.9)	6 (2.8)	9 (4.2)	3.85	1.02	
Staying with my organization is a necessity is	36 (17.0)	82 (38.7)	61 (28.8)	18 (8.5)	15 (7.1)	3.50	1.09	
Job Security The degree to which...								
I have job security in my university is	88 (41.5)	88 (41.5)	30 (14.2)	0 (0)	6 (2.8)	4.19	0.88	3.93

Table 5. continuation

My workplace is a safe place to work is	79 (37.3)	100 (47.2)	27 (12.7)	3 (1.4)	3 (1.4)	4.17	0.81
My organization deserves my loyalty is	82 (38.7)	85 (40.1)	39 (18.4)	6 (2.8)	0 (0)	4.15	0.82
I enjoy good working relations and support from other co-workers is	58 (27.4)	106 (50.0)	39 (18.4)	3 (1.4)	6 (2.8)	3.98	0.88
My job status is at par with other university academic staff is	64 (30.2)	85 (40.1)	48 (22.6)	6 (2.8)	9 (4.2)	3.89	1.01
There is just and fair treatment of employee by my university is	73 (34.4)	64 (30.2)	57 (26.9)	9 (4.2)	9 (4.2)	3.82	1.05
Payment of realistic salaries and compensation is provided by my employer is	48 (22.6)	76 (35.8)	67 (31.6)	9 (4.2)	12 (5.7)	3.66	1.05
Payment of realistic compensation is provided by my employer is	46 (21.7)	64 (30.2)	75 (35.4)	15 (7.1)	12 (5.7)	3.55	1.08
Weighted Mean and S.D of Level of Motivation of Librarians						3.98	0.93

N = 212 (Source: Field Survey, 2022)

KEY: VHD = Very High Degree, HD =High Degree, MHD = Moderately High Degree, MLD = Moderate Low Degree, L = Low Degree.

*** Decision Rule: 1.0-1.49 = Low Degree; 1.5 to 2.49 = Moderately Low Degree; 2.5 to 3.49 = Moderately High Degree; 3.5 to 4.49 = High Degree; 4.5 to 5 = Very High Degree.

Table 5 reveals the descriptive analysis of degree of motivation of librarians in federal and state university libraries in Southern Nigeria. The result shows that the weighted mean degree of motivation of librarians in federal and state university libraries in Southern Nigeria was 3.98 on a five point Likert-type rating scale. This result implies that the degree of motivation of librarians in federal and state university libraries in Southern Nigeria was high. The result signifies that the librarians in federal and state university libraries in Southern Nigeria are highly motivated. Of the three measurements of mentoring, the result indicates that the degree of responsibility was highest with a mean score mean (\bar{x}) of 4.05. Also, the result shows that the degree of achievement is high with mean (\bar{x}) of 3.96. Finally, the result equally indicates that the degree of job security is high with mean (\bar{x}) of 3.93 on a five point Likert-type rating scale, but the lowest.

Though the indicators are high but responsibility has the highest mean score of 4.05 which indicates that if librarians are given more and higher tasks, they would be motivated to perform better and satisfied on the job.

The mean score for achievement is 3.93, this serves as implication that achievement is a force to reckon with in terms of motivation of the librarians in federal and state university libraries in Southern Nigeria. This suggested that librarians that have sense of achievement on the job would be adequately motivated and satisfied. The mean score for job security is 3.93 which was the least revealed that librarians were not highly motivated to achieving their job security needs.

Test of Hypotheses

Data gathered in Tables 9-13 were collected and carefully analysed using simple multiple linear regression analyses.

Decision Rule

The pre-set level of significance for this study was 0.05. The hypotheses presumed that there was no significant influence between the variables under consideration. If the p-value which indicated the significance or the probability value exceeded the pre-set level of significance ($p > 0.05$), the hypothesis stated in null form is accepted, however, if the p-value is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis is rejected.

Hypothesis One: Mentoring does not significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria

Table 6. Simple linear regression Analysis of influence of mentoring on job satisfaction

Predictors	Model 1	Beta (β)	T	Sig. (P-value)	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)	3.428		16.780	0.000	0.525	0.523	228.811	0.000
Mentoring	0.046	0.725	15.127	0.000				
Dependent Variable: Job Satisfaction Predictor: (Constant), Mentoring DF (F-Statistics)= 1,211 DF (T-Statistics) = 210								

N = 212 (Source: Field Survey, 2022)

Table 6 shows the simple linear regression analysis result for the influence of mentoring on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The independent variable of mentoring was regressed against job satisfaction of librarians using simple linear regression analysis. The result revealed that mentoring ($\beta = 0.725$, $t(210) = 15.127$, $p < 0.05$) has moderate, positive and significant influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The R^2 is the coefficient of determinant which explains the variation in the dependent variable due to change in the independent variable. The R^2 (0.525) of the regression model indicate that 52.3% of variation in mentoring can be explained in job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The F-test (1,211) is 228.811. This shows that there is sufficient evidence (significant at $p < 0.05$) to substantiate the model's usefulness in predicting job satisfaction of librarians in federal and state university libraries in Southern Nigeria. From the data in Table 4.6, the established simple linear regression model one is thus expressed as:

$$M = 3.428 + 0.046 JS \dots\dots\dots \text{Model 1}$$

Where:

JS = Job Satisfaction

M = Mentoring

The regression model one shows that holding mentoring to a constant zero, job satisfaction would be 3.428, implying that the availability of mentoring would increase job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The result further indicates that there was positive relationship between mentoring and job satisfaction of librarians in federal and state university libraries in Southern Nigeria with Beta = 0.725. This means that a unit increase in mentoring results to 72.5% increase in job satisfaction of librarians in federal and state university libraries in Southern Nigeria. Since $p = 0.000 < 0.05$, the null hypothesis is rejected. Therefore, the result concluded that mentoring significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

Hypothesis Two: Motivation does not significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria

Table 7. Simple linear regression analysis of the influence of motivation on job satisfaction

Predictors	Model 1	Beta (β)	T	Sig. (P-value)	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)	3.863		0.363	0.717	0.796	0.523	818.440	0.000
Motivation	0.053	0.892	28.608	0.000				
Dependent Variable: Job Satisfaction Predictor: (Constant), Motivation DF (F-Statistics) = 1,211 DF (T-Statistics) = 210								

N = 212 (Source: Field Survey, 2022)

Table 7 shows the simple linear regression analysis result for the influence of motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The independent variable of motivation was regressed against job satisfaction of librarians using simple linear regression analysis. The result revealed that mentoring ($\beta = 0.892$, $t(210) = 28.608$, $p < 0.05$) has moderate, positive and significant influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The R^2 is the coefficient of determinant which explains the variation in the dependent variable due to change in the independent variable. The R^2 (0.796) of the regression model

indicate that 79.6% of variation in motivation can be explained in job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The F-test (1,211) is 228.811. This shows that there is sufficient evidence (significant at $p < 0.05$) to substantiate the model's usefulness in predicting job satisfaction of librarians in federal and state university libraries in Southern Nigeria. From the data in Table 4.7, the established simple linear regression model one is thus expressed as:

$$M = 3.863 + 0.053 JS \dots\dots\dots \text{Model 2}$$

Where:

JS = Job Satisfaction

M = Motivation

The regression model one shows that holding motivation to a constant zero, job satisfaction would be 3.863, implying that the availability of motivation would increase job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The result further indicates that there was positive relationship between motivation and job satisfaction of librarians in federal and state university libraries in Southern Nigeria with Beta = 0.892. This means that a unit increase in motivation results to 89.2% increase in job satisfaction of librarians in federal and state university libraries in Southern Nigeria. Since $p = 0.000 < 0.05$, the null hypothesis is rejected. Therefore, the result concluded that motivation significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

Hypothesis Three: Mentoring (indicators) have no relative influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria

Table 8. Multiple linear regression analysis of relative influence of mentoring on job satisfaction of librarians

Predictors	Model 3	Beta (β)	T	Sig. (P-value)	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)	3.419		17.528	0.000	0.555	0.548	85.126	0.000
Career support	0.366	0.216	1.379	0.169				
Psychosocial support	0.407	0.626	4.760	0.000				
Role modelling support	0.386	0.097	0.804	0.423				
Dependent Variable: Job Satisfaction Predictor: (Constant), Career support, Psychosocial support, Role modelling support DF (F-Statistics) = 3, 209 DF (T-Statistics) = 209								

N = 212 (Source: Field Survey, 2022)

Table 8 indicates the relative influence of mentoring indicators (career support, psychosocial support and role modelling support). The result shows that psychosocial support ($\beta = 0.626$, $t = 4.760$, $p < 0.05$) significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria. However, career support ($\beta = 0.216$, $t = 1.379$, $p > 0.05$), role modelling support ($\beta = 0.097$, $t = 0.804$, $p > 0.05$) do not significantly influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The result indicates that mentoring indicators contributed 54.8% (Adjusted R square = 0.548) variation on job satisfaction of academic librarians. The result implies that mentoring indicators especially, psychosocial support have the prospect of enhancing job satisfaction of librarians in federal and state university libraries in Southern Nigeria. From the data in 4.8, the established multiple linear regression model 3 is thus expressed as:

$$JS = 3.419 + 0.366CS + 0.407PS + 0.386RMS \dots\dots\dots \text{Model 3}$$

Where:

JS = Job Satisfaction

CS = Career Support

PS = Psychosocial Support

RMS = Role Modelling Support

Hypothesis Four: Motivation (indicators) has no relative influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

Table 9. Multiple linear regression analysis of relative influence of motivation on job satisfaction of librarians

Predictors	Model 4	Beta (β)	T	Sig. (P-value)	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)	3.781		0.019	0.000	0.808	0.806	292.574	0.000
Responsibility	0.434	0.098	1.974	0.040				
Achievement	0.170	0.280	6.659	0.000				
Job Security	0.167	0.611	12.503	0.000				
Dependent Variable: Job Satisfaction Predictor: (Constant), Responsibility, Achievement, Job security DF (F-Statistics) = 3, 209 DF (T-Statistics) = 209								

N = 212 (Source: Field Survey, 2022)

Table 9 indicates the relative influence of motivation indicators (responsibility, achievement and job security). Responsibility (β = 0.098, t = 1.974, p < 0.05), achievement (β = 0.280, t = 6.659, p < 0.05) and job security (β = 0.611, t = 12.503, p < 0.05) significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The result shows that motivation indicators contributed 80.6% (Adjusted R square = 0.806) variation on job satisfaction of librarians. The result implies that motivation indicators especially, responsibility, achievement and job security have the prospect of enhancing job satisfaction of librarians in federal and state university libraries in Southern Nigeria. From the data in 4.97, the established multiple linear regression model 4 is thus expressed as:

$$JS = 3.781 + 0.434 R + 0.170 A + 0.167 JS \dots\dots\dots \text{Model 4}$$

Where:

- JS = Job Satisfaction
- R = Responsibility
- A = Achievement
- JS = Job Security

Hypothesis Five: Mentoring and motivation have no joint influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria

Table 10. Multiple Regression Analysis of Joint Influence of Mentoring and Motivation on Job Satisfaction of Librarians

Predictors	Model 5	Beta (β)	T	Sig. (P-value)	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)	3.942		0.491	0.000	0.803	0.801	419.528	0.000
Mentoring	0.044	0.164	3.624	0.000				
Motivation	0.078	0.770	17.040	0.000				
Dependent Variable: Job Satisfaction Predictor: (Constant), Mentoring, Motivation DF (F-Statistics) = 2, 210 DF (T-Statistics) = 210								

N = 212 (Source: Field Survey, 2022)

Table 10 indicates that mentoring and motivation jointly significantly influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria at p = 0.000 < 0.05. The table also shows that the analysis of variance (ANOVA) for the regression yielded an F-value of F (2, 210) = 419.528 at P < 0.05 level. This implies that the combined influence of the independent variables on the dependent variable was significant. This indicates that mentoring and motivation have a significant combined influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. Besides, the Table also reveals a coefficient of multiple correlation R=0.896, coefficient of

$R^2=0.803$ and adjusted $R^2 = 0.801$. The model implies that mentoring and motivation jointly account for 80.1% change of variation of job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

In other words, 80.1% of variability in conformity to job satisfaction of librarians is explained by mentoring and motivation. The remaining 19.9% as observed here may be due to other factors influencing job satisfaction of librarians in federal and state university libraries in Southern Nigeria. Consequently, the null hypothesis that, mentoring and motivation have no joint significant influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria is therefore rejected. In terms of magnitude, the result shows that the independent variables contributed differently to job satisfaction of librarians. Specifically, motivation contributed the most to job satisfaction of librarians with ($\beta = 0.770$; $P < 0.05$) followed by mentoring ($\beta = 0.164$; $P < 0.05$).

From the data in 4.10, the established multiple regression model 5 is thus expressed as:

$$JS = 3.942 + 0.044 M + 0.078 M \dots\dots\dots \text{Model 5}$$

Where:

JS = Job Satisfaction

M = Mentoring

M = Motivation

Summary of Hypotheses Testing

Table outlines the summary of the hypotheses tested for this study.

Table 11. Hypotheses Testing Results

Hypotheses	Statement of Hypotheses	Results	Decisions
H _{o1}	Mentoring does not significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria	$R^2 = 0.725$, $\beta = 0.725$, $t = 15.127$, $p < 0.05$	Rejected
H _{o2}	Motivation does not significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria	$R^2 = 0.892$, $\beta = 0.892$, $t = 28.608$, $p < 0.05$	Rejected
H _{o3}	Mentoring (indicators) have no relative influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria	Adj. $R^2 = 0.548$, $F(3,209) = 85.126$, $p < 0.05$	Rejected
H _{o4}	Motivation (indicators) have no relative influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria	Adj. $R^2 = 0.806$, $F(2,210) = 292.574$, $p < 0.05$	Rejected
H _{o5}	Mentoring and motivation have no joint influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria	Adj. $R^2 = 0.801$, $F(2,210) = 419.528$, $p < 0.05$	Rejected

N=212 (Source: Field Survey, 2022)

Resultant Model

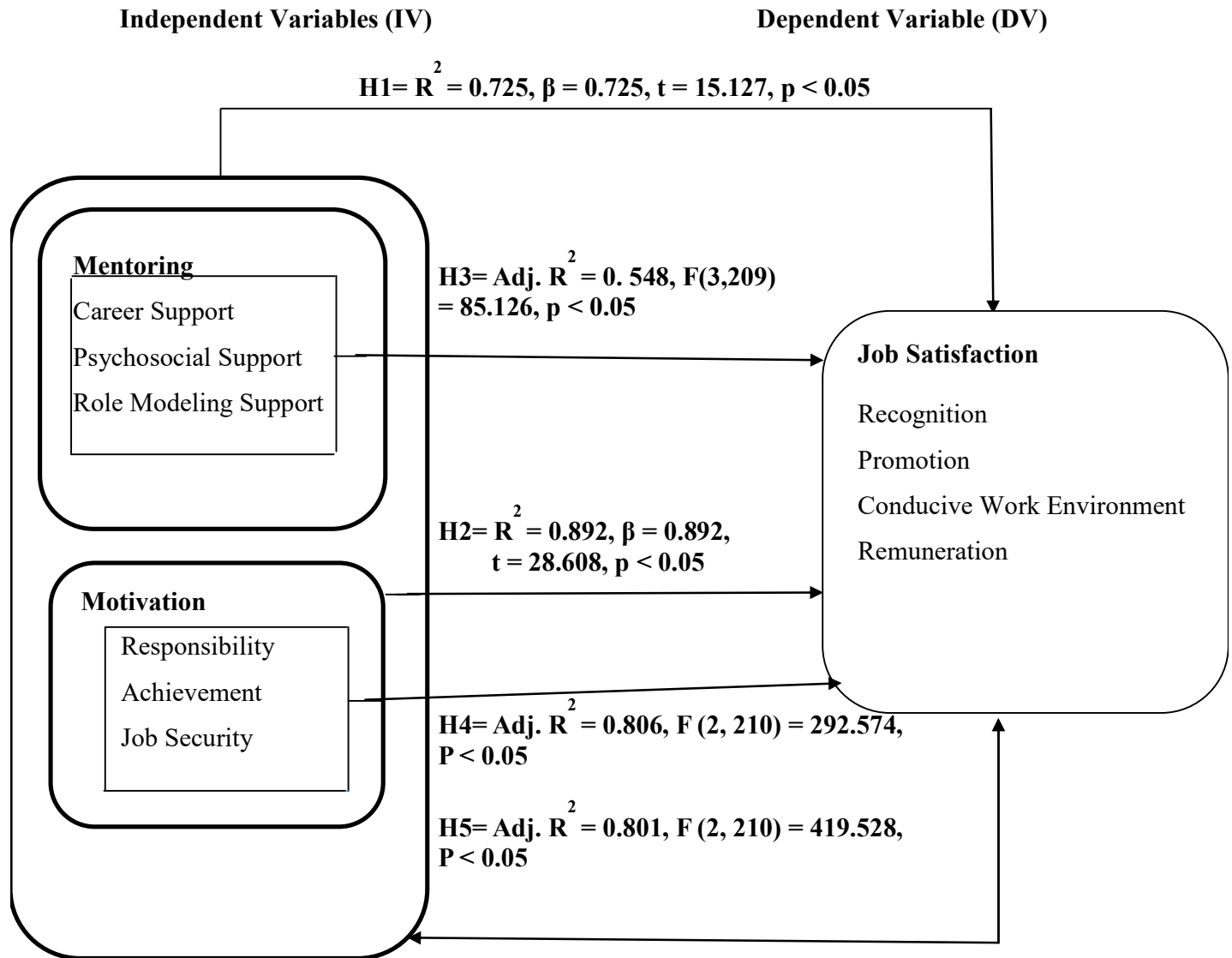


Figure 2. Resultant Model for Mentoring, Motivation and Job Satisfaction of Librarians N=212 (Source: Field Survey, 2022)

Discussion of Findings

This section presents the discussion of findings of the study in line with previous studies. The objective of the study was aimed at investigating the influence of mentoring and motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

Level of Job Satisfaction of Librarians in Federal and State University Libraries in Southern Nigeria

Research question one sought to find out the level of job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The result shows that the mean level of job satisfaction of librarians in federal and state university libraries in Southern Nigeria is 3.70 on a five point Likert-type rating scale. This result implied that the level of job satisfaction of librarians is high in federal and state university libraries in Southern Nigeria. The findings of this study

agreed with the finding of Yaya (2019) which revealed a high level of job satisfaction among librarians in public university libraries in Nigeria contrary to general belief of low level. Likewise the study of job satisfaction among library personnel in public universities in South-West Nigeria by Opeke, Ikonne and Adewoyin (2019) revealed that the level of job satisfaction of the respondents was high. Ranaweera, Li, and Bodhinayaka (2018) also confirmed high level of job satisfaction in Sri Lanka. The findings of this study however disagreed with Hijazi, Kasim, and Daud (2017) who reported that the academic staff of private colleges in Dubai are not satisfied with their job and are not motivated by the rewards received. The finding also disagreed with Idiegbeyan-Ose (2018) that the level of job satisfaction is low in private university libraries in Nigeria.

Level of Mentoring of Librarians in Federal and State University Libraries in Southern Nigeria

Research question two sought to find out the level of mentoring of librarians in federal and state university libraries in Southern Nigeria. The result shows that the grand mean of level of mentoring of librarians in federal and state university libraries in Southern Nigeria is 3.55 on a five point Likert-type rating scale. This result implied that the level of mentoring of librarians is high in federal and state university libraries in Southern Nigeria. The findings of this study disagreed with the finding of Abugre and Kpinpuo (2017) who reported very low presence of academic mentoring among senior and junior teaching staff in University of Ghana. The findings of this study agreed with Afolabi, Faleye and Aremu (2015) who reported that majority of academic employees participated in mentoring relationships, and 93.5 percent of the academic staff believed that mentoring was beneficial. According to the findings, the majority of the academic staff at the university were involved in mentoring relationships and saw mentoring as a true approach to academic development. The findings also agreed with the findings of Nwankwo and Anozie (2017) who reported high mentoring activities of young librarians in South-East Nigeria and evidence of mentoring in place in these libraries for boosting the research prowess of librarians, but in an informal form. The librarians believed that most times the mentee's inability to open up during interaction, and unconstructive criticisms from mentors to their mentees are serious challenges to successful mentoring.

Degree of Motivation of Librarians in Federal and State University Libraries in Southern Nigeria

Research question three sought to find out the degree of motivation of librarians in federal and state university libraries in Southern Nigeria. The result shows that the grand mean of degree of motivation of librarians in federal and state university libraries in Southern Nigeria is 3.98 on a five point Likert-type rating scale. This result implied that the degree of motivation of librarians is high in federal and state university libraries in Southern Nigeria. The findings of this study agreed with the finding of Tella and Ibinaiye (2020) that examined staff motivation, satisfaction, and job performance among the librarians and library staff in six selected university libraries in Nigeria and reported that librarians and library staff are highly motivated with regular pay. The findings of this study also agreed with the finding of Bamgbose and Ladipo (2017) who reported high level of motivation of academic library employees and listed several forms of motivation factors like job security, wages and salary, relationship with colleagues, staff appraisal, financial incentives, and reward available to the library employee. Furthermore, the findings of this study corroborated Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi and Eyiolorunshe (2019) who reported high level of motivation of staff in University libraries in Nigeria.

Mentoring and Job Satisfaction of Librarians in Federal and State University Libraries in Southern Nigeria

The hypothesis one which stated that mentoring does not significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria was rejected based on the results of the analysis. The result of this study shows that mentoring significantly influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The findings of this study agreed with the result of the study of Ogunlana, Okunoye, and Ajani (2019) who investigated the influence of mentoring on mentee growth among cataloguers in a few university libraries in Ogun State, Nigeria and reported that mentoring has a significant impact on the mentees' professional growth and encouraged senior cataloguers to direct new and young cataloguers in the appropriate direction in order to eliminate unfavorable attitudes and perceptions. The result finding is in support of Onuoha, Zubairu, and Olusipe (2020) on the mentoring effectiveness and job satisfaction of library personnel in private universities in South-West, Nigeria that mentoring was found to be mostly effective and there is a positive relationship that exists between mentoring effectiveness and job satisfaction.

Motivation and Job Satisfaction of Librarians in Federal and State University Libraries in Southern Nigeria

The hypothesis two which stated that motivation does not significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria was rejected based on the results of the analysis. The result of this study shows that motivation significantly influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The findings of this study agreed with the result of the study of Tella and Ibinaiye (2020) who reported that motivation significantly influenced job satisfaction and performance of librarians and library staff in six selected university libraries in Nigeria. The findings of this study also agreed with Ikonne and Fajoyinomi (2019) who confirmed that motivation positively influenced job satisfaction. The findings of this study also corroborated Amporful, Osei-Amankwah and Amihere (2020), Komolafe and Gbotoso (2019), Idiegbeyan, Opeke, Aregbesola, Owolabi and Eyiolorunsho (2019). However, the findings of this study disagreed with Sanusi (2015) who assessed the effect of motivation on job satisfaction of teacher librarians in Federal Capital Territory (FCT) Abuja and reported that motivation does not significantly influence job satisfaction of teacher librarians in Federal Capital Territory (FCT) Abuja, Nigeria.

Mentoring, Motivation and Job Satisfaction of Librarians in Federal and State University Libraries in Southern Nigeria

The hypothesis three which stated that mentoring and motivation do not jointly significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria was rejected based on the results of the analysis. The result of this study shows that mentoring and motivation jointly significantly influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria. This implies that the combined influence of the independent variables on the dependent variable was significant. The result also indicates that mentoring and motivation have a significant combined influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The findings of this study agreed with the result of the study of Zubairu, Ngeme, and Olagoke (2021) who reported that mentoring and motivation had relative influence on job satisfaction and job productivity, besides Amporful, Osei-Amankwah, and Amihere (2020) reported that motivation is crucial to the accomplishment of any organization like libraries and information centers and plays a central role in the organizational success and work effectiveness of the employees.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The chapter gives a summary of the study and provides recommendations to the university librarians, library management, librarians and other stakeholders towards the adoption and design of workable and reliable policies and methods that will improve librarians' job satisfaction in the federal and state university libraries through appropriate enhancement of mentoring and motivation.

This study investigated the influence of mentoring and motivation on job satisfaction of librarians in university libraries in Southern Nigeria. Of the two hundred and thirty four (234) questionnaire copies administered to participants, two hundred and twelve (212) were completed and retrieved for data analysis. Survey research design was adopted for the study; and simple random sampling technique was used to select the librarians in the university libraries in Southern Nigeria. A questionnaire titled mentoring, motivation and job satisfaction (MMJSLFSULSN) was used for the data collection.

The instrument, in order to ensure validity was presented to the thesis supervisor, colleagues and senior professional librarians in the field of Library and Information Science, and experts in the field of Information Resources Management in Babcock University for screening and thorough vetting. Thereafter, a pilot study was conducted among 60 librarians of University of Ilorin, Kwara State, Kogi State University, Ayingba, Kogi State and Federal University of Technology, Minna, Niger State, all from North Central geo-political zone which were not part of the main study to ascertain the reliability and validity of the items of the research measuring instrument.

A sample size of 234 librarians from the federal and state university libraries in Southern Nigeria participated in the study while a total of 212 copies of questionnaires representing 90.6% were found usable. The usable copies were analysed by descriptive statistics such as frequency count, percentage distribution, mean and standard deviation. Inferential statistics such as multiple linear regression analysis was used to test the hypotheses.

Summary of Findings

The summaries of major findings in this study are stated below:

1. The level of job satisfaction of librarians in federal and state university libraries in Southern Nigeria was high; promotion had the highest while remuneration was the lowest.
2. The level of mentoring of librarians in federal and state university libraries in Southern Nigeria was high with role modelling support having the highest while the level of psychosocial support had the lowest.
3. The degree of motivation of librarians in federal and state university libraries in Southern Nigeria was high with the degree of responsibility being the highest while the degree of job security was the least.
4. Mentoring is a significant predictor of job satisfaction of librarians in federal and state university libraries in Southern Nigeria.
5. Motivation significantly influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria.
6. Mentoring indicators: psychosocial support significantly influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria. However, career support and role modeling support did not influence job satisfaction of librarians.
7. Motivation indicators: responsibility, achievement and job security significantly influence job satisfaction of librarians in federal and state university libraries in Southern Nigeria.
8. Mentoring and motivation jointly influenced job satisfaction of librarians in federal and state university libraries in Southern Nigeria.
9. There is positive relationship between mentoring and job satisfaction of librarians in federal and state university libraries in Southern Nigeria.
10. There is positive relationship between motivation and job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

CONCLUSION

The study concluded that mentoring and motivation are significant factors in determining job satisfaction of librarians in federal and state university libraries in Southern Nigeria. These factors would assist in reducing redundancy and turnover effects among librarians. They are factors that would contribute significantly to librarians' job satisfaction and consistently enrich library operations particularly excellent services in federal and state university libraries in Southern Nigeria. In essence, mentoring is a vital factor influencing librarians' job satisfaction that must be taken seriously. Also, motivation is equally very significant to job satisfaction.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. One of the findings of the study was that the level of job satisfaction of librarians in federal and state university libraries was high. As a result of this, the library management should sustain the level of job satisfaction.
2. The study revealed that although the level of mentoring of librarians in federal and state university libraries was high, the library management should look into career functions and role modelling functions.
3. The finding of the study was that the degree of motivation of librarians in federal and state university libraries was high. As a result of this, the library management should sustain the degree of motivation.
4. Mentoring and motivation should be given more attention in order to have higher job satisfaction of librarians.
5. University administrators should introduce more mentoring policies that would require senior librarians to guide their junior colleagues to sustain mentorship among librarians while career support, psychosocial support and role modelling should be given more attention among university libraries in Nigeria.
6. Federal and States Universities should assist the government most especially the National Universities Commission (NUC) to formulate and implement necessary policies that would improve librarians' job satisfaction in Nigeria universities.
7. Furthermore, National Universities Commission should ensure that Universities should put in place policies that would enrich librarians' job satisfaction in Nigeria universities.

Contributions to Knowledge

In this study, the primary aim of the researcher was to look at the level of mentoring and motivation and their influence on job satisfaction of librarians in federal and state universities in Southern Nigeria. Also the study has provided in depth information on the concepts of the independent variables (mentoring and motivation) and dependent variable (job satisfaction). The conceptual model developed by the researcher would be useful for future researchers who will conduct similar studies. No study has been known to me to have measured these three variables together.

The study would add values to existing literature in the areas of mentoring and motivation on librarians' job satisfaction. In addition, the study has provided in-depth information and knowledge on the independent variables (mentoring and motivation) and the dependent variable (job satisfaction). It is believed that this research will bridge the gap that exists between mentoring, motivation and job satisfaction through reviewing of literature and empirical data. The result of this research could be applied to the study of all the variables in other disciplines and contribute to general body of knowledge, theory and practice. The study would be useful to researchers' because it would serve as a reference source to scholars in the future. The study has provided empirical framework for stakeholders in universities on how to boost the job satisfaction of librarians.

The study has provided an outline for management of university libraries in Nigeria to formulate several action plans geared towards improved job satisfaction most especially in the provision of better library services. Another contribution to knowledge of this study is the aspect of conceptual framework which could be adopted or adapted by other researchers working on related topics.

Finally, the study examined the influence of mentoring and motivation on job satisfaction of librarians in federal and state university libraries in Southern Nigeria. The study employed the correlation and regression analysis to achieve the objectives of the study. The result of the study revealed that mentoring and motivation had a significant influence on job satisfaction of librarians in federal and state university libraries in Southern Nigeria.

Suggestions for Further Studies

Further studies relating to the work may focus on the following:

1. Mentoring, motivation and job satisfaction of librarians in federal and state university libraries in Northern Nigeria.
2. Mentoring, motivation and job satisfaction of librarians in private university libraries in Northern Nigeria.
3. Mentoring, motivation and job satisfaction of librarians in university libraries in Southern Nigeria.
4. A comparative study of mentoring and motivation on job satisfaction in university libraries in Northern Nigeria.
5. Mentoring and motivation as predictors of job satisfaction among para-professional librarians in Nigeria.
6. Nexus between mentoring, motivation and job satisfaction of library staff in private university libraries in Nigeria.
7. Mentoring, motivation and job satisfaction of paraprofessional librarians in public university libraries in Southern Nigeria.
8. Mentoring, motivation and job satisfaction of paraprofessional librarians

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