

Succession planning in public institutions: an analysis of mentor-mentee policy project in Lagos state university

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ABSTRACT

This study aimed at analysing the effectiveness of learning improvement programme as well as succession planning initiative of Lagos State University based on the "mentor-mentee policy Programme". The core objective of this study was to determine whether relationship exists between the mentor-mentee policy programme of Lagos State University and learning improvement of young lecturers and students on the programme. The population of the study included the 600 staff and students of a Faculty involved in the programme. A sample of 265 respondents was selected from a population size of 600 staff and students using Taro Yamane. 222 copies of questionnaires were returned and analysed with the aid of SPSS 21.0. Reliability of the questionnaire was estimated (0.731) using Cronbach-Alpha. The rate of return was 83 percent. Data were analysed using descriptive and inferential statistical method and authors employed Kram's descriptive mentoring theory as theoretical lens for illustration. Results revealed that the mentor-mentee policy programme of Lagos State University has positive relationship with work performance. The study also found that the staff and students on the mentor-mentee programme experienced learning improvement for enhanced performance. Therefore, the Lagos State University Management needs to uphold the initiative and ensure its sustainability. Moreso, Ministries of Education at different levels of educational governance should be encouraged to formulate Mentorship Policy Initiative in the education sector which implementation will cut across different levels of education in Nigeria.



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1 | INTRODUCTION

The issue of succession is paramount in the life of any organisation that wishes to improve work performance, continuity and sustainability (Okurame, 2021). Therefore, it is important for an organisation to develop plans that will sustain organisational success over time as key employees' effectiveness may leave the organisation or have their effectiveness decline over time due to numerous factors like monotony, age, sickness and so on. It is a mechanism that is put in place to find replacement for key employees due to uncertainties of the future (Idubor & Adekúnle, 2021). Succession planning involves identifying critical positions within the organisation and creating a pipeline of employees who are being groomed to assume these positions in the future. Therefore, Succession planning refers to the process of identifying and developing employees within an organisation with the potential to fill key leadership positions in the future (Zimmerman & Bell, 2022). It is a deliberate and proactive approach to ensure that an organisation has the right talent in place to maintain business continuity and achieve long-term success. According to Patrick Ibarra, "effective organisations do not passively wait for the future; they create it by investing their time, thoughts, and planning to ensure the continuity of their talent, both their leaders and their front-line employees" (Ibarra, 2005: 2). In view of this statement most organisation make steps towards creating a succession planning process to retain talent for the organisational sustainability, maintain its ranking position in the sector and upkeep its performance record. For instance, some profession require one form of mentoring or the other as new entrants are being recruited into the profession for the recruits to become established professionals and attain career excellence through mentorship and guidance provided by their superiors (Reid, Brounstein & Strombom, 2016).

Mentorship in the context of succession planning policy may be described as the guidance provided by an experienced person to subordinate to improve the latter's job delivery (Okurame, 2021). A mentor-mentee relationship is a personal developmental relationship in which a more experienced or knowledgeable person (the mentor) helps a

less experienced or less knowledgeable person. The receiver of mentorship was traditionally referred to as a protégé or apprentice (Ajani, 2021). Today, the term "mentee" has gained acceptance and is widely used. The whole process is called mentoring. In shaping the system of modern formal education to meet the demands of the future, Callaway & Musone cited in Wodi & Dokubo (2019) that the government of Nigeria had to deal with the conditions that have evolved through a unique historical experience.

Whilst some organisation have consciously developed an operational framework for succession through a mentorship programme, other institution lack formal succession programme (Ajani, 2021). Nevertheless, organisation with good mentorship programme and coaching unconsciously put a form of succession management process in place (Phillips & Gully 2019). Clutterbuck (2019) maintains that institutions need to provide a set of ethical guidelines or a code of practice to govern the conduct of mentors and mentees who are engaged in formal mentoring programs. The relationship should empower the mentee, and the mentor should not abuse or use his or her power in an exploitative way (Olayinka, 2020). Succession planning is a crucial process in educational institution because it ensures a smooth transition of leadership positions in educational institutions. It involves identifying, developing, and preparing potential candidates for key leadership positions in the organisation, such as principals, Deans, Department Heads, and other administrative roles. Succession planning is critical for educational institutions because it ensures continuity of operations, maintains institutional memory, and sustains the institution's vision and mission (Ajani, 2021). Therefore, administrators of educational institution need to develop a mechanism for the institutionalisation of mentorship programme to enhance professionalism of its upcoming employees and sustain the intrinsic worth of the institution internally or externally (Amusa, Adeniji & Ogunleye, 2019). Hence, Lagos State University develops mentorship guidelines to provide an acceptable standard definition and a consistent approach to mentoring for academic, professional staff as well as students across the university. The determinant of mentor-mentee relationships on

educational development Nigeria University has become a debate among scholars and practitioners in academic establishment. This study is therefore important as it seeks to analyse factors that promote up-scaling of staff skills in teaching, research and community service as well as determining the impact of the mentor-mentee policy on educational management at Lagos State University. Having presented the background to this study in this section, the next section conceptualised the major themes upon which this study is framed.

1.1 | Statement of the problem

Mentoring is a valuable experience for both mentors and mentees. In some situations mentors and mentees are often busy with teaching, research, and administrative duties (Okurame, 2008). This make it difficult to find time to meet regularly and build a strong relationship likewise mentorship programs in Nigerian universities are often underfunded (Ajani, 2021). This make it difficult to provide mentors and mentees with the support they need for it to be successful. Thus, mentorship is not as widely understood or accepted in Nigerian universities as it is in other countries (Olayinka, 2020). This make it difficult to recruit mentors and mentees. Also, there are some cultural factors that can make mentoring difficult in Nigerian universities. For example, there is a strong emphasis on seniority and hierarchy in Nigerian culture. This make it difficult for younger academics to approach senior academics for mentoring likewise there is some gender bias in Nigerian universities (Idubor & Adekúnle, 2021). This can make it difficult for women to find mentors and mentees. Consequently, mentoring in Nigeria universities, like in many other citadel of learning can be highly beneficial for both mentors and mentees. However, it also faces several challenges that can hinder its effectiveness (Ajani, 2021). Many students and even faculty members may not be fully aware of the benefits of mentoring or understand how mentoring relationships work. This lack of awareness can result in underutilisation of mentoring opportunities and hinder the establishment of effective mentorship programs likewise the cultural factors can play a significant role in shaping mentoring dynamics in Nigeria (Olayinka, 2020). Hierarchical structures and a deference to authority might inhibit open communication and genuine feedback between mentors and mentees. Additionally, gender dynamics could influence the willingness of female students to seek mentors or the availability of female mentors in certain fields (Amusa et al, 2019).

In some cases, there may be a lack of enthusiasm or willingness among faculty members to engage in mentoring activities (Ajani, 2021). This could be due to heavy workloads, inadequate incentives, or a perception that mentoring activities are not given sufficient recognition in career advancement (Olayinka, 2020). Both mentors and mentees often have busy schedules, and finding time for regular interactions can be a challenge. Faculty members may have heavy teaching loads and research commitments, while students may have academic and extracurricular demands, making it difficult to establish consistent mentoring relationships (Idubor & Adekúnle, 2021). Faculty members may need training in mentoring skills to effectively guide and support their mentees. Additionally, the availability of resources, such as workshops, materials, and guidelines, can enhance the mentoring process, but they may not always be readily accessible. Also, the glitch of ensuring the right match between mentors and mentees is crucial for successful mentoring. However, in some cases, there may not be a systematic approach for matching mentors and mentees based on their interests, backgrounds, and career aspirations, leading to less effective mentoring relationships (Ajani, 2021). For mentoring to thrive, there must be institutional support and recognition of its importance. If mentoring activities are not valued or integrated into the university's culture and policies, it may be challenging to foster a mentoring culture. Effective mentoring requires open and constructive communication (Phillips & Gully, 2019). However, some mentors or mentees may struggle to communicate their needs, expectations, and concerns, leading to misunderstandings and unaddressed issues.

Addressing these challenges form the basis of this study as the gap in knowledge tends to address a collaborative effort from university administrators, faculty members, and students. Implementing mentorship programs, offering training for mentors, providing incentives for participation, and creating a supportive institutional environment can all contribute to enhancing the effectiveness of mentoring in Nigeria universities. Despite these challenges, mentoring can be a valuable experience for both mentors and mentees in Nigerian universities. By

addressing the challenges listed above, we can create a more supportive environment for mentoring in Nigerian universities.

2 | LITERATURE SURVEY

2.1 | Conceptual framework

This chapter discusses the conceptualisation of mentor-mentee relationship in the context of the university system. This discussion will be framed around the leading themes and significant arguments that arose from the related literature in connection to the context of this paper. Some of the themes include mentor, mentee, mentorship, succession planning.

2.1.1 | Mentor, Mentoring & Mentorship

A mentor is a person who gives another person the benefit of his or her years of experience and/or education. This experience is shared in such a way that the mentor helps to develop a mentee's skills and abilities, benefiting both the mentee and the institution (Zimmerman & Bell, 2022). A good mentoring relationship is identified by the willingness and capability of both parties to ask questions, challenge assumptions, and disagree. It's important to note that there's no one way to mentor. Every mentoring relationship is as unique as the individuals involved (Dalo, 2018). Mentoring involves two approaches: formal communication that is called official mentoring supplied by the institution or informal communication that is called unofficial mentoring not designated by the institution (Eby et al., 2021). Mentoring has been investigated for over a decade in different professions, disciplines, and organisations, such as educational institutions, public institutions, and private institutions. Mentoring has become a popular subject among researchers, especially regarding the favorable outcomes of mentoring programs. Such outcomes have been examined in relation to job satisfaction, learning, turnover, and educational development. In line with the focus of this study, the authors found the definition contained in the LASU Mentorship booklet more appropriate. The booklet perceived mentor to be:

"an experienced person, academia or professional in the University who shares his/her knowledge, skills and experience with a mentee (a protégé or colleague) information about career path and provides guidance, motivation and emotional support to enhance individual and organisational effectiveness and efficiency". (LASU, 2022)

Therefore, Mentoring produces varying effects based on the mentor-mentee relationship (senior lecturer to Junior Colleague, lecturer to student, superior person to subordinate etc.), the interaction quality of mentoring (formal or informal but in this context, formal), the mentoring program (general or purpose or target-driven), the qualification of the mentor (Systematic Evaluation of Education and Experience), and the age of the mentor-mentee (Age might not be significant, however, it has influence on the mentor or mentee). Mentorship is an important aspect of educational development that helps students achieve academic and personal goals. Several studies have shown that mentoring programs improve academic performance, self-esteem, and self-efficacy in students (Eby et al., 2018; Karcher, 2019). The effectiveness of mentoring programs depends on the quality of the relationship between the mentor and mentee as well as the mentor's ability to provide guidance and support to the mentee (Crisp et al., 2019). Barth (2018) defined mentorship as a process of informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development that entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and the person perceived to have less (the mentee). Effective mentorship management is also essential for the success of mentorship programs. In a study by Allen and Eby (2018), effective mentorship management was found to be a predictor of the success of mentorship programs. The study surveyed 1,094 mentors and mentees and found that programs with effective management were more likely to have successful outcomes.

Within the University system, mentorship connotes the kind of guidance provided by a superior and experienced person; academia or professional to other colleagues within the University system for the purpose of skills or knowledge transfer in order to boost productivity of the staff beneficiary (teaching or non-teaching) students thereby promoting the University trademark and its ranking. According to John and Sylod

(2019), mentoring among lecturers is geared toward the requirements of specific lecturers to aid them in fulfilling the work of educating, investigating, managing, and other functions. Academic mentoring entails offering guidance, assistance, and support to new lecturers to acclimate them to the academic environment. It is an intimate, progressive association between two people in which one partner consciously takes advantage of the other's superior experience, expertise, abilities, or prestige in a given field (Okurame, 2021). Its aim is to ensure that the correct methods of carrying out tasks are passed on to future generations.

Most researches on mentoring focused on classification, functions or benefits of the mentoring process. The authors seem not to have a consensus regarding the various components of mentoring, although the authors have all recognised relativity and multidimensional view of the concepts of mentoring (Haggard et al., 2022; Viator, 2018). Some researchers (Kram, 1985; Reid et al., 2016) defined mentoring as having two functions: career development and psychosocial support. Other researchers (Scandura, 1992; Weinberg & Lankau, 2019) suggested role modeling as a third function besides career development and psychosocial support. Career functions involve coaching, sponsorship, exposure and visibility, protection, and challenging assignments. Psychosocial functions, in turn, involve acceptance and confirmation, role modeling, friendship, and counseling. The difference between mentoring and sponsoring is that psychosocial guidance is provided by the mentors in addition to career guidance (Thomas, 2018).

2.1.2 | Succession planning

Succession planning is a strategic, systematic and deliberate activity to ensure an organisation's future capability to fill vacancies, without patronage or favouritism. Succession planning is not an end in itself, or an add-on activity. It forms a subset of broader agency approaches to human resource planning which seek to ensure in general that the right people are in the right place at the right time to achieve successful business outcomes. Like workforce planning, succession management involves questions about the changing nature of work and the sorts of roles that are likely to emerge rather than focusing solely on today's roles which may not be required in the future. The focus of succession management is to ensure a flow of candidates who have the skills, knowledge and attributes to compete for vacancies in critical roles when they arise, rather than looking at the aggregate staffing needs for entire job families across the organisation. Other strategies that contribute to integrated workforce planning include undertaking robust and comprehensive demographic analysis, and the implementation of initiatives such as targeted recruitment programs, retention strategies, performance management strategies, knowledge management systems, and learning and development interventions. Succession management strategies, which focus on developing employee capability, enable organisations to respond to change.

A complete understanding of any subject entails examining the context within which it is embedded. Therefore, in order to gain a deeper understanding of succession development and succession within organisation, one must consider the socio-cultural and corporate environment in which they operate. Howorth and Ali (2001) cited in Afghan & Wiqar (2007) indicate that 'culture and ethnicity are fundamental to a family firm's operations and motivations' and specific aspects of culture are expected to affect each strand of the framework. It is against this background that this study is predicated with the intention of determining the impact of culture on succession planning in Nigerian public institutions. Succession planning is a crucial process in education management that ensures a smooth transition of leadership positions in educational institutions. It involves identifying, developing, and preparing potential candidates for key leadership positions in the organisation, such as principals, deans, department heads, and other administrative roles. Succession planning is critical for educational institutions because it ensures continuity of operations, maintains institutional memory, and sustains the institution's vision and mission.

2.2 | Theoretical framework

2.2.1 | Descriptive Mentoring Theory

The descriptive mentoring theory provided the theoretical framework for this study. The descriptive mentoring theory was propounded by Kathy E. Kram in 1985. Kram (1985) stated that mentoring is an interpersonal exchange between a senior, experienced colleague (the mentor) and a less experienced junior colleague (the mentee) in which the

mentor provides direction, support, and feedback to the mentee regarding career plans and personal development. Kram (1985) noted that the mentor supports, guides, and counsels a young adult as he or she attains mastery of the adult world or the world of work. According to Kram (1985), a mentoring relationship is a type of workplace relationship that is somewhat unique because of the two types of functions it provides. These are career and psychosocial functions. Career functions include sponsorship, exposure, and visibility; coaching; protection; provision of challenging assignments; and transmission of applied professional ethics. According to Kram (1985), career-related functions are those aspects of the mentoring relationship that involve the mentor guiding and passing on knowledge to the mentee. Psychosocial functions include role modeling, acceptance and confirmation, counseling, and friendship. Psychosocial functions are those aspects of the mentoring relationship that encourage the development of the mentee's sense of competence and effectiveness. Kram (1985) stated that a mentoring relationship has the potential to enhance the career and psychosocial development of both mentors and mentees. However, while career functions serve primarily to aid advancement up the hierarchy of an organisation, psycho-social functions affects each individual on a personal level by building self-worth inside and outside the organisation. This theory helped to understand the relevance of mentoring for business educators' commitment and task performance. The theory also helped to understand the benefits of mentoring for business educators if well implemented and the stages successful mentoring relationships for business educators could go through.

2.3 | Analytical review

Mentorship programs have become an increasingly popular means of supporting and developing employees within organisations. Hence, the concept has attracted the interest of scholars across the globe. In this section, the authors have tried to bring to fore some of the empirical studies that have been carried out by authors in relation to this study. For instance, Lunsford and Baker (2017) developed and implemented a mentorship programme for first-year college students. The program involved pairing first-year students with upperclassmen who provided academic, social and psycho-social support. The results showed that the mentorship program improved academic achievement, retention, and overall satisfaction with institution life. Haggard and Dougherty (2021) identified several best practices for mentorship programs, including setting clear expectations for mentors and mentees, providing training for mentors, and establishing a formal program structure. These best practices can help ensure that mentorship programs are effective and beneficial for all participants. Another study by Allen and Eby (2020) found that mentoring programs can improve social-emotional skills such as self-esteem and self-efficacy. The authors suggest that mentorship programs are particularly effective for students from disadvantaged backgrounds, as they provide them with the support and guidance they need to succeed. Research has shown that a good match between mentor and mentee can increase the effectiveness of the mentoring relationship (Eby et al. 2021; Chao, Walz, & Gardner, 1992). Matching can be based on various factors, such as career interests, personality, and demographic characteristics. For example, a mentor who shares similar career interests with their mentee may be able to provide more relevant advice and guidance. Another important aspect of mentor-mentee management is the training and support provided to mentors and mentees. Mentors should be trained on how to provide effective feedback, how to set goals with their mentees, and how to provide support and guidance. Mentees should be trained on how to seek and receive feedback, how to set goals, and how to use the guidance provided by their mentor. Research has shown that training can increase the effectiveness of mentorship programs (Allen et al., 2004; Eby et al., 2018).

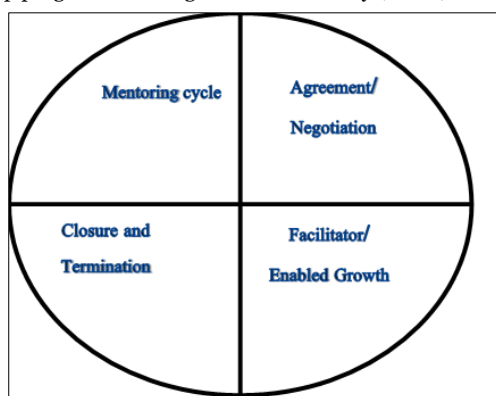
Communication is also an important aspect of mentor-mentee management. Regular communication between mentors and mentees can help build a strong relationship and ensure that goals are being met. It is important for mentors to provide regular feedback to their mentees and for mentees to be receptive to this feedback. Research has shown that communication is a key factor in the success of mentorship programs (Lockwood, 2005; Ragins & Scandura, 1994).

It is important for organisations to provide support and recognition for both mentors and mentees. Mentors should be recognised for their contributions and provided with opportunities for career development. Mentees should be provided with opportunities to apply the skills they have learned through the mentorship program. Research has shown that support and recognition can increase the effectiveness of mentorship programs (Allen et al., 2004; Eby et al., 2018). Mentor-mentee

management is a critical aspect of professional development, especially in the context of organisational performance. Empirical studies have been conducted to examine the factors that influence mentor-mentee relationships, the benefits of mentoring, and the effectiveness of mentoring programs. This article provides a comprehensive review of empirical studies on mentor-mentee management, including their methodologies, findings, and implications. One study by Allen and Eby (2018) used a meta-analysis to examine the factors that contribute to effective mentoring relationships. The study found that the quality of the relationship between mentor and mentee was the most significant predictor of successful mentoring. Other important factors included communication, similarity between mentor and mentee, and the mentor's job and organisational experience.

Another study by Ragins and McFarlin (1990) investigated the benefits of mentoring for protégés, mentors, and organisations. The study found that protégés who received mentoring reported higher job satisfaction, greater career success, and better overall job performance. Mentors also reported increased job satisfaction and improved leadership skills. Organisations that offered mentoring programs experienced lower employee turnover rates and higher employee satisfaction levels. Kram (1985) examined the different types of mentoring relationships, including career and psychosocial mentoring. The study found that career mentoring focused on the protégé's professional development, while psychosocial mentoring focused on personal development and emotional support. Both types of mentoring were found to be important for the protégé's success and well-being. In terms of mentoring program effectiveness, a study by Allen et al. (2019) found that formal mentoring programs were more effective than informal mentoring in terms of career outcomes. The study also found that mentoring programs that included training and structured activities were more effective than those without. A study by Eby et al. (2018) examined the role of mentor-mentee compatibility in mentoring relationships. The study found that compatibility between mentor and mentee was positively related to the quality of the relationship and the mentee's job satisfaction and intent to stay with the organisation.

Lastly, empirical studies have provided valuable insights into the factors that contribute to successful mentor-mentee relationships and the benefits of mentoring for both protégés and mentors. Formal mentoring programs that include training and structured activities have been found to be the most effective, and mentor-mentee compatibility is an important factor in the quality of the relationship. Organisations that invest in mentoring programs can benefit from increased employee satisfaction and retention, improved job performance, and a stronger leadership pipeline. The main point from this section was that, attempts had been made by the authors to explain the concepts that formed the major theme of this study. The next section presents the operational framework which discussed mentorship programme in Lagos State University (LASU).



2.4 | Operational framework for academic staff mentorship in Lasu

Lagos State University as an institution have been using mentorship programme for the purpose of socialisation and acculturation of new entrants into the world of work in the institution. The programme was designed for different categories of staff (teaching as well as non-teaching) and students. The mentorship programme sees academic mentorship as that which creates opportunity for the mentee to learn if he or she is patient enough to take some values from his/her mentor by creating intellectual and systematic support that fosters mentee development and creativity.

This involves tapping into the existing knowledge, skills and experience of senior or high performing employees and transferring same to newer or less experienced employees in order to advance their careers LASU Mentorship Guidelines, 2022: 1). The different strands of mentorship in LASU are as follows:

- Student to student mentorship
- Academic to student mentorship
- Academic to academic mentorship
- Non-teaching to non-teaching staff mentorship

In any mentorship strand, both mentor and mentee need to have agreed roles and processes which the Central Committee of the institution had developed, reviewed and updated in line with the current realities. Both parties need to meet regularly to discuss issues of mutual concern and develop action plan towards resolutions. The Lagos State University mentoring programme, though structured, but its implementation is not based on fast rule. However, the LASU Guidelines highlights certain conditions that are necessary for the parties involved. Therefore, both the mentor and the mentee need to embrace open communication and negotiation on all aspects. Also, both mentor and mentee should take cognizance of the rules and regulations contained in the guidelines to ascertain their rights and privileges. Mentorship aims at providing intellectual and systematic support to foster mentee's development and creativity. See Appendix I for the illustration of Lagos State University Mentor-mentee Model.

3 | RESEARCH METHODS

This section describes in detail the procedure adopted for gathering relevant data for the study. This involves research design, population of study, sampling techniques, sample size, re-statement of research questions and hypotheses, data collection instrument, administration of data collection instrument, data collection procedure, procedure of data analysis, and limitations of the methodology. The researcher investigated the lecturer's (mentor's) and students (mentee's) perceptions of mentor-mentee programs at the university level using qualitative and quantitative methodologies (Livingstone and Naismith, 2018). All of the participants in the study were from the Faculty of Management Science, which rolls across all departments, including Lagos State University faculty lecturers (mentors) and students (mentees).

3.1 | Sample and sampling techniques

The limitations of time and money frequently make it necessary to make decisions based on a small portion of the population, which could be considered selected. The portion that was selected (the sample) on which the result will be generalised to the entire population. While sample size is the number of elements that are included in the sample, The sample size for this study was calculated using the Taro Yamani Formula, which was derived from the research population. Therefore, the sampled population was categorised based on the 267 sample size which was derived using Yamane formula. However, data were analysed based on the 222 returned questionnaires. Respondents who participated in the study were drawn from the various departments in the Faculty of Management Sciences (FMS). Accounting Department and Business Administration constituted 24.4 percent (i.e. 12.2 percent each) while respondents from other departments are highlighted as follows: Business Administration are highlighted as follows: Finance was 5.0 percent, Industrial relations & Personnel Management respondents Pooled 4.5 percent, respondent from Insurance are 5.4 percent, respondent from Management Technology are 9.5 percent, respondent from Marketing are 7.7 percent while respondent from Public Administration/ local Government are 43.7 percent. This implies that, respondent From Public Administration/ Local Government participated more in the study.

3.2 | Data gathering instrument

The key instrument used was the questionnaire, which were carefully worded in line with the objective of the study. The questionnaire for this study was in two parts: sections A and B. Section A was used to collect demographic data about the respondents. It covers issues such as the age, gender, education qualification, years of work or working experience, and department of the officials. While Section B examines in detail the major research questions in line with the research question and hypotheses, the Likert five-point rating scale was used.

3.3 | Reliability of the research instrument

In this study, the validity of instruments explains how well the collected data covers the actual area of investigation. The validity of a research instrument is used to determine the extent to which the instrument measures a given variable in a research study in order to establish the relationship between variables. Reliability of the research instrument entails the consistency of a research instrument in terms of the results yielded upon the measurement of research variables. To ascertain the reliability of the research instrument, the Cronbach alpha reliability test was used. This method is based on a scale. Co-efficient was adopted using SPSS 21.0.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.793	12

Source: Field survey, April 2023

From the analysis above, the indicators of internal consistency is the Cronbach's Alpha co-efficient. Extent literature indicate that the standard of a scale should be above 0.7 (Devellis, 2003). For the reliability test, Cronbach's Alpha value shown in the reliability statistics in Table 1 above is 0.793 which suggests a very good internal consistency of data collection instrument.

4 | DATA ANALYSIS AND RESULTS

This section deals with the presentation and analysis of data. The authors analysed the data that was collected using a frequency distribution table, and subsequently, for the purpose of testing the hypotheses of the study, the Pearson product moment correlation Two hundred and sixty-seven (267) copies of the questionnaire were administered to respondents online during the study, while two hundred and twenty-two (222) copies were properly filled out and submitted for analysis. Pearson correlation was used to analyze the relationship amongst the variables, and then linear regression was used to test the hypothesis or establish a relationship between the dependents and independent variables in each hypothesis with the aid of the Statistical Package for Social Sciences (SPSS). Data analysis was undertaken at a five percent (5%) level of significance. The results of the analysis are presented beginning with the demographical characteristics of the respondents. Respondents who participated in the study were drawn from the various departments that make up the entire Faculty of Management Sciences.

The descriptive analysis of the indicators is shown in Table II. These indicators are highlighted as follows: mentor-mentee policy (MMP), learning improvement (LI), mentoring/mentorship (MR) and mentee performance (MP).

Table 2. Descriptive Statistics of the whole indicators

	N	Minimum	Maximum	Mean	Std. Deviation
MMP	222	1.33	4.67	3.5616	.90413
ED	222	1.33	4.33	3.3078	1.10342
MR	222	1.33	4.67	3.2763	.65813
MP	222	1.33	5.00	3.6321	1.03158
Valid N (listwise)	222				

Source: Field survey, April 2023.

The Table II above shows the average and standard deviation of all the respondents' responses as regards each statement attributable to each construct used to formulate the hypotheses which were analysed as follows:

Hypothesis 1: Mentor-Mentee Policies (MMP) does not have any relationship on learning improvement (LI) within the educational system.

Table 3. Pearson Correlations

		MMP	LI
MMP	Pearson Correlation	1	.164**
	Sig. (2-tailed)		.014
	N	222	222
LI	Pearson Correlation	.164**	1
	Sig. (2-tailed)	.014	
	N	222	222

Source: Field survey, April 2023.

From the analysis above, the significant level between Mentor-Mentee policy (MMP) and learning improvement (LI) is 0.00 which is

less than 1%. Therefore, there is strong significant relationship between Mentor-Mentee policy and learning improvement.

Hypothesis 2: Mentoring (MR) have no effects on mentee performance (MP)

Table 4. Pearson Correlations

		MMP	ED
MR	Pearson Correlation	1	.872**
	Sig. (2-tailed)		.000
	N	222	222
ED	Pearson Correlation	.872**	1
	Sig. (2-tailed)	.000	
	N	222	222

Source: Field survey, April 2023.

From the analysis in Table IV above, the significant level between Mentoring Relationship and Mentee Performance is .014, which is lesser than 0.05. Therefore, there is strong positive relationship between Mentoring Relationship and Mentee Performance.

5 | FINDINGS AND DISCUSSIONS

This study set out with the aim of assessing mentor-mentee policy project of Lagos State University management and educational development of the University. The highlights of the results clearly show that a strong significant relationship existed between the Mentor-Mentee policy initiative and learning improvement in Lagos State University. This result is in tandem with the earlier proposition made by Reid (2016). The finding of the current study as revealed in first test of hypothesis is consistent with those of Weinberg & Lankau (2019) who have found mentorship as a tool for career development. A mentee who had developed career wise, will definitely impact on his performance or learning on the job. This finding corroborates the ideas of Cheng and Hackworth (2021) whose article demonstrates that effective mentorship of early career investigator is a factor that determines how an academic improves him/herself on the job from onset thereby enhancing his or her level of productivity. Based on this result, there is need to evaluate performance by assessing learning from the programme hereby subjecting them to competency pre and post mentoring test. Effective communication, trust, clear expectations, role modeling, mentoring style, and improved mentee achievement are all present. However, there were contrasting positions of respondents regarding the effectiveness of the project. There seems to be no serious institutional mechanism to monitor, evaluate and get feedbacks from the Departments and Faculties. Each unit developed their mentorship scheme based on personal ideology of Departmental Heads and personal efforts of senior colleagues who favourably disposed to the policy project.

The second hypothesis revealed that there is a relationship between mentoring and mentee performances at Lagos State University. Also, findings suggest that there is a relationship between mentoring and mentee performance. This study produced results which corroborate the findings of a great deal of the previous work in this field. Although, it seems that the result of the findings has not previously been described. The findings observed in this study mirror the works of Haggard and Dougherty (2021) and Allen and Eby (2020) who had established that mentoring programs can improve social-emotional skills such as self-esteem and self-efficacy. Effective mentoring would contribute to improved skill development, increased job satisfaction, better career prospects, and improved performance in mentees. However, challenges related to mentor-mentee matching and time commitment must be addressed in order to ensure that mentoring programs are effective and provide meaningful support to mentees.

It is important to note that a well-designed mentoring programme for a University System should aim at yielding efficient and productive lecturers, sound technical/administrative staff as well as brilliant students. Hence, such mentoring activities should be all-inclusive covering the three categories of participants and core stakeholders within the system, viz: academic/teaching staff, non-teaching staff and students. The Lagos State University mentorship programme recognises this; however, findings reveal that the focus of the Central University Mentorship Committee was on the academic staff; Therefore, less attention is being paid to the mentoring of other non-teaching and students. Findings have further shown that the mentor-mentee policy of the current management has greatly influenced the relationship between the newly recruited employees especially in the academic environment and induced seamless

acclimatisation, socialisation, acculturation. Record has it that over 180 employees were newly recruited to academia within a period of one year and the new entrants are seamlessly adjusted to the workings of the academic environment.

5.1 | Conclusion and recommendations

In conclusion, the finding from the study indicates that there is a positive relationship between mentoring and mentee performances in Lagos State University, with Pearson Correlation value given as 0.14. The totality of the research work having established the aforementioned, it can therefore be concluded that there is a strong and positive relationship between mentor-mentee policy and educational development in Nigeria. It was also concluded that there is a strong relationship between mentoring and mentee performance in Lagos State University. A conscious effort should be made to improve mentor-mentee training and development at Nigeria University. This will reduce the various challenges students face at the university.

From the findings of the study the study recommends that the management should facilitate the recommendation of mentor-mentee matching. Nigerian mentorship programs should facilitate mentor-mentee matching to ensure that mentees are matched with mentors who have the skills, knowledge, and experience they need. Secondly, the mentorship programs, where established, should be strengthened and should be created where non-existence. The Ministry of Education should see to the establishment of mentorship programmes at all levels of education to help mentees develop the skills and knowledge they need to succeed. These programs should provide opportunities for mentees to connect with experienced mentors who can provide guidance, support, and advice. On a final note, there is need to develop effective and efficient monitoring and evaluation of mentorship programs. This would ensure that the programmes are running in line with set goals and objective of the programmes or project.

In the course of this study, findings revealed that the University management's commitment to the mentor-mentee programme seems to be waning. Therefore, management needs to be demonstrates more commitment to the project. There is need for the management to put a mechanism in place that will promote and sustain the project. Secondly, developing a feedback through appropriate mechanism will, no doubt, support management effort. Without appropriate feedback mechanism, management will not be able to ascertain the effectiveness of the project. Over time, both the mentor and mentee may lose focus in the long run. Through, feedback mechanism, information are shared among team and honing abilities. The Central Committee should be empowered to see to the institutionalisation of mentorship programme as part of organisational culture and monitor its sustainability.

Finally, the study acclaims that mentorship should be promoted as a valuable professional development opportunity for both mentors and mentees. Also, they should provide mentors and mentees with the support they need. This includes providing mentors with training on how to mentor effectively and providing mentees with access to resources such as career counseling and financial assistance. Meanwhile, mentoring programs should be more flexible, affordable and accessible. Also, the cultural factors should be embraced and this can be done by raising awareness of the benefits of mentoring and by creating a more supportive environment for mentoring in Nigerian universities. The study further suggest on gender bias and this can be done by providing mentorship programs that are specifically designed for women and by raising awareness of the importance of gender equality in mentoring. By addressing the challenges of mentoring in Nigerian universities, we can create a more supportive environment for mentoring and help to ensure that all students have the opportunity to succeed.

5.2 | Implications of the study

Most literature that addressed the issue of mentor-mentee relationship in public organisation did not advance our insight beyond descriptive understanding. Empirical study was scanty. This study has brought to the fore the advantage of mentor-mentee programme of Lagos State University management. The policy has created a seamless acclimatisation, socialisation, nurturing and acculturation of new entrants and young academics to learning and career development. The study has established that the policy still requires coordinated processes through effective policy advocacy and redesign in line with the current realities.

The empirical approach adopted for this investigation has gone, in some way, to enhance our knowledge base and also make positive contribution to our understanding on the need to institutionalise the obligation of senior academics on the need to make mentoring of new entrants and junior ones obligatory. Thus, the University management should develop a policy framework to measure performance in this regard. In addition, there is need to create an ideal environment for the policy to thrive and yield positive result. In conclusion,

- Institutional obligation: senior academics need to take mentorship as moral obligation. and
- Create an ideal environment for the policy to thrive and yield positive results.

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Appendix I

• A matrix of illustration of LASU Mentoring Model	
1. Mentoring Cycle	2. Agreement/Negotiation/ Discussion
Groundwork/planning/preparation culminating into mentor-mentee identification and activities in the following areas: initial contact, identification of mutually beneficial areas, building trust, confidence, honesty. Building capacity to listen and learn Partnership, leading by example, flexibility	Setting up of SMART goals S – specific goals M – Measurable goals A – Attainable goals R – Realistic and Relevant goals T – Time-bound goals
3. Facilitate/Enabled Growth	4. Closure/Termination
This involves programme setting and mentoring plan with activities that helps to develop the <i>modus operandi</i> which must include learning design, feedback mechanisms, evaluation and performance assessment and appraisal. The mentor should come-up with action timelines for the mentoring activities and evaluation.	End of mentor-mentee programme activities. Both mentor and mentee will have to: Celebrate goal attainment. Reflect on the past and the future End formal relationship: relationship subsists beyond mentorship programme Determine a new line of action

Fig. I. An illustration of Lagos State University Mentor-mentee Model (Source: Authors, 2023)
Adapted and modified by the authors from LASU Mentorship Guidelines, 2022