

ASSESSING THE IMPACT OF MENTORING PROGRAMS ON CAREER DEVELOPMENT OF JUNIOR TEACHING STAFF: EMPIRICAL EVIDENCE FROM SELECTED PUBLIC AND PRIVATE UNIVERSITIES IN NIGERIA

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Abstract

Mentoring has long been acknowledged as an important component of strengthening organizational members' professional competence and progress. This study examines the concepts of career development of junior teaching staffs in Nigerian public universities, the effectiveness of mentoring programs practiced and its impact on career development of junior teaching staffs in Nigerian universities. This study adopted mixed method i.e quantitative and qualitative analysis. The information for this study came from a structured questionnaire, as well as web research and literature review. As a result of the study, career development can be defined as a sequence of actions or a continuous/lifelong process of building one's profession. Mentoring's ultimate purpose is to make sure that the right ways of doing things are passed along to the next generation. 70% of the 200 respondents confirmed that mentorship has positive impact on their career. 49.3% of the respondents who believed that mentoring is highly effective accepted that mentoring has positively impacted their career. Chi square value of 9.459 and p-value of 0.009 at 0.05 level of significance indicates that mentoring effectiveness has significant effect on career development of the respondents. Mentorship should be encouraged and introduced on a formal basis in universities, according to the recommendations. Departments also should publicly debate how to develop as well as provide mentoring for senior professors, with a centrally organized mentoring program office assisting in these talks and procedures.

Keywords: Mentoring, Mentoring programs, Career development, junior teaching staff, Public Universities.

1.0 INTRODUCTION

Academic career development is the process by which academic and higher education employers, and intellectuals involved in research, teaching, and/or administrative roles, are in charge of a number of tasks, behaviors, and experiences over time in and across jobs and organizations, with implications for scholars'

work-related identity. (Zacher et al, 2018). Mentoring has proven to be an effective technique for empowering and increasing teaching quality in higher education.

Mentoring is defined as a method of passing on knowledge, social capital, and psychosocial support that the receiver considers to be useful

to his or her work, career, or professional growth. (Ekechuku and Horsefull, 2015)

Teaching at a university is extremely hard and exhausting, particularly for new faculty members.

Factors contributing to academic staff's poor teaching efficacy appear to be inside the university system, and could have been avoided if suitable orientation and mentoring programs for lecturers had been implemented from their point of admission. This would have allowed them to gain knowledge quickly and conform to the requirements of their new community. (Ekpoh & Inyang, 2018)

The topic of mentoring has received a great deal of attention in the literature on academic career development. Mentoring is frequently studied in conjunction with gender (Schmidt & Faber, 2016) or age/career stage (Schmidt & Faber, 2016).

1.1 Statement of problem

Junior teaching staff members are starting their careers in research areas that are vastly different from those in which their mentors began their careers. There have been significant changes at the enterprise level during the last 30 years, including a decrease in research budget and a greater emphasis on multidisciplinary science (Alberts & Kirschner, 2014). Despite these developments, the criteria for success have generally remained the very same: independent research financing and publication. Traditional dyadic mentorship systems face additional issues as a result of this duality. (DeCastro et al, 2013). At recent years, the low output of new academics in Nigerian universities has become concerning.

It has been seen that these new professors are struggling to keep up with their daily responsibilities, which include teaching, research, project and thesis supervision, student work assessment, administrative chores, and many more (Ekpoh & Inyang, 2018).

Other issues include bad human relationships when performing administrative activities, as well as poor student academic achievement as seen by low assessment and examination results. The university system is somewhat ambiguous about mentoring in that it does not designate

certain senior faculty members to serve as mentors to new faculty members. As a result, everyone is preoccupied with their job in order to develop in their educational standing, leaving new lecturers solitary and without direction. Because of a lack of teacher mentoring, this dreadful condition persists (Ekpoh & Inyang, 2018).

According to researchers, the lack of mentorship programs in some institutions could be due to a lack of agreement on best practices for designing and implementing these programs (Harrington & Marshall, 2014). Anyways, there is restricted writing on the improvement of career development of Junior the teaching staffs in Nigeria universities and the mentoring programs.

1.2 Objectives of the Study

The overall objective of this research is to evaluate the influence of mentoring programs on the career development of junior teaching staff using some selected public and private universities in Nigeria. The specific objectives of this study are:

1. To explore the various concepts of career development of Junior teaching staffs in Nigeria public universities.
2. To examine the effectiveness of mentoring programs in Nigeria universities
3. To assess the impact of mentoring programs on career development of junior teaching staffs in Nigerian universities.

1.3 Scope of the Study

This study will be carried out in some randomly selected public and private universities in Nigeria. The study will focus only on public and private universities in the south-west geopolitical zone in Nigeria.

2.0 LITERATURE REVIEW

2.1 Conceptual review

2.1.1 Mentoring

Mentoring is an ancient notion that has taken on a new shape. It can be linked back to the ancient Greek mythology, when Odysseus gave his son Telemachus to the Goddess Athena, who assumed human form and pretended to be Odysseus' mentor and old friend. According to Ezenwa (2011), her role was to serve as a wise counselor and assist to the youths. Mentoring became popular during the guild and trade

apprenticeship eras, when younger individuals who had gained technical knowledge profited from the support of more knowledgeable and established professionals.

Mentoring is defined as “a senior person (the mentor) in respect to maturity and experience providing information, advice, and emotional support for a junior individual (the protégé) in a long-term relationship distinguished by strong emotional commitment on both parties.” (Kram, 2018). Mentoring is a method of teaching and learning, one-to-one, reciprocal career development connection between two individuals who are different in age, temperament, cycle of life, social standing, and/or qualifications. (Roa, 2015). Mentoring is a progressive and non - competitive mentoring 'process' that fosters pride, fulfillment, acceptance, and continuity in the protégé while promoting independence, autonomy, and identity in the mentor. Mentoring is an explicit and implicit interaction between two individuals - a senior mentor and a junior protégé. (Little, 2017). Ever since late 1970s, there has been much discussion about the worth of persons in mentoring relationships, with the emphasis on the mentoring relationship's quality. (Higgins & Kram, 2018). Eby (2019) emphasizes this point, describing mentorship as "an intense growth partnership."

According to Ekechukwu and Horsfall (2015), the purpose of mentoring in postsecondary learning is to promote academics' professional development throughout their careers and to encourage brilliance in teaching and learning, research, and academic leadership. Peretomode (2017) stated, "Mentorship is more than offering instructions on how to work more successfully or deal with a specific difficulty." It entails the mentor having a genuine interest in ensuring that a mentee develops the talent, skills, expertise, and knowledge required to thrive and add to the organization's success." Mentoring's ultimate purpose is to ensure that the right ways of doing things are passed along to the next generation. If correctly utilized in the school system, this cordial relationship between the mentor and the mentee with the goal of supporting the mentee to advance in the area of business may generate results capable of maintaining successful school

administration in Nigeria. (Ayodeji, I.O and Adebayo, L. F, 2015).

The underlying philosophy of any mentoring programme according to Adeniji and Adeniji, (2010) is to allow the mentees find the best in themselves, live up to their personal visions and enhance their potentialities and skills.

2.1.2 Career development

Career development is a life-long process in which people develop the ability to work and engage in it as part of their overall lifestyle. (Lazarus et al, 2011). Career growth, according to Ojokuku and Sajuyigbe (2015), entails learning new skills, increasing job responsibilities, changing careers within the same company, relocating to a different company, or starting one's own business.

Career development is the continuous/lifelong process of advancing one's career through a succession of actions. It mainly refers to the management of one's career within or outside of a company. (Wikipedia, 2014).

Universities' career development is acknowledged as a critical component in ensuring their viability. (Ugwuanyi, RNC 2011). A range of human attributes are thought to influence career development and progress; nevertheless, data reveals that contextual and organizational factors also play a substantial role in academic career growth. The world is in transition today, and human resource managers are under enormous pressure to conform with the ever-changing environment, particularly when it comes to human resources in academics in Nigeria. Spencer, C. (2010) underlined that a university's effectiveness is closely tied to the quality and liveliness of its faculty members in this light. The optimal performance of a college has become a major goal in higher education due to today's limited resources and ever-increasing need for responsibility.

2.2 Theoretical Framework

2.2.1 Career Development Theories

Career development is a continuous lifetime process of learning, acquiring, and digesting information about oneself, professional and educational opportunities, lifestyle choices, and role options (Hansen, 1976). The process of Career development theory is derived on four disciplines:

- Differential Psychology- interested in work and professions
- Personality- Individuals are viewed as organizers of their own experiences
- Sociology- concerned with occupational mobility;
- Developmental Psychology- concerned with the “life course”
The theory can however be categorized into four classes, which include:
 - ❖ Trait Factor - Matching personal characters to occupations-Frank Parson’s (1920’s)
 - ❖ Psychological - Personality types matching work environment- Holland (1980’s)
 - ❖ Decision - Situational or Sociological- Bandura (Self Efficacy-1970’s)
 - ❖ Developmental - Self Concept over life span-Super (1950’s)
For the sake of this study, Holland’s theory of vocational types and Super’s classes will be briefly reviewed.

Holland Theory of Vocational Types

This method emphasizes behavioral style or personality types as a significant impact on the development of professional choices.

Themes:

- ✓ Occupation choice is a reflection of one's personality rather than a random choice.
- ✓ Members of an occupational group have behaviors that are similar.
- ✓ People in each group will react to situations and difficulties in a similar way.
- ✓ Occupational success, stability, and contentment are all dependent on the compatibility of one's personality with one's work environment.

Donald Super Developmental self-concept

Donald Super's career model is founded on the idea that one's self-concept evolves throughout time as a result of their experiences. (Leong, 2014)

Super’s Five Life and Career Development Stages

S/N	Stage	Age Range (years)	Characteristics
1	Growth	0-14	Development of elf-concept, attitudes, needs, and the work environment
2	Exploration	15-24	"Experimenting” with classes, work experience, and interests. Choices made on the spur of the moment and skill improvement
3	Establishment	25-44	Building and stabilizing entry-level skills through job experience
4	Maintenance	45-65	Process of continuous modification to enhance Position
5	Decline	Older than 65	Reduced output and retirement planning

Source: Super, 2012

2.3 Empirical Review on the Mentoring and Career development in Nigeria Public Universities

Improving educational standards in Tertiary institutions in Nigeria has become a source of growing focus in recent years, owing to the Universities' apparent inability to compete favorably with their international counterparts. Finding techniques to improve academic output is considered as a critical step in the right direction as part of the solution to this challenge. Mentoring has been recognized by researchers and practitioners as a valuable means of

acquiring professionalism and expertise for the growth of young academics, as well as for effective career growth and productivity (Osezua et al, 2016; Famade et al, 2015; Ofoevwe et al, 2011).

As the number of students enrolled in Nigerian tertiary institutions rises year after year, more skilled employees are needed to deliver high-quality teaching, research, and services that can compete with their Western counterparts. Mentoring is one strategy to keep educational requirements and performance high. In the same vein,mentoring is widely seen as a valuable

strategy for improving academic standards and performance. Nonetheless, past research shows that the benefits of mentoring are underappreciated by both researchers and their organizations. (Ogboju, 2011; Ugwueze et al, 2011; Salami, 2011). Consequently, Nigerian tertiary institutions have experienced poor performance and a drop in teaching quality. As a result, the management of the institutions is under pressure to recognize the interaction between mentors and mentees as a critical component of successful mentoring. This will alleviate the institutions' people management capacity-building shortfalls, which are necessary for their visions to be realized. The status quo has shifted in today's information economy, and higher educational institutions are implementing formal mentoring programs to make mentoring more thorough and accessible. According to the authors, this allows prospective scholars to receive mentoring help from a variety of individuals within the school. (Sylvia and Wilfred, 2010).

Many workers successfully complete their probationary terms, which benefits the company. The official mentoring program fosters excitement, camaraderie, and professionalism, as well as positively impacting the organization's overall culture through enhancing organisational values, norms, and standards. As Appelbaum (2011) points out, we all need mentors, and by locating and developing suitable mentors, you can tip the scales in your favor for a successful second career.

The results of the few research that have been done on the association between mentorship and professional growth have been equivocal. For example, Ojokuku and Sajuyigbe (2015) investigate the influence of mentorship on academic career growth in Nigerian universities. A survey of 200 participants was conducted, and the resulting data was evaluated using linear regression analysis. The findings suggest that mentorship has a considerable and favorable impact on academic career growth. Mentoring has a substantial relationship with professional standards of academic staff in institutions in Cross River State, according to a research done by Ekpoh and Ukot (2018), particularly in terms of course presentation, teaching methodologies,

and student assessment. Mentoring is an important technique for developing academic staff professionalism, which explains the findings of this study. Quality mentoring helps incoming lecturers integrate into the university's professional culture while also equipping them with the resources they need to educate their students.

Atkinson and Pilgreen (2011) conducted a study of over 800 mentors and mentees in South African Universities, who found that research mentoring was an important element in increasing the research performance of lecturers in the recent complex and ever-changing research environment. In another study by Ndebele, Heerden and Chabaya (2013) on development and implementation of staff peer-mentoring programme in institutions in South Africa using 1000 lecturers as sample. The findings revealed that mentorship has a meaningful effect on the training of the next generation of researchers. The most significant influence was observed in the completion of further degrees, the presenting of papers at conferences, and the refinement of articles for publishing. Pompa (2012) discovered that mentoring relationships had various favorable effects on both the mentor and the mentee. They discovered the following benefits for mentees in over 100 studies: "enhanced productivity and efficiency, improved knowledge and skills, greater confidence, empowerment and well-being, improved motivation and job satisfaction, quicker learning and improved decision-making skills, improved understanding of the business, improved creativity and innovation, encouragement of positive risk-taking and development of leadership abilities".

Students and/or younger colleagues are meant to be trained (or mentored) in 'a most efficient and elegant manner, notably characterizing academic culture of excellence in research, teaching, and community services' in various Nigerian universities, for example. From this point of view, the psycho-social consistency and/or emotional preparedness are frequently desired in the quality of performance of junior and inexperienced newly hired lecturers (and sometimes, learners), who unavoidably actively participate in a convoluted process in attempt to

discover their feet in academia, with regard to what to do, how to do it, when to do it, and to what extent to do it. (Braithwaite, Osiki & Makoe, 2015).

Another area of challenge to effective mentoring activities in higher educational institutions in developing countries like Nigeria, as identified by Agunloye (2013) is that most of these institutions have large population of students and the Faculties have limited resources to provide individualized professional development training in the three essential domains of teaching, research and community service.

3.0 METHODOLOGY

3.1 Study Area

Nigeria is a West African country that lies between longitudes 3°N and 14°N, latitudes 4°E and 14°E. It shares boundary with Niger in the north, Chad in the northeast, Cameroon in the east and Benin in the west. Nigeria is Africa's most populous country, and the 7th most populated country in the world. She has an estimated population of 201 million people with an area of 923,768 km. The capital city is Abuja, although Lagos is the economic epicenter. The official language is English with about two hundred and fifty ethnic groups, which include Igbo, Fulani, Edo, Tiv, Fulani, Hausa, Yoruba amongst others. The major religions are Islam, Christianity and the African tradition religion. She has the largest economy in Africa, and the twenty-sixth largest in the world based on nominal GDP. Tertiary education in Nigeria consists of universities (public and private), polytechnics, monotechnics, and colleges of education. The country has a total of 174 universities, with 43 federally owned, 52 state-owned, and 79 privately owned.

The Federal Republic of Nigeria is divided into six geopolitical zones, commonly just called zones. Nigerian economic, political, and educational resources are often shared across the zones. South West Nigeria is one of the geopolitical zones of Nigeria, consisting of the following states; Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo States. This study will be carried out in the south-west geo-political zone in Nigeria. There are 18 public universities and 36 public universities in the South west zone in Nigeria.

3.2 Research Design

In conducting this study, mixed method was employed. It is a fusion of quantitative and qualitative research. The quantitative analysis is concerned with the collection of data from the junior lecturers with the aid of a structured questionnaire. The qualitative analysis used secondary data gotten from online repository. It employed subjective judgement.

3.2.1 Sampling Procedure and sample size

A two-stage sampling technique was adopted. The first stage involved the random selection of five (5) public and five (5) private universities, while the second stage involved a random sample size of 20 junior academic staff respectively with a total of 200 respondents.

Sample size should have a minimal number of respondents to support good estimation of the parameters of the population. The sample size was calculated using Cochran's formula to select the number of study units from the defined study population.

$$n = \frac{Z^2pq}{e^2}$$

Where:

n is the calculated sample size

Z is the standard normal deviation at the needed confidence interval set at 95% (1.96)

p is the proportion of the target population with the attributes being measured.

q is the proportion of the target population projected not to have the characteristics being measured ($q = 1-p$)

e is the degree of precision set at 5% (0.05)

$$n = \frac{Z^2pq}{e^2}$$

$$n = \frac{(1.96)^2(0.134)(1 - 0.134)}{0.05^2}$$

$$n = \frac{3.8416 \times (0.134 \times 0.866)}{0.0025}$$

$$n = \frac{0.4458}{0.0025}$$

$$n = 178.3$$

Hence, $n = 178.3 + 10\%$ (178.3)

10% for possible non response rate

$$n = 178.3 + 17.83$$

$$n = 196 \sim 200$$

$n = 200$ Hence, the calculated sample size is 200.

3.2.2 Sampling Frame

Name of University	Type	Sample size
University of Ibadan	Public	20
Obafemi Awolowo University	Public	20
Federal University of Agriculture, Abeokuta	Public	20
Federal University of Technology, Akure	Public	20
Federal University, Oye Ekiti	Public	20
Redeemers' University	Private	20
Ajayi Crowther University	Private	20
Afe Babalola University	Private	20
Bells University of Technology, Ota	Private	20
Bowen University	Private	20
Total		200

3.2.3 Data Analysis

Univariate and bivariate analysis were used to analyze the quantitative data. The univariate analysis includes the use of descriptive statistics like frequencies and percentages, while the bivariate analysis was done using chi square. The qualitative data was analyzed with the help of the content analysis method. This is a tool that may be used to find out if certain terms or concepts are present in text-based qualitative data.

3.3 Results

3.3.1 Qualitative Analysis

3.3.1.1 To explore the various concept of career development.

Universities career development is acknowledged as a critical component in ensuring their viability. The findings revealed that career development involves acquisition of new skills.

"...career growth entails learning new skills, progressing to higher levels of responsibility, and changing careers within the same organization..."

Source:

Journal of Contemporary Education Research.

Also, it is expected that junior teaching staff are updated. The study revealed that junior teaching staffs are to engage in synthesis of information in their scope.

"...career development as a dynamic process requiring people to examine, analyze, and synthesize knowledge about the environment of work and themselves on an ongoing basis...."

Source: International Journal Pershing.

Career development is the ongoing/lifelong process of advancing one's career through a succession of actions.

3.3.1.2 To examine effectiveness of mentoring programs in Nigeria Public universities.

Improving academic standards in Nigerian tertiary institutions has become a source of growing concern in recent years, owing to the Universities' apparent inability to compete favorably with their international. Mentoring of junior teaching staff is viewed as a critical step, according to the findings of the qualitative study. The following excerpts demonstrate this:

"...Mentoring has been recognized by authors and academics as a viable means of acquiring professional skills for the growth of young academics as well as effective career development and productivity."

Source: ARJASS.

Also, it was revealed that mentoring of Junior and new lecturers have great impact on students in public universities. This is noted from the excerpts that:

"Lecturers' lack of effectiveness in their given duties may lead to dissatisfaction and depression," according to the excerpts. It could

also kill students' will to learn, forcing them to engage in anti-learning activities such as going to a nightclub, joining a negative organization, paying for grades, and so on. Mentoring becomes vital to enable new teachers in the university system to be productive in their teaching in order to alleviate this dreadful condition in our citadel of learning."

Source:

Journal of Education and Human Development. In summation, mentoring's ultimate purpose is to ensure that the acceptable ways of doing things are passed on to the next generation.

3.3.1.3 To assess impact of mentoring on career development of Junior teaching staff in Nigeria Public universities.

Mentoring has been recognized by researchers and scholars as a valuable means of acquiring professional skills for the growth of young academics, as well as for effective career growth and productivity. Mentoring boosts career advancement, according to the findings of the study.

"...mentoring allows protégés to transmit skills that they may use in a variety of professional situations, and it encourages constructive use of information, clarity of goals and duties, career success, career progress, wage rises and promotions, as well as career and job happiness.

Source: Journal of the Social Sciences.

Mentoring supports professional development of junior teaching staff. The findings revealed mentoring promotes excellence in teaching and learning.

"The purpose of mentorship is to assist scholars in their professional and career growth and to foster excellence in education - learning, research, and academic leadership."

Source: European Journal of Research and Reflection in Educational Sciences.

Also, it was revealed that properly implemented mentoring aids career development of teaching staff.

"...successfully executed formal and informal mentoring program activities (e.g., friendship, social support, role modeling, tolerance, and involvement) have been a

determining factor of individuals' growth in areas such as career development and psychosocial support."

Source: Career Development International.

To conclude, mentoring improves performance and productivity, increases knowledge and skills, increases confidence, empowerment, and well-being, increases productivity and job satisfaction, improves learning and decision-making skills, improves knowledge of the markets, encourages positive risk-taking, and develops leadership abilities.

3.3.2 Quantitative Analysis

3.3.2.1 Demographic and Socio-economic Characteristics of Respondents

Uni-variate level of analysis includes frequency and percentage distribution of the respondent socio-demographic and economic characteristics of assessing the impact of mentoring programs on career development of junior teaching staff.

From Table 3.3.1.1, most (57.5%) of the participants are between the age range of 25 and 30 years, 38.5% are between 31 and 35 years, while 1% and 2% were 41-45 and 46 to 50 respectively.

Majority (59.5%) of the respondents were male, while 40.5% were female. A bulk (76%) of the respondents are Christians, 20% are Muslims while 4% are traditional worshippers. 44% of the junior lecturers are from Yoruba tribe, A quarter are igbos, while 31% are hausas. 37% of the respondents are divorced, 35.5% are single, 18% are married, while 9.5% are widowed.

39.5% have the highest qualification as HND/BSc./B.Ed, 37.5% of the lecturers have finished postgraduate diploma, 22% have finished Master's degree, while 1% have finished their doctorate degree. Most (53.5%) have been working in their institutions for less than 1 year, while 44.5% have spent between 1 and 5 years in service. 2% have spent between 6 and 10 years. Most (54.5%) of the junior lecturers are from state owned public universities while 45.5% are from private universities. Most (39.5%) of the members of the faculty are graduate assistant, while 35% are on lecturer I, and 25.5% are on lecture II.

Table 3.3.2.1 Demographic and Socio-economic Characteristics of Respondents

Variables	Frequency (n=200)	Percentage (100%)
Gender		
Male	119	59.5
Female	81	40.5
Age		
25 – 30	115	57.5
31 – 35	77	38.5
36 - 40	2	1
41 – 45	2	1
46-50	4	2
Religion		
Christianity	152	76
Islam	40	20
Traditional	8	4
Marital Status		
Single	71	35.5
Married	36	18
Divorced/Separated	74	37
Widowed	19	9.5
Level of Education		
HND/BSc./B.Ed	79	39.5
Postgraduate diploma	75	37.5
Masters degree	44	22
Doctorate degree	2	1
Tribe		
Yoruba	88	44
Igbo	50	25
Hausa	62	31
Length of working in the university		
Less than a year	107	53.5
1-5 years	89	44.5
6-10 years	4	2
Kind of universities		
Public universities	109	54.5
Private universities	91	45.5
Cadre		
Graduate assistant 30 – 49	79	39.5
Lecturer I	70	35
Lecturer II	51	25.5

Table 3.3.2.2 Frequency of Interaction with Mentors

What is the frequency of your interaction with your mentor?	FREQUENCY (n=200)	PERCENTAGE (%)
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Daily	20	10.0
Weekly	60	30.0
Monthly	80	40.0
Met once	40	20.0

Of the 200 respondents, 40% of them interact with their mentor monthly, 30% meet their mentor weekly while 10% of them see their mentor daily.

3.3.2.3 Likert scale showing Mentoring programs effectiveness

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
My mentor was accessible.	32 (16%)	96 (48%)	20 (10%)	38 (19%)	14 (7%)
My mentor demonstrated content expertise in my area of need.	39 (19.5%)	82 (41%)	38 (19%)	40 (20%)	1(0.5%)
My mentor demonstrated professional integrity.	22 (11%)	116 (58%)	22 (11%)	22 (11%)	18 (9%)
My mentor was approachable.	29 (14.5%)	111 (55.5%)	38 (19%)	11 (5.5%)	11 (5.5%)
My mentor provided constructive and useful critiques of my work.	57 (28.5%)	92 (46%)	4 (2%)	37 (18.5%)	10 (5%)
My mentor was helpful in providing direction on professional issues.	60 (30%)	90 (45%)	9 (4.5%)	22 (11%)	19 (9.5%)
My mentor answered my questions satisfactorily (timely response, clear, comprehensive)	51 (25.5%)	99 (49.5%)	10 (5%)	38 (19%)	2 (1%)
My mentor acknowledged my contributions appropriately.	68 (34%)	82 (41%)	10 (5%)	31(15.5%)	9 (4.5%)
My mentor suggested appropriate resources.	97 (48.5%)	44 (22%)	10 (5%)	39 (19.5%)	10 (5%)
My mentor challenged me to extend my abilities.	98 (49%)	60 (30%)	10 (5%)	19 (9.5%)	13 (6.5%)

From the table above, 96 (48%) of the respondents agreed that their mentor was accessible while 14 (7%) strongly disagree that their mentor was accessible.

Majority of the respondents, 82 (41%) agreed that their mentor demonstrated content expertise in their area of need while 1(0.5%) strongly disagree that their mentor demonstrated content expertise in their area of need.

116 (58%) of the respondents agreed that their mentor demonstrated professional integrity while 18 (9%) strongly disagree that mentor demonstrated professional integrity.

Majority of the respondents, 111 (55.5%) agreed that their mentor was approachable while 11 (5.5%) strongly disagree that their mentor demonstrated content expertise in their area of need.

92 (46%) of the respondents agreed that their mentor provided constructive and useful critiques of their work while 4 (2%) are undecided whether their mentor provided constructive and useful critiques of their work.

Majority of the respondents, 90 (45%) agreed that their mentor was helpful in providing direction on professional issues while 9 (4.5%) are undecided whether their mentor was helpful in providing direction on professional issues.

99 (49.5%) of the respondents agreed that their mentor answered their questions satisfactorily (timely response, clear, comprehensive) while 2 (1%) strongly disagree that their mentor answered their questions satisfactorily (timely response, clear, comprehensive).

Majority of the respondents, 82 (41%) agreed that their mentor acknowledged their

contributions appropriately while 9 (4.5%) strongly disagree that their mentor acknowledged their contributions appropriately. 97 (48.5%) of the respondents strongly agreed that their mentor suggested appropriate resources while 10 (5%) strongly disagree that My mentor suggested appropriate resources.

Majority of the respondents, 98 (49%) strongly agreed that their mentor challenged them to extend their abilities while 1(0.5%) were indecisive whether their mentor challenged them to extend their abilities.

Table 3.3.2.4 Effectiveness of Mentoring Programs

Effectiveness of mentoring programs	FREQUENCY (n=200)	PERCENTAGE (%)
Low	42	21.0
Medium	73	36.5
High	85	42.5

From the table above, it can be inferred that the mentoring programs is highly effective.

3.3.2.5 Career Development Strategies

From table 3.3.2.6, majority (40%) agree that there is team work among the mentors and the junior lecturers, while 9% strongly disagree.

42.5% of the respondents disagreed, while 8.5% agreed that junior lecturers are made to keep log books to record new learning points from their experience with their mentors.

Majority (36.5%) of the faculty members, while 6.5% strongly disagreed that experienced lecturers are made to share their experiences during the induction of the junior lecturers.

Most (41.5%) of the respondents agreed while a few (4.5%) of them are undecided about the assessment of the growth of junior lecturers over a period of time.

Majority (37%) agreed, while 10.5% strongly disagreed that there was provision of objective

career advice and guidance to enable greater independence in junior lecturers.

About 39.5% of the junior lecturers agreed, and 14.5% disagreed that there was guidance on new paradigm in research focus.

Most (44.5%) agreed, while 6% were undecided that junior workers were allowed to explore research funding opportunities.

Majority (49.5%) agreed, while 5% are undecided about the fact that they were allowed to participate in research publication and presentation at conferences.

41% agreed, while 10.5% were undecided about getting information on academic support services in the university.

54% agreed while 5% are undecided about getting information on written and unwritten rules of the university on research conduct.

Table 3.3.2.6 Likert Scale Showing Career Development Strategies

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teamwork among the Mentors and the junior lecturers.	51 (25.5%)	80 (40%)	21 (10.5%)	39 (19.5%)	9 (4.5%)
Junior lecturers are made to keep log books to record new learning points from their experience with their mentors.	41 (20.5%)	17 (8.5%)	20 (10%)	85 (42.5%)	37 (18.5%)
Experienced lecturers are made to share their experiences during the induction of the junior lecturers.	58 (29%)	73 (36.5%)	11 (5.5%)	46 (22.5%)	13 (6.5%)
Assessment of the growth of junior lecturers over a period of time.	61 (30.5%)	83 (41.5%)	9 (4.5%)	37 (18.5%)	10 (5%)
Provision of objective career advice and guidance to enable greater independence in junior lecturers.	46 (23%)	74 (37%)	41 (20.5%)	21 (10.5%)	18 (9%)
Guidance on new paradigm in research focus.	59 (29.5%)	79 (39.5%)	31 (15.5%)	29 (14.5%)	2 (1%)

Exploring research funding opportunities.	60 (30%)	89 (44.5%)	12 (6%)	30 (15%)	9 (4.5%)
Participation in research publication and presentation at conference	51 (25.5%)	99 (49.5%)	10 (5%)	30 (15%)	10 (5%)
Getting information on academic support services in the university	59 (29.5%)	82 (41%)	28 (14%)	21 (10.5%)	10 (5%)
Getting information on written and unwritten rules of the university on research conduct.	60 (30%)	108 (54%)	10 (5%)	12 (6%)	10 (5%)

Table 3.3.2.7 Positive Impact of Mentoring on the Career of Respondents

Mentoring has positive impact in your career	FREQUENCY (n=200)	PERCENTAGE (%)
Yes	140	70.0
No	60	30.0

It can be inferred from table 3.3.2.7 that 70% of the respondents said that mentorship has positive impact on their career.

3.3.2.8 Likert scale depicting the influence of mentoring programs on career development.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Improved literature review skills.	24 (12%)	99 (49.5%)	46 (23%)	28 (14%)	3 (1.5%)
Improved research methodology skill	11 (5.5%)	109 (54.5%)	41 (20.5%)	30 (15%)	9 (4.5%)
Improved publications in local journal	40 (20%)	110 (55%)	20 (10%)	20 (10%)	10(5%)
Improved publications in international journals.	37 (18.5%)	81 (40.5%)	49 (24.5%)	15 (7.5%)	9 (5%)
Low rejection rate of papers sent for publication	31 (15.5%)	89 (44.5%)	41 (20.5%)	28 (14%)	11 (5.5%)
Development of more academic collaborations	57 (28.5%)	81 (40.5%)	40 (20%)	12 (6%)	10 (5%)
Improved teaching methods.	60 (30%)	80 (40%)	40 (20%)	10 (5%)	10 (5%)

From the table above, 99 (49.5%) of the respondents agreed that their literature review skills have improved while 3 (1.5%) strongly disagree that their literature review skills have improved.

Majority of the respondents, 109 (54.5%) agreed that their research methodology skill have improved while 9 (4.5%) strongly disagree that their research methodology skill have improved. 110 (55%) of the respondents agreed that their publications in local journal have improved while 10(5%) strongly disagree that their publications in local journal have improved.

Majority of the respondents, 89 (44.5%) agreed that there is low rejection rate of papers sent for

publication while 11 (5.5%) strongly disagree that there is low rejection rate of papers sent for publication.

81 (40.5%) of the respondents agreed that their academic collaborations have developed while 10 (5%) strongly disagree that their academic collaborations have developed.

Majority of the respondents, 80 (40%) agreed that their teaching methods skill have improved while 10 (5%) strongly disagree that their teaching methods skill have improved.

3.3.2.9 BI-VARIATE ANALYSIS

This section entails mainly their cross tabulation and chi square.

Table 3.3.2.9 Cross Tabulation On Impact Of Mentoring Programs On Career Development.

CHARACTERISTICS AND VARIABLE	MENTORING EFFECTIVENESS					
		LOW	MEDIUM	HIGH	CHI SQUARE	P VALUE
Mentoring has positively impacted your career						
YES	FREQUENCY	24	47	69	9.459 ^a	.009
	PERCENT	17.1%	33.6%	49.3%		
NO	FREQUENCY	18	26	16		
	PERCENT	30.0%	43.3%	26.7%		

49.3% of the respondents who believed that mentoring is highly effective accepted that mentoring has positively impacted their career. Chi square value of 9.459 and p-value of 0.009 at 0.05 level of significance indicates that mentoring effectiveness has significant effect on career development of the respondents.

4.0 Conclusion

This research on academic career growth is broad, and it has yielded a number of intriguing and relevant conclusions. Despite the fact that academic institutions continue to encourage mentorship as a means of advancing professional development, the parameters under which this can be accomplished have yet to be fully examined. By documenting existing trends in practice and providing as a resource to promote future studies in this area, this study adds to the evidence base on mentorship in academic libraries. Career development is the ongoing/lifelong process of advancing one's career through a succession of actions.

4.1 Recommendations

1. Departments should deliberate openly how to create as well as provide mentoring for senior teachers, and a centrally organized mentoring program office should assist in these talks and activities.
2. Clarity in the institution's and leadership's expectations of mentoring programs and of mentors is needed in order to evaluate both mentors and overall program objectives.
3. Mentor training should address both hard and soft mentoring knowledge and skills

5.0 Contribution to knowledge

The goal of this paper has been to stimulate study and discussion about the benefits of mentoring. Our finding reveals that mentoring

improves career development of junior academic staff in public universities in Nigeria. Mentoring has been found to improve knowledge transfer in Educational institutions in Nigeria, as knowledge transfer offers a plausible problem-solving mechanism from a part of the organization to another, as well as aims to systematize, create, capture, or disseminate knowledge and ensure its presence for potential users. In the academic world, it's all about the transmission of practical and intellectual knowledge, skills, and learning.

6.0 Limitation of the study and future scope

This study, is limited in analyzing one causal factor, that a mentoring programs can impact student performance. Longitudinal research designs should be used in the future to record changes in the experiences of individuals and behavior over time, and randomized controlled designs should be used to draw stronger conclusions about the causal impacts of career development interventions. Staff members with more experience can become a premier center for academic success. A conducive atmosphere is needed for mentoring program and the university management should be responsible for this

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