


Chapter 4


Mentorship Dynamics: A Study of Mentor–Mentee Relationships in a Library School

Adenike Elizabeth Ajisebutu

 <https://orcid.org/0009-0002-9678-178X>


Tai Solarin University of Education, Nigeria

Niran Adetoro

 <https://orcid.org/0000-0002-1828-0317>

Tai Solarin University of Education, Nigeria

Adebowale Jeremy Adetayo

 <https://orcid.org/0000-0001-7869-5613>

Adeleke University, Nigeria

ABSTRACT

This study examined mentoring relationships within the Department of Library and Information Science at Tai Solarin University of Education in Nigeria. A descriptive survey design, incorporating questionnaires and interviews, was utilized to gather data. The study population consisted of 500 undergraduate students at the 300 and 400 levels, along with 10 academic staff members. Results indicated the presence of an informal mentoring policy facilitated by student advisors, with mentor-mentee relationships generally rated at a moderate level. Key mentoring approaches included academic support, encouragement, and confidence-building. Both mentors and mentees reported significant benefits, though several challenges were identified, including a lack of formal structure, issues with mentor-to-mentee ratios, mentee attitudes, and insufficient communication. While students largely held positive perceptions of lecturer-mentee relationships, the study recommended the establishment of a formal mentoring policy, an increase in mentor numbers,

DOI: 10.4018/979-8-3693-4175-9.ch004

enhanced mentor training, feedback mechanisms, and a comprehensive mentoring framework addressing both academic and personal development needs.

INTRODUCTION

Smith (2007) described mentoring as a distinct learning paradigm in which mentors not only provide support but also challenge mentees, thereby promoting substantial development. Fairbanks, Freedman, and Kahn (2000) offered a comprehensive perspective, defining mentoring as a complex social interaction shaped by mentors (lecturers) and mentees (students) for various professional purposes, influenced by contextual factors. Kram (1985) characterized mentoring as a profound interpersonal bond, while Smith (2007) emphasized its role in fostering holistic development. Kwan and Lopez (2005) highlighted both relational and procedural dimensions, framing mentoring as both a relationship and a process. Similarly, Megginson and Clutterbuck (1995) underscored mentoring's guidance in navigating significant transitions in knowledge, professional tasks, or cognitive development.

Mentoring serves as a foundational element within academia, crucial for career progression and professional development, particularly within HE. It underpins initiatives aimed at organizational effectiveness and fosters growth within designated cohorts and developmental schemes. For mentees, mentoring enhances learning skills, deepens professional knowledge, cultivates political awareness, and builds self-confidence and risk-taking capacity, especially during career transitions. Mentors, in turn, gain increased self-awareness, improved communication and leadership capabilities, expanded networking opportunities, and greater job satisfaction.

While mentoring is not a new concept within academia, its resurgence in Nigerian universities reflects a strategic effort to improve academic standards and bolster global competitiveness. This resurgence aligns with institutional priorities to provide professional guidance and support academic staff development, thereby addressing potential declines in scholarly productivity. As noted by Eyitayo, Bamidele, and Aremu (2015), mentoring plays a critical role in training and development, catalyzing professional growth at the individual level.

Mentoring embodies a safe, structured alliance that promotes learning and exploration, grounded in reflective analysis and situational evaluation. It empowers mentees toward confidence, autonomy, and maturity within a secure environment built on mutual trust and respect. This relationship extends beyond mere guidance, developing into a deep, emotionally supportive connection where the quality of mentorship significantly impacts outcomes. The mentor-mentee relationship progresses through phases, initially marked by mentor support, transitioning toward mentee

26 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/mentorship-dynamics/371797

Related Content

Access to Higher Education for People with Disabilities: A Chinese Perspective

Luanjiao Huan Jing Lin (2017). *The Future of Accessibility in International Higher Education* (pp. 70-87).

www.irma-international.org/chapter/access-to-higher-education-for-people-with-disabilities/181937

Fostering Computational Thinking Through Virtual Reality to Enhance Human-Robot Collaboration: A Technological-Pedagogical Framework

Amirhosein Jafari, Yufeng Qian, Andrew Webb and Yimin Zhu (2024). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-17).

www.irma-international.org/article/fostering-computational-thinking-through-virtual-reality-to-enhance-human-robot-collaboration/367326

Digital Badge Use in Specific Learner Groups

Jacob H. Askeroth and Timothy J. Newby (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-15).

www.irma-international.org/article/digital-badge-use-in-specific-learner-groups/245769

Pedagogical Innovation in Higher Education: Defining What We Mean

Jae Major, Sandi Lynne Tait-McCutcheon, Robin Averill, Amanda Gilbert, Bernadette Knewstubb, Anita Mortlock and Liz Jones (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-18).

www.irma-international.org/article/pedagogical-innovation-in-higher-education/265504

Incremental Learning in a Capstone Project: Not All Mature Students Are the Same

John McAvoy, Mary Dempsey and Ed Quinn (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-15).

www.irma-international.org/article/incremental-learning-in-a-capstone-project/260945