

## **ACADEMIC MENTORING AMONG LECTURERS IN THE UNIVERSITIES. WHAT IS THE SITUATION IN BAYELSA STATE?**

**By**

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### **Abstract**

The study investigated the situation of academic mentoring in the universities located in Bayelsa State. It is a descriptive survey research design with the population of 250 lecturers below the rank of senior lecturer from the four universities located in Bayelsa State. (Federal University Otuoke; Niger Delta University, Amasoma; Africa University, Toro-Oluwa; and the Bayelsa Medical University, Yenagoa). A simple random sampling techniques was used to select 120 of them for the study by ensuring that at least 30 respondents were selected from each university. Two research questions and one hypothesis were raised to guide the study. The instrument for data collection was a questionnaire titled \_\_Academic mentoring among lecturers of universities in Bayelsa State Questionnaire (AMLUBSQ) designed, validated and pilot-tested using Cronbach Alpha reliability test (N=25, r=.97). The questionnaire has two sections. Section A dealt on the demographic variable of gender while Section B was on academic mentoring practices of lecturers in the universities on a 4-point Likert type rating scale coded as very high (VH), high (H), low (L) and very low (VL). A mean of 2.50 and above was considered high. Lecturers below the rank of senior lecturer (from the rank of graduate assistant to lecturer I) served as respondents through their WhatsApp platforms. Three experts in the Faculty of Education, Federal University Otuoke carried out face and content validity of the questionnaires. A google form was designed and used for collection of data, sent to the various whatsapp platforms belonging to academic staff of these universities. Descriptive statistics of mean was used to answer the research questions while t-test statistics was used to test the hypothesis at 0.05 level of significance. The study revealed low level mentoring among lecturers in universities, high-level challenges hindering academic mentoring in the universities and that there is no significant difference in the mean response of male and female lecturers on the challenges to academic mentoring among lecturers. The study however seminar and workshops was rated high as a means of mentoring lecturers in the universities in Bayelsa State. It therefore recommended among others that universities should develop policy framework to ensure official attachment of younger lecturers in research groups/hubs as a means of mentoring.

**Keywords:** Academic, Mentoring and Universities

## **Introduction**

Mentoring is quite a huge concern of ensuring that there is continuity of quality service delivery by senior and experienced members of an organization. It is an approach adopted by senior faculty members to guide the young academics in ensuring quality of all academic process. In the university system for example, it should include all process followed by senior and experienced lecturers to guide the young ones leading to quality teaching, quality research and community services for a healthier humanity. The development of academics and availability of high-level manpower is therefore dependent on the success recorded about mentoring in Nigeria university system (Onyia, et al., 2019). Mentoring may be defined as a process when a seasoned member of an organisation assumes the role of a guide, providing assistance, encouragement, and advice to a less experienced individual. The primary objective of this relationship is to assist the mentee in effectively navigating the organisational landscape, ultimately fostering their professional advancement and personal improvement. Mentoring is the provision of counsel and direction to less experienced individuals by their more experienced peers (Ebisinkemefa, and Lucky, 2022). Adams and Associates (2021) opined that mentoring should be concerned with initiating a climate where recognising the importance of an individual's professional and personal growth is widely esteemed. This encompasses the nurturing, protection, dissemination, and perpetuation of aptitudes, capacities, established norms, expertise, methodologies, and proficiencies, in addition to the facilitation of avenues for personal growth and autonomy (Adams and Associates, 2021). For instance, in the Universities, Polytechnics or College of Education, mentoring involves course advising, collaborative research, guidance and counseling, project and research supervisions, teaching and lecture supervisions, including character building of young academics towards exploitation, etc. for better intellectual and academic outputs.

Accordingly, the process of encouraging willing young lecturers to collaboratively write articles, carry out research and ensure its publication in relevant reference journals could be considered academic mentoring. The experienced lecturers could set up good strategies of seeing to the motivation of new or young lecturers to embark on specific areas of interest, write academic articles to be vetted by the seniors, thereby placing emphasis on specific areas that will lead to discovery of new knowledge in the university system. Just as Adam and Associates (2021), it has been noticed that academic mentoring need to establish a substantial correlation between academic accomplishments and professional progress, which are shaped by the direction, assistance, and nurturing provided by experienced practitioners. In this particular case, the term "experienced professionals" refers to those holding positions as Senior Lecturers, Associate Professors, and full-time Professors who specialise in various academic research disciplines inside the Nigerian university system. It has become imperative that this mentoring role is therefore considered a priority. In the assertion of Ajayi and Ogunmola (2015) that mentoring is a development, caring, sharing, and helping relationship where one person invests time, know-how and effort in enhancing another person's growth, knowledge and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future.

There are instances where faculties can organise seminars and workshops moderated by senior academic members of the faculty aimed at teaching, inculcating right type of value and writing skills to the young lecturers. It could come in different forms, at the departmental levels, faculty and even inter-faculty arrangements towards encouraging young people on the ethics of good research and publication. Senior academics who are very much abreast with specific areas in academics can speak on ways of tackling challenges and the prospects therein with the aim of encouraging the younger ones to be steadfast. In the views of Masehela and Mabika (2017), academic mentoring involves a mentor who has specialised knowledge and abilities in a certain academic discipline and is eager to share this experience with their mentees (Masehela and Mabika, 2017).

Technology has graduated the world of academics into a global point, researchers and academics has therefore keyed into the development by integrating academic activities into research groups and hubs towards making the world a better place for humanity. Knowledge breakthrough could therefore be attained through effective working research groups and hubs. The universities in Bayelsa State could be more focus to attaining its mandates through research group and hubs activities. They could attract funds to the universities and government through research grants and therefore increase the internally-generated revenue of universities towards the expected self sustenance trend. This process could be a very good avenue for mentoring young academics.

According to the American Speech-Language-Hearing Association's definition from 2015, a mentoring relationship is one in which one person invests their time, energy, and knowledge into another person in order to help them grow as a person and as a professional. The mentee will be better prepared for increased productivity and success in the future thanks to the attention paid to fundamental parts of their lives via this mentoring.

The development of course descriptions and its delivery in the classroom could be a very good strategy of mentoring young academics for the university system. The most senior lecturers could involve young ones to discuss the relevance of a course, its purpose as well as its contents, delivery methods etc. Consequently, there could be room for collaborative teaching to create room for young lecturers to learn lecture delivery strategies, prospects and possibilities of attaining objectives from the senior lecturers. It would most likely create opportunity for correction of errors by the young ones. This process could facilitate effective mentoring programme in the university system. Meanwhile, it should be noted that mentoring could be facilitated with the availability of reasonably number of experience employees in the organization.

Hall and Jaugieitis's (2011), Hu and Ma's (2010), and Mekolichick and Gibbs's (2012) theories on social integration serve as a theoretical foundation for this investigation. This idea proposes that the primary goal of peer mentorship is to encourage participation in order to ease junior students' transition from the theoretical to the applied realms of higher education. The study conducted by Hu and Ma investigated the effects of mentorship on the perseverance of students and their growth as students. While this was happening, Mekolichick and Gibbs investigated how cultural capital may help first-generation college students succeed in undergraduate research.

Academic mentoring, as defined by Campbell and Campbell (1997), Sorrentino (2007), and Masehela & Mabika (2017), is a set of interventions designed to improve students' academic outcomes, including their grades, time spent studying, motivation, and likelihood of completing their degree. According to Masehela and Mabika (2017), mentors in academic mentoring are expected to have a high level of experience in a certain academic field and be willing to share that expertise with their mentees.

This notion is relevant to our investigation since it clarifies the function of the educational institution as a social system where positive intellectual interactions takes place among and between the lecturers and students and other personnel in the university system. The social system therefore requires continuity which could be made possible through mentoring. The integration of younger colleagues into real academic activities by the seniors is attainable through course advising, collaborative research guidance and counseling, seminars and workshops, collaborative teaching etc. Similarly, Ebisinkemefa and Lucky (2022) had earlier investigated the purpose of this research which was ascertain whether or not there is a correlation between academic mentoring and the effectiveness of college professors in Bayelsa State. Mentoring was shown to significantly improve the effectiveness of professors. Coefficients of 0.800, 0.500, 0.894, and 0.783 show that active listening, collaborative learning, shared experience, and corrective feedback are all strongly related to lecturers' performance. These results point to the importance of academic mentorship in pushing Professors to improve their performance and, by extension, their knowledge, expertise, and the calibre of their classroom instruction. As a result, students will have a more favourable impression of the instructors. The study however recommended that universities should institute mentoring programmes for lecturers so as to increase performance in teaching and research including community services. Udom et al (2020) opined that it is important to acknowledge that a robust and favourable association exists between mentoring and the attainment of high academic performance. Isibor (2011) research conducted at the University of Benin provided empirical evidence supporting the influential role of mentoring in fostering academic achievement. Additionally, the study explored other dimensions of tertiary education. The topics covered in the discussion included initial viewpoints on mentoring undergraduate students, the underlying justification for academic mentoring, the significant role mentors assume, and the library's participation as a catalyst within the mentoring process.

Isibor's study has revealed a significant finding: the existence of enduring and widespread elements that have the capacity to divert students' attention, so impeding the academic success of even the most intellectually talented individuals if not appropriately attended to. Therefore, the results of the research emphasised the significance of faculty members being aware of the inherent difficulties in undergraduate education and their direct impact on academic growth. Consequently, the research proposed an increased recognition of these obstacles in order to guarantee that students get sufficient assistance in their endeavour to achieve scholarly distinction. Adding that lecturers must be ready, willing and available to serve as role models that undergraduate students can look up to.

David, et al., (2022) did an extensive review of the literature on mentorship programmes between university professors and students. According to the findings, the popularity of mentorship programmes has increased dramatically, mostly due to the widespread belief that they improve students' chances of graduating. Despite the widespread deployment of mentorship programs, research in this field has not kept pace with their proliferation. Lack of theoretical instruction, lack of a well-defined operational framework for mentoring, and shortcomings in programme design have all been recognised as major obstacles.

Khalid et al. (2010) did research to determine how mentoring affects the teaching practises of both mentees and their mentors. The study's secondary objective was to determine whether or not mentees' teaching abilities improved after receiving intensive instruction. The results provide credence to the theory that mentorship plays a crucial role in helping instructors improve their practises in the classroom. It proves without a shadow of a doubt that mentoring improves teaching methods in the classroom.

To better understand how academic mentorship affects institutional effectiveness, Abiodun-Oyebanji and Oyedeji (2021) performed research at Nigeria's Federal University of Technology, Akure (FUTA). Their research showed that IE was very high at FUTA, with a mean score of  $X = 3.08$ . In addition, with a mean score of  $X = 2.93$ , mentorship programmes for Junior Academic staff were generally effective. Mentoring younger academic personnel was also shown to have a favourable link with the success of FUTA, Nigeria ( $r = 0.167$ ,  $p = 0.05$ ). This provides more evidence that a university's institutional efficacy improves when senior faculty members take an active role in mentoring younger faculty members. Based on their results, the researchers advocated for mentoring to be a top priority at the institution to improve the quality of instruction and the dissemination of information. They also emphasised the need for more academic mentoring among faculty members as a means to boost the efficiency of the institution as a whole.

Similarly, Corbin et al (2012) discovered the research by Anagbogu and Nwokolo (2016) provides important new information on the role of mentors in the growth of student leaders in higher education. It highlights the importance of the mentoring process and the kind of mentor in clarifying the ability for socially responsible leadership. The authors of this study covered a wide range of important ground when discussing mentoring, including its definition, the qualities of a good mentor, the benefits of mentoring, how to be a good mentor, and the many different types of mentoring available, including formal, informal, social, leadership, apprenticeship, peer mentoring, and prefectship. The study highlighted the importance of research mentoring and provided guidelines for establishing efficient research mentorship programmes at tertiary institutions in Nigeria.

In the same vein, Onyia et al., (2019) examined the present study investigates the relationship between mentorship aspects and the organisational commitment of academic staff at private institutions located in Nigeria. The proposition suggests that the presence of competent mentoring is a crucial factor in enhancing employee retention rates, since it reinforces their dedication to the organisation. In order to examine the correlation between variables, the research used data obtained from a sample of 315 academic personnels and performed comprehensive

interviews with Professors and Junior Instructors from six privately-owned institutions in the South-West region of Nigeria. This research contributes to the current scholarly literature by providing insights into the role of mentoring as a developing leadership development programme and its influence on organisational commitment. As a result, it contributes to the enhancement of human capacity development in Nigerian institutions. The study utilised a cross-sectional survey research design and implemented the open-ended grounded theory approach. It involved conducting 12 in-depth interviews with academic staff members who served as mentors (Professors) and mentees (Junior Lecturers) in either formal or informal mentoring relationships. The results of the empirical study indicate that there is a statistically significant, if rather small, positive correlation between the various characteristics of mentoring and workers' level of organisational commitment ( $r = 0.12, 0.15, 0.16, 0.19, 0.20, p < 0.05, N = 315$ ). The qualitative findings provided further evidence to reinforce the idea that mentoring has a mostly positive impact on workers' dedication to their respective organisations. Consequently, this research proposes the promotion and establishment of efficacious mentoring initiatives inside higher education institutions. This statement underscores the need of creating supporting frameworks that facilitate mentorship and integrate it with faculty knowledge acquisition and professional progression. Hence, accentuating its potential as a significant instrument for individual and organisational development.

### **Statement of problem**

The university system is responsible for ensuring its longevity via the enforcement of relevant rules. Unfortunately, the pursuit of these best practises, which is aided by advice, supervision, and support from senior faculty members, seems to have been ignored by those in power. The present trend of employing new teachers and putting them to work right away without providing them with the proper mentoring from more experienced professors is troubling. In many universities as observed by the researcher, there exists the practice of conversion of administrative and technical staff into academics as a result of inadequate manpower at the faculties. These set of staff are not properly oriented, guided and are not even assigned to a senior colleague for continuously guide, encouragement and support before they are made to face the challenges of academics. The practice of co-teaching courses is not properly practices due to inadequate personnel. This, probably would lead to limitation of potentials as observed in the quality of teaching and research in the context of present-day Nigerian universities, the aim of this research endeavour is to ascertain the situation of academic mentoring among lecturers in the universities located in Bayelsa state.

### **Research Questions**

1. What is the level of academic mentoring among male and female senior teaching staff in Universities in Bayelsa State?
2. What are the challenges to good academic mentoring among lecturers in the universities in Bayelsa State?

### **Hypothesis**

- 1: There is no significant difference of male and female senior teaching staff about the difficulties of academic mentoring in Bayelsa State institutions.



## **Methodology**

Descriptive survey research was used for this analysis. All 250 lecturers below the senior lecturer position at four institutions in Bayelsa State were surveyed. These universities are the Federal University in Otuoke, the Niger Delta University in Amasoma, the Africa University in Toro-Oluwa, and the Bayelsa Medical University in Yenagoa. The study's 120 participants were selected using a basic random selection procedure; at least 30 individuals were taken from each school. Two research questions and a hypothesis were developed to direct the study. Academic mentoring among university lecturers in Bayelsa State Questionnaire (AMLUBSQ) was used to gather data. The Cronbach Alpha reliability test was used to build a validation sample and conduct pilot testing on the questionnaire (N=25, r=.97). The questionnaire has two sections. Section A dealt on the demographic variable of gender while Section B was on academic mentoring practices of lecturers in the universities. The ratings were assigned using a four-point scale similar to the popularly used Likert scale. in the extreme range (VH), high (H), low (L), and extreme range (VL). A mean of 2.50 and above was considered high. Lecturers below the rank of Senior Lecturer (from the rank of Graduate Assistant to Lecturer I) served as respondents through their WhatsApp platforms. In order to establish the face and content validity of the questionnaires, consultation was sought from two specialists affiliated with the Faculty of Education at Federal University Otuoke. The data gathering process was carried out using a Google Form, which was circulated to academic staff members of the individual institutions using several WhatsApp platforms. The study concerns were addressed using descriptive statistics, notably focusing on the mean. To determine the significance level of the hypothesis, a t-test statistic was performed, with a predetermined threshold of 0.05.

## **Result Presentation**

**Research Question one:** What is level of academic mentoring among male and female senior teaching staff in Universities in Bayelsa State?

To answer research question 1, Lecturers below the rank of senior lecturer in the universities located in Bayelsa State assessed the level academic mentoring on a 4-point Likert rating scale. The collected data was subjected to a descriptive analysis, and the results were shown in Table I.

**Table 1: Mean Analysis of the Level of Academic Mentoring among male and female senior teaching staff in universities in Bayelsa State.**

Description	N	Mean (X )	Remarks
Collaborative Research	120	2.31	Low
Collaborative Teaching	120	2.21	High
Research Group/Hub	120	2.31	Low
Faculty Seminar/Workshops	120	2.51	High
<b>Mean Total</b>		<b>2.34</b>	<b>Low</b>

Critical/Theoretical Mean =2.50, N=120

According to the findings presented in Table I, the level of academic mentoring among male and female senior teaching staff in Bayelsa State University is reported to be low, as indicated by a mean score of 2.34. However, it is worth noting that the mean score for faculty seminar/workshop, which serve as a form of mentoring, is relatively high at 2.51. On the other hand, collaborative research, collaborative teaching, and involvement in research group/hub are all reported to be low, with mean scores of 2.31 and 2.21 respectively.

**Research Question 2:** What are the challenges to good academic mentoring among lecturers in the universities in Bayelsa State?

University faculty in Bayelsa State who are not senior lecturers filled out a questionnaire, ranking things on a 4-point Likert scale. Table 2 displays the results of a descriptive analysis performed on the gathered replies.

**Table 2: Mean Analysis of the Challenges to good Academic Mentoring among lecturers in the universities in Bayelsa State.**

Description	N	Mean(X )	Remarks
Absence of Senior Faculty Members	120	2.41	Low
Unwillingness of Senior Faculty Members	120	2.53	High
Workload of Senior Faculty Members	120	2.75	Low
Unwillingness of Mentees	120	2.44	High
<b>Mean Total</b>		<b>2.53</b>	<b>High</b>

Table 2 revealed that the challenges to good academic mentoring in the university located in Bayelsa State is high with mean score of (2.53). It also showed that workload of senior faculty members as a challenge to academic mentoring is high with a mean score of (2.75) and that the challenge of unwillingness of senior faculty members to mentor younger lecturers is also high with a mean score of (2.53). The absence of senior faculty members as a challenge to good academic mentoring in universities in Bayelsa State is low with a mean score of (2.41) and then the unwillingness of mentees to be mentored is low with a mean score of (2.44).



**Hypothesis:** There is no significant difference of male and female senior teaching staff about the difficulties of academic mentoring in Bayelsa State institutions.

The research discovered that there was no significant disparity of male and female senior teaching staff about the difficulties of academic mentoring of Bayelsa State. A t-test analysis was used to evaluate the null hypothesis at a significance level of 0.05, and the results are shown in Table 3.

**Table 3 presents the results of a T-Test analysis that compares the mean responses of male and female senior teaching staff of Bayelsa State universities about the challenges to effective academic mentoring.**

Variables	N	( $\bar{X}$ )	SD	Df	t-Cal	Sig(2 tailed)	Decision
Male	84	2.51	0.50	98	0.26	0.000	Rejected
Female	36	2.53	0.46				

P<0.05

According to the data shown in Table 3, the t-value of 0.26 is found to be greater than the corresponding P-value of 0.000. Therefore, the null hypothesis, which posits that there is no statistically significant disparity in the average replies of male and female lecturers about the difficulties of academic mentoring among academics in Bayelsa State institutions, is now refuted.

### **Discussion of Findings**

The results of the investigation pertaining to research question one revealed a restricted level of mentorship among academic instructors in universities located in Bayelsa State. This, quite disagreed with the findings of Abiodun-Oyebanji and Oyedeji (2021) that there exist relative high-level mentoring of academics in Federal University Akure. It is therefore a confirmation of the personal observations of the researchers where young lecturers are employed and immediately redeployed to the classroom without due or official attachment with a senior faculty member. Orientations on career path, prospects and challenges including progression are not usually conducted for new and young lecturers in the universities. This happening, could be one of the reasons for reduction to the steps of meeting-up with the quality standard of teaching and research throwing the Nigerian university system today. The findings of this research provide empirical support for the assertions put out by Ajayi and Ogunmola (2015) on the possibility of achieving notable accomplishments and extraordinary performance within a professional setting that embraces a culture centred on growth, care, sharing, and nurturing relationships. Within this

particular context, an individual dedicates their time, experience, and exertion towards augmenting the development, knowledge, and abilities of another individual. Additionally, these interventions address urgent requirements in an individual's life, therefore providing them with the necessary tools to enhance their future productivity or accomplishments, eventually resulting in broader benefits for mankind.

Meanwhile, the item analysis revealed high level mentoring through faculty seminars and workshops with a mean score of (2.51). It therefore suggests that many faculties are quite active in the area of seminars and workshops as a means of mentoring young lecturers. This particular result quite collaborates the findings of Abiodun-Oyebanji and Oyedeki (2021) that there exist relative high-level mentoring of academics in Federal University Akure. Also in collaboration with this finding is the assertion of Ebisinkemefa and Lucky (2022) that there is a positive and statistically significant association between academic mentoring and the success of instructors. Although, the item analysis further revealed low level collaborative research, low level collaborative teaching and research group/hubs with the mean scores of (2.31), (2.21) and (2.31) respectively. This result is quite discouraging for the progress and development of the university system. A situation where younger lecturers are not mentored through research groups and collaborating writing/research and even collaborative teaching is therefore worrisome. In confirmation to this studies, is the findings of Khalid et al., (2010) that creating time to mentor in classroom practices for teachers is the objective of the research was to evaluate the improvement in pedagogical abilities among mentees subsequent to a thorough training session. The study results provided empirical evidence in support of the proposition that this particular kind of mentorship has a substantial role in enhancing instructors' pedagogical abilities. Moreover, it emphasised the beneficial influence of this mentoring methodology on instructional strategies and overall academic achievement.

Research question two revealed high-level challenges facing the success of academic mentoring in the universities with a mean score of (2.53). This result is pointing out that poor academic mentoring is a contributing factor to poor teaching and research output recorded in many universities today. Young lecturers cannot give what they don't have. A situation where they had not closely learnt from a senior faculty in similar research interest will result to poor performance. This studies, confirms the findings of Corbin et al (2012) The mentoring process and the selection of a mentor are both crucial factors in developing socially responsible leadership skills in many fields. Consequently, Onyia et al, (2019) asserted that the development of academics and availability of high-level manpower was dependent on the success recorded about mentoring in Nigeria university system (Onyia, et al., 2019). Meanwhile, the studies further revealed that the workload of senior faculty members constitute a challenge to effective academic mentoring. This finding confirms the agitations of Academic Staff Union of Universities (ASUU) over the years on excess workload. The union has been requesting the federal government to pay excess workload allowance to its members. In many universities today, particularly senior faculty members, have much workload ranging from teaching of large classes, to supervision of thesis, including postgraduate studies, research and community services, not to mention various administrative tasks performed on a daily basis towards the

functioning of the university system. This situation is worrisome as it would not give them much time for guidance and mentorship of younger ones as expected in the system. The result however is in disagreement with the report of David, et al., (2022) the increase in the number of mentoring programmes may be ascribed to the perceived advantages they provide in relation to the retention of both students and teachers. This study therefore suggests that there exists reduction of mentoring trends in universities due to excess workload of those who should mentor. Further more the unwillingness of senior faculty members to mentor younger ones was discovered to be low. It is quite related to the issues of excess workload. An employee who has much work will only make effort in completing the assignment rather than using his limited time to teach or mentor others. The study further revealed that the unwillingness of mentees to make themselves available for mentoring is low with a mean score of (2.44). It however indicates that young lectures are usually available for mentoring in the focused universities as many have the aspirations to grow to the peak of their career but are not properly mentored because the workload of senior faculty members.

The hypothesis proposed that there is no significant difference in the average replies of male and female lecturers on the issues related to academic mentoring among academics in universities in Bayelsa State. This also is an indication that the perspective of the respondents are same on the challenges hindering effective academic mentoring in the universities. The study therefore agrees with the findings of Isibor (2011) that the factors posing as challenges of mentoring in tertiary education, the aforementioned distractions, characterised by their enduring quality, possess the capacity to impede pupils and may endure if left unattended. It is important to acknowledge that individuals who possess exceptional academic abilities, whether they are faculty members or students, may encounter obstacles that hinder their ability to flourish if these distractions persist without intervention. According to Isibor (2011), it is advisable for faculty members to be aware of the inherent difficulties associated with higher education and their potential effects on academic growth. Suggesting that lecturers must be ready, willing and available to serve as role models that others can look up to.

### **Conclusion**

The study highlighted the procedures and various strategies of academic mentoring and the status in the universities located in Bayelsa State. It noted collaborative teaching and research, joining research team/hub and the seminars and workshops as various means of carrying out academic mentoring for lecturers. It also noted the various challenges facing effective academic mentoring and that excess workload of senior faculty members is major factor limiting mentoring in the university system.

### **Recommendations**

Based on the results of the study, the following suggestions are put forth:

1. One potential strategy to facilitate the mentorship of Junior lecturers at universities is to alleviate the burden of senior faculty members. This approach would allow for the creation of more time and resources that can be dedicated to mentoring activities.
2. Initiation of a policy framework that will ensure official attachment of younger lecturers in research groups/hubs

3. Universities should develop policies that will encourage and add incentives to collaborative research among lecturers of different statuses as a means of mentoring.
4. A policy framework that will encourage collaborative teaching as a means of mentoring in the universities should be initiated and followed.

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