

**MENTOR-MENTEE RELATIONSHIP AMONG LECTURERS AND STUDENTS OF
UNIVERSITY OF NIGERIA LIBRARY SCHOOL, NSUKKA FOR ENHANCED
STUDENTS/GRADUATES EMPLOYABILITY**

By

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Abstract

The study examined the mentor-mentee relationship among lecturers and students of University of Nigeria Library School, Nsukka for enhanced students/graduates employability. Descriptive survey design was adopted for the study. The population of the study is the entire 239 undergraduates in the Department of Library and Information Science, University of Nigeria, Nsukka. The study used the entire undergraduate population. Structured questionnaire was used to collect data from the respondents. The data collected were analyzed using mean and standard deviation. The findings revealed that mentorship is provided for key areas of employability such as effective communication, leadership skills, emerging digital skills, and interpersonal relationship. The students have positive perception of the mentor-mentee relationship that exist between the lecturers and the students. The mentor-mentee relationship has the significant potentials to enhance employability of the students. The major challenges are lack of resources for mentoring of students, negative perception of mentor-mentee relationship among students, lack of departmental policy on mentorship of students, and lack of mentoring skills among lecturers. The study recommended that, the library school management should formulate a comprehensive departmental policy on mentorship of students which will serve as guide to the mentor-mentee relationship in the department. The library school management should provide adequate resources needed for mentoring of students. This will be achieved through sourcing for fund from the university management or from private individuals who were former students of the department among others.

Keywords: Mentorship, Mentor-Mentee Relationship, Library School, Employability

Introduction

Employability of graduates has been one of the important researched topics in academic literature, most especially in the 21st century that is characterized by high unemployment rate. Since employability skills are transferable it is expected that through mentor-mentee relationship the mentor will transfer such skills to the mentee. These employability skills are supposed to

expose the mentee (students) to a wide range of employment opportunities in the private and public sector and help them to excel.

Library school also called Library and Information Science department is an educational unit or department providing professional training to students in the overall management of information resources and services. According to Mole (2019) library and information science is an interdisciplinary and multidisciplinary field of human study that applies the practices, perspectives, and tools of management, information technology, and education, to libraries. The author further stated that, Library and information science is concerned with the collection, organization, preservation, and dissemination of information resources and services. Ali (2009) in her view defined library and information science education as an interdisciplinary training field that applies the practices, perspectives and tools of management; Information Technology, education and other areas of libraries; the collection, organization, preservation and dissemination of information resources; and the political economy of information.

Library and information science is also a field of study that focus on information management. According to Obim, Nwankwo, and Onah (2021) library and information science profession is an interdisciplinary training field that applies the practice, perspectives and tools of management; information technology; education and other areas of libraries; the collection, organization, preservation, and dissemination of information resources; and the political economy of information. Ochogwu (2010) enumerated the objectives of library and information science education programme to include; to train information professionals who will appreciate the information challenges of the society; to train information professionals with skills who will be able to develop appropriate strategies in response to the information needs of the society. The

course is offered at undergraduate and postgraduate level, thus the students in the department are made up of undergraduates and postgraduate students. However, this study will focus on undergraduate students alone who are yet to face the labour market, hence needs all the mentorship they can get to enhance their employability skills.

Undergraduate is a generic name for any students in tertiary institution that is yet to obtain their first degree. According to Onah (2017) undergraduate is an individual who is studying a course in an institution of higher learning, which include universities, polytechnics, college of education, vocational schools, institutes etc. This group of students are young, inexperience and needs to enhance their employability skills. Undergraduates are at the stage in their life where they are curious to exploit the world, hence are prone to making mistakes, this is the reason why they need guidance from an experienced professionally who will mentor them to greatness. This mentorship process is expected to make the graduates more prepared for employment and most importantly employable.

Employability is the capacity to explore self-reliantly within the labour market to realise potential through sustainable development. According to Paisey and Paisey (2010) employability skills are the skills, knowledge, understanding and personal attributes that enable a person to obtain employment, and to be successful and satisfied in their chosen career. This same skill can help them create their own business enterprise (Gbogbor, 2022). According to Harvey (2002) employability is the ability of an individual to gain and maintain employment and to navigate their career path successfully. Employability includes a range of skills, knowledge, attitudes, and behaviours that enable an individual to be successful in a particular job or industry, as well as the ability to adapt to changing occupational requirements and labour demands.

Factors that contribute to employability include education and training, work experience, interpersonal skills, communication skills, problem-solving skills, and adaptability. This implies that employability goes beyond just having the ability to just gain employment but also extent to creating employment opportunities for oneself and others. The challenge of graduate employability remains a serious concern for tertiary education policy makers across the globe (Ajufu, 2019). These challenges can only be remedied through mentoring which is expected to provide additional skills to the students.

Mentorship is the guidance and direction given to an individual who seek knowledge or advice on how to grow in a particular activities or career. Mentoring is defined as the person-to-person guidance of an inexperienced student/practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee's expertise and to facilitate their induction into the culture of the profession and into the specific local context (Swe & Bhardwaj, 2020). The mentor is expected to provide beyond professional support to the mentee. In the context of this study, the mentors are the lecturers in the library school, while the mentees are the undergraduate students.

The mentor-mentee relationship is the interaction that exist between the lecturers, most especially the academic advisers and the students under their guidance. Whether officially stated or not mentor-mentee relationship existing between lecturers and students in most university and departments, and University of Nigeria Nsukka library school is not an exclusion. According to Bolton-King (2022) mentoring is an effective mechanism to develop undergraduate employability skills, significantly developing mentors' self-confidence and self-efficacy in their interpersonal and communication skills. Mentoring has become an increasingly popular

mechanism to support learners as they progress through education and training (Carragher & McGaughey, 2016). Being mentored can develop competence in a work-based environment (Poulsen, 2013; Minnick, Wilhide, Diantoniis, Goodheart, Logan, & Moreau, 2014) and enhance professional performance (Grima, Paill'e, & Mejia, 2014) career development (Schmidt, & Faber, 2016) and career success (Bozionelos, Bozionelos, Kostopoulos, & Polychroniou, 2011).

Despite these benefits of mentor-mentee relationship that exist between lecturers and students, the tendency to enjoy these benefits depends on the perceptions of students about the relationship. This is because perception represent the internal feelings, opinion and conclusion we hold about a phenomenon based on the information collected through our sensory organs. People's perception determines their involvement in any exercise and the extent to which they will benefit from such exercise. In the present-day Nigerian labour market that is characterized by high rate of unemployment and underemployment on one hand, and inadequate employability skills among graduates on the other hand has raised the concern among researchers and practitioners as to the extent to which students' perceives the mentor-mentee relationship in the university of Nigeria, Nsukka library school, most especially whether such relationship has the potentials to enhance the employability skills of the students. According to Sparshadeep, Kavana and Sheeba, (2019) investigating the perception of students towards the mentorship programme in the university will help in identifying the strengths and weaknesses of the mentorship programme. Hence, it is imperative to examine the perception of library school students on the mentor-mentee relationship that exist in the department so as to identify the strengths and weaknesses for improvement. It is from the foregoing discussion that the present study seeks to

examine the mentor-mentee relationship for enhanced employability among students of University of Nigeria, Nsukka Library School

Research Questions

The following research questions guided the study:

1. What are the areas of employability that mentorship is provided to students of University of Nigeria Library School, Nsukka?
2. What are the Perceptions of the students on the Mentor-Mentee relationship for enhanced employability?
3. What is the extent to which the mentor-mentee relationship in the Library School can facilitate employability among the students?
4. What are the challenges associated with the mentor-mentee relationship in the Library School for enhanced employability among the students?
5. What are the strategies for enhancing the mentor-mentee relationship in the Library School for enhanced employability among the students?

Literature Review

Mentoring is a process of rational, mental and emotional development based on relative frequency scheduled meetings over a reasonably extended time frame and that mentors accept personal responsibility as competent and trustworthy non-parental figures for the significant growth of other individuals (Yurtseven & Altun, 2011). In an empirical study, Chong and Lip-Sam (2021) found out that undergraduate mentoring program that had been implemented by a Malaysian public university was moderately effective. Sparshadeep, Kavana & Sheeba, (2019) found out that, mentoring undergraduate students has the potentials of increasing students'

academic performance, hence employability skills after graduation. In an empirical study, Attri (2020) found out that, both the mentors and mentees agreed that the mentorship programme has the potentials to improve the emotional and academic activities of the students. Saraf, Itagi, Gade, Arora, Gosewade & Deb (2017) found out that, the students perceived that mentoring helped them in better understanding of subject, enhanced confidence and communication skills. Study carried out by Pitan and Atiku (2017) confirmed the positive influence of career guidance activities on students' employability

Mentoring program had an effect on self-confident, optimistic, seeking social support, submissive, and helpless approaches (Yüksel & Bahadır-Yılmaz, 2019). According to Gbogbor (2022) the employability skills students are exposed to are management skills, conceptual skills, human skills, problem solving skills, communication skills, technology skills, creativity skills, innovative skills and negotiation skills. Mentoring programs are effective in improving some characteristics related to university adaptation, such as increasing student satisfaction, gaining social skills and effective communication, reducing stress and anxiety, and improving cognitive and psychomotor skills as well as academic performance (Mollica & Mitchell, 2013; Nelwati, and Chan, 2018). Olom & Okute (2021) reported that, mentoring is a more effective approach to skill acquisition. This implies that mentoring enhances employability skills. Vahed (2012) Found out that, the mentor-mentee relationship in faculty of health, Durban University of Technology is effective in enhancing their employability skills. This is because the mentee agreed that the mentor-mentee relationship improves their academic performance, and even psychosocial supports.

Some challenges affecting the effectiveness of mentorship programme in university are lack of policy on mentor-mentee relationship, abuse of mentor-mentee relationship in the university which most time leads to unethical sexual relationship, inadequate facilities for mentoring among others. mentorship programme lacked protected time for them to meet mentors (Tracy, et al., 2004). Leung and Bush (2003) found out that lack of training of mentors on the proper strategies or techniques for mentoring students is the main hindrances to good mentoring at the Hong Kong Baptist University. Also, Vahed (2012) reported inadequate duration of time for mentoring of students and that majority of the mentors lacks proper training.

Some strategies to enhance the effectiveness of mentor-mentee relationship in library school for enhanced employability are Formulation of departmental policy on mentorship of students, Provision of adequate resources needed for mentoring of students, Cultivating positive attitude of students towards mentoring, Proper time management among students, and Training of lecturer on mentoring skills. Olom & Okute (2021) suggested that, mentoring should be fully embrace in the university as an approach of teaching and learning, the lecturers should be trained on effective mentoring of students and policy should be formulated to guide the extent of mentor-mentee relationship. Godshalk and Sosik (2005) suggested adequate training of mentors on the most productive ways to relate to their mentees. Similarly, Naomee and Bayezid (2016) suggested proper training, infrastructural development, awareness raising programs should be conducted before formally introducing mentoring for the students

Research Method

The study adopted descriptive survey design. According to Mole (2019) descriptive survey is the type of design which is aimed at collecting data from member of a given population on their views, opinions, attitudes among others on a phenomenon, event or practice in order to determine the characteristics, features or facts about the entire population. The population of the study is the entire 239 undergraduates in the department of Library and Information Science, University of Nigeria, Nsukka. This is made up of 37 first year undergraduates, 54 in second year, 64 in third year, and 84 in final year. Total enumeration technique was used to study the entire undergraduate students because the population size is small, accessible and manageable. This is also in accordance with the recommendations of Mole (2019) that there is no need to sample if the population of below 400.

As a quantitative study, structured questionnaire titled: Students' Perceptions of Mentor-Mentee Relationship in Library School for Enhanced Employability Questionnaire (SPEMSEEQ), which is divided into two parts (A & B). Altogether the structured questionnaire is made up of 53 items. Four-point likert scale was used for the response option; while Strongly Agree/Very High Extent/Very Appropriate is 4 points; Agree/High Extent/Somewhat Appropriate is 3 points; Disagree/Low Extent/Less Appropriate is 2 points, while Strongly Disagree/Very Low Extent/Not Appropriate is 1 point.

Considering the fact that likert scale was used for the response options, the data collected through the questionnaire was analyzed using mean and standard deviation, then presented using tables. Real limit of number was used for decision taking; where mean of 3.50-4.00 is Strongly Agree/Very High Extent/Very Appropriate; mean of 2.50-3.49 is Agree/High Extent/Somewhat

Appropriate; mean of 1.50-2.49 is Disagree/Low Extent/Less Appropriate; while mean of 0.00-1.49 is Strongly Disagree/Very Low Extent/Not Appropriate.

Results

A total of 218 undergraduates responded to the survey, thus representing 91.2% response rate which is high enough for the analysis and drawing valid conclusion. The data collected were analyzed and presented according the research questions guiding the study.

Research Question 1: What are the areas of employability that mentorship is provided to students of University of Nigeria, Nsukka Library School?

Table 1: Mean Response on the areas of employability mentorship is provided to students of University of Nigeria, Nsukka Library School.

S/N	Item Statement	SA	A	D	SD	\bar{x}	SD	D	R
1	Academic support	127	61	30	0	3.45	0.72	A	1 st
2	Effective communication	114	84	10	10	3.39	0.78	A	2 nd
3	Leadership skills	82	106	20	10	3.19	0.79	A	3 rd
4	Emerging digital skills	72	105	41	0	3.14	0.71	A	4 th
5	Interpersonal relationship	64	113	41	0	3.11	0.69	A	5 th
6	Identifying opportunities within the environment	75	102	30	11	3.11	0.82	A	5 th
7	Time management	62	114	42	0	3.09	0.69	A	7 th
8	Goal setting	52	135	21	10	3.05	0.72	A	8 th
9	Adaptation	61	115	32	10	3.04	0.78	A	9 th
10	Writing and Research skills	72	72	74	0	2.99	0.82	A	10 th
11	Informed decision making	63	93	52	10	2.96	0.84	A	11 th
12	Critical problem-solving skills	31	138	51	0	2.91	0.61	A	12 th
13	Building team work skills	43	113	52	10	2.87	0.78	A	13 th
14	Collaboration	53	93	62	10	2.87	0.83	A	13 th

Table 1 above shows the responses on the areas of employability that mentorship is provided to students of University of Nigeria, Nsukka Library School. From the results, the major areas are Academic support, Effective communication, Leadership skills, Emerging digital

skills, and Interpersonal relationship, with mean of 3.45, 3.39, 3.19, 3.14, and 3.11 respectively, and ranked 1st to 5th respectively. Though with varying mean score, all the items were accepted by the respondents, hence, mentorship is provided for all the areas of employability presented.

Research Question 2: What are the Perceptions of students of University of Nigeria, Nsukka Library School on the Mentor-Mentee relationship for enhanced employability?

Table 2: Mean Response on the Perceptions of students of University of Nigeria, Nsukka Library School on the Mentor-Mentee relationship for enhanced employability.

S/N	Item Statement	SA	A	D	SD	\bar{x}	SD	D	R
1	The mentor-mentee relationship helped in improving my academic performance	135	73	10	0	3.57	0.58	SA	1 st
2	The mentor motivates me to be an active learner.	115	103	0	0	3.53	0.50	SA	2 nd
3	It increased my academic self-esteem	135	62	21	0	3.43	0.91	A	3 rd
4	The mentor-mentee relationship has improved my academic self-concept	93	114	11	0	3.33	0.72	A	4 th
5	The mentor-mentee relationship had clear learning objectives.	94	84	40	0	3.25	0.75	A	5 th
6	The mentoring session helped me to develop passion for the course	83	104	31	0	3.24	0.68	A	6 th
7	The mentor-mentee relationship in the department helps to promote my interpersonal communication skills	105	71	22	20	3.20	0.96	A	7 th
8	The positive atmosphere during mentoring encourages me as a learner.	62	146	10	0	3.19	0.66	A	8 th
9	It helped in coping with academic stress	72	93	42	11	3.04	0.85	A	9 th
10	The mentor-mentee relationship helps me to manage my time effectively.	93	93	52	11	2.95	0.85	A	10 th

Table 2 shows the perceptions of students of University of Nigeria, Nsukka library school on the mentor-mentee relationship for enhanced employability. From the results, undergraduates has positive perception towards the mentor-mentee relationship that exist in University of Nigeria, Nsukka library school. The major perceptions are the mentor-mentee relationship helped in improving my academic performance, the mentor motivates me to be an active learner, It

increased my academic self-esteem, and the mentor-mentee relationship has improved my academic self-concept, with mean of 3.57, 3.53, 3.43 and 3.33 respectively and ranked 1st to 4th on the perception list. The least perception is that, the mentor-mentee relationship helps students to manage my time effectively, with mean of 2.95 which was also accepted.

Research Question 3: What is the extent to which the mentor-mentee relationship in University of Nigeria, Nsukka Library School can facilitate employability for the students?

Table 3: Mean Response on the extent to which the mentor-mentee relationship in University of Nigeria, Nsukka Library School can facilitate employability among the students.

S/N	Item statement	VHE	HE	LE	VLE	\bar{x}	SD	D	R
1	The mentor-mentee relationship has helped me to build high self-esteem and confidence	123	62	33	0	3.41	0.74	HE	1 st
2	The relationship has built my listening and comprehension skill	94	93	31	0	3.29	0.70	HE	2 nd
3	The mentor-mentee relationship has helped me in the prioritization of time management	94	94	30	0	3.29	0.70	HE	2 nd
4	The mentor-mentor relationship ignites creative problem-solving skills	103	73	42	0	3.28	0.77	HE	4 th
5	It has increased my interpersonal communication skill	104	72	42	0	3.28	0.79	HE	4 th
6	The relationship has encouraged me to acquire 21 st century skills with economic value	114	62	31	11	3.28	0.89	HE	4 th
7	The mentor-mentee relationship has advanced my team work spirit	95	71	52	0	3.20	0.80	HE	7 th
8	The mentor-mentee relationship has advanced my research and writing skills	84	92	42	0	3.19	0.74	HE	8 th
9	The mentor-mentee relationship exposes me to current trend in the field and how to explore them	83	84	51	0	3.15	0.77	HE	9 th
10	It has promoted my willingness to collaborate with others in executing project	53	144	21	0	3.15	0.57	HE	9 th
	The relationship has helped me to	93	61	53	11	3.08	0.93	HE	10 th

build my CV while in the university

Table 3 shows the responses on the extent to which the mentor-mentee relationship in University of Nigeria, Nsukka Library School can facilitate enhanced employability for the students. From the results, students agreed to a high extent that, The mentor-mentee relationship has helped them to build high self-esteem and confidence, has built their listening and comprehension skill, has helped them in the prioritization of time management, ignites creative problem-solving skills among the students, increased their interpersonal communication skill, and has encouraged them to acquire 21st century skills with economic value, with mean of 3.41, 3.29, 3.29, 3.28, 3.28, and 3.28 respectively, ranked 1st to 4th.

Research Question 4: What are the challenges associated with the mentor-mentee relationship in University of Nigeria, Nsukka Library School for enhanced employability for the students?

Table 4: Mean Response on the challenges associated with the mentor-mentee relationship in University of Nigeria, Nsukka Library School for enhanced employability among the students.

S/N	Item Statement	SA	A	D	SD	\bar{x}	SD	D	R
1	Lack of resources for mentoring of students	104	84	30	0	3.34	0.71	A	1 st
2	Negative perception of mentor-mentee relationship among students	94	103	21	0	3.33	0.65	A	2 nd
3	Lack of departmental policy on mentorship of students	94	93	31	0	3.29	0.70	A	3 rd
4	Lack of mentoring skills among lecturers	103	73	42	0	3.28	0.77	A	4 th
5	Non-challant attitude of lecturers towards mentoring	94	93	10	21	3.19	0.91	A	5 th
6	Lack of proper time management among students	62	125	31	0	3.14	0.64	A	6 th
7	Non-challant attitude of students towards mentoring	73	103	31	11	3.09	0.82	A	7 th
8	Curriculum work overload	83	62	73	0	3.05	0.85	A	8 th
9	Abuse of mentor-mentee relationship in the library school	83	62	52	0	2.95	1.00	A	9 th

Table 4 shows the responses on the challenges associated with the mentor-mentee relationship in University of Nigeria, Nsukka Library School for enhanced employability for the students. From the results; the major challenges are Lack of resources for mentoring of students, Negative perception of mentor-mentee relationship among students, Lack of departmental policy on mentorship of students, and Lack of mentoring skills among lecturers, with mean of 3.34, 3.33, 3.29 and 3.28 respectively, ranked 1st to 4th. The least challenge is abuse of mentor-mentee relationship in the library school, with 2.95 mean score.

Research Question 5: What are the strategies for enhancing mentor-mentee relationship in University of Nigeria, Nsukka Library School for enhanced employability for the students?

Table 5: Mean Response on the strategies for enhancing mentor-mentee relationship in University of Nigeria, Nsukka Library School for enhanced employability among the students.

S/N	Item Statement	VA	SA	LA	NA	\bar{x}	SD	D	R
1	Positive perception of mentor-mentee relationship	218	0	0	0	4.00	0.00	VA	1 st
2	Formulation of departmental policy on mentorship of students	208	10	0	0	3.95	0.21	VA	2 nd
3	Provision of adequate resources needed for mentoring of students	197	21	0	0	3.90	0.30	VA	3 rd
4	Proper time management among students	187	31	0	0	3.86	0.35	VA	4 th
5	Training of lecturer on mentoring skills	177	41	0	0	3.81	0.39	VA	5 th
6	Adding mentorship programme in the departmental time table	186	22	10	0	3.81	0.50	VA	5 th
7	Employing professionalism and moral ethics in the mentor-mentee relationship in the library school	175	43	0	0	3.80	0.40	VA	7 th
8	Cultivating positive attitude of students towards mentoring	186	21	11	0	3.75	0.70	VA	8 th
9	Cultivating positive attitude of lecturers towards mentoring	166	42	10	0	3.72	0.54	VA	9 th

Table 5 shows the responses on the strategies for enhancing mentor-mentee relationship in University of Nigeria, Nsukka Library School for enhanced employability for the students. From the results, all the strategies presented were accepted as very appropriate to enhance the effectiveness of the mentor-mentee relationship. The mean of the entire items ranges from 3.72 to 4.00 which are all very high, hence are all major strategies. However, the top strategies are positive perception of mentor-mentee relationship, formulation of departmental policy on mentorship of students, provision of adequate resources needed for mentoring of students, and proper time management among students, with 4.00, 3.95, 3.90 and 3.86 mean score, ranked 1st to 4th respectively.

Discussion of the Findings

The findings of the study revealed that the areas of employability that mentorship is provided to students of University of Nigeria, Nsukka Library School are academic support, effective communication, leadership skills, emerging digital skills, and interpersonal relationship. This implies that the mentors provide support and guidance on these areas of employability to their mentee. This is in accordance with that of Gbogbor (2022) who found out that the employability skills students are exposed to through mentorship programme are management skills, conceptual skills, human skills, problem solving skills, communication skills, technology skills, creativity skills, innovative skills and negotiation skills.

Findings of the study revealed that, undergraduates has positive perception towards the mentor-mentee relationship that exist in University of Nigeria, Nsukka library school, The major perceptions of the students are the mentor-mentee relationship helped in improving their academic performance, the mentor motivates them to be an active learner, it increased their

academic self-esteem, and the mentor-mentee relationship has improved their academic self-concept. This is in accordance with that of Saraf, Itagi, Gade, Arora, Gosewade & Deb (2017) who found out that, the students perceived that mentoring helped them in better understanding of subject, enhanced confidence and communication skills. The findings also further validate that of Attri (2020) who found out that, both the mentors and mentees agreed that the mentorship programme has the potentials to improve the emotional and academic activities of the students.

Findings of the study revealed that, the extent to which the mentor-mentee relationship in University of Nigeria, Nsukka Library School can facilitate employability among the students is high. This is because majority of the students agreed to a high extent that, the mentor-mentee relationship has helped them to build high self-esteem and confidence, has built their listening and comprehension skill, has helped them in the prioritization of time management, ignites creative problem-solving skills among the students, increased their interpersonal communication skill, and has encouraged them to acquire 21st century skills with economic value. This is not surprising considering the fact that the students have positive perception of the programme. The findings of the study correspond with that of Sparshadeep, Kavana & Sheeba, (2019) who found out that, mentoring undergraduate students has the potentials of increasing students' academic performance, hence employability skills after graduation. Also with that of Pitan and Atiku (2017) who confirmed the positive influence of career guidance activities on students' employability.

The findings revealed that the major challenges associated with the mentor-mentee relationship in University of Nigeria, Nsukka Library School for enhanced employability among the students are lack of resources for mentoring of students, negative perception of mentor-

mentee relationship among students, lack of departmental policy on mentorship of students, and lack of mentoring skills among lecturers. This is in agreement with that of Vahed (2012) who reported inadequate duration of time for mentoring of students and that majority of the mentors lacks proper training. It is also in accordance with Leung and Bush (2003) who found out that lack of training of mentors on the proper strategies or techniques for mentoring students is the main hindrances to good mentoring at the Hong Kong Baptist University

The findings revealed that the major strategies for enhancing mentor-mentee relationship in University of Nigeria, Nsukka Library School for enhanced employability among the students are positive perception of mentor-mentee relationship, formulation of departmental policy on mentorship of students, provision of adequate resources needed for mentoring of students, proper time management among students, and training of lecturer on mentoring skills. This is in accordance with that of Olom & Okute (2021) who suggested that, mentoring should be fully embrace in the university as an approach of teaching and learning, the lecturers should be trained on effective mentoring of students and policy should be formulated to guide the extent of mentor-mentee relationship. Similarly, the findings also further validate that of Naomee and Bayezid (2016) who suggested proper training, infrastructural development, awareness raising programs should be conducted before formally introducing mentoring for the students

Conclusion

The study examined the mentor-mentee relationship for enhanced employability among students of University of Nigeria, Nsukka Library School. Based on the findings, the study concluded that, mentorship is provided for key areas of employability such as effective communication, leadership skills, emerging digital skills, and interpersonal relationship. The

students have positive perception of the mentor-mentee relationship that exist between the lecturers and the students. it was also concluded that, the mentor-mentee relationship has the significant potentials to facilitate to employability of the students of university of Nigeria, Nsukka library school. The study concluded that the major challenges are lack of resources for mentoring of students, negative perception of mentor-mentee relationship among students, lack of departmental policy on mentorship of students, and lack of mentoring skills among lecturers.

Recommendations

The following recommendations were suggested:

1. The library school management should formulate a comprehensive departmental policy on mentorship of students which will serve as guide to the mentor-mentee relationship in the department.
2. The library school management should provide adequate resources needed for mentoring of students. This will be achieved through sourcing for fund from the university management or from private individuals who were former students of the department
3. Training programmes should be organized for the lecturer on mentoring skills, most especially in basic psychology
4. Both the mentors (lecturers) and the mentee (students) should employ professionalism and moral ethics in the mentor-mentee relationship in the library school
5. Both the mentors (lecturers) and the mentee (students) should continue to cultivate positive perceptions towards the mentorship programmes in the department so as to make it more productive for the students who will gain more employability skills

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