

MENTORING PRACTICES AND JOB PERFORMANCE OF ACADEMIC STAFF IN LAGOS STATE OWNED UNIVERSITIES

By

OLALEYE, EMMANUEL OLUMUYIWA PhD

Department of Educational Technology
Lagos State University of Education, Oto/Ijanikin, Lagos State, Nigeria

OLADEJO, MUHIDEEN ADEWALE PhD

Department of Educational Management
Lagos State University of Education, Oto/Ijanikin, Lagos State, Nigeria.

Idowu-tiamiyu, Amudat Shijuade

Lagos State Universal Basic Education Board, Maryland, Lagos

&

ADELEKE, BABARINDE AMOS

Department of History, University of Lagos, Akoka-Yaba

Abstract

This study examined the relationship between mentoring practices and job performance amongst academic staff in Lagos State-owned universities. Four research hypotheses were tested in the study. The study used the descriptive survey research design with a total population of 2156 academic staff and a sample of 338 academic staff while the multi-stage sampling approach was used to select the actual participants of the study. A self-developed questionnaire titled; Mentoring Practices and Job Performance Scale was used to collect the needed information from the participants and was designed on a Four-point modified Likert-type scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). The research instrument was validated by experts and suggestions were effected to produce the final draft of the instrument a reliability coefficient of .78 after analysis using the Cronbach alpha reliability technique proved the instrument was reliable. Pearson Product-Moment Correlation statistics were used to test the stated research hypotheses at a .05 level of significance using the Statistical Package for Social Sciences (SPSS). The result showed that all the explanatory variables significantly relate to the job performance of academic staff in Lagos State-owned universities. Based on these findings, it was therefore, recommended among others, that school administrators should institute the coaching system in institutions of learning in order to help employees learn from one another towards improving academic staff job performance, the government should design a policy on mentoring programs in universities in order to enhance job performance of academic staff.

Keywords: Mentoring, Job performance, Coaching, Counseling, Reflection, Training.

Background to the Study

The institutions of learning have the prime objectives of imparting knowledge through teaching, research, and community services and in order to effectively deliver on these objectives, qualified and competent academics are employed. Thus, effective job performance by academic staff can lead

to the realization of the broad objectives for which universities are established, and facilitate skill acquisition and entrepreneurship development which will bring about poverty reduction, especially in developing countries (Blanchard, 2004). The performance of academic staff is not only a function of ability (qualification and competence) but also of mentoring. Mentoring is not completely a new concept in an academic circle (Baugh & Sullivan 2005) but a recently revived trend in Nigerian Universities to compete favorably with their counterparts in other parts of the world. Abdulkareem and Oyeniran (2011) state that there is a need for continuous mentoring to improve the quality of academic staff in public Universities through training and development efforts in order to enhance employee knowledge, skills, and ability. Arogundade (2013) defined a mentor as a person who facilitates the personal and professional growth of an individual by sharing the knowledge and insight that have been learned through the years.

Coppola (2010) explained that mature and experienced organizations will see mentorship as another method to help the entity achieve its mission, objectives, and goals as mentorship ensures that organizational skills, knowledge and best practices are transferred from the mentor to the mentee. Bilesanmi (2013) posited that mentoring is a set of tailored-made advice and incentives that a more experienced staff, in an innovative way can offer less experienced members in a plethora of ways and on a range of competencies.

Mentoring is, therefore, a process in which mature and, more experienced manager shares their wisdom and experience with younger employees. Mentoring has been acclaimed to be a strategy for equipping those involved with functional and sellable skills. It enables staff to acquire the skills needed to progress successfully in their work environments. Mentoring is regarded as one of the best tools for reducing stress for new employees, introducing them to the organization, and promoting the creation of better norms of collegiality and collaboration (Sweeney, 2004).

In addition, mentoring affords the transfer of skills that protégés can apply in diverse professional circumstances, promotes productive use of knowledge, clarity of goals and roles, career success, career growth, promotion and salary increases, and career and job satisfaction (Payne, 2006). Being recognized as the mentor of a successful protégé enhances the reputation of the senior academic/partner among his/her peers. Academic mentoring in higher education is seen to favor educational administrators and students as well as would-be teachers. Presently, academic mentoring exists in most institutions as a means to reach, retain, and recruit students. Academic mentoring is however used extensively in higher education for several reasons.

Every graduate, in spite of which prestigious institutions they come from, has little or no work experience, and little do they know about the world of work (Wing, 2009). Therefore, it is important for organizations or institutions to introduce mentoring programs in the context of personal development for those graduates or new employees (Klassen & Clutterbuck, 2002).

The purpose of mentoring in higher educational institutions should be to acquire skills that have been described as; understanding the underlying values, traditions, and unwritten behavioral codes of academics; effectively managing a productive career in academics, and establishing and maintaining a network of professional colleagues (Leslie 2005). Within an academic institution, mentoring can also be used to support non-academic staff to settle into their new job and to give them feedback on how to improve their work performance (Bryan & Terborg, 2008).

Okediji, Nnedum, and Enwongo (2013) carried out a research study on mentoring and work-related outcomes constructs. The study focused on mentoring relationships and relevance in the field of organizational behavior. The study found that mentoring rests on career support and psychological support while concluding that mentoring improves employees' performance. The ultimate goal of mentoring is to change the organizational culture so that learning becomes ubiquitous. In a learning organization people do not just perform tasks; they are always developing their capacity and knowledge for improved performance. Mentoring combines all other workplace learning initiatives to yield high employee performance, greater employee commitment to organizational goals, and

constructive employee relationships (Pavsloe, 2000). It is against this background that it becomes pertinent to investigate the relationship between Mentoring and Job performance among academic staff in Lagos State owned Universities.

Statement of the Problem

Strategies for developing the capabilities of employees are an important part of any organization's overall corporate strategy. Organizations can no longer expect to be competitive unless they retain employees, inspire them, and support them to learn continuously. Mentoring employees seems to be a significant factor responsible for improvement in employees' job performance in every organization. In actual fact, the utmost desire of organizations to transfer knowledge from senior employees to new employees and retain high potential in the organization appears to be responsible for the increasing demand for mentorship. Academic mentorship programs are perhaps targeted at improving the job performance of employees in institutions of higher learning. However, it appears that a large number of organizations do not execute mentoring programmes or carry on mentorship at a very low level coupled with the inability to evaluate the impact of mentorship on employees' job performance thereby making it difficult to determine the effectiveness of these programmes. Unless this trend is reversed, institutions of learning will continue to lose competent employees, fail to produce quality manpower for the nation, face difficulty in competing with other institutions around the world, and waste resources devoted to institutions of learning. This study, therefore, investigated the relationship between academic mentoring practices and job performance of academic staff in Lagos State owned universities.

Purpose of the Study

The main purpose of this study was to examine the relationship between academic mentoring practices and job performance among academic staff in Lagos State owned universities. Specifically, this study was designed to:

1. investigate the relationship between coaching and staff job performance.
2. determine the relationship between counselling and staff job performance.
3. investigate the relationship between reflection and staff job performance.
4. examine the relationship between Training and staff job performance.

Research Hypotheses

The following research hypotheses were formulated to guide the study:

1. Coaching does not significantly relate to staff job performance.
2. Counseling and staff job performance are not significantly related.
3. There is no significant relationship between reflection and staff job performance.
4. Training and staff job performance are not significantly related.

Methodology

This study used the descriptive survey research design. The population of the study was all the 2156 academic staff while a sample of 338 academic staff was selected using Taro Yemane's formula. In the first stage, the proportionate stratified sampling technique was used to determine the number of participants that are qualified to participate in each institution.

Thereafter, the simple random sampling technique was used to select the actual participants in the institutions. A self-developed questionnaire titled; "Mentoring Practices and Job Performance Scale (MPJPS) was used to collect the needed information from the participants. The instrument was designed on a Four-point Likert-type scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD). The research instrument was validated by experts and suggestions were effected to produce the final draft of the instrument. In determining the reliability of the instrument in this study, the instrument was administered on 30 academic staff who did not participate in the main

study. The data collected was analysed using the Cronbach alpha reliability technique and a reliability coefficient of .78 proved the instrument was reliable. The researchers sought the help of three trained research assistants for data collection. Inferential statistics such as Pearson Product-Moment Correlation statistics were used to test the stated research hypotheses at .05 level of significance using the IBM Statistical Package for Social Sciences (SPSS)

Results

The results of the analysis are presented below.

Hypotheses One: Coaching does not significantly relate to staff job performance.

Table 2:

Coaching and Job Performance

Variable	Mean	SD	N	df	r	p	Rmk
Decision							
Coaching	8.04	4.82					
			338	336	.76	.001	
Sig	Reject H ₀₁						
Job Performance	6.32	3.20					

Sig @ p<0.05

The information in Table 2 showed that there was a strong, positive, and significant relationship between coaching and staff job performance at Lagos State University of Education ($r(348) = .76$, $df=336$, $p<.05$). Thus, the null hypothesis stated that coaching does not significantly relate to staff job performance was rejected. Therefore, there was a significant relationship between coaching and staff job performance.

Hypotheses Two: Counseling and staff job performance are not significantly related.

Table 3

Counselling and Staff Job Performance

Variable	Mean	SD	N	df	r	p	Rmk
Decision							
Counselling	8.42	3.40					
			338	336	.72	.001	Sig
Reject H ₀₂							
Job Performance	6.32	3.20					

Sig @ p<0.05

The information in Table 3 showed that there was a strong, positive, and significant relationship between Counselling and staff job performance at Lagos State-owned Universities ($r(338) = .72$, $df=336$, $p<.05$). Thus, the null hypothesis stated that Counselling and staff job performance are not significantly related was rejected. Therefore, there was a significant relationship between Counseling and staff job performance at Lagos State-owned Universities.

Hypotheses Three: There is no significant relationship between reflection and staff job performance.

Table 4:

Reflection and Staff Job Performance

Variable Decision	Mean	SD	N	df	r	pRmk
Reflection	10.40	6.28				
			338	336	.65	.002
Reject H ₀₃						Sig
Job Performance	6.32	3.20				
Sig @ p<0.05						

The information in Table 4 showed that there was a moderate, positive, and significant relationship between reflection and staff job performance at Lagos State owned Universities ($r(338) = .65$, $df=336$, $p<.05$). Thus, the null hypothesis stated that there is no significant relationship between reflection and staff job performance was rejected. Therefore, there was a significant relationship between reflection and staff job performance in Lagos State-owned Universities.

Hypotheses Four: Training and staff job performance are not significantly related.

Table 5

Training and Staff Job Performance

Variable Decision	Mean	SD	N	df	r	pRmk
Training	12.02	8.46				
			338	336	.76	.002
Sig						
Reject H ₀₃						
Job Performance	6.32	3.20				
Sig @ p<0.05						

The information in Table 5 showed that there was a strong, positive, and significant relationship between training and staff job performance in Lagos State Universities ($r(338) = .76$, $df=336$, $p<.05$). Thus, the null hypothesis stated that training and staff job performance are not significantly related was rejected. Therefore, there was a significant relationship between Training and staff job performance in the Lagos State-owned Universities

Discussion of Findings

The result of the analysis of hypothesis one revealed that there was a strong, positive, and significant relationship between coaching and staff job performance in Lagos State-owned Universities.. The findings of this hypothesis agree with the findings of a study carried out by Beardwell (2004) where it was found that a significant relationship exists between coaching and staff job performance. It also supports the findings of a study by Gladis (2012) where it was found that a significant relationship exists between coaching and staff job performance. However, it negates the findings of Dougherty (2013) who found that no significant relationship exists between coaching and staff job performance. The result of the analysis of hypothesis two revealed that there was a strong, positive, and significant

relationship between counselling and staff job performance in Lagos state-owned Universities Education.

The findings of this study agree with the findings of a study by Purcell, Kinnie, and Hutchinson (2003) where it was confirmed that there was a significant relationship between counseling and staff job performance. It also supports the findings of a study by Harrison (2000) where it was found that there was a significant relationship between counseling and staff job performance. It, however, contradicts the findings of a study by Mubashar (2016) where it was found that no significant relationship exists between counseling and staff job performance.

The result of hypothesis three showed that there was a moderate, positive, and significant relationship between reflection and staff job performance in Lagos State-owned Universities. This agrees with the work of Okediji, Nnedum, and Enwongo (2013) where it was found that there was a significant relationship between reflection and staff job performance. It is also in agreement with the findings of a study by Mundia and Iravo (2014) where it was found that there was a significant relationship between reflection and staff job performance. However, it negates the findings of a study by Ofofwe and Eghafona, (2011) where it was found that there was no significant relationship between reflection and staff job performance.

The result of hypothesis four showed that there was a strong, positive, and significant relationship between training and staff job performance in Lagos State-owned Universities. This agrees with the work of Carla (2008) where it was found that there was a significant relationship between training and staff job performance.

It is also in agreement with the findings of a study by Levy and Williams (2004) where it was found that there was a significant relationship between training and staff job performance. However, it negates the findings of a study by Wright and Geroy (2001) who found that there was no significant relationship between training and staff job performance.

Recommendations

This study therefore recommends that:

1. The school administrators should institute a coaching system in the school in order to help employees learn from one another towards improving academic staff job performance.
2. The government should employ qualified counselors in schools in order to ensure that academic staff have access to quality counseling services that can boost their morale and job performance.
3. The institutional managers should help academic staff reflect on their performance during a specific period of time with the aim of helping them improve on the job.
4. The managers of the institutions should ensure that training programmes are regularly organized for academic staff in order to improve staff job performance.
5. The government should design a policy for mentoring programs among academic staff in public universities.
6. There should be a policy on regular and adequate training of academic staff in order to ensure they have access to current and modern trends in their job.
7. The government should design counseling programs for academic staff in order to help motivate them toward improved job performance.

References

- Abdulkareem A.Y.&Oyeniran, S. (2011). Managing the performance of Nigerian Universities for sustainable Development using Data Environment Analysis. *Ilorin Journal of Sociology*, 3(1), 37-50.
- Baugh, S. G. & Sullivan, S .E. (2005). Mentoring and career development. *Career Development International*, 10(6/7), 423-428.
- Beardwell, I, Holden, L. & Claydon, T. (2004). Human Resources management a contemporary approach. 4th Ed. Harlow, Prentice Hall.
- Bilesanmi, A. O. &Aronu, C.O. (2013).Assessing the Knowledge, Attitude and Factor Affecting job performance amongst Health Workers in Nigeria using the permutation method for hoteling T-squared analysis. *American Journal of theoretical and applied statistics*, 2(6), 184-190.
- Blanchard O. (2004). Economic Future of Europe. NBER Working Paper. 103(10).
- Brayant, S. E.&Terborg, J. R. (2008). Impact of peer mentoring training on creation and sharing organizational knowledge. *Journal of Management*, 2(1), 11-29.
- Carla, S (2008). Mentoring variables and organisational performance in American Universities. *Journal of Applied Psychology*, 2, 606-616.
- Coppola,B.C. (2010). Full Human presence: A guide to mentoring undergraduate science students. *Beyond Teaching to Mentoring*, 1(5), 1-115.
- Dougherty, K. (2013). Peer Coaching intervention and selected predictors in outplacement. *Dissertation Abstracts international*, 4(5), 166-180.
- Gladis, M. (2012). Quality of life: Expanding the scope of clinical significance. *Journal of consulting and clinical psychology*, 6(3), 320-324.
- Harrison, R. (2000). Employee Development. Silver lakes, Pretoria: Beekman publishing.
- Klasen, N, & Clutterbuck, D, (2004). Implementing mentoring schemes: A practical guide to successful programs London: Butterworth Heinemann.
- Levy, S.&Williams, A. (2004) Organizational Behavior New Jersey: Pearson Prentice Hall.
- Mubashar (2016).Impact of training and feedback on employee performance. *Journal of psychology and Business*, 5(1), 56-80.
- Mundia and Iravo (2014). Role of mentoring programs on the employee performance in organizations:A survey of public Universities in Nyeri County, Kenya. *International journal of Academic Research in Business and social sciences*, 4(8), 98-120.
- Payne, S.C.&Huffman, A.H. (2006). A longitudinal examination of the influence of mentoring on organizational commitment and turnover. *Academy of Management Journal*, 4(1), 158-168.
- Pavsloe, E.A. (2000). Coaching and Mentoring. Kagon page Sterling VA.
- Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B. & Swart, J. (2003). Understanding the people and performance link: Unlocking the Black Box. Research Report, CIPPP, London.
- Rothwell, W. (2010). Effective succession planning: Ensuring leadership continuity and building talent from within. New York: American Management Association.
- Wright, P. & Geroy, D.G. (2001). Changing the mindset: The training myth and the need for world class performance. *International Journal of Human Resources Management*, 2(4), 586-600.