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## **Academic Mentoring in Enhancing Competence Among Teaching Staff In Tertiary Institution In Nigeria Study of Lagos State Polytechnic, Ikorodu, Lagos, Nigeria (Currently Lagos State University of Science and Technology)**

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### **ABSTRACT**

Most inexperienced academic members in higher institutions all over the world especially in developing nations required assistance in developing their academic career and enhancing their teaching experiences through mentoring. Mentoring has been recognized as a key developmental resource in any organization. Despite the importance and the complexity of mentoring, the concept has not been effective in many higher institutions of learning, using quantitative and qualitative approaches, this study explored mentoring and performance among teaching staff, Questionnaire was used as the major research instrument, a cross sectional survey of all schools in Lagos State Polytechnic were carried-out with a sample size of 200. The sampling technique used was purposive sampling. The data analyzed for this study was from 150 academic staff that their questionnaires were properly filled. Chief Lecturers, Principal Lecturers and Senior Lecturers constituted 95 (63%) respondents, who we referred to as Mentor, and others constituted 55(37%), who we referred to as Mentee. The paper was anchored on three main research questions: measuring the level of awareness, mentoring and performance in formation of mentoring. Findings from this study revealed that teaching staff in Lagos State Polytechnic are aware of academic mentoring, and they believed that academic mentoring would develop staff, based on familiarity and research interest. Based on these findings, the study recommended among other things that the institution should develop staff through training and Institutionalise policies on mentoring, this will serve as an avenue to groom new generation of competent academic staff, who will build responsible future leaders

**Keywords:** Academic mentoring, academic competence, teaching staff

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### **I. INTRODUCTION**

Institution of higher education has been defined as a community of scholars, who work together with others to achieve the goals of the Institution. Abugre., & Kpinpuo, (2017). As a result of current global highly competitive environment in higher education institution ranking by the extent of valuable research and teaching competency, the mode of operation of higher institution of learning has no

doubt been greatly influenced. Parents and students who serve as the key actors in higher institution services will prefer Institution that can portray high quality teaching and learning skills. Hence, higher institutions now deemed it fit to engage their human capital in effective mentoring processes. To meet the global competitive challenges higher institutions of learning have come under intense pressure to create a kind of competitive advantage (Maringe & Gibbs, 2008). These challenges would place the institutions in a position to attract greater funding opportunities, admit good students, and attain strong research capacity and capability (Archer, 2008). Achieving these academic excellences, the roles of mentoring can never be overemphasized, as this serves as the building blocks for any human resource development effort within institution of higher learning. (Bozeman & Feeney, 2007).

Despite the importance of academic mentoring in attaining academic competence, the concept had received little or no attention among academic staff of higher institution of learning. Researches have shown that the concept of academic mentoring is not very cleared to the academic staff as there are little or no understanding on the precise meaning of mentoring as confirmed by Koki (1997). Furthermore, there are no clear terms of the actual role mentors and mentee play on mentoring processes, what distinguishes mentoring from other forms of academic support programme, and even how the mentoring process is managed (Cullingford, 2016; Rebecca, 2016; Martin, 2006). This study intends to fill these identified gaps; to investigate academic mentoring as it enhances the academic performance of teaching staff in higher institution of learning, using Lagos State Polytechnic, Ikorodu as a study.

The objectives in this study are:

- to investigate on the level of awareness of academic mentoring among academic staff of Lagos State Polytechnic, Ikorodu.
- to measure the significant values academic mentoring play in improving academic competence of mentors and mentee in Lagos State Polytechnic
- to know if Lagos State Polytechnic teaching staff engage in formal and or Informal mentoring.

This study is guided by three research questions as:

- What is the level of awareness of staff on academic mentoring?
- How will mentoring improve academic competence of teaching staff?
- What is the form of mentoring adopted?

**The only hypothesis stated in the null form is:**

Academic mentoring is not a determining factor to achieving academic competence in Lagos State Polytechnic, Ikorodu

This study is structured as follows; Section one is the introductory aspect of the paper, Section two discussed the conceptual review through relevant literature while section three is devoted to the method adopted in the study. Section four contained the results of discussion and section five is the conclusion and recommendation.

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## 2. CONCEPTUAL REVIEW AND RELEVANT LITERATURE

### 2.1 Mentoring

Mentorship is a relationship and process where an experienced person invests his or her time and expertise to help a younger person achieve a pre-defined goal. Mentoring is not a new phenomenon; the concept mentoring is drawn from Homer's *Odyssey* in Ancient Greek times. The character Alcimus was travelling and entrusted his son, Telemachus, under the care of a Mentor, to guide him in his time of difficulty. Hence, Mentor's role was to be a father figure to the mentee (Telemachus) and to give specific advice in terms of development in line with specific goal between them. Most organizations use mentoring either formally or informally as a career-development strategy where experienced executives offer developmental assistance to their less experienced members of staff.

The greatness of higher educational institutions will indeed be determined by effective academic mentoring strategies put in place. Existing literature have identified three main academics mentoring strategies based on the mentoring relationship between experienced academic staff, usually an older and experienced academic staff, serving as guide, role model or teacher to inexperienced or junior academic staff (Johnson, 2002). Mentoring relations can also be between academic colleagues according to Bouwma- Gearhart (2012). Higher Institution of learning can also provide mentoring relations between the academic staff, this will in a way serve as career support programs (Parker, Authur, & Inkson, 2004).

### 2.2 Mentoring and Academic Competence

Mentoring is a process of growing in use for establishing relationship between junior and senior employees, a method gaining popularity in facilitating both employee and management development in the organization (Russel, 2000). Mentoring serves as powerful human resource development and empowerment tool for the transmission of knowledge and skills in a supportive environment (Ilesanmi & Lasisi, 2015).

The process which mature and experienced staff serving as mentors share their knowledge, skills, wisdom, values and experiences with younger employees (or potential employees) on a one-on-one basis in order to develop the skill of their mentees. Anderson and Shannon (1998), as quoted by Abiddin and Hassan (2012), aptly defined mentoring as nurturing in which more skilled or experienced person, serving as a role model, teaches, sponsors, encourages, and counsels, a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are caring relationship between the mentor and the mentee.

Mentoring has been viewed as a powerful means of enhancing the professional success, performance and personal well-being of academic members in institution of higher learning, particularly among early-career members and junior academic staff ( Zambrana, Ray, Espino, Castro, Cohen, & Eliason, (2015). Academic mentoring usually is regarded as the task of an experienced lecturer to introduce a young lecturer in his/her early lecturing career. Kirigha and Neema- Abooki (2008) as quoted by Rosemary and Millie (2015) academic mentoring in higher education is an innovation to empower and improve quality of teaching.

Landolt (2012); Masehela and Ndebele (2006) defined mentoring as an informal face-to face communication process, over a predetermined and sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to be less knowledgeable (mentee).

In addition, a mentor is knowledgeable in a specific academic area of expertise and should share that knowledge and skills with their mentees (Landolt, 2012). It is further argued that effective mentoring is more than a question-and-answer session, but involves various informal methods of sharing information through dialogue, and the development of an ongoing relationship of open learning where the mentor and the mentee face and resolve challenges as a team.

Mentoring relationship involves exchange of wisdom, learning and development of skills and knowledge about the organization for the protégé's career growth (Akinbobola, 2013). Noe., Greenberger., and Wang. (2002) and Kram (1983) identified two major dimensions of the mentoring relationship which are career support and psychosocial support functions. Career support function include sponsorship, coaching, exposure to important contacts and resources, visibility, facilitating protection of the mentee and assignment of challenging work to enhance the protégé's career. Psychosocial support functions embrace the role modelling, friendship, counselling, acceptance, and confirmation of the mentee (Clutterbuck, 2004; Kram 1983).

### **2.3 Mentoring and Academic Performance**

Mentoring relationship can be viewed from different perspectives, not only the potential benefit to the young academic staff, but also the professional development of the experienced academic staff need to be considered. Mentoring could empower the continuous and lifelong development of academic staff. The learning partnership of the two persons embodies a considerable advantage to promote a single school's culture as well as the personal and professional growth.

Mentoring is interpreted differently in different contexts. Du Preez. (2013) defined peer mentoring within the academic context (module mentoring) as a process whereby reciprocity and equal status stand, and both the mentor and the mentee exchange knowledge, ideas, support and interest to the benefit of both parties. These authors advance the importance of reciprocity and equality between the mentor and mentees since in this context they both occupy the same position, that of student. In that sense, they both stand a chance of learning something from each other or from the interaction they build, by this practice, the motivating mentor and mentee achieves well academically and career wise.

The Mentors should commit to mentoring sessions, and provides informational and motivational mentoring, while avoiding negative mentoring, informational mentors focus on providing information, while negative minimalist mentors are ignorant of the content and fail to answer any questions raised during the course of mentoring.

Studies suggest that mentoring leads to greater career satisfaction, although mentoring will not alone solve the Institutional problems, but mentoring can foster an environment of collegiality and a sense of belonging, both of which contribute to productivity and ease the process of socialization. Mentors can integrate mentees into professional circles and provide opportunities for career advancement. Mentoring has been associated also with improved teaching evaluations. In focus-group discussions, and their ability to negotiate the demands of teaching, research, and service. Good mentoring can create an avenue that promotes trust and respect between junior and senior academics. As a contributing factor in professional development mentoring can establish new relationships for research and publishing opportunities. mentoring helps to establish morals and distinction for the departments. It supports change within departments and within the broader community. Mentoring can also be a source of personal satisfaction for mentors and serves as motivation to the mentee.

In this competitive global environment, higher educational institutions should invest more on how to maximize staff competencies and skills to stay in or ahead of the competition. In higher education, the kinds of talent required to accomplish institutional goals often demand that institution provide various staff career support services such as workshops, seminars, educational support packages, and other relevant human resource developmental programmes and skills would have impact on both individual and organizational growth. (Kuijpers, Schyns, & Sheerens, 2006).

#### **2.4 Mentoring and Knowledge Sharing**

According to DeLong (2004), Knowledge sharing is a key instrument for any organization success. In a view by Von Krogh (2000) and Becerra Fernandez and Sabherwal (2001), they deduced that social processes played a significant role in the transfer of knowledge among members in an organization. Nonaka and Takeuchi (2012) opined that, workplace relationships like mentoring should be adopted to promote knowledge sharing. scholar like Moynihan, (2003) stressed the importance of human resource development to organization achievement. Mentoring is one of the factors that promotes guidance on career progression and role modelling which both contribute greatly to employee's productivities.

Citing Kram (1985), Ojedokun O.A (2011) viewed mentoring as helping the mentees in personal problems and thereby increases self-esteem of such mentee. The genuineness of interpersonal bonds that increases enables the mentee to identify with their mentors to offer backings and directions needed. Mentors should put on a dynamic listening skills and relationship that allows both mentor and mentee address their anxieties or worries. The mentor reinforces with the mentee that both are highly valued employees and contributors to their organization.

Mentoring have been identified and grouped into four namely; moderate mentors, which provides mentees with conditional support and moderate levels of structure and activities; unconditionally supportive mentors; this type of mentors provide highest level of support with moderate levels of structure and activity; active mentors; they provide highest level of activity combined with the lowest degree of structure and finally, low-key mentors is gifted with highest support and lowest activity. Rhodes and Osborne (2004). Carbon and Spiel (2011) added three more peer-mentoring styles, namely the motivating master mentoring, informatory standard mentoring and negative minimalist mentoring.

#### **2.5 Theoretical Framework**

##### **2.5.1 Mentoring and Donald Super's (1990) Career Development Theory**

This theory was on extremism of Ginsberg's earlier work. Super felt Ginsberg's work had weaknesses, which he wanted to address. Super extended Ginsberg's work on life and career progression from one stage to another. Donald Super's greatest contributions to career development has been his emphasis on the importance of the development of self-concept, where mentoring plays important role in self development at any level of the stages in Donald Super concepts. According to Super, self-concept changes over time and develops as a result of experience and information gathered over time, these experiences and information can be gathered through effective mentoring from experienced and more exposed mentor. Hence, career development is lifelong learning through human should also be a lifelong project. Career development and self-concept were core concepts in Super's theory. Super, developed a comprehensive theory that covered many aspects of life. Super's theory sees career choice as a life-long process that happens throughout someone's life, from childhood to adulthood.

Career development based on matching the individuals' abilities and interests with the work, and is influenced by economic, social, environmental and physical factors according to Super theory. Changes may have an impact on individuals' career choice. Super's theory is comprised of different developmental stages during which career progression is made. During these developmental stages, individual develops skills, gathered information and acquires a level of maturity to adopt in his or her career choice. Mentoring plays an important role in these developmental stages of individual.

### **2.5.2 Erik Erikson's Stages of Development (1960) and Mentoring**

Erikson, a German-born American psychologist, developed his theory of psychosocial development in the 1950's and 60's. His theory purports that there are crises that arise at each stage of development across a person's lifespan. The crises cause a conflict between the needs of the individual (psycho) and the needs of society (social). Successful resolution of these conflicts contributes to healthy personality development and improved ability to confront future conflicts.

Erik Erikson outlined stages of a man's life and found out that mentoring justifies an important function at a particular point in the life cycle, just as Donald Super views on career choice as a life circle phenomenon, at a point during the stage of development in man, individuals turn from personal development and family life to concern with making the immediate environment a better place for others, especially the people with lower experiences and exposure. Mentoring a subordinates or colleagues can help to accomplish this important life task.

Institution must find ways to communicate and show the relevance of mentoring to potential mentors and to reward mentors for the time and energy invested in any successful mentoring programs. Ability to accept mentoring and to be a mentor depends on the developmental stages.

## **3. METHODS**

This study adopted quantitative and qualitative approach, by exploring mentoring, looking at how mentoring determines the academic performance of teaching staff in Lagos State Polytechnic, Ikorodu Lagos. A cross sectional survey of all the Three Hundred and Sixty Seven (367)-academic staff in all the seven (7) schools in Lagos State Polytechnic were carried-out with a sample size of 200 Lecturers. The sampling technique used was purposive sampling. The study used descriptive statistics in terms of tables, percentages, and graph while Chi-Square was used to analyze the formulated hypothesis. Questionnaire was used as the major research instruments.

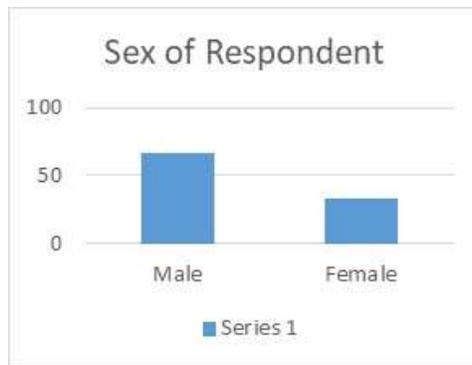
The data analyzed for this study was from 150 academic staff that their questionnaire were properly filled and returned; from the respondents, Chief Lecturers, Principal Lecturers and Senior Lecturers constituted 95(63%) respondents, who we referred to as mentor, and others constituted 55(37%), who we referred to as mentee. The paper focused on three main constructs, namely, Academic Mentoring, performance and staff performance among teaching staff of Lagos State Polytechnic, Ikorodu.

#### 4. RESULTS ANALYSIS AND DISCUSSIONS

In this section, we present results analysis and discussions

**Table 1: Demographic Representation**

Gender	Option	Percentage%
Male	100	67
Female	50	33
Total	150	100

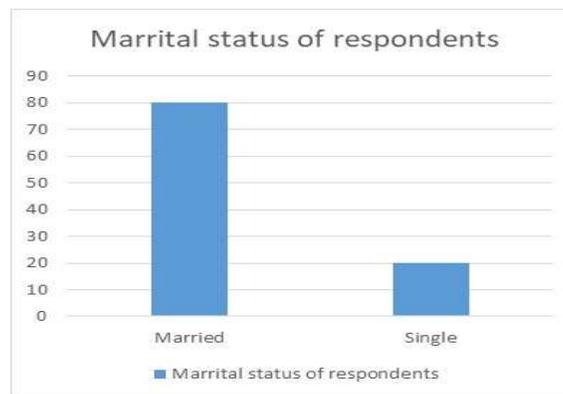


**Figure 1: Sex of Respondents**

From the above table 1, 100(67% of the respondents were male while 50(33%) of the respondents were female. This implies that more male took part in the survey than the female.

**Table 2: Marital Status of Respondent**

Marital Status	Option	%
Married	120	80
Single	30	20
Total	150	100

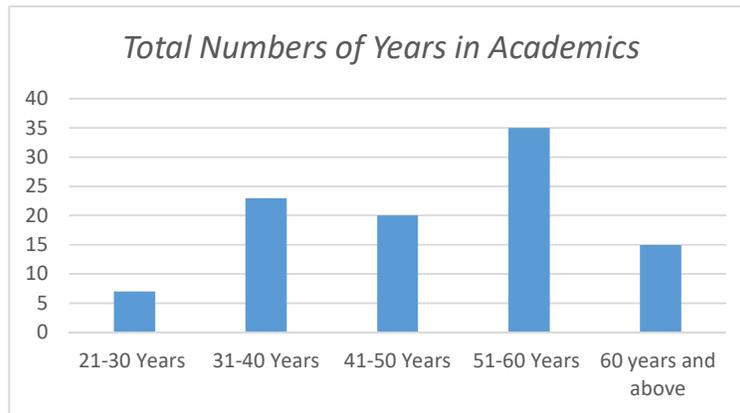


**Figure 3: Graphical representation of respondents marital Status**

From table 2 above, 120(80%) of respondents were married, 30(20)% were single. This portend the level of commitment and responsibilities of people who were surveyed in terms of their marital status.

**Table 3: Age Group of Respondents**

Age	Option	Percentage%
21-30 Years	10	7
31-40 Years	35	23
41-50 Years	30	20
51-60 Years	52	35
60 and above	23	15



**Figure 3: Age group**

From Figure 3 above, it shows that respondents between the ages of 21 -30 years were 10(7%), respondents between the ages 31-40years were 35(23%), ages 41-50 are 30 respondents, representing 20% while ages 51-60 are 52 respondents representing 35 % and ages 61 and above are 23 respondents representing 15%.This analysis showed that 82(55%) of the respondents who have put in better part of their lives formed the highest crop of the sampled.

**Table 4: Highest Level of Education**

Level of Education	Option	Percentage%
Ph.D	38	25
MSc./MBA	92	62
BSc	15	10
HND	05	03
Total	150	100

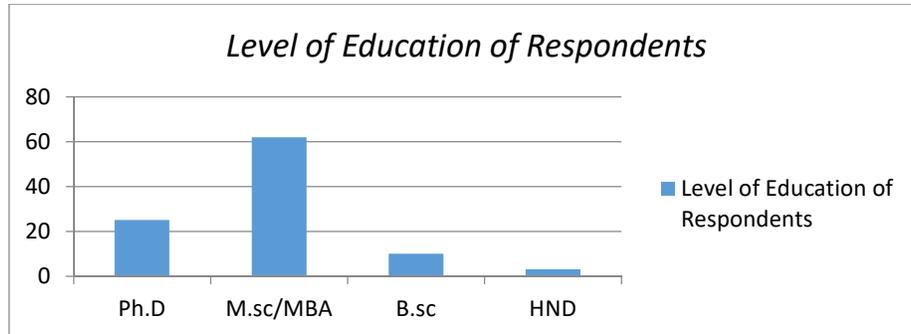


Figure 2: Graphical representation of Respondents level of education

From table 4 above, majority of the surveyed respondents 92(62%) have MSc as highest academic qualification. Only 38(25%) of the respondents have PhD as the highest qualification. This implied that many of the respondents still need to acquire the highest qualification required in academics.

Table 5: Academic Status of Respondents

Academic Status	Option	%
Assistant Lecturer	10	7
Lecturer III	15	10
Lecturer II	10	7
Lecturer I	20	13
} Mentee 37 %		
Senior Lecturer	41	27
Principal Lecturer	50	33
Chief Lecturer	04	3
<b>Total</b>	<b>150</b>	<b>100</b>
} Mentor		

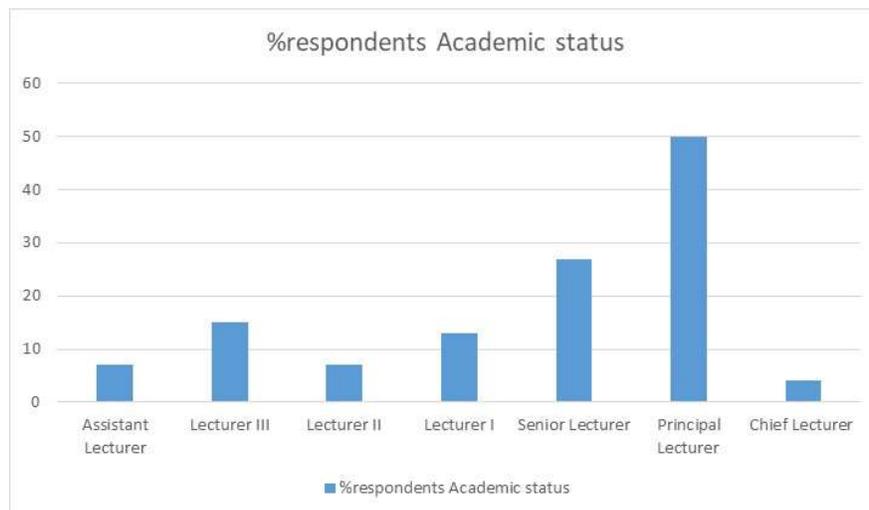


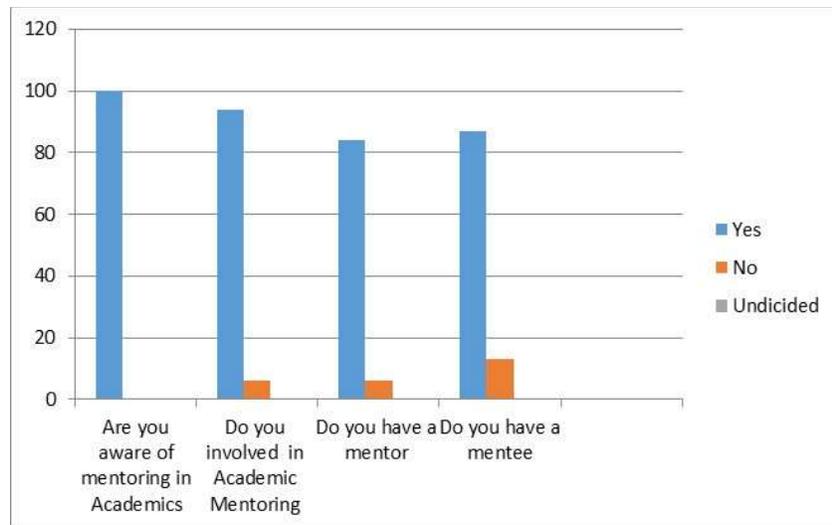
Figure 3: % of academic status of respondents

Table 5 above shows the academic status of the respondents, total number of Assistant Lecturers are 10(07%), Lecturer III are 15(10%) respondents. Lecturer II were 10 respondents representing (7%), Lecturer I 20 respondents representing (13%). Senior Lecturer were 41 respondents representing (27%). Principal Lecturer constituted 50(33%) and Chief Lecturer were 4 (3%) in the survey. From above, 55(37%) of the respondents fell into the category of mentees while 95(63%) belonged to the group of mentors in this study.

**RQ1: Level of awareness for academic mentoring in Lagos State Polytechnic, Ikorodu**

**Table 6: Level of awareness for academic mentoring in Lagos State Polytechnic, Ikorodu**

Opinion	Sources Response Rate							
	Yes	%	No	%	Undecided	%	Total	%
<b>Are you aware of mentoring in Academics</b>	150	100	Nil	Nil	Nil	Nil	150	100
<b>Are you involved in Academic Mentoring</b>	141	94	9	6	Nil	Nil	150	100
<b>Do you have a mentor</b>	55	100	nil	nil	Nil	Nil	55	100
<b>Do you have a mentee</b>	85	90	6	6	4	4	95	100



**Figure 4: Awareness of Mentoring**

Table 6 depicts respondents answers to the research questions one (RQ1): All the respondents 150(100%) were positive in their replies meaning they were all aware of mentoring in academic setting. A total of 141 (94%) of the respondents confirmed being involved in academic mentoring; 9 (6%) however replied in the negative. All the respondents 55(100%) categorized as mentees (that is, assistant lecturers to lecturers I) confirmed that they have mentors. On whether the mentors have mentees, 85 (90%) replied in the positive, 6(6%) replied in the negative while another 6 (6%) could not decide. The above showed a high level awareness of academic mentoring. The mentoring could however be formal and or informal as depicted in the responses by the sample surveyed.

**RQ2: Significant Roles Mentoring plays in Improving Academic Competence of Mentor and Mentee in Lagos State Polytechnic, Ikorodu**

Opinion	Response Rate									
	SA	%	A	%	SD	%	D	%	N	%
Mentoring has positive effect on Academic performance in Lagos State Polytechnic	98	66	30	20	17	11	5	3	Nil	Nil
Mentoring improves your academic performance	80	53	30	20	10	7	20	13	10	7
Mentoring has helped my teaching ability over the years	95	63	55	37	Nil	Nil	Nil	Nil	Nil	Nil
Mentoring has not improved my lecturing skills over the years	20	13	04	3	120	80	6	4	Nil	Nil
I gain experiences from my mentor/mentee experience over years	120	80	10	7	15	10	5	3	Nil	Nil



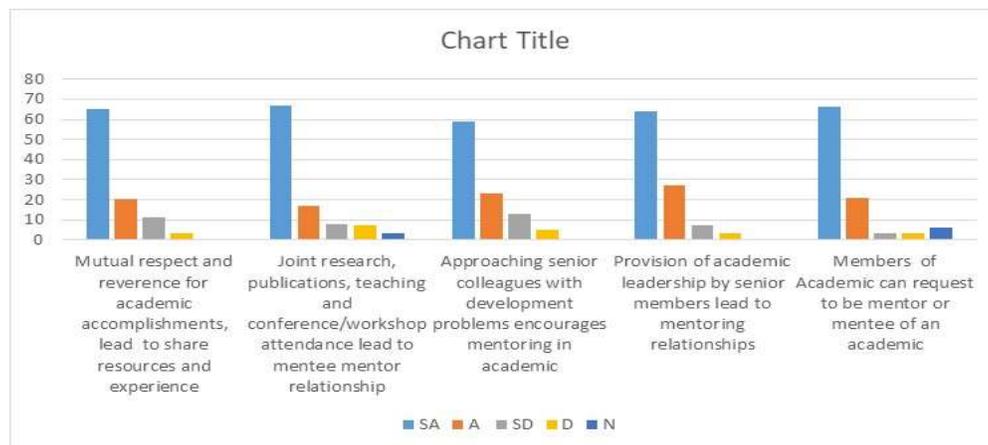
**Figure 5: Role of Mentoring**

Table 7 above analyses the roles mentoring plays in improving academic performance of mentors and mentees in Lagos State Polytechnic, Ikorodu. 98 respondents representing 66% strongly agreed that Mentoring has positive effect on Academic performance in Lagos State Polytechnic, 30 respondents representing 20% agreed to this opinion, 17 respondents representing 11% Strongly disagreed while the remaining 5 respondents representing 3% disagreed to the opinion. When the respondents were asked if Mentoring improves academic performance in Lagos State Polytechnic, 80 respondent representing 53% strongly agreed, 30 respondents representing 20% agreed that mentoring improved academic competence 10 respondents representing 7% strongly disagreed that mentoring improves academic competence 20 respondents representing 13% disagreed that mentoring improves academic competence and the remaining 10 respondents representing 7% were neutral in their responses. With the 98 respondents representing 66% one may deduce that mentoring has a positive effect on academic performance among teaching staff of Lagos State Polytechnic, Ikorodu.

**RQ3: How mentoring relationships were formed among Senior and Junior Academics in Lagos State Polytechnic, Ikorodu**

**Table7: How mentoring relationships were formed among Senior and Junior Academic staff in Lagos State Polytechnic, Ikorodu**

Option	Response Rate									
	SA	%	A	%	SD	%	D	%	N	%
Mutual respect and reverence for academic accomplishments, lead to share resources and experience	98	66	30	20	17	11	5	3	Nil	Nil
Joint research, publications, teaching and conference/workshop attendance lead to mentee mentor relationship	100	67	25	16	12	8	10	7	3	2
Approaching senior colleagues with development problems encourages mentoring in academic	88	59	35	23	20	13	7	5	Nil	Nil
Provision of academic leadership by senior members lead to mentoring relationships	96	64	40	26	10	7	4	3	Nil	Nil
Members of Academic can request to be mentor or mentee of an academic	99	66	32	22	5	3	5	3	9	6



**Fig 6: Mentoring Relationships**

**Relationship between Academic mentoring and performance in Ikorodu Lagos State Polytechnic, Ikorodu Using Chi-Square Analysis**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	0.445	0.198	0.192	0.387		
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	10.940	2	5.470	36.586	.000
	Residual	44.404	297	0.150		
	Total	55.344	299			
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	0.999	0.241		4.145	0.000
	B <sub>Auto</sub>	-0.119	0.109	-0.117	-1.090	0.276
	B <sub>Mgt</sub>	0.734	0.145	0.543	5.079	0.000

**Source:** Computations and Out-Put of SPSS based on Author’s Field Survey (2021)

**Testing Hypothesis Ho**

Academic mentoring is not a determining factor to achieving academic performance in Lagos State Polytechnic, Ikorodu. **Decision Rule:** According to table above, since the chi-squares calculated (X<sup>2</sup>-cal) are greater than chi-square tabulated (X<sup>2</sup>-tab) which makes all the figures to be highly statistically significant with the probability of F = 0.000. Collectively, we reject null hypotheses stated earlier that Academic mentoring is not a determining factor to achieving academic performance in Lagos State Polytechnic, Ikorodu we therefore accept alternative hypothesis that: Academic mentoring is a determining factor to achieving academic performance in Lagos State Polytechnic, Ikorodu

**5. CONCLUSION AND RECOMMENDATIONS**

Academic mentoring is a major determining factor in improving academic performance among the teaching staff based on the available literatures and findings from this study, it is a practice globally, hence, should be entrenched among senior and junior academic staff. The practice has many benefits to the mentors, mentees, the Institution, students and the society at large; Academic Mentoring will aid all actors to meet the challenges, set the world standards and compete favorably with counter parts around the Globe. The act of mentoring the junior and inexperienced ones is essential in every organization as this aid career development and performance, the need for the senior and experienced ones to mentor and grow the junior academic staff is more pronounced nowadays than before because the standards of education system is declining especially in this part of the world. To improve the falling academic standard and for our tertiary institutions to compete favourably with their counterparts in the world the management of the institutions must show concern and give opportunities for professional guidance and development of the teaching staff.

**5.1 Based on our findings from this study, we hereby recommend as follows:**

- The management of Lagos State Polytechnic and by extension higher institutions of learning should encourage formal structural relationship between academic mentors and mentees to foster better academic standard in the educational sector.
- In addition to structured relationship an informal academic mentoring and relationship should be allowed to continue and complement the formal structure at all levels of the teaching cadre.
- Newly employed lecturers should always seek advice and guidance from experienced lecturers (Informal mentoring) as to boosts their academic performance.
- Experienced Academic Staff should always be ready to guide the less experienced ones in academic related issues.
- Training and Retraining of all academic staff (Mentor and Mentee) from various quarters like the Tertiary Education Trust Fund (TETFund), Institutional Trust Funds (ITF), the Academic Institution, should be encouraged to update both the mentors and mentees knowledge capacity.

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**Appendix  
Questionnaire on:**

**Academic Mentoring in Enhancing Teaching Staff Performance in Tertiary Institution  
in Nigeria Study of Teaching Staff in Lagos State Polytechnic, Ikorodu**

**1. Demographic Data**

Male: ( )  
Female ( )

Age: 21-30 ( )      31 -40 ( )      41-50 ( )      51 -60 ( )      60 and above ( )

**2. Total numbers of Years as an Academic Staff**

1 - 5 years      6-10 years      10-15 years      15-20 years      20 years and above s

**3. Highest level of education:**

PhD ( )  
MSc. ( )  
Bsc. ( )  
HND ( )

**4. Academic Status**

Assistant Lecturer ( )  
Lecturer III ( )  
Lecturer II ( )  
Lecturer I ( )  
Senior Lecturer ( )  
Principal Lecturer ( )  
Chief Lecturer ( )

**Level of awareness of academic mentoring in Lagos State Polytechnic, Ikorodu**

5. Are you aware of mentoring in academics? Yes ( ) No ( )?
6. Are you involve in academic mentoring? Yes ( ) No ( )
7. Do you have a mentor? Yes ( ) No ( )
8. Do you have a mentee? Yes ( ) No ( )
9. Is the relation between you and your mentee/mentor formal?
10. Is the relation between you and your mentee/mentor informal?

**Significant role mentoring play in improving academic competence of mentors and mentee in Lagos State Polytechnic, Ikorodu**

11. Mentoring has any positive effect on academic performance?
12. Mentoring improves your academic performance?
13. Mentoring has helped my teaching ability over the years
14. Mentoring has not improved my lecturing skills over the years
15. I gain experiences from my mentor/mentee over years

**How mentoring relationships were formed among senior and junior academics**

- 16.** Mutual respect and reverence for academic accomplishments, lead to share resources and experience
- 17.** Joint research, publications, teaching and conference/workshop attendance lead to mentee/mentor relationship
- 18.** Approaching senior colleagues with development problems encourages mentoring in academic
- 19.** Provision of academic leadership by senior members lead to mentoring relationships
- 20.** Members of academics can make a request to be mentor or mentee