Article

Capacity-building and Mentorship Programmes among Librarians: Views from Selected Academic Libraries in Nigeria and Zimbabwe

Rexwhite Tega Enakrire
https://orcid.org/0000-0001-6523-5669
University of South Africa
rexwhite.enakrire80@gmail.com

Chisita Collence Takaingenhamo
https://orcid.org/0000-0002-7375-8627
University of South Africa
chisitacollence@gmail.com

Blessing Chiparausha
https://orcid.org/0000-0002-0583-6945
Bindura University of Science Education
bchiparausha@gmail.com

Christy Benake-ebide Endouware
https://orcid.org/0000-0002-8084-673X
Federal University Otuoke
endouwarecb@fuotuoke.edu.ng

Abstract

In the fourth industrial revolution, where changes and development are constants, academics and librarians are struggling to remain competitive to maintain standards and excellence. The need to embrace capacity-building and mentorship programmes among professionals, irrespective of their status and context, becomes imperative. Academic institutions are now fertile grounds for capacity-building and mentorship programmes in the present-day knowledge economy. The rationale behind this study was to identify attributes to improve inadequately skilled human resources and to promote capital development for the sustainability of organisations and societal transformation through infrastructural facilities. These attributes would relieve constrained financial budgets, the non-implementation of laid down policies, instability of diverse economies, and political influences, which have all infiltrated into academic institutions. These factors affect academic institutions' ability to profess and discharge their mandate of capacity-building and mentorship programmes in an increasingly technology-driven age. Quantitative and qualitative research approaches were applied in this study. The quantitative approach made use of the Monkey survey research method to collect data from respondents in selected academic institutions across Africa. The qualitative approach used interpretive content analysis of literature to support the results and arguments in the study. A total of 30 academic librarians from two African countries were selected for the study. Using the purposive sampling technique, the total population (30 academic librarians) was used as a sample size for the study. Data collected from the 30 academic librarians through the use of the Monkey survey research method were analysed, using descriptive statistical analysis. Findings revealed

UNISA university of south africa PRESS
Mousaion: South African Journal of Information Studies
https://unisapressjournals.co.za/index.php/LIS
Volume 40 | Number 2 | 2022 | #9679 | 19 pages
https://doi.org/10.25159/2663-659X/9679
ISSN 2663-659X (Online), ISSN 0027-2639 (Print)
© Unisa Press 2022

that the capacity-building and mentorship programmes available to librarians vary from one institution/context to another. The provision of adequate funds, facilities, and material resources would enhance the facilitation of capacity building offered to librarians. Financial, technical, moral, administrative and infrastructural challenges were cited as obstructing capacity-building and mentorship programmes among librarians. The study recommends that academic libraries should lobby for funding to facilitate conference attendance by librarians, especially at the international level, and formulate comprehensive plans for their staff members, among others.

Keywords: capacity building; mentorship programmes; academic libraries; librarians; Africa; Nigeria; Zimbabwe

Introduction

In this ever-changing world of digital technologies, academic libraries—being the leading edge of knowledge production and preservation—need to remain relevant to meet diverse users' information needs. One way of achieving this is through the effective utilisation of electronic collaboration platforms, hiring and retaining human capital equipped with knowledge and expertise for the execution of job performance. Sawyerr (2004, 213) observes that "society must have the capacity to generate, acquire, adapt, and apply modern knowledge if it is to take advantage of the opportunities and reduce the risks posed by the rise of the knowledge society." With the ever-changing digital landscape, capacity-building and mentorship programmes are, therefore, critical success factors for remodelling academic institutions in Africa. The proliferation of collaborative technologies makes it possible to capacitate librarians with knowledge and skills for the digital era.

Problem Statement

The changing nature of the academic library as a growing organisation has spurred the need to enhance capacity-building and mentorship programmes to equip staff with relevant knowledge and skills for the digital age, especially now that the thrust is on the fourth industrial revolution. Institutions in low- and middle-income countries have embraced mentorship and capacity-building programmes as a mechanism of ensuring that their employees are well-equipped for the dynamic environment (Chi et al. 2019). Considering the usefulness of mentorship in leadership development, as espoused by Ibeme (2020), academic librarians are looking for opportunities for professional growth so that they do not become redundant due to technological developments (Tsekea 2021). Academic librarians in Zimbabwe and Nigeria are not an exception to the growing trend towards continuous professional development through capacity-building and mentorship programmes of the profession, as they grapple to remain relevant. Some of the factors that made the researchers embark on this study were based on personal experience in the two countries' academic libraries (Nigeria and Zimbabwe), specifically regarding the lack of strategic planning, reluctance to share knowledge

among colleagues, inadequate support from institutions and colleagues, poor budgetary allocation due to a dwindling economy, inadequate facilities for the organisation of programmes, lack of policy review and implementation, and lack of recognition from professional bodies. These challenges, among others, have endangered capacity-building and mentorship programmes in the sampled academic libraries in Nigeria and Zimbabwe. These challenges must be seen in comparison with the developed world such as the US, Canada, and the UK, where academic libraries have flourished due to enhanced systems for capacity building. The reason could be that there are resources and formulated policies that guide such practices. Could it be that Africa, and specifically the mentioned countries, encounter challenges in availing the necessary resources for full-throttle capacity-building programmes? The aforementioned concerns have necessitated this study on how to create more awareness and insight for academic libraries as a leading intellectual community where teaching and learning processes are carried out. The findings from this study would fill a knowledge gap in methodological approach, research practices, extant literature in knowledge production, and leading strategies for advanced capacity-building and mentorship programmes for the younger generation to come.

Research Questions

The following research questions guided the study:

- What capacity-building and mentorship programmes are available to librarians in the selected academic libraries in Nigeria and Zimbabwe?
- How often are librarians involved in capacity-building and mentorship programmes in the selected academic libraries in Nigeria and Zimbabwe?
- What factors interfere with librarians' encounters during capacity-building and mentorship programmes in the selected academic libraries in Nigeria and Zimbabwe?

Literature Review

Spoth et al. (2004, 32) define capacity building as the efforts aimed at achieving and coordinating financial, human, technical and other resources directed towards "quality implementation of evidence-based, competence-building interventions through public education delivery systems." Junjan (2020, 2–6) provides the following definition of capacity building:

> … a broad palette of techniques and methods that help individuals, organisations, and communities develop solutions to address the obstacles which prevent them from reaching their development goals.

Ogunmodede (2012, 61–67) and Balantyne et al. (2000) emphasise that capacity building is the process by which individuals, groups, organisations, institutions, and

society develop abilities for individual and collective performance to function, solve problems and achieve goals. On the same note, Wassem et al. (2019) view capacity building as a practice of developing and establishing skills, nature, ability, procedures and resources that are required for the organisations and societies to adapt and increase employee performance in a fast-changing world continuously.

Ogunsola (2011, 1–9) opines the concept of capacity building as:

> … the power of something to perform or to produce. From the UNDP's perspective, capacity building is the ability of individuals and organisations or units to perform functions effectively, efficiently, or sustainably. Alternatively, it can refer to the people, institutions, and practices that enable a country to achieve its development objectives.

The UNDP (1993) describes capacity as the ability of individuals and organisations or units to perform functions effectively, efficiently, or sustainably. Obadan (2003) notes that the concept of capacity encapsulates many dimensions, namely: leadership and vision, viable institutions, financial and material resources, effective work practice, mental alacrity, and appropriate incentives that promote professional growth.

Mentoring refers to methods of learning and development based on individual relationships in which the mentor helps the mentee to develop as a professional and achieve professional growth (Obugu 2019). Mentorship is part of capacity building because it involves developmental relationships for professional growth (Hassan 2020; Tsekea 2021). Hassan (2020) and Nsouli (2000) view capacity building as the development of skills, knowledge, and institutions. Obadan (2003) defines capacity building as the deliberate and incidental endeavours through which investments are made in people, institutions, and practices. This would help advance and enhance human abilities and institutional capacities in the pursuit of development. Obadan (2003) and Nsouli (2000) note that it is imperative to institute a systematic approach to capacity building through concerted efforts to strengthen the library and information profession. The authors recommend several strategies, namely: continuous professional development (CPD), workplace literacy, exchange programmes, on-the-job education and training (OJET), and mentorship. Chavda et al. (2021) point out that for a mentorship programme to be successful, the mentors should be extensively knowledgeable about the area they are providing mentorship on. The authors also emphasise that the mentors should be accessible so that the mentees can seek assistance whenever it is required.

Tsekea (2021) and Anunobi (2013) argue that the evolving library responsibility compels academic librarians to be adequately equipped to discharge their duties for the benefit of their clients. Anunobi (2013) notes that the ability to enhance the critical competencies of the workforce to respond to the emerging dynamic demands of users is important for the successful realisation of institutional goals. The author hints that enhanced library staff capacity development, needed for national development, can be achieved if libraries utilise the relatively cheap opportunity provided by in-house

training, exploiting linkages and exchange programmes through professional networking and encouragement of staff to provide reports of the training received, as well as provision of funding for continuous professional development and workplace learning. According to Peretomode and Chukwuma (2012, 17), capacity development programmes are meant to:

> … keep employees current, vibrant, and versatile so that they can continuously perform their roles effectively in this age of rapid socio-economic, political, scientific, and technological changes and globalisation.

Given the above, capacity development is highly regarded in academic institutions, especially for teaching staff where it helps to enhance lecturers' knowledge, skills, attitudes, and behaviours on the job (Adu and Okeke 2014; Arafat and Mulyadi 2020; Peretomode and Chukwuma 2012). Lecturers are, therefore, taken through capacity-development programmes for the purposes of equipping them with new skills and knowledge to enhance job performance, as alluded to by Junjan (2020). Mallinson and Krull (2013) suggest several capacity-development approaches that could be adopted by academic institutions, and when employed, could unravel diverse benefits to the employees. These are:

- Innovation, whereby institutions expose their staff to innovations for the staff to support each other and share knowledge and skills.
- Online facilitation of competencies in areas such as administration, facilitation, technical and evaluation skills.
- Formal, accredited courses undertaken by academic staff to obtain certification.
- Professional development opportunities delivered via online methods.
- Localised peer support, whereby staff provide peer support to others for instance through mentorship programmes.
- On-the-job education and training for interns.
- Mandatory CPD and professional re-validation.

Of the five strategies provided above, a study by Ferman (2002) reports that a group of lecturers at an Australian university considered capacity development using work-embedded events and activities as the most effective. Bossu and Fountain (2015, 123–132) highlight the need to continuously engage those actively involved in leading and delivering higher education professional learning in open learning communities of practice. Busemeyer and Vossiek (2015) note that capacity building in fields such as educational monitoring should be accompanied by the development of a concomitant culture in the usage of different types of knowledge, namely quantitative measurements. Mallinson and Krull (2013) report that in Africa, capacity-building programmes are introduced as an intervention measure to address the skills shortage, especially in the area of online learning and teaching. The authors emphasise capacity development in

information and communication technologies (ICTs), where Africa has been significantly lagging with regard to the use of emerging technologies to enhance library and information services and teaching and learning within and outside academic institutions. Their study notes that some lecturers are unprepared to implement techno-centric supported learning activities due to inadequate ICT knowledge and skills.

Somefun and Adebayo (2020) report that mentors and mentees discuss issues relating to teaching, publishing, conference attendance, grant application, career development, research and writing, personal and social issues, ethical behaviour, goal achievement, and avoiding burnout. Ibeme's (2020) assertion that mentors are confidantes, holds water as mentees expect to get guidance beyond the normal work and career issues. As the author reiterates, mentees expect to get psychological, social, moral, and emotional support and guidance from their mentors, apart from the professional and academic support rendered by the mentors.

Lyon and Brenner (2015) note that the most significant challenges for libraries and information services in providing research data management support are the diversity in disciplinary research practices, community standards, and cultural norms and convergence. Lyon and Brenner (2015) note that the idea of implementing internships in data centres, and collaborating with local and international institutional research laboratories to offer an immersive experience to information science students, have become the norm.

Kay and Hinds (2009) view mentoring as an approach to people development that is independent of and takes place outside any line management relationship. Mentorship is the mutual exchange of behaviours that are beneficial to both the mentor and the mentee; the former are persons who provide guidance and support to guide the career path of the latter (Brown 2005, 659). Chi et al. (2019) buttress the importance of career guidance as it is useful in the professional growth and development of the mentees. This implies that mentors act as torchbearers for their mentees as they traverse the professional path. Getting lost is, therefore, avoided. Savage, Karp, and Logue (2004) describe mentorship as the process whereby a person of a higher position and outstanding achievement guides the development of an entry-level individual. The authors further indicate that colleges and universities have embraced the tradition and good educational practice of orienting new faculty as a way of integrating them into the university community. A mentor is, therefore, "a teacher, trusted guide, sponsor, counsellor, advisor, coach, trainer, colleague, and role model" (Caskin, Lumpkin, and Tennant 2003, 49). Mentorship is a relationship in which the mentor has the experience and contextual knowledge of a situation, while the mentee has to be taken on a journey that exposes them to the same or similar experiences or situations (Penman and White 2006, 125). The mentor recognises the prior learning and experiences of the mentee and strives to build on them. Retention of early-career professionals can, therefore, be attributed to mentorship programmes and this creates a good relationship between those in their early careers with experienced professionals (Koon et al. 2020; Noormahomed

et al. 2019). In addition, this relationship attracts the junior staff to stay closer to their mentors to be groomed and take advantage of the established relationship and potential networking that could be developed through the mentor's circle of professional networks. Similarly, the literature suggests that mentees become more confident, visible in research networks, and collaborate better when compared to their counterparts without mentors (Somefun and Adebayo 2020).

Capacity building has been given new impetus by the advent of learning and collaborative tools. Collaboration tools, as opposed to online communication tools, should facilitate communication among participants, have a user-friendly interface, and both expect and be capable of collaboration (Lomas, Burke, and Page 2008). The aforementioned authors highlight that those academic libraries are now developing library guides to enable librarians to realise quality collaboration amidst the proliferation of collaborative technologies. These tools can be useful in supporting capacity building through coeval Web-based communication, including online meetings, office hours, informal chats, guest speakers, and webinars (Lomas et al. 2008). Examples of collaborative tools include, but are not limited to, those for coordinating teamwork, managing library projects and tasks, and content creation.

Despite their usefulness, capacity-building and mentorship programmes face a myriad of challenges. Noormahomed et al. (2019) report that many higher education institutions in low- and middle-income countries do not have formal programmes on capacity building and mentorship. This makes it difficult for the institutions to effectively deploy, evaluate and improve on the ongoing capacity-building and mentorship activities. The authors also lament what they term the "lack of a well-established culture of mentorship" (Noormahomed et al. 2019, 31). This is a sad development, considering that empirical evidence shows that formal mentorship programmes have significantly impacted employee job satisfaction, dedication to duty, staff retention, increased productivity, and a conducive working environment, as pointed out by Law et al. (2014) and Nicholson et al. (2020).

In addition, Noormahomed et al. (2019) stress that lack of commitment by mentors, poor knowledge and awareness of mentorship, and absence of approved formal policies and structured tools for evaluating capacity-building and mentorship programmes, slow down institutional progress. This is further exacerbated by a lack of time for the mentees to engage with their mentors, as both parties have multiple responsibilities to attend to (Somefun and Adebayo 2020). Noormahomed et al. (2019), therefore, recommend that awareness of the benefits of mentoring be done: higher education institutions should avail time for mentors and mentees to engage; researchers and faculty should apply for fellowships and grant funding to support mentorship programmes; and higher education institutions should formally recognise capacity building and mentorship as a critical component of their operations and key success factors.

Furthermore, a study carried out by Somefun and Adebayo (2020) established that some early career professionals found it difficult to identify and get a mentor in their profession. This, in turn, makes it difficult for these prospective mentees to quickly learn from their colleagues who are in the mid or late phase of their careers. Similarly, reciprocal relationships are more beneficial in mentorship. Nicholson et al. (2020) therefore, stress that poor communication, personality differences, and conflicts of interest between the mentor and the mentee may lead to the failure of the mentorship project. If the mentorship is to succeed, Nicholson et al. (2020, 1–9) call for:

> … mutual respect and shared common values, with clear communication of needs, goals, and expectations, and the planning of adequate time and methods for meaningful connection between mentor and mentee.

The hindrances to proper mentorships and capacity building highlighted above cannot be overstated. A recent study by Ondigo (2020) confirms that:

1) Some lack funding required to effectively take up mentorship programmes that require financial support.
2) Some mentees lack interest in participating in mentorship programmes.
3) Limited time deters both mentors and mentees from optimally participating.
4) Some mentors are rigid and thus put off mentees.
5) Lack of infrastructural support.
6) Mentors are overwhelmed with too many responsibilities.

Methodology

Quantitative and qualitative research approaches were applied in this study. The quantitative approach made use of the Monkey survey research method to collect data from respondents in selected academic institutions across Africa. The qualitative approach used interpretive content analysis of literature to support the results and argument of the study. The essence of using the interpretive content analysis through the extraction of literature from the Web of Science and Scopus databases on the research topic, was to complement the data harvested through the Monkey survey, such that triangulation is established in the results of the study. Kumar (2005) notes that content analysis can be used to support the phenomenon under study. A total of 30 academic librarians from two African countries were selected for the study. The rationale for selecting the two African countries was because the researchers are residents and work as researchers and academics in the two countries. The researchers understand the scenario regarding librarians not being supported in terms of capacity-building and mentorship programmes in the two countries' academic libraries. Besides, having access to respondents who were willing to participate in the study was another justification for adopting the two countries' academic libraries. Using the purposive sampling technique, the total population of 30 academic librarians was used as a sample

size for the study. Data collected from the 30 academic librarians through the use of the Monkey survey research method were analysed using descriptive statistical analysis. The study applied the quantitative and qualitative approaches. Kumar (2005, 12) argues that, when the quantitative approach is employed, researchers are certain about the phenomenon of variations with the magnitude of responses from the participants, such that quantified data built under a method of data are sustained and well managed. The data collected are presented in numerical forms (Bryman 2001; Franklin 2013). The population was purposively selected based on their understanding of the domain of capacity building and ease of gathering responses from respondents. The various institutions and countries sampled were coded based on their names to have a uniform representation. For instance, Nigeria is Ng, while Zimbabwe is Zim. The research participants were extracted through a Monkey survey from each of the aforementioned universities sampled for the study. The data collected from the 30 academic librarians were analysed using descriptive statistical analysis.

The study provides findings from 30 institutions only. It is, therefore, important to point out that findings from the study may not necessarily be representative of the situation across similar institutions in the two countries or elsewhere in Africa. However, the authors believe the findings present a basis for further examination of the subject on a broader scale. The population of the study is presented in table 1 below.

Table 1: Population of the study

Country: Nigeria	Institution academic libraries	Population
	Abia State University (ASU)	1
	Achievers University (AU)	1
	Adamawa State University (ASU)	1
	Delta State University, (DSU)	1
	University of Port-Harcourt (UP)	1
	Adekunle Ajasin University (AAU)	1
	Benson Idahosa University (BIU),	1
	Benue State University (BSU)	1
	Borno State University (BSU)	1
	Bowen University (BU)	1
	Federal University of Petroleum Resources (FUPRE)	1
	Federal University of Technology (FUTA)	1
	Federal University, Wukari (FUW)	1
	Kogi State University (KSU)	1
	Lagos State University (LSU)	1
Country: Zimbabwe	University of Zimbabwe (UZ)	1
	Midlands State University (MSU)	1
	Harare Institute of Technology (HIT)	1
	Lupane State University (LSU),	1
	National University of Science and Technology (NUST)	1
	Great Zimbabwe University (GZU),	1
	Bindura University of Science Education (BUSE)	1
	Chinhoyi University of Technology (CUT),	1
	Reformed Church University (RCU)	1
	Catholic University of Zimbabwe (CUZ)	1
	Zimbabwe Open University (ZOU)	1
	Women's University of Africa (WUA)	1
	African University (AU)	1
	Solusi University (SU),	1
	Zimbabwe Ezekiel Guti University (ZEGU)	1

Note: Data extracted from institution website 2019

Results and Discussion of the Findings

Data collected from the 30 academic libraries were collected by means of a Monkey survey questionnaire, and are statistically presented in this section.

Table 2: Tabulation of librarians in academic libraries in Nigeria and Zimbabwe (N=30)

Demographic data across universities in Nigeria and Zimbabwe				
Variables	**Nigeria**	**%**	**Zimbabwe**	**%**
Male	10	66.7	8	53.3
Female	5	33.3	7	46.7
Total	15	100	15	100
Age				
20–29yrs	4	26.7	3	20.0
30–39yrs	6	40.0	4	26.7
40–49yrs	5	33.3	8	53.3
50–59yrs	0	0	0	0.0
60yrs and above	0	0.0	0	0.0
Total	15	100	15	100
Qualifications				
Bachelor's degree	4	26.7	6	40.0
Master's degree	7	46.7	7	46.7
PhD degree	4	26.7	2	13.3
Total	15	100	15	100
Work experience				
1–5yrs	4	26.7	4	26.7
6–10yrs	3	20.0	3	20.0
11–15yrs	4	26.7	5	33.3
16–20yrs	3	20.0	2	13.3
21–25yrs	1	6.7	1	6.7
26yrs and above	0	0.0	0	0.0
Total	15	100	15	100

Note: Data from fieldwork 2019

The results in table 2 indicate that there were more males (10, 66.7%) in Nigerian academic libraries sampled compared to Zimbabwe (8, 53.3%), while the result regarding the females (7, 46.7%) in Zimbabwe was the opposite to that of Nigeria's (5, 33.3%) female librarians, due to more interest among women in the latter. Generally, librarianship as a profession has been dominated by women. Most of the respondents were between the age ranges from 20–29yrs (26.7%), 30–39yrs (10, 25%) and 40–49yrs (5, 33.3%) Nigeria; Zimbabwe 20–29yrs (3, 20.0%), 30–39yrs (4, 26.7%), and 40–49yrs (8, 53.3%) in both countries' academic libraries. The majority of respondents have a master's degree (7, 46.7%) to their credit. The top valued work experience attained is between 1–5yrs (4, 26.7%) and 11–15yrs (4, 33.3%) in both countries' academic libraries. It can be noted that there were more PhDs in Nigerian academic libraries compared to those in Zimbabwe. Possibly, the working conditions in those libraries expect and require librarians to attain such qualifications to grow and realise professional growth. The differences are also a reflection of the demographic size of the two countries, as Nigeria has a population of over 180 million (NPC 2018) and Zimbabwe, 13 million (Zimbabwe National Census Report 2012).

Capacity-building and Mentorship Programmes available to Librarians

In this segment, respondents were asked to indicate the capacity-building and mentorship programmes available to them in the selected academic libraries in Nigeria and Zimbabwe. Results in table 3 indicate that there were variances in the capacity-building and mentorship programmes available to librarians in the selected academic libraries in Nigeria and Zimbabwe. They are categorised into the following: attend the local, regional, and international conferences (Ng 98% and Zim 94%); attend scheduled meetings with other fellow librarians (Ng 97% and Zim 99%); attend library association programme/workplace learning programme (Ng 96% and Zim 100%); internship programmes (Ng 99% and Zim 96%); post-graduate mentorship workshop (Ng 80% and Zim 84%); E-learning training (Ng 90% and Zim 95%); blended learning (Ng 79% and Zim 80%); Microsoft application training programme (Ng 86% and Zim 92%); networking training (Ng 89% and Zim 87%); formal and informal education (Ng 91% and Zim 94%); mentoring of younger colleagues (Ng 92% and 80%); and work-based research projects (Ng 86% and Zim 90%). It is established from the results that the capacity-building and mentorship programmes available to librarians vary from one institution/context to another, as proposed by Mallinson and Krull (2013). The provision of adequate funds, facilities and materials could also facilitate capacity building amongst library staff. It can be noted that the different subject areas of expertise depend on the capacity through which librarians are supported and mentored, although some have dual areas of specialisation. Due to the proliferation of digital technology in recent times, some librarians might want to opt for more mentorship and training programmes to be well qualified and skilled in their areas of expertise.

Table 3: Capacity-building and mentorship programmes available to librarians

Capacity-building and mentorship programmes available to librarians	**Nigeria (Ng) %**	**Zimbabwe (Zim) %**
Attend a local, regional and international conference	98	94
Attend scheduled meetings with other fellow librarians	97	99
Workplace learning programme	96	100
Attend library association programmes/activities	86	97
Internship programmes	99	96
Postgraduate mentorship workshop	80	84
E-learning training	90	95
Blended learning	79	80
Microsoft application training program	86	92
Networking training	89	87
Formal and informal education	91	94
Mentoring of younger colleagues	92	80
Work-based research projects	86	90

Note: Data from fieldwork 2019: multiple responses

Frequency of Librarians' Involvement in Capacity-building and Mentorship Programmes

The results obtained from the frequency of librarians' involvement in capacity-building and mentorship programmes in figure 1 indicate that the most rated ones ranged from: sometimes, followed by rarely, always, and regularly. Those who attested to usually and never, carry equal percentages. It can be noted that librarians are not given adequate capacity-building and mentorship programmes based on the results presented in figure 1 below. This is a disconcerting development, considering the relevance of capacity building and mentorship reiterated by Tsekea (2021), Hassan (2020), Somefun and Adebayo (2020), and Chi et al. (2019), that the two significantly lead to increased productivity, employee satisfaction, staff retention, and many other benefits as discussed earlier.

With reflection on earlier results in table 1, which deal with the availability of capacity-building and mentorship programmes, it is believed that this scenario is subject to the context where the librarians are residents or working. It is envisaged that it is not the culture or practices of some of the academic libraries in each of the two countries mentioned. Possibly, such initiation has equally not come into the policy of their institution to mentor and build younger colleagues in their various strengths and expertise. Therefore, it is not a surprise to have this kind of result based on what is shown below.

The researchers' exposition and experiences show that many African academic institutions do not support capacity-building and mentorship programmes, yet younger colleagues tend to benefit from that. Ondigo's (2020) assertion that some mentors are rigid is true and has to be addressed expeditiously. Unfortunately, some of the older colleagues' time is almost running out in office or work operations as they approach retirement. The authors deduced from the findings that the frequent attendance or planning for capacity-building and mentorship programmes is essential because, due to much responsibility and a tight schedule to attend to diverse tasks, most people tend to forget these diverse tasks and require re-awakening and reskilling to learn and unlearn job practices.

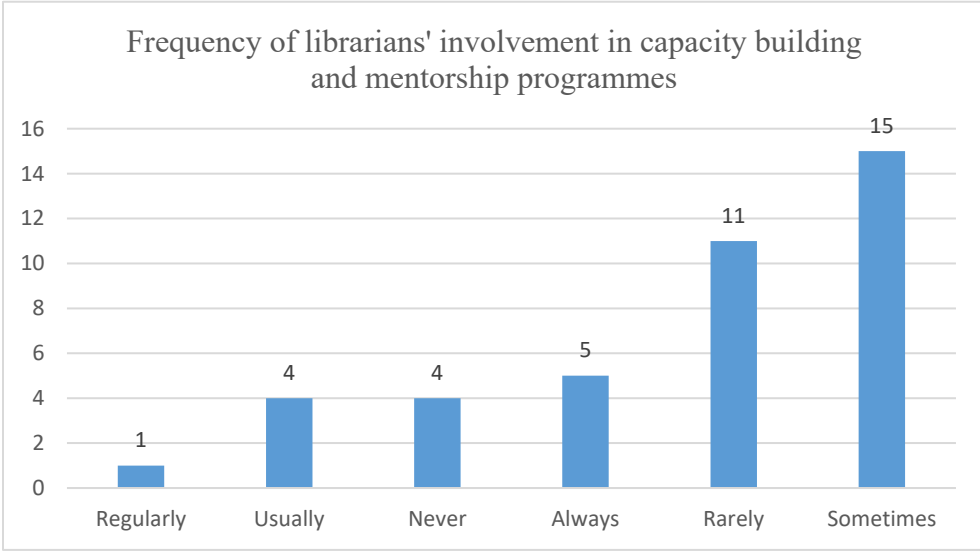


Figure 1: Frequency of librarians' involvement in capacity-building and mentorship programmes

Challenges that Interfere with Librarians during Capacity-building and Mentorship Programmes

As earlier stated by Law et al. (2014), Noormahomed et al. (2019), Somefun and Adebayo (2020), Nicholson et al. (2020) and Ondigo (2020), findings from this current study concur and indicate that several factors affect the capacity-building and mentorship programmes offered to librarians at the various academic libraries sampled. The reasons that could necessitate these challenges are a lack of trust and interest by some employees, who believe that they have nothing to benefit from and that the organisation does not belong to them. Some employees also feel that they do not mind whether the organisation flourishes or not, provided they earn their monthly salary. It is expected that some of the challenges mentioned in table 4 below differ from one institution to another based on the size of the academic library, the responsibilities that the librarians are expected to fulfil, the policy that guides their operations, and attitudes toward teamwork.

The authors envisaged that the dereliction of one's responsibility might result in some staff being unwilling to participate, because that participation raises the expectation of staff service delivery. Therefore, the staff develop a phobia of fulfilling job-related tasks. It is also envisioned that commitment from institutions to staff on capacity building is very important in the present-day knowledge-driven economy. Many institutions today have failed to take responsibility in providing all the necessary materials and financial commitment when it comes to mentorship and capacity

development of their staff, simply because of past experiences. Some staff, having been supported by the parent organisation, might likely leave the organisation for a better one that has an attractive remuneration plan, considering the economic state of the individual. Irrespective of the challenges that librarians in the selected academic libraries have experienced, the application of capacity-building and mentorship programmes to staff remains fundamental. It helps to strengthen and build staff in diverse ways, especially competency to confront strategies for the implementation of set goals in a new learning interface. The initiatives acquired during the capacity-building and mentorship programme are required to foster responsibilities given to staff. Findings, therefore, suggest that challenges identified in previous studies are far from over; higher education institutions in Nigeria and Zimbabwe (and indeed the entire low- and middle-income economies) ought to invest resources to avert challenges faced in capacity-building and mentorship programmes.

Table 4: Challenges encountered during capacity-building and mentorship programmes

Challenges interfered with librarians during capacity-building and mentorship programmes	**Nigeria (Ng)%**	**Zimbabwe (Zim) %**
Inadequate support from institutions and colleagues	89	91
No provision of adequate funds	92	96
Study materials for training and mentorship	86	97
Poor facilities for facilitation of programmes	89	94
Laid down policy and its implementation	94	96
Recognition from a professional body	88	89
Lack of motivation among colleagues	99	94
Lack of what to be mentored on and areas of capacity building	92	95
Unwillingness to share knowledge among colleagues	93	93
Committee set up to monitor and evaluate them are not doing well	89	91
Lack of strategic plan	92	96
Lack of interest by some to participate	99	94
The misconception of the role of the programme and capacity building	92	90

Note: Data from fieldwork 2019: multiple responses

Conclusion

The results show a diversity of responses towards capacity-building and mentorship programmes available to librarians in both Zimbabwe and Nigeria. Importantly, conferences were available to librarians at local, regional and international levels. At the institutional level, mentoring, meetings, work-based learning, and internship programmes are used for capacity development and mentorship. It was noticed that librarians have better opportunities for upskilling themselves through different blended learning and formal and informal education at universities and colleges. Interestingly, the involvement in capacity-development and mentorship programmes opens a wider

gain of knowledge and skills acquisitions, opportunities to network, and identify newer job prospects. Findings from the study show that academic librarians in Nigeria and Zimbabwe mostly attend local conferences, as compared to regional and international conferences. However, most of them occasionally present conceptual and empirical research papers at these conferences. Challenges such as a lack of interest by some librarians to participate were noticed, as well as misconceptions of the role of capacity-building and mentorship programmes. Limited financial and human capital resources deterred capacity-building and mentorship initiatives among librarians in the two countries' academic libraries.

Recommendations

Based on the foregoing conclusions, the following recommendations are proposed:

- Academic libraries should lobby for funding to facilitate conference attendance by librarians, especially at the international level.
- There are various ways of capacity building and of mentoring academic librarians. Academic libraries should formulate comprehensive plans for their staff members.
- Academic institutions should invest in robust ICT infrastructure, including collaborative tools to support capacity building among staff.
- Professional associations in collaboration with academic libraries should have the mechanism to validate and revalidate the knowledge and skills of academic library staff.

References

Adu, E. O., and C. I. O. Okeke. 2014. "Factors Affecting Lecturers' Participation in Continuing Professional Development (CPD)." *Journal of Sociology and Social Anthropology* 5 (3): 271–281. https://doi.org/10.1080/09766634.2014.11885631.

Anunobi, C. V. 2013. "Human Capacity Building in Nigerian University Libraries: An Imperative for Academic Libraries' Contribution towards National Development." *African Journal of Librariy, Archives and Information Science* 23 (1): 33–44. https://doi.org/10.1017/CBO9781107415324.004.

Arafat, Y., and M. Mulyadi. 2020. "The Effect of Capacity Building and School Principals' Leadership towards Teachers' Performance." *International Journal of Educational Review* 2 (2): 130–142. https://doi.org/10.33369/ijer.v2i2.10921.

Brown, T. M. 2005. "Mentorship and the Female College President." *Sex Roles* 52 (9–10): 659–666. https://doi.org/10.1007/s11199-005-3733-7.

Bryman, A. 2001. *Social Research Methods*. Oxford: Oxford University Press.

Caskin, L. P., A. Lumpkin, and L. K. Tennant. 2003. “Mentoring new Faculty in Higher Education.” *Journal of Physical Education, Recreation and Dance* 74 (8): 49–53. https://doi.org/10.1080/07303084.2003.10608503,

Chavda, P., K. Mehta, T. Patel, K. Shringarpure, C. Pandya, and D. Solanki. 2021. “A Structured Mentorship Programme for Medical College Faculty on Health Research.” *Medical Journal Armed Forces India* 77: S180–S189. https://doi.org/10.1016/j.mjafi.2020.12.007.

Chi, B. H., J. M. Belizan, M. M. Blas, A. Chuang, M. D. Wilson, C. J. Chibwesha, C. Farquhar, C. R. Cohen, and T. Raj. 2019. “Evaluating Academic Mentorship Programs in Low- and Middle-Income Country Institutions: Proposed Framework and Metrics.” *Am. J. Trop. Med. Hyg.* 100 (Suppl 1): 36–41. https://doi.org/10.4269/ajtmh.18-0561.

Ferman, T. 2002. “Academic Professional Development Practice: What Lecturers Find Valuable.” *The International Journal for Academic Development* 7 (2): 146–158. https://doi.org/10.1080/1360144032000071305.

Franklin, M. I. 2013. *Understanding Research: Coping with the Quantitative-Qualitative Divide*. London: Routledge.

Hassan, A. S. M. 2020. “The Role of Capacity Building in Public Service Delivery in Mogadishu-Somalia.” *International Journal of Humanities Social Sciences and Education* 7 (6): 67–74. https://doi.org/10.20431/2349-0381.0706008.

Ibeme, M. P. 2020. “The Role of Mentoring in Human Capacity Building in Higher Education: Insights from Universities in Enugu, South-East Nigeria.” *Sapientia Foundation Journal of Education, Sciences and Gender Studies* 2 (3): 309–324.

Junjan, V. 2020. “Capacity Building.” In *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Springer. https://doi.org/10.1007/978-3-319-31816-5_3004-1.

Kay, D., and R. Hinds. 2009. *A Practical Guide to Mentoring*,4th edition. Oxford: How-to Books.

Koon, A. D., J. Hoover, S. Sonthalia, E. Rosser, A. Gore, and K. D. Rao. 2020. “In-service Nurse Mentoring in 2020, the Year of the Nurse and the Midwife: Learning from Bihar, India.” *Global Health Action* 13: 1. https://doi.org/10.1080/16549716.2020.1823101.

Kumar, R. 2005. *Research Methodology: A Step-by-step Guide for Beginners*. Sage Publications.

Law, A.V., M. M. Bottenberg, A. H. Brozick, J. D. Currie, M. V. DiVall, S.T. Haines, C. Jolowsky, C. P. Koh-Knox, G. A. Leonard, S. J. Phelps, D. Rao, A. Webster, and E. Yablonskim. 2014. “A Checklist for the Development of Faculty Mentorship Programs.” *American Journal of Pharmaceutical Education* 78 (5): Article 98. https://doi.org/10.5688/ajpe78598.

Mallinson, B., G. and Krull. 2013. “Building Academic Staff Capacity to Support Online Learning in Developing Countries.” *Journal of Asynchronous Learning Networks* 17 (2): 63–72. https://doi.org/10.24059/olj.v17i2.343.

National Population Commission (NPC). 2018. “Nigerian Population.” Accessed September 23, 2019. http://www.commonwealthgovernance.org/partners/national-population-commission-of-nigeria/.

Nicholson, K., R. Ganann, S. Bookey-Bassett, L. G. Baird, A. Garnett, Z. Marshall, A. I. Khan, M. Pirrie, M. Sasseville, A. Ben Charif, M-È. Poitras, G. Kyoon-Achan, É. Dionne, K. Hassani, and M. Stewart. 2020. “Capacity Building and Mentorship among Pan-Canadian Early Career Researchers in Community-based Primary Health Care.” *Primary Health Care Research and Development* 21 (e3): 1–9. https://doi.org/10.1017/S1463423619000938.

Noormahomed, E., P. Williams, A. G. Lescano, T. Raj, E. A. Bukusi, R. T. Schooley, and C. R. Cohen. 2019. “The Evolution of Mentorship Capacity Development in Low- and Middle-income Countries: Case Studies from Peru, Kenya, India, and Mozambique.” *Am. J. Trop. Med. Hyg.* 100 (Suppl 1): 29–35. https://doi.org/10.4269/ajtmh.18-0560.

Ogunsola, L. A. 2011. Libraries as Tools for Capacity Building in Developing Countries.” *Library Philosophy and Practice* (e-journal). 605. https://digitalcommons.unl.edu/libphilprac/605.

Penman, J., and F. White. 2006. “Peer-mentoring Programme ‘Pop-up’ Model for Regional Nursing Students.” *Journal of University Teaching and Learning Practice* 3 (2): 6. https://doi.org/10.53761/1.3.2.6.

Peretomode, V. F., and R. A. Chukwuma. 2012. “Manpower Development and Lecturers’ Productivity in Tertiary Institutions in Nigeria.” *GYANODAYA, The Journal of Progressive Education* 5 (1): 18–28.

Savage, H. E., S. Karp, and R. Logue. 2004. “Faculty Mentorship at Colleges and Universities.” *College Teaching* 52 (1): 21–24. https://doi.org/10.3200/CTCH.52.1.21-24.

Sawyerr, A. 2004. “African Universities and the Challenge of Research Capacity Development.” *Jhea/resa* 2 (1): 211–240.

Somefun, O. D., and K. O. Adebayo. 2020. “The Role of Mentoring in Research Ecosystems in Sub-Saharan Africa: Some Experiences through the CARTA Opportunity.” *Global Public Health*. https://doi.org/10.1080/17441692.2020.1776365.

Spoth, R., M. Greenberg, K. Bierman, and C. Redmond. 2004. “PROSPER Community-University Partnership Model for Public Education Systems: Capacity-building for Evidence-based, Competence-building Prevention.” *Prevention Science* 5 (1): 31–39. https://doi.org/10.1023/B:PREV.0000013979.52796.8b.

Tsekea, S. 2021. “Capacity Building for Library and Information Science Professionals in University Libraries.” *Examining the Impact of Industry* 4: 217–225. https://doi.org/10.1108/978-1-80043-656-520201024.

Wassem, M., S. A. Baig, M. Abrar, M. Hashim, M. Zia-Ur-Rehman, U. Awan, … and Y. Nawab. 2019. “Impact of Capacity Building and Managerial Support on Employees’ Performance: The Moderating Role of Employees’ Retention.” *SAGE Open* 9 (3). https://doi.org/10.1177/2158244019859957.

Zimbabwe National Census Report. 2012. Accessed September 3, 2019. http://www.zimstat.co.zw/sites/default/files/img/publications/Population/National_Report.pdf.