

Assessment of the Relevance of Mentoring Roles in Nasarawa State University, Keffi

Becky Ade Aliegba

Email: becky27aliegba@gmail.com; Phone: +2348035405815

Mary Oyine Inalegwu

Email: maryoyine28@gmail.com; Phone: +2348065968527
Department of Public Administration, Faculty of Administration
Nasarawa State University, Keffi

<https://doi.org/10.61090/aksujacog.2024.052>

Abstract

This paper assessed the relevance of mentoring roles in Nasarawa State University, Keffi. The major objectives of this paper were to assess the effects of mentoring roles in achieving the mandates of Nasarawa State University, Keffi, as well as the extent to which mentoring roles affected employees' capacity in Nasarawa State University, Keffi. The survey method was employed with primary and secondary sources of data used. A sample size of 400 was used. After analyzing the collected data, it was revealed that mentoring at Nasarawa State University, Keffi was very relevant and had a positive effect on learning, staff relationships, innovation, and creativity. It was also found that mentoring was very relevant and had a positive effect on staff capacity development, career satisfaction, the discovery of new talents, self-confidence, motivation, and understanding of NSUK's goals and objectives. Based on the findings, the paper recommended that there is a need to strengthen and expand mentoring programmes at Nasarawa State University, Keffi. This could be done by investing in resources and training for mentors, promoting a mentoring culture, and increasing awareness among staff and students about the benefits of mentoring. Also, NSUK should, as a matter of concern, implement a formal mentoring programme to provide opportunities for mentorship relationships to be established between experienced staff members and those seeking growth and development.

Keywords: mentor, mentoring, mentoring roles, performance, man power, tertiary education.

Introduction

In today's rapidly evolving professional landscape, organisations are increasingly recognising the critical role that mentoring plays in fostering individual skills towards ensuring collective success in the organisation. Mentoring is traditionally seen as a means of personal guidance and career development, which has emerged globally as a pivotal component in enhancing organisational performance and achieving strategic goals. In recent times, the role of mentoring has gained prominence in the context of organizational development because it is a supportive and moulding synergy that exists between an experienced individual and a less experienced individual for the aim of development and capacity building toward achieving the value of the organization. As businesses and institutions face unprecedented challenges due to globalization, technological advancement, and shifting market dynamics, the need for effective talent management and leadership development has become increasingly critical. This has made organizations see the need to recognize that structured mentoring programmes can address these needs by enhancing employee skills, fostering leadership capabilities, and driving organizational success as mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the professional growth of someone else. Every individual needs insight that is outside his/her normal life and educational experience.

The concept of mentoring in higher education has a long history rooted in the traditional apprentice-master relationships in ancient education systems, over time this evolved into more structured mentoring programmes within universities, especially as the student population diversified and the need for more personalized guidance grew.

Mentoring in universities plays a crucial role in shaping the academic and professional development of students. The importance of mentoring is that it creates one-of-a-kind opportunities for collaboration, goal achievement and problem-solving (Stone, 2011). This perception of the concept of mentoring implies mutual responsibility, commitment and a commensurate level of self-sacrifice. Mentoring can be looked upon as a personal enhancement strategy through which one person facilitates the development of another by sharing known resources, expertise, values, skills, perspectives, attributes and proficiencies. It allows the learner to build skills and knowledge while attaining goals for career development. Conversely, it provides the opportunity for the experienced individual to further enhance his/her skills and knowledge areas by continuously reassessing and building upon these areas. In principle, therefore, mentoring is a learning process as well as a teaching process.

Ensher et al. (2001) had earlier posited that mentoring appears to be a win-win intervention with positive benefits accruing not only to individual protégés (mentees) but to work groups (mentors) and the organisation itself as well. By implication, therefore, a mentoring relationship involves two people, a mentee who wishes to develop specific learning areas, and a mentor who fulfils the role of expert in those particular learning areas. The mentor/mentee relationship is one of mutual empowerment to influence the realization of organization set goals. (Triple Creek Associates, 2007). In addition, mentoring is also concerned with creating an informal environment in which students and staff can feel encouraged to discuss their needs and circumstances openly and in confidence with a mentor who is in a position to be of positive help to them.

In formal organizations, mentoring relationships consist of assessing, coaching, demonstrating, teaching, interacting, and counselling. Through these actions, protégés gain an understanding of the nature and working of their organization which include traditions, protocol, and politics of the organization's norms, standards, methods of operating, history, values, hierarchy etc. It also requires the knowledge of skills and competencies required to meet performance expectations, attributes and qualities that lead to success and channels for advancement.

Mentoring is, therefore, a well-established practice in the educational realm, aimed at fostering personal and academic development among students and Staff. In the context of Nigerian universities, mentoring plays a pivotal role in shaping the future of students and staff by providing them with guidance, support, and motivation throughout their academic journey. By this justification, the relevance of mentoring in Nigerian universities, especially Nasarawa State University, Keffi becomes a critical area of concern that requires careful examination. This is premised on the fact that despite its potential benefits, the effectiveness of a mentoring system at Nasarawa State University, Keffi remains uncertain.

The problem revolves around the key question of the justification of mentoring for the achievement of Nasarawa State University mandate, as well as the development of academic staff capacity. The paper assesses the relevance of mentoring roles in Nasarawa State University, Keffi. The specific objectives are:

- i. to assess the effects of mentoring roles in achieving staff obligations in Nasarawa State University, Keffi.
- ii. to examine the extent that mentoring roles affect staff capacity at Nasarawa State University, Keffi.

Research Hypothesis

- Ho Mentoring roles has no significant relationship in achievement of staff obligations at Nasarawa State University, Keffi?
- Ho Mentoring roles has no significant relationship with the capacity development of academic staff at Nasarawa State University, Keffi?

Literature Review

Mentoring

Mentoring can be defined as a relationship where a more experienced individual (the mentor) guides and supports a less experienced individual (the mentee) in their personal and professional development. Mentoring is a specific trusting relationship in which one person, the mentor, supports the learning, progress and empowerment of another person (the mentee or protégé). A good mentor is inherently an educator and follows the ideal that learning represents a catalyst to growth (Johnson & Ridley, 2018).

Swap et al. (2001) see mentoring as a supportive and developmental relationship between an experienced and knowledgeable individual (the mentor) and a less experienced individual. It is a time-tested and valuable approach to learning and personal growth that has been practised across various cultures and fields for centuries. Swap et al. (2001) further posit that mentors act as trusted advisors, offering guidance and support based on their own experiences and expertise. They help the mentee identify their strengths, weaknesses, and areas for growth. Mentors share their knowledge, skills, and lessons learned to help the mentee develop a deeper understanding of a particular subject or profession. Oftentimes, mentors play a significant role in the mentee's career development, offering advice on career choices, opportunities, and advancement. It must be noted that mentoring extends beyond professional development; it can also involve personal growth and the building of self-confidence in mentor-mentee relationships which can be relatively short-term or extend over many years, depending on the goals and needs of the mentee. During this period of mentoring, the mentors pass on their experiences and wisdom to the next generation.

Based on this conceptualization, the primary purpose of mentoring is to transfer knowledge, skills, insights, and wisdom from the mentor to the mentee, thereby helping the mentee achieve their personal and professional goals. This process involves providing guidance, encouragement, feedback, and constructive criticism to the mentee as they navigate their journey and face challenges.

In this age of major leaps in the advancement of information and communication technology, mentoring can be virtual (online) through video conferencing, email or instant messaging, this type of mentoring allows for flexibility and the possibility of connecting with mentors and mentees from different locations. Skill-based mentoring on the other hand provides guidance and support specifically focused on developing a particular skill or competency (Blass & Kelsey, 2017). This mentoring type is highly targeted and helps mentees enhance their abilities in specific areas. Career mentoring also helps a mentee navigate his career path, providing advice on professional development, career choices, and advancement. Career mentoring aims to empower mentees to make informed decisions about their career trajectory. Mentoring is broadly defined as a developmental partnership in which a more experienced individual provides guidance, support, and feedback to a less experienced person. This relationship is designed to enhance the mentee's professional and personal growth (Ragins & Kram, 2007).

Mentoring Role

Mentoring is all about creating a culture that ensures the development of intellectual productivity in an organization. Individuals in effective mentoring relationships experience fewer adjustment problems; advance at a faster pace; are more productive; and are more responsible for the choices they make. Adams & Associates (2004) opined that mentoring is majorly concerned with establishing a climate where developing people is recognized as a valued activity, preserving, sharing and passing on professional protocol, knowledge, techniques and skills, and providing opportunities for empowerment and self-determination which transcends age, ethnicity, gender, generation and race.

According to the Lint Center for National Security Studies (2007), an understanding of the mentoring role can better be appreciated based on the fact that mentorship can only be achieved when a mentor who has achieved professional success, acquired self-confidence, experienced professional satisfaction, and wish to share his/her experience with a junior or less experienced individual. This is why Salinitri (2005) highlighted that mentorship refers to a personal development relationship in which, a mentor who is more experienced or more knowledgeable helps a less experienced or less knowledgeable person based on the knowledge and experience gathered over the years thus, the success of a mentoring relationship is borne out of the role of the mentor. This is because mentorship is viewed as a nurturing process, which provides the opportunity for more experienced individuals to share their professional knowledge and expertise with others who are less experienced. Therefore, the mentoring role is achieved through a process of harnessing experience and knowledge and sharing it with others. It is about people learning from each other and applying the knowledge acquired.

From the foregoing, it can be deduced that a mentoring role is played by someone who helps individuals reach their potential by guiding and encouraging them to excel. Thus, a mentor inspires counsels, motivates and challenges the mentee in developing their vision for the future and skills needed to advance on a career path. Consequently, a mentee gains insight and access to new skills and knowledge through the mentor's example and support.

In like manner, the American Speech-Language-Hearing Association (1997) outlines some of the roles of a mentor as a Coach/Advisor: this is someone who gives advice and guidance, shares ideas and provides feedback to the mentee, shares information on "unwritten rules for success" in the organization and personal success of the mentee. Other roles include serving as a source of encouragement or support on career choices, development and opportunities available to the mentee. The mentor also plays the role of a resource person by identifying resources to help the mentee enhance personal development and career growth, as well as expand the mentee's network of contacts. By this, the mentor further serves as a champion and advocate for the mentee whenever the opportunity presents itself and seeks opportunities for increasing his visibility finally, the mentor according to the ASLH association plays the devil's advocate when appropriate to help a mentee think through important decisions and strategies.

Lint Center for National Security Studies Inc. (2007) corroborates these facts by summarizing the role of a mentor in four main points:

1. Willingness to give personal and professional advice to mentee that will assist in their educational, social and personal growth.
2. Informs mentees about careers in the selected industry/ organizations or profession
3. Challenging and stretching mentees to achieve their potential
4. Organizing activities for encouragement and friendship

In order to substantiate these assertions, it would be insightful to consider what Appelbaum (2011) had affirmed while highlighting the roles of a mentor. She stated that mentors provide specific practical information to their mentees regarding their profession. This could be in the area of entry requirements, opportunities for advancement and employment outlook. They also share their understanding of personal characteristics for success in the field, important issues facing the profession, personal rewards and sources of frustration. Most importantly, mentors can relate personal accounts of their career path to mentees.

By deductive reasoning and keen intellectual analysis, it can be concluded that experts perceive a mentor as an essential, stabilizing and indispensable force/personality that guarantees the continuous professional and personal development of the mentee. This arises out of the need or even the necessity to achieve in all stages of life. On a personal level, we may have set goals for achievements in the medium and long term but we need help, advice and support in many aspects to succeed.

It is as a result of the importance of a mentoring relationship as a powerful relationship for influencing human behaviour for personal and organizational success that Bernier et al. (2005) justified the need for academic mentoring. While citing earlier works, they indicated that it is increasingly recognized that relationships with experienced adults are beneficial to younger people. Hurtado et al. (2011) had earlier suggested that faculty members, who represent the institution's rules and values, are especially determinants in students' adjustment to the institution, even as informal contact (outside the classroom) between students and staff has a positive impact on students and staff academic performance, satisfaction with campus life, retention, and educational and career goals (Keeley, 2020).

An important element of the mentoring relationship is setting and facilitating clearly defined learning objectives. In its most ideal form, academic mentoring is a well-articulated process, which requires that the mentor takes responsibility for the academic development of the mentee. This process is typically characterized by an intrinsic belief in the worth of a person. This is because the mentoring relationship is a mutual learning experience for all participants. Success is measured not just by the academic achievement of the mentee, but also by the increased personal confidence (Salinitri, 2005).

Mentoring Process in Organization

The mentoring process comes in different types and methods which could be one-on-one mentoring where a mentor is paired with a mentee, here the mentor provides personalised guidance and support tailoring their advice to the mentee's specific needs and goals. Mentoring of this nature can also be in the form of a group where multiple mentees are mentored by one or more mentors, this type of mentoring encourages interaction and knowledge sharing among the mentees fostering a supportive community. Peer and reverse mentoring are also mentoring methods where the former talks about peers with similar levels of experience mentoring and learning from each other's experiences, while the latter talks about a junior (less experienced) individual mentoring a more senior and experienced person. This type of mentoring takes place when the junior person is more skilled in a particular aspect e.g. technology or social media (Bjorkman & Dyer, 2016).

The mentoring process in an organization involves a structured relationship between a more experienced individual (mentor) and a less experienced individual (mentee) to support the mentee's personal and professional growth. It is a valuable tool for employee development and knowledge transfer within the organization.

Okuwa (2004), Salmi (2005) and Santiago (2011) outlined some mentoring processes which are:

Identifying the Need: The first step is to identify the need for mentoring. This could be driven by the organization's talent development strategy, or it might be initiated by an employee seeking guidance and growth opportunities.

Matching Mentors and Mentees: Once the need for mentoring is identified, the organization or relevant department typically matches mentors with mentees. The matching process involves considering the goals, expertise, and personalities of both parties to ensure a productive and harmonious relationship.

Setting Objectives: Before the mentoring relationship begins, the mentor and mentee should establish clear objectives and expectations. These objectives could include specific skills development, career advancement, or personal growth.

Building the Relationship: The mentor and mentee need to establish a strong and trusting relationship. Regular meetings are scheduled for the mentor and mentee to interact, discuss progress, share experiences, and set action plans.

Guidance and Support: The mentor provides guidance, advice, and support to the mentee based on their own experiences and expertise. They may share insights into their career journey, offer perspectives on challenges, and help the mentee navigate their career path.

Knowledge Transfer: Mentors often share their knowledge, best practices, and industry insights with the mentee, facilitating knowledge transfer within the organization.

Skill Development: Mentors help mentees identify their strengths and areas for improvement. They may suggest training opportunities or stretch assignments to develop specific skills.

Feedback and Evaluation: Regular feedback is crucial to the success of the mentoring process. Both the mentor and mentee should provide constructive feedback to help each other grow and refine the mentoring relationship.

Goal Review and Progress Tracking: The mentor and mentee periodically review their goals and assess the progress made. Adjustments can be made if needed to stay on track.

Closure or Continuation: The mentoring relationship may have a set timeframe or be ongoing, depending on the initial objectives and the preferences of the individuals involved. Some mentoring relationships may evolve into long-term professional friendships.

Measuring the Impact: The organization may evaluate the impact of its mentoring program through various metrics, such as employee satisfaction, skill development, career advancement, and retention rates. A successful mentoring process requires commitment, open communication, and mutual respect between the mentor and mentee. When done effectively, mentoring can be a powerful tool for fostering a learning culture within the organization and nurturing future leaders.

Relevance of Mentoring in Organizations

Mentoring plays a significant role in various organizations, as it does in any educational institution. Here are some aspects highlighting the relevance of mentoring in institutions:

Mentoring provides students and staff with academic guidance and support, helping them navigate through their courses, choose appropriate majors, and plan their academic careers effectively. Mentors can offer insights into the university's curriculum, provide study tips, and address any academic challenges the students and staff may face. It also contributes to the personal development of students and staff by fostering a positive and supportive environment. They can serve as role models, encouraging students and staff to set goals, develop self-confidence, and enhance their decision-making skills.

Career Counseling: Mentors can assist students and staff in exploring various career paths, understanding the job market, and preparing for life after graduation. They can provide information about potential career options, internships, and networking opportunities.

Social Integration: For many students and staff, especially freshmen, entering university can be a daunting experience. Mentors can help new students and staff adjust to the university environment, introduce them to social activities, and connect them with their peers, promoting a sense of belonging and community.

In higher educational institutions, mentoring is essential for research-oriented programs. Faculty mentors can guide graduate students and staff through their research projects, provide valuable feedback, and support their academic endeavours. It fosters a closer relationship between faculty members, students and staff. This connection can lead to better communication, mutual respect, and a more conducive learning environment.

Research has shown that mentoring programs can positively impact student retention and academic success rates. When students and staff feel supported and engaged through mentoring relationships, they are more likely to stay committed to their studies and complete their degrees. Some mentoring programs might focus on developing leadership skills in students and staff. These programs aim to nurture future leaders who can positively impact society (Olanitoju, 2017).

Empirical Review

Lin (2007) conducted a research study to develop and examine the effect of mentoring programs on mentoring mathematics teaching. The data was collected from a collaborative mentor study group consisting of four mentors who had to undergo mentoring practice for 78 hours. The data was analyzed before and after the survey on the scale of self-assessment in mentoring, interviews, classroom observation, and reflective journals. The result of the study depicted satisfaction with the initiates, improvement of mentoring knowledge, and the transfer from the program to support interns in questioning, problem-posing, and anticipating students.

Agwu & Luke (2015) studied the impact of coaching and mentoring in the Nigeria Liquefied Natural Gas Company Limited, Bonny. The research question addressed whether mentoring improves employees' job skills, develops their potential for better performance and reduces employee turnover. The data was collected through a survey method from 370 employees using stratified random sampling. The result of the study indicated that there is a significant relationship between mentoring and job performance and reduced employee turnover.

A study conducted by Muzaffar & Mohammed (2016) titled, 'Mentoring and Organizational Performance: A Review of Effects of Mentoring on Small and Medium Enterprises'. The study revealed that mentoring has gained substantial attention in small and medium enterprises in recent years due to its high impact on business performance. Several studies have delineated the impact of mentoring on small and medium enterprises and found mentoring helps improve organizational performance and transfer information from experienced entrepreneurs to inexperienced or less experienced entrepreneurs which leads to higher productivity of organization, better job satisfaction, and retention of workers. This study reviewed the literature on mentoring and the components of mentoring. The findings of the study depicted that mentoring has a positive impact on business performance. Moreover, the results also involve significant decision-making suggestions for SMEs that can improve business performance and enable efficient mentoring programs. These programs would benefit employees as well as the organization. Mentoring programs not only increase the value of employees but also the effectiveness of the business.

Seema & Sujatha (2015) investigated the relationship between formal mentoring and informal mentoring that leads to the career success of individuals. The data was collected from 50 employees working in private colleges in South India, Tamil Nadu through a survey method. The result of the study revealed that formal mentoring was significantly and positively related to career satisfaction ($r=0.424$), ($p=.002$) and informal mentoring was significantly and positively related to career prospect ($r=0.382$), ($p=.006$) and career satisfaction ($r=0.416$), ($p=.003$). Hence it supported the hypothesis that formal and informal mentoring significantly predicts career success among individual faculty members in South India

Schabmann (2014) researched to examine the effects of different mentoring styles on mentee academic performance. The data from four hundred and seventeen students were collected for study out of which three hundred twenty-eight students participated in the mentoring program. The result of the study revealed that the students who participated in the mentoring program performed better than those who did not participate in the mentoring program. The result also revealed that there is no impact of mentoring styles on mentee academic performance

Theoretical Framework

The Social Learning Theory, developed by Albert Bandura in 1977, is highly relevant to the topic of assessing the relevance of mentoring roles in Nasarawa State University, Keffi. This theory posits that individuals acquire new behaviours and attitudes by observing and imitating the behaviours of others. The theory is based on observational learning where people can acquire new behaviours and knowledge by observing the actions and consequences of others' behaviour.

The Social Learning Theory emphasizes the importance of observing and modelling others' behaviours. In the context of mentoring, this theory can guide the design of effective mentoring

programs that encourage mentees to learn from their mentors by observing and emulating their behaviours and attitudes.

The theory can also be used to promote peer learning within the organization. By encouraging employees to learn from each other's behaviour and attitudes, a culture of continuous learning and development can be fostered in the workplace.

The Social Learning Theory highlights the significance of mentors serving as positive role models. When selecting mentors, organizations can use this theory as a guide to choosing individuals who exhibit the desired behaviours and attitudes that align with the organization's goals and values. This theory can be applied to evaluate the effectiveness of mentoring programs by considering the extent to which mentees have learned from their mentors' behaviours and attitudes. This evaluation can help identify areas for improvement in the mentoring process.

The Social Learning Theory offers valuable frameworks for understanding the dynamics, motivations, and outcomes of mentoring relationships in Nasarawa State University, Keffi. This theory can inform the design, evaluation, and selection of mentoring programs and help assess the mutual benefit and relevance of mentoring roles within the organization.

Methodology

The paper adopted a survey methodology. The study was carried out in Nasarawa State University, Keffi. The institution has a projected population of 1957 to include both teaching and non-teaching staff, (NSUK, IPO, 2023). The respondents were purposely sampled because of their experience and knowledge of the mentoring role in the organisation.

In drawing the sample size, Taro Yamane's (1967) formula was used to arrive at a sample of 400 copies of the questionnaire. The questionnaires were distributed in such a way that both the staff of the institution as well as the mentees were represented. The questionnaires were structured on a 5-point Likert scale.

Data Presentation and Analysis

Analysis of Questionnaire administered

Questionnaire	Data of Respondents	Percentage (%)
Questionnaire returned	327	81.75%
Questionnaire not Returned	73	18.25%
Total	400	100%

Source: Field Survey, 2023

From the table above, 400 questionnaires were administered. 327 representing 81.75% were returned while 73 representing 18.25% were not returned.

Respondents view on the effect of mentoring roles in Nasarawa State University, Keffi.

Table 1: Responses on the relevant of mentoring roles in NSUK?

Option	Number of respondents	Percentage%
Extremely Relevant	69	21.1%
Very Relevant	168	51.4%
Moderately Relevant	45	13.7%
Slightly Relevant	34	10.4%
Not Relevant	11	3.3%
Total	327	100%

Source: Field Survey, 2023.

Table 1 reveals that 69 respondents, representing 21.1% strongly agree that mentoring roles in Nasarawa State University, Keffi is extremely relevant; a majority of 168 respondents representing 51.1% agree that mentoring roles in Nasarawa State University, Keffi is very relevant. However, 45 respondents representing 13.7% said that mentoring roles in Nasarawa State University, Keffi are moderately relevant with 34 respondents representing 10.4% saying that mentoring roles in Nasarawa State University, Keffi are slightly relevant while 11 respondents, representing 3.3% said that mentoring roles in Nasarawa State University, Keffi is not relevant.

Table 2: Opinions of respondents on how important mentoring is to teaching.

Option	Number of respondents	Percentage%
Extremely Important	61	18.6%
Very Important	140	42.8%
Moderately Important	66	20.1%
Slightly Important	11	3.3%
Not Important	49	14.9%
Total	327	100%

Source: Field Survey, 2023.

From Table 2, 61 respondents, representing 18.6% said that mentoring in teaching is extremely important, and 140 respondents representing 42.8% agree that mentoring in teaching is very important. However, 66 respondents representing 20.1% agree that mentoring in teaching is moderately important, also, 11 respondents, representing 23.3% believed that mentoring in teaching is slightly important whereas 49 respondents, representing 14.9% were of the view that mentoring in teaching is not important.

Table 3: Responses on how mentoring influences positive staff relationship.

Option	Number of respondents	Percentage%
Strongly Agree	117	35.7%
Agree	74	22.6%
Strongly Disagree	49	14.9%
Disagree	57	17.4%
Undecided	30	9.2%
Total	327	100%

Source: Field Survey, 2023.

From Table 3, 35.7% of the respondents which are made of 117 respondents strongly agree that mentoring influences positive staff relationships, and 74 respondents, representing 22.6% agreed that mentoring influences positive staff relationships. On the other hand, 49 respondents, representing 14.9% strongly disagreed, 57 respondents representing 17.4% disagreed and 30 respondents, representing 9.2% said were undecided on the issues.

Table 4: Responses on how positive is effective mentoring on learning.

Option	Number of respondents	Percentage%
Extremely positive	69	21.1%
Very positive	118	36.1%
Moderately positive	55	16.8%
Slightly positive	44	13.4%
Not positive	41	12.5%
Total	327	100%

Source: Field Survey, 2023.

A look at Table 4 reveals that 69 respondents, representing 21.1% said that mentoring has an extremely positive effect on learning; the majority of 118 respondents representing 36.1% agree that mentoring has a very positive effect on learning. However, 55 respondents representing 16.8% are of the view that mentoring has a moderate effect on learning with 44 respondents representing 13.4% saying the effect is slight while 41 respondents, representing 12.5% said it has no positive effect.

Table 5: Opinions of respondents on how mentoring contributes to innovation and creativity in the way employees approach their duties in NSUK.

Option	Number of respondents	Percentage%
Extremely relevant	109	33.3%
Very relevant	62	18.9%
Moderately relevant	61	18.6%
Slightly relevant	40	12.2%
Not relevant	55	16.8%
Total	327	100%

Source: Field Survey, 2023.

According to Table 5, 109 respondents, representing 33.3% said that mentoring on innovation and creativity in the way employees will approach their duties in NSUK is extremely relevant, 62 respondents representing 18.9% said mentoring on innovation and creativity in the way employees will approach their duties in NSUK is very relevant. However, 61 respondents representing 18.6% said it is moderately relevant, also, 40 respondents, representing 12.2% said it is slightly relevant whereas 55 respondents, representing 16.8% said it is not relevant.

Effect of mentoring role on employee's capacity in NSUK

Table 6: Opinions of respondents on whether there is a relationship between mentoring and staff capacity development in NSUK.

Option	Number of respondents	Percentage%
Strongly Agree	51	15.5%
Agree	103	31.4%
Strongly Disagree	70	21.4%
Disagree	43	13.1%
Undecided	60	18.3%
Total	327	100%

Source: Field Survey, 2023.

According to Table 6 above, 51 respondents, representing 15.5% strongly agreed that there is a relationship between mentoring and staff capacity development in NSUK, and 103 respondents representing 31.4% agreed that there is a relationship between mentoring and staff capacity development in NSUK. However, 70 respondents representing 21.4% strongly disagree that there is no any relationship between mentoring and staff capacity development in NSUK, also, 43 respondents, representing 13.1% disagreed whereas 60 respondents, representing 18.3% were undecided on this question.

Table 7: Responses on importance of mentoring in building employee career satisfaction

Option	Number of respondents	Percentage%
Strongly Agree	153	46.7%
Agree	66	20.1%
Strongly Disagree	47	14.3%
Disagree	40	12.2%
Undecided	21	6.4%
Total	327	100%

Source: Field Survey, 2023.

From Table 7, 153 respondents, representing 46.7% strongly agree that mentoring is important in building employee career satisfaction, and 66 respondents representing 20.1% agree that mentoring is important in building employee career satisfaction. Also, 47 respondents, representing 14.3% strongly disagreed that mentoring is not important in building employee career satisfaction, 40 respondents representing 12.2% disagreed that mentoring is not important in building employee career satisfaction, whereas 21 respondents, representing 6.4% were undecided.

Table 8: Responses on whether mentoring is relevant to employee's discovery of new talents

Option	Number of respondents	Percentage%
Strongly Agree	49	14.9%
Agree	121	37%
Strongly Disagree	84	25.6%
Disagree	60	18.3%
Undecided	13	3.9%
Total	327	100%

Source: Field Survey, 2023.

A look at Table 8 revealed that 49 respondents, representing 14.9% strongly agree that mentoring is relevant to employee's discovery of new talents, and 121 respondents representing 37% agree that mentoring is relevant to employees' discovery of new talents. Thus, 84 respondents representing 25.6% strongly disagreed that mentoring is not relevant to employee's discovery of new talents with 60 respondents representing 18.3% while 13 respondents, representing 3.9% were undecided as to whether mentoring is relevant to employee's discovery of new talents or not.

Table 9: Responses on whether there is a relationship between mentoring and increased self-confidence and motivation of employees

Option	Number of respondents	Percentage%
Strongly Agree	67	20.5%
Agree	103	31.5%
Strongly Disagree	66	20.1%
Disagree	60	18.3%
Undecided	31	9.5%
Total	327	100%

Source: Field Survey, 2023.

From Table 9 above, 67 respondents, representing 20.5% strongly agreed that there is a relationship between mentoring, increased self-confidence and motivation of employees, and 103 respondents representing 31.5% agreed that there is a relationship between mentoring and increased self-confidence and motivation of employees. However, 66 respondents representing 20.1% strongly disagree, also, 60

respondents, representing 18.3% disagreed that there is no relationship between mentoring and increased self-confidence and motivation employees, whereas 31 respondents, representing 9.5% were undecided on the statement.

Table 10: Responses on the importance of mentoring roles in enabling employee clear understanding of NSUK goals and objectives

Option	Number of respondents	Percentage%
Extremely Important	169	51.7%
Very Important	34	10.4%
Moderately Important	45	13.7%
Slightly Important	78	23.8%
Not Important	1	0.3%
Total	327	100%

Source: Field Survey, 2023.

A look from Table 10 revealed that 169 respondents, representing 51.7% strongly agree that mentoring roles on employees' clear understanding of NSUK goals and objectives are extremely important, 34 respondents representing 10.4% agreed that mentoring roles on employees' clear understanding of NSUK goals and objectives is very important. However, 45 respondents representing 13.7% strongly disagreed along with 78 respondents representing 23.8% who disagreed that mentoring roles on employees' clear understanding of NSUK goals and objectives is moderately and slightly important, while 1 respondent, representing 0.3% was undecided.

Test of Hypothesis

In this research work, chi-square statistics model was used to test the hypothesis.

H0¹: Mentoring roles have no significant relationship with the achievement of the mandates of Nasarawa State University, Keffi

H0²: Mentoring roles have no significant relationship with the capacity development of academic staff in Nasarawa State University, Keffi.

In testing the hypotheses Tables 6 and 10 were used.

Observed Frequently

Variable	Strong Agree	Agree	Strong Disagree	disagree	Undecided	Total Responses
Opinions of respondents on whether there is a relationship between mentoring and staff capacity development in NSUK.	51	103	70	43	60	327
Responses the importance of mentoring roles on employee clear understanding of NSUK goals and objectives	169	34	45	78	1	327
Grand Total	220	137	115	121	61	654

Source: Underlying data from field survey 2023.

$$Fe = \frac{Rowtotal \times Columntotal}{Grandtotal}$$

$$Fe = \frac{327 \times 220}{654} = 110$$

$$Fe = \frac{327 \times 121}{654} = 60.5$$

$$Fe = \frac{327 \times 137}{654} = 68.5$$

$$Fe = \frac{327 \times 61}{654} = 30.5$$

$$Fe = \frac{327 \times 115}{654} = 57.5$$

(B) Computation of (Chi-Square)

Fo	Fe	Fo- Fe	(Fo - Fe) ²	$\frac{E(fo - fe)^2}{fe}$
220	110	110	12,100	445.5
137	68.5	68.5	4,692.25	68.5
115	57.5	57.5	3,306.25	57.5
121	60.5	60.5	3,660.25	60.5
61	30.5	30.5	930.25	30.5

Source: Field Survey 2023

$$DF = (Nr-1) (NC-1)$$

Where DF = Degree of freedom

Nr = Numbers of rows in contingent table

NC = Numbers of column in contingent table

$$DF = (Nr-4) (NC-6)$$

$$= (4-1) (6-1)$$

$$= 3 (5)$$

10 under 0.5 (level of significance)

$$= 24.996$$

Decision Rule

The value of the chi-square calculated above is 2943. On the other hand, using a 0.05 level of significance, the tabulated chi-square value with 15 degrees of freedom is 24.996.

Therefore, we accept (Ho) and reject (Hi)

The researcher can conclude that mentoring roles have a significant relationship with the achievement of the mandates of Nasarawa State University, Keffi. Also, mentoring roles have a significant relationship with the capacity development of academic staff in Nasarawa State University, Keffi.

Findings

From the data presentation and analysis, the following are the research findings:

- i. The study reveals that mentoring at Nasarawa State University, Keffi is very relevant and has a positive effect on learning, staff relationships, innovation, and creativity.
- ii. This study revealed that mentoring is very relevant and has a positive effect on staff capacity development, career satisfaction, discovery of new talents, self-confidence, motivation, and understanding of NSUK goals and objectives.

Conclusion

In conclusion, the findings of this study underscore the immense significance of mentoring within Nasarawa State University, Keffi. Through a thorough examination of the data, two key themes have emerged:

First, mentoring plays a pivotal role in fostering a range of positive outcomes within the university community. Notably, it has a substantial impact on learning, staff relationships, innovation, and creativity. This finding highlights the broader educational and professional benefits that mentoring

programs bring to both students and staff members. The positive influence on learning signifies that mentoring contributes to academic excellence and knowledge acquisition. Moreover, it enhances staff relationships, fostering a sense of camaraderie and collaboration that is vital for a harmonious work environment. Additionally, mentoring stimulates innovation and creativity, which are crucial for staying relevant and competitive in the academic landscape.

Second, this study reveals that mentoring goes beyond the academic realm, extending its positive effects to various aspects of professional and personal development. It significantly contributes to staff capacity development, career satisfaction, the discovery of new talents, enhanced self-confidence, motivation, and a deeper understanding of Nasarawa State University, Keffi's goals and objectives. These outcomes underscore the holistic impact of mentoring, transcending traditional boundaries and enriching the lives and careers of those engaged in mentorship relationships.

In light of these findings, it is clear that mentoring programs should be recognized as invaluable assets within Nasarawa State University, Keffi. Embracing and enhancing these programs will not only foster academic excellence and collaboration but also contribute to the personal growth and professional fulfilment of individuals within the university community. This study serves as a call to action, encouraging the university to continue promoting and investing in mentoring initiatives to ensure that the positive effects identified in this research become an integral part of the university's culture, fostering an environment where both learning and personal development flourish.

Recommendations

The paper makes the following recommendations:

- i. There is a need to strengthen and expand mentoring programs at Nasarawa State University, Keffi. This could be done by investing in resources and training for mentors, promoting a mentoring culture, and increasing awareness among staff and students about the benefits of mentoring. By doing so, the university can further enhance learning, staff relationships, innovation, and creativity, ultimately leading to a more productive and fulfilling academic environment.
- ii. Nasarawa State University should, as a matter of importance, implement a formal mentoring program. This program can provide opportunities for mentorship relationships to be established between experienced staff members and those seeking growth and development. By supporting and encouraging mentoring within the organization, not only will individual staff members benefit, but also, overall organizational goals and objectives will be more easily understood and achieved.

References

- Adams, C. L., Harris, C. L., & Williams, R. (2004). Mentoring: The key to management and leadership development. *The Academy of Management Executive*, 18(4), 45-62.
- American Speech-Language-Hearing Association (2011b). Benefits of mentoring. <http://www.asha.org/students and Staff and Staff/gatheringplace/benefits.htm>
- Appelbaum, D. (2011). Life after the military. A good mentor can be a valuable career resource. <http://usmilitary.about.com/library/weekly/aa010603a.htm>
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Bernier, A., Larose, S., & Soucy, N. (2005). Academic mentoring in college: The interactive role of students and staff and staff and mentors interpersonal dispositions. *Research in Higher Education*. 46, 29-51.
- Blass, S., & Kelsey, L. (2017). Virtual mentoring for technology-based problem solving. *Journal of General Management*, 42(2), 118-130.
- Ensher, E. A., Murphy, S. E., & DeShon, R. P. (2001). Mentoring relationships and career development: An exploratory analysis. *Journal of Vocational Behavior*, 58(1), 99-120.
- Ensher, E. A.; Thomas, C. & Murphy, S. E. (2001). Comparison of traditional, step-ahead, and peer mentoring on protege support, satisfaction, and perception of career success: A social exchange perspective. *Journal of Business Psychology*. 15(3), 419-438. <http://www.jstor.org/stable/25092732>.
- Hurtado, S., Cabrera, N. L., Lin, M. H., & Arellano, L. M. (2011). Student-faculty interaction: what matters in student success and development. *The Journal of Higher Education*, 82(4), 526-564.
- Johnson, W.B., & Ridley, C.R. (2018). *The elements of mentoring: 75 practices of master mentors*. St. Martin's Press.
- Keeley, K. (2020). Mentoring and the faculty role: A guide to best practice. *Journal of Staff, Program & Organizational Development*, 37(1), 15-33.
- Leidenfrost B, Strassnig B., Schütz M., Carbon C. & Schabmann A. (2014). The impact of peer mentoring on mentee academic performance: Is any mentoring style better than no mentoring at all?" *International Journal of Teaching and Learning in Higher Education*, Volume 26, Number 1, 102-111
- Lin, P. (2007). The effect of a mentoring development program on mentors' conceptualizing mathematics teaching and mentoring" In Woo, J. H., Lew, H. C., Park, K. S. & Seo, D. Y. (Eds.) *Proceedings of the 31st Conference of the International Group for the Psychology of Mathematics Education*, 3, 201-208.
- Lint Center for National Security Studies (2007). *Understanding mentoring roles: Success, self-confidence, and sharing experience*. Lint Center for National Security Studies. <http://www.lintcenter.org/understanding-mentoring-roles>.
- Lint Center (2011). Roles and characteristics of a good mentor. <http://www.lintcenter.org/mentors/roles/htm>
- Northern Illinois University (2005). Need for mentoring. http://ori.hhs.gov/education/products/niu_mentorship/mentoring/need/need.html
- Okuwa, O. B. (2004). Private returns to higher education in Nigeria. *Africa Economic Research Consortium*. Nairobi, Kenya.
- Olanitoju, M. (2017). Development of mentoring program to enhance students' leadership capacity in Nigerian universities. *Journal of Educational Management and Administration*, 3(5), 241-252.
- Salinitri, G. (2005). The effect of formal mentoring on the retention rates for first-year low achieving students and Staff and Staff. *Canadian Journal of Education*. 28(4), 853-873. Available at <http://www.jstor.Org/stable/4126458>
- Salmi, J. (2005). The capacity building challenge in developing countries: role and importance of tertiary education and research. <http://www.jstor.org/stable/748286>.

- Santiago, A. (2011). Characteristics of a mentor: how to find a mentor to help grow your career. <http://usmilitary.about.com/library/weekly/aa010603a.htm>
- Schabmann, A. (2014). The impact of peer mentoring on mentee academic and social outcomes: A study of a peer mentoring program in a university setting. *Journal of College Student Development*, 55(7), 683-686.
- Seema, A. & Sujatha, S. (2015). Impact of mentoring on career success – An empirical study in an Indian context, *International Journal of Engineering Technology Science and Research*, 2(2), 90-97. ISSN 2394 – 3386.
- Soucy, N. & Larose, S. (2000). Attachment and control in family and mentoring contexts as determinants of adolescent adjustment to college. *Journal of Family Psychology*. 14, 125-143.
- Stone, A. (2010). How we match mentors & mentees (mentor matching process). <http://cmc.ismentoringprogram.wordprocess.com/mentoring-program-manual/mentor-matchingprocess/>.
- Stone, N. (2011) The necessity of mentoring: Examining the impacts on the career development of women in medicine. *Journal of Health Services Management & Policy*, 16(4), 289-295.
- Swap, W., Leonard, D., Shields, M. & Abrams, L. (2001). Using mentoring and storytelling to transfer knowledge in workplace. *Journal of Management Information Systems*. 18(1), 95-114. <http://www.jstor.org/stable/>.
- Tinto, V. (1987). Leaving college, rethinking the causes and cures of student attrition. The University of Chicago Press.
- Tobin, D. R. (1998). Corporate Learning Strategies: Mentoring and Coaching. <http://www.tobincls.com/mentoring.htm>.
- Triple Creek Associates (2007). Benefits of mentoring. www.3creek.com/BenefitsBooklet-mentoring.pdf.