

Assessing the Impacts of Job Mentoring on Lecturers' Productivity in Public Colleges of Education in South-West, Nigeria

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Abstract

The study investigated the impacts of job mentoring on lecturers' productivity in public Colleges of Education in South-west, Nigeria. It used descriptive research design of survey type. One thousand eight hundred and eighty-five lecturers in the eight public Colleges of Education in the area constituted the population. Three states and six public Colleges of Education therein were purposively selected for study. Three hundred lecturers were proportionately selected out of the 1,364 in the selected institutions. Impacts of Job Mentoring on Lecturers' Productivity Questionnaire (IJMLPQ) was used to elicit information. The instrument was taken through validation process and its reliability test conducted via the use of Cronbach's Alpha generated a reliability coefficient of 0.87. Mean, standard deviation, t-test, and analysis of variance (ANOVA) were used to analyse the data. The study, among other things, found that job mentoring gives junior lecturers opportunity to acquire new knowledge from the senior ones on methods of teaching students; and helps in exposing junior lecturers to various skills needed in the conduct of research. Also, lecturers were not significantly different in their opinions on the impacts of job mentoring on lecturers' productivity based on gender and rank. Among other things, it recommended that the managements of public Colleges of Education, Deans, and Heads of Department in South-west, Nigeria should periodically orientate the lecturers (senior and junior) through seminars and lectures on the importance of job mentoring to the improvement of the productivity of junior lecturers.

Keywords: *Job, Mentoring, Lecturers, Productivity, Colleges of Education*

INTRODUCTION

Lecturers, as the engine room of higher institutions of learning, need some skills, knowledge, and techniques which would enable them to discharge their duties in tandem with the established standards. However, to ensure that the knowledge, skills, and techniques in lecturing job are passed from senior lecturers to junior lecturers, there is need for effective job mentoring. Ebisinkemefa and Lucky (2022) stated that mentoring is a crucial concept in the field of academic and it is a vital strategy that tertiary institutions in Nigeria utilize it to enhance the potentials of their lecturers to

compete with institutions across the globe. John and Sylod (2016) posited that mentoring in tertiary institutions is targeted at providing lecturers with specific requirements needed to aid them in accomplishing goal of imparting knowledge to students, carrying out empirical investigations and serving in managerial capacities. Eytayo et al. (2015) and Ukaegbu et al. (2015) believed that mentoring in education industry helps in promoting career development and advancement; and assists in improving institutional capabilities, lecturers' intelligence and quality instructional delivery. Mentoring is a training practice aims at facilitating human capital development tertiary institutions.

Njoku (2017) believed that mentoring in organizations is seen as not only a worthwhile vehicle for effective management of workers' capabilities, talent and time, but also an instrument for developing new and junior workers for future leadership roles. Tanoli (2016) maintained that mentoring has to do with the professional relationship between junior or less experienced worker (mentee) and a highly experienced or senior person (mentor). The mentor is saddled with the responsibility of developing the junior workers to enhance their competences and proficiencies to achieve their tasks in an effective and perfect manner. Setka (2019) opined that mentors are the experienced lecturers who impart knowledge and skills based on their track experience to the less experienced and skilled employees regarded as mentees, for them to perform challenging tasks and advance in their career. Ndubuisi and Ndubuisi (2024) believed that mentoring is a systematically planned direct or indirect mode of acquiring knowledge and skills. The extent to which the management of a tertiary institution provides support the development of mentoring programs could determine the level of effectiveness of job performance of lecturers. Okoro et al. (2024) believed that mentoring is used to explain the act of cooperating by which the mentee who is seen as someone in need of professional support and help is attached to a mentor for the purpose of providing him or her professional assistance and guidance. Lee et al. (2015) saw mentoring as a development practice where a lecturer with more skills and experiences acts as a coach, counsel, role model, and inspires a junior or less experienced and skilled one, with the intention of advancing his or her personal and career development. Ayeni (2018) elucidated that productivity means an employee's ability to do something well or do the right thing to actualize the focused result without wasted effort in the organization. Amini-Philips and Okonmah (2020) explained that productivity is the efficiency through which lecturers carry out the various responsibilities of imparting knowledge; and carrying out research, professional activities and community service.

Hamzat and Abidemi (2019) viewed productivity as the quality outputs from the job performance of lecturers. Productivity is very essential for the goal attainment of the institutions. Productivity refers to how effective lecturers perform their duties in the aspects of community service, teaching and research.

Ekechukwu and Horsfall (2015) maintained that mentoring is advantageous to the new lecturers and the capacity building of the experienced lecturers. Adekoya and Fasae (2021) stressed that mentorship is very vital to the success and accomplishment of 21st century lecturers. It is via mentorship that lecturers can meet up with the demands of their job demands. Therefore, mentoring needs to prioritize to bolster the professional development of lecturers. Idoko et al. (2016) opined that that no educational institution can smoothly exist without senior or experienced academic staff transferring knowledge, skills and wisdom garnered over the years to the new or junior ones. Dick (2015) asserted that when a mentee is attached to a mentor, knowledge acquisition becomes quicker and more accessible, because the mentee would have the latitude of being exposed to his needs for professional growth. Tjan (2017) maintained that the benefits which lecturers in tertiary institutions stand to benefit in mentoring include faster academic promotion, job satisfaction and increased research productivity. Osuji and Onyeana (2024) believed that poor mentoring, leading to ineffective guidance of junior lecturers, constitutes significant challenges to the productivity of some lecturers in tertiary institutions in Nigeria. Oladele and Akindele (2020) asserted that mentoring helps in promoting productivity of lecturers via a culture of improved learning and professional advancement.

Alarape and Gbolagade (2020) found in their studies that there is no significant difference in the opinions of male and female lecturers on the impacts of job mentoring on productivity of lecturers in Universities in Kogi State, Nigeria. The study conducted by Henry and Friday (2023) also found that male and female lecturers were not significantly different in their opinions on the influence on job mentoring on lecturers' productivity in polytechnics in Niger State. Adekunle and Peter (2024) found in their studies that there was no significant difference in the opinions of senior and junior lecturers on the effects of mentorship on academic staff's job performance in universities in Enugu State, Nigeria. Hamzat and Abidemi (2019) also found in their studies that there was no significant difference in the impacts of mentoring programs on academic staff's job performance in polytechnics in Lagos State, Nigeria based on rank.

Statement of the Problem

Job mentoring is an important strategy used by senior or experienced lecturers to transfer knowledge, skills, and techniques to the junior or less experienced lecturers in Colleges of Education and other tertiary institutions. The process involves the senior lecturers (mentors) dishing out valuable information in form of academic guidance to the junior lecturers (mentees), to advance in their career. However, based on the information gathered from some senior and junior lecturers in Colleges of Education in South-west, Nigeria, job mentoring is facing some challenges in the institutions. Some senior lecturers are ready to mentor the junior ones, but the junior ones are not interested because of the low passion for academics and vice-versa. Also, some senior lecturers do not have what it takes to be mentors where the junior ones are eager to academically develop through them. All these constitute serious challenges to job mentoring among academic staff in the institutions.

Similar studies that are akin to this study have been conducted by some researchers. Henry and Friday (2023) examined the influence of job mentoring on lecturers' productivity in polytechnics in Niger State. Alarape and Gbolagade (2020) investigated the impacts of job mentoring on productivity of academic staff in Universities in Kogi State, Nigeria. Hamzat and Abidemi (2019) carried out research on the impacts of mentoring programs on academic staff's job performance in polytechnics in Lagos State, Nigeria. Tanoli (2016) worked on the impact of training and mentoring on employee performance empirical analysis of public and private universities' staff members of Islamabad. However, none of the research identified above focused on assessing the impacts of job mentoring on lecturers' productivity in public Colleges of Education in South-west, Nigeria; hence, this was the identified academic gap which this study targeted to fill.

Purpose of the Study

The study:

- i. determined the impacts of job mentoring on lecturers' productivity in public Colleges of Education in South-west, Nigeria,
- ii. examined the impacts of job mentoring on lecturers' productivity in public Colleges of Education in South-west, Nigeria based on gender; and
- iii. investigated the impacts of job mentoring on lecturers' productivity in public Colleges of Education in South-west, Nigeria based on rank.

Research Question

- i. What are impacts of job mentoring on lecturers' productivity in public Colleges of Education in South-west, Nigeria?
- ii. What is the difference in the impact of job mentoring on male and female lecturers' productivity in public Colleges of Education in South-west, Nigeria?
- iii. What is the difference in the impact of job mentoring on lecturers' productivity in public Colleges of Education in South-west, Nigeria based on rank?

Research Hypotheses

H₀₁: There is no significant difference in the impacts of job mentoring on lecturers' productivity in public Colleges of Education in South-west, Nigeria based on gender.

H₀₂: There is no significant difference in the impacts of job mentoring on lecturers' productivity in public Colleges of Education in South-west, Nigeria based on rank

METHODOLOGY

Descriptive research design of survey type was utilised for the conduct of study. The population of the study comprised all the 1,885 lecturers in the eight public Colleges of Education in South-west, Nigeria. There were six states in the geo-political zone. Purposive sampling technique was used to select only three states (Osun, Ogun and Oyo) which had both Federal and State Colleges of Education. All the six Colleges of Education, two in each state, were selected purposively because they were public. With the use of Krejcie and Morgan (1970) table for sample size determination, proportionate sampling technique was used to select 300 lecturers out of the 1,364 in all the six selected Colleges of Education. See Table 1. Data gathering was done via the use of self-designed questionnaire entitled 'Impacts of Job Mentoring on Lecturers' Productivity Questionnaire' (IJMLPQ). The questionnaire has two sections (A and B). Section A focused on demographic information of the respondents while Section B was used to gather information on the Impacts of Job Mentoring on lecturers' Productivity. The researchers gave the questionnaire to three experts who were senior colleagues in the field of education for validation. All the comments made on the instrument were taken into consideration before production of the final draft used for data collection. Thirty copies of the instrument were administered to some academic staff in a public College of Education not used for the study using split-half method. The data gathered were analysed using Cronbach's Alpha and reliability coefficient of 0.87 was realised. This affirmed that the instrument was reliable. Mean and standard deviation were employed for answering the research question while t-test and Analysis of Variance (ANOVA) were utilised for testing hypothesis one and two respectively. Decisions making on the items on Table 2 was based on the mean scores (0.01 to 2.49, 'Disagree'; 2.50 and above, 'Agree').

Table 1: Population and Sample of the Study

| S/N | Institution | Population | Sample |
|-----|---|--------------|------------|
| 1. | Federal College of Education, Iwo, Osun State | 117 | 26 |
| 2. | Federal College of Education, Abeokuta, Ogun State | 243 | 53 |
| 3. | Federal College of Education (Special), Oyo State | 564 | 124 |
| 5. | Osun State College of Education, Ila-Orangun | 148 | 33 |
| 6. | Oyo State College of Education, Lanlate | 103 | 23 |
| 7. | Sikiru Adetona College of Education Science and Technology, Omu-Ajose, Ogun State | 189 | 41 |
| | Total | 1,364 | 300 |

RESULTS

Table 2: Impacts of Job Mentoring on Lecturers’ Productivity

| S/N | Items | \bar{X} | SD | Decision |
|-----|---|-----------|------|----------|
| | Job mentoring: | | | |
| 1. | gives junior lecturers opportunity to acquire new knowledge from the senior ones on methods of teaching students | 3.61 | 1.45 | Agree |
| 2. | helps in exposing junior lecturers to various skills needed in the conduct of research | 3.34 | 1.29 | Agree |
| 3. | assists in informing junior lecturers on how to effectively perform their community services within and outside the campus | 3.11 | .98 | Agree |
| 4. | gives junior lecturers the chance to have adequate knowledge about acceptable journal outlets where they can publish their articles | 3.20 | 1.01 | Agree |
| 5. | exposes junior lecturers to various channels through which they can get online materials for their research and lecturers | 3.67 | 1.34 | Agree |
| 6. | acquaint junior lecturers to various strategies needed for effective classroom management | 2.97 | .88 | Agree |
| 7. | enables junior lecturers to get adequate knowledge on student evaluation, marking and recording | 3.62 | 1.38 | Agree |
| 8. | gives junior lecturers opportunity to gain adequate skills in making use of technologies to enhance their teaching | 3.07 | 1.19 | Agree |
| 9. | assists junior lecturers to acquire knowledge on the management of stress which could hinder their effective job performance | 3.54 | 1.30 | Agree |
| 10. | affords junior lecturers’ opportunity to acquire adequate knowledge needed to advance in their career | 3.85 | 1.44 | Agree |

\bar{X} : 0.01-2.49 = Disagree; 2.50-4.00 = Agree

Table 2 presented the impacts of job mentoring on lecturers’ productivity. As shown on the table, items 1 to 5 (gives junior lecturers opportunity to acquire new knowledge from the senior ones on methods of teaching students, helps in exposing junior lecturers to various skills needed in the conduct of researches, assists in informing junior lecturers on how to effectively perform their community services within and outside the campus, gives junior lecturers the chance to have

adequate knowledge about acceptable journal outlets where they can publish their articles and exposes junior lecturers to various channels through which they can get online materials for their researches and lecturers) had mean scores of 3.61, 3.34, 3.11, 3.20 and 3.67 which were not less than 2.50; hence, adjudged ‘agree’. In addition, items 6-10 (acquaint junior lecturers to various strategies needed for effective classroom management; enables junior lecturers to get adequate knowledge on student evaluation, marking and recording; gives junior lecturers opportunity to gain adequate skills in making use of technologies to enhance their teaching; assists junior lecturers to acquire knowledge on the management of stress which could hinder their effective job performance and affords junior lecturers opportunity to acquire adequate knowledge needed to advance in their career) had mean scores of 2.97, 3.62, 3.07, 3.54 and 3.85; and such declared ‘agree’. Two hundred and eighty-one copies of the questionnaire received by the researchers were used for analysis.

Table 3

Impacts of Job Mentoring on Lecturers’ Productivity Based on Gender

| Gender | N | X | SD | t-cal. | p-value | Decision |
|--------|-----|------|------|--------|---------|--------------------------|
| Male | 152 | 3.31 | 1.00 | 2.27 | .065 | Ho ₁ Accepted |
| Female | 129 | 3.59 | 1.46 | | | |

Table 3 showed 2.27 as the calculated t-value, a mean difference of 0.28 and 0.65 which is a p-value that is greater than 0.05, the level of significance. Based on this, the decision taken on the null hypothesis one was ‘accepted’. This signifies that, based on the analysis, significant difference did not exist in the impacts of mentoring on lecturers’ productivity based on gender.

Table 4

Impacts of Job Mentoring on Lecturers’ Productivity Based on Rank

| Source | Sum of Squares | df | Mean Square | Cal. F-ratio | p-value | Decision |
|----------------|----------------|-----|-------------|--------------|---------|--------------------------|
| Between Groups | 14.524 | 3 | .337 | 2.29 | .068 | Ho ₂ Accepted |
| Within Groups | 18.138 | 278 | .151 | | | |
| Total | 32.562 | 281 | | | | |

Table 4 showed 2.29 as calculated F-ratio and 0.68 which is a p-value that is greater than 0.05, the level of significance. Based on this, the decision taken on the null hypothesis two was ‘accepted’. This denotes that, based on the analysis, there was no significant difference in the impacts of mentoring on lecturers’ productivity based on rank.

DISCUSSIONS

The study found that job mentoring gives junior lecturers opportunity to acquire new knowledge from the senior ones on methods of teaching students; helps in exposing junior lecturers to various skills needed in the conduct of researches; assists in informing junior lecturers on how to effectively perform their community services within and outside the campus; gives junior lecturers the chance to have adequate knowledge about acceptable journal outlets where they can publish their articles and exposes junior lecturers to various channels through which they can get online materials for their researches and lecturers; acquaint junior lecturers to various strategies needed for effective classroom management; enables junior lecturers to get adequate knowledge on student evaluation, marking and recording; gives junior lecturers opportunity to gain adequate skills in making use of technologies to enhance their teaching; assists junior lecturers to acquire knowledge on the management of stress which could hinder their effective job performance and affords junior lecturers opportunity to acquire adequate knowledge needed to advance in their career. This finding agrees with the finding of Alarape and Gbolagade (2020) that job mentoring helps in increasing the knowledge of new lecturers in their respective fields, exposes new lecturers to how to conduct researches, gives new lecturers insight into the effective usage of technologies for teaching, acquaint new lecturers with the student evaluation skills and empowers new lecturers on effective discharge of community services. This finding also supports the finding of Abiodun (2022) which revealed that job mentoring had a positive significant influence on academic staff's productivity.

The findings of the study revealed that there was no significant difference in the impacts of mentoring on lecturers' productivity based on gender. This finding corroborates the finding of Henry and Friday (2023) that there was no significant difference in impacts of job mentoring on lecturers' productivity in polytechnics in Niger State based on gender. The study of Abiodun (2022) also found that there was no significant difference in the influence on job mentoring on academic staff's productivity based on gender.

The study found that there was no significant difference in the impacts of mentoring on lecturers' productivity based on based on rank. This finding is in tandem with the finding of Hamzat and Abidemi (2019) that significant difference did not exist in the impacts of mentoring programmes on academic staff's job performance based on rank. This finding also agrees with the position of Adekunle and Peter (2024) that lecturers, either senior or junior in tertiary institutions understand

the importance of job mentoring to productivity the junior academic staff. Hence, there is need for lecturers, regardless of the rank, to give this a priority in the interest of institutional effectiveness.

CONCLUSION

The study concluded that job mentoring is very crucial to the enhancement of lecturers' productivity in public Colleges of Education in South-west, Nigeria. Also, lecturers were not significantly different in their opinions on the impacts of job mentoring on lecturers' productivity based on gender and rank.

RECOMMENDATIONS

The study recommended that:

- i. the managements of public Colleges of Education, Deans, and Heads of Department in South-west, Nigeria should periodically orientate the lecturers (senior and junior) through seminars and lectures on the importance of job mentoring to the improvement of the productivity of junior lecturers,
- ii. senior lecturers should as a matter of priority, be always ready to mentor the junior ones and also encourage them to attach importance to it, to boost their productivity and eventually enhance goal attainment of the organisation; and
- iii. junior lecturers should be always eager and ready to learn from the senior colleagues who are ready to mentor them, to boost their productivity.

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