

**EFFECT OF MENTORING ON EMPLOYEE PERFORMANCE IN ABIA STATE
(A STUDY OF SELECTED EDUCATIONAL INSTITUTIONS)**

Lekan-Akomolafe Chika¹, Alamba Chukwuma Samuel.² and Enya Alphonsus Azubuiké³

*Department of Business Administration^{1&2} & Department of Banking and Finance³,
Michael Okpara University of Agriculture, P.M.B 7267, Umudike, Abia State, Nigeria*

**chikaakomolafe@gmail.com, Tel no: 08036892849¹*

**alambacs@gmail.com, Tel no: 08035823792²*

Correspondent author's Email: enya_alphonsus@yahoo.com, Tel no: 07067434989

ABSTRACT

Mentoring involves the facilitation of personal and professional growth of a person by a more experienced person through sharing of knowledge and insight garnered over the years. This study examines the effect of mentoring on employee performance using selected educational institutions as a case study. The study aimed at assessing mentoring perception of staff as a developmental tool on employee performance. A survey research design was employed in the study and the population comprises academic and non-academic staff of Abia state University Uturu and Michael Okpara University of Agriculture Umudike. Data were collected through primary and secondary sources and analyzed using descriptive statistics, regression analytical tools and ANOVA. The results of the analysis show that mentoring perception, mentoring style, and mentoring communication are prime drivers of employee performance especially in the institutions of higher learning. The study recommends that tertiary institutions need to establish formal mentoring programs as a platform for interaction between the experienced academic staff and inexperienced ones so as to improve academic staff performance.

Keywords: Mentoring, Employee, Performance, Educational Institution

JEL: M1, M12, L25, M19

1. Introduction

Mentoring is among the few tools needed for preparing tomorrows' skilled employees and is also used to strengthen institutional capabilities, intelligence, build institution knowledge, and sustain the institution competitive advantage (Njoku, 2017). Institutions whether public or private have two distinguishable resources; the human and material. The former are the people, workforce, manpower or employee of such institutions without whom the latter becomes useless. Mentoring covers the activities often designed and encouraged by management to develop its personnel and ensure that they improve and maintain the institution's competitive advantage (Clutterback, 2014). The interest in mentoring made Hester and Setzer (2013) state that institutions are social systems where human resources are the most important factors for effectiveness and efficiency.

Poor performance can be attributed to poor mentoring practices though little has been said about it (Moemeke, Onyeagwu and Nwaham, 2012). Human resource serves as the most vital resource for many industries, and the educational sector is not an exception. The educational sector relies on individuals from the bottom-up but none are as important as the executives that establish and guide their institutions. These critical individual leaders are a scarce resource in today's operations; development of these leadership skills requires time, planning, and preparation (Ofobruku and Yusuf, 2016). Human resources such as potential leaders are even more limited in universities that make up the majority of the educational sector. Many of these institutions today have an aging generation on the brink of retirement that has various levels of leadership responsibilities.

Human resource being the most vital factor of production requires mentoring program for institutional efficiency and effectiveness (Hester and Setzer, 2013). Strategies for developing the capabilities of employees are an important part of any institution's overall strategy. Institutions can no longer expect to be competitive unless they mentor employees, inspire them, and support them to continuously improve their performance. Mentorship programs are aimed at increasing productivity in institutions. However, many institutions carry out mentorship programs without evaluating or measuring its impact on the employee performance and therefore they are not able to determine the effectiveness of these programs, and whether they should be continued or not. While many researchers in other continents like McLead, (2003) and Bell, (2002) have written on mentorship, there is limited research on the role of mentoring on employee performance in Africa and specifically in educational institutions in Nigeria, a factor which requires an extensive research.

Stemming from the non-formal policies of the institutions on mentoring relations and the distrust on the minds of both the mentee and mentor, the issue of poor knowledge sharing and transfer arises. This is because no man equips his enemy with tools with which to destroy him. Thus, the mentor would not be eager to share any knowledge with the mentee because the mentor feels that the mentee will eventually use such information against him in the future. All the mentor does is to release small and often irrelevant information to the mentee and guard his position with the rest. This does not encourage knowledge sharing and transfer which are the centerpiece of mentoring and institutional performance is not enhanced as the career of the mentee is not in any way developed. It is against this background that the research work examined the the effect of mentoring on employee performance of selected educational institutions. The general objective of the study is to examine the effect of mentoring on employee performance of selected educational institutions. The specific objectives of the study are;

- i. To examine mentoring perception of staff as a developmental tool on employee performance.
- ii. To assess the relationship between mentoring style and employee performance.
- iii. To analyze the relationship between effective mentoring and employee performance.
- iv. To determine the effect of mentoring communication on employee performance.

2. Literature Review

2.1 Conceptual Literature

Mentoring has assumed diverse meanings to different people. In a clear but precise context, Ismail and Arokiasamy (2017) argued that mentoring was one of the top strategies for career development and advancement relationship extended from a more experienced member of an institution to a less experienced individual. In this context, mentoring is regarded as a relationship that gives individuals the opportunity to share their professional and personal skills and experiences with the ultimate result been an advancement and growth of the protégé's career. Odunayo (2011) opined that mentoring was the act of helping the protégé to work out his personal problems thereby enhancing his image and self-worth. In this view, the mentor is expected to offer a listening ear and create a rapport between him and the mentee in order for him to be able to address the concerns and problems of the mentee. According to (Njoku, 2017), mentoring involves the facilitation of personal and professional growth of a person by a more experienced person through sharing of knowledge and insight garnered over the years. Based on the foregoing conceptualization, mentoring is simply a personal developmental relationship involving the mentor and the mentee (protégé) in which the more experienced mentor passes his/her wealth of knowledge to the less experienced person (mentee).

Popoola, Adesopo and Ajayi (2013) regarded mentoring as a process by which persons of superior rank and prestige instruct, guide, counsel and facilitate the career development of persons of lesser rank. Putting it differently, Bilesanmi (2014) argued that mentoring involved a set of tailor-made advice and incentive that a more experienced staff offers less experienced members of staff in order to enhance institutional performance. For mentoring to be effective, Bilesanmi (2014) further argued that the experience of the mentor must be shared with the protégés on one on one basis. Broadening the views, Ojedokun (2015) opined that mentoring involves exchange of wisdom as well as development of skills and knowledge needed for the protégé to grow his career and also increase the performance of the institution. Whereas career support dimension sees mentoring to include sponsorship, coaching, exposure to important contacts and resources, visibility, offering protection to the protégé as well as assigning challenges jobs to the protégé in order to enhance the protégé's career; psychosocial support dimension sees mentoring to include modeling, offering friendship, counseling, acceptance and confirmation of the protégé in an institution.

Types of Mentoring

Mentoring has been classified into two broad forms as obtained in institutional settings and they include formal mentoring and informal mentoring (Ruchi and Ritu, 2014). Formal mentoring involves a situation whereby the structure and process of mentoring is created by the institution. Thus, the process of selecting and aligning the mentee to the mentor is deliberate with the specific purpose and objective aimed at creating a positive workforce and enhancing institutional effectiveness. According to Njoku (2017), a formal mentoring relationship is a mentoring relationship in which the institution (institution) assigns, oversees

and guides the mentoring program in order to promote employee development. Overall, the institution (or institution) plays a key role in formal mentoring relationships as it is largely institutionally-backed.

On the other hand, informal mentoring is regarded as spontaneous, never planned and not deliberate and merely happens as individuals connect according to their personal disposition. Thus, the institution does not necessarily play any role in the process of creating the mentoring relationship but it does not mean that the institution cannot benefit from such informal relationship. In the views of Buell (2014), informal mentoring relationship is a type of mentoring relationship that develops on its own because the mentee is usually the one that approaches the mentor who agrees or do not agree to form the mentoring relationship. Where the mentor likes (or agrees) with the mentee, then an informal mentoring relationship is established.

2.2 Social Learning Theory

The social learning theory was popularized by Bandura (1997) and it emphasizes that learning would be laborious and difficult if people were to solely rely on their own actions to direct them on what to do. This theory argued that ideas are developed and careers more enhanced when one learns from the behaviours of those before him/her. The information so received acts as a guide for his/her action. In addition, the social learning theory emphasized that mentoring is facilitated by the protégé observing and modeling the behaviour of the mentor in the relevant social context. Thus, social learning theory contributes to adult learning by bringing to the fore the importance of social context in relation to mentoring. In a layman's view, the social learning theory explains that mentoring relationship is a reflection of how observation, imitation and identification of a mentor by a protégé enables the protégé to have a change in attitude, outlook and values thereby enhancing his performance in particular and the performance of the institution in general. This theory favours this study as it brings to the fore the importance of mentoring to the effectiveness of the institution which is central to this study.

2.3 Empirical Review

Sharon, Mallory and Mitchell (2014) carried out an exploration of the relationship between mentor and mentee in the departments of Medicine at the University of Toronto and University of California for the period March 2010 and January 2011. The study employed individual interviews and semi-structured interviews administered on faculty members from different career streams and ranks as analytical tools. The study focused on determining the characteristics of effective mentors and mentees and understanding the factors influencing successful and failed mentoring relationships. Findings showed that successful mentoring relationships were characterized by reciprocity, mutual respect, clear expectations, personal connection and shared values. On the other hand, failed mentoring relationships were characterized by poor communication, lack of commitment, personality differences, perceived (or real) competition, conflicts of interest and the mentor's lack of experience. The

study concludes that successful mentorship is vital to career success and satisfaction for both mentor and mentees.

Ruchi and Ritu (2014) assessed the effect of mentoring as an effective tool in the workforce. The study adopted the methodology of a formalized mentoring been part of the institution process using the semi-structured interviews conducted on the human resource managers and executives engaged as mentors and mentees. Findings showed that there exists a positive relationship between mentors, mentees and institutional performance. This study reveals that mentoring yielded positive results because the mentees responded in the affirmative that the mentoring process made them feel nurtured, guided and integrated in the institution.

Ofovwe, Ilevbare and Ariyo (2015) analyzed the perception of female graduates towards mentoring and women's' empowerment in Nigeria. The study was particularly aimed at assessing the knowledge and attitude of female Nigerian graduates who were on National Youth Service Corps (NYSC) programme on their perception on mentoring and ascertain if they need mentoring. The study employed the survey research design relying on questionnaire administered to female NYSC members serving in Edo State. Findings showed that majority of the female NYSC members were not conversant with what mentoring was all about. Many of the female NYSC members only knew mentoring to be about receiving advice from supervisors. The study concluded that mentoring has not gained prominence among the youths in Nigeria despite the fact that majority of the respondents agreed that they needed mentoring as they believed that it is a key factor that determines how successful one could become.

Afolabi, Faleye and Adeola (2015) examined mentoring among academic staff of Obafemi Awolowo University Ile-Ife, Nigeria. The study specifically centered on examining the perception of the academic staff on mentoring and its nature. The study employed the survey research design making use of questionnaires administered on two hundred (200) academic staff from 13 faculties. Findings showed that 86.5 percent of academic staff was involved in mentoring relationship and 93.5 percent of academic staff had a favourable perception of mentoring. The study concluded that most academic staff in the OAU were involved in mentoring relationship and perceived mentoring as a veritable tool for academic and institutional effectiveness.

Ofovwe and Eghafona (2015) investigated the effect of mentors and mentoring on academic staff performance in Nigeria tertiary institutions. The study adopted the University of Benin as a case study and employed quantitative data, case studies and life histories as measures of mentoring. Findings showed that senior staff categories of academic staff were more informed about mentoring than the junior academic staff category. Overall, the study found that mentors and mentoring have significant effect on the performance of academic staff in Nigeria universities.

Ofobruku and Yusuf (2016) investigated the effect of knowledge transfer on employees' performance in selected small agriculture business in Asaba Nigeria. The study made use of two hundred and ninety seven (297) respondents drawn from small agriculture businesses in

Asaba. Survey research design was adopted to gather the data and the analysis of the data collected was carried out using the regression technique. The findings of the study revealed that knowledge transfer has positive effect on employees' performance. The conclusion of the study was that employees' performance improved in line with the degree of knowledge transfer scheme put in place in the institution. Furthermore, the study revealed that knowledge transfer has positive effect on employees' performance in small agriculture businesses in Asaba, Nigeria.

Njoku (2017) examined improving the performance of Librarians through mentoring citing academic libraries in South-East and South-South zones of Nigeria. The study specifically determined the extent to which mentoring programmes can encourage job task output of librarians which improves productivity. The study adopted survey method relying on questionnaire administered on six hundred and sixty one (661) respondents from fifty three (53) academic libraries from the South-East and South-South zones of Nigeria. The study employed the Z-test and regression analysis as the analytical tool. Findings showed that there is a significant influence of mentoring on performance improvement of librarians in South-East and South-South zones of Nigeria. The study concluded that mentoring programmers was a strong roadmap towards fostering positive work change that enhances job performance.

Odili and Ona (2017) examined enterprise mentoring as an indispensable strategy for entrepreneurship development in Nigeria. The study adopts the narrative textual case study (NTCS) a social science research method that relies on information and data from several sources for problem identification and problem solving. The study posits that mentoring entrepreneurs in Nigeria though very necessary is low and weak for those intending to start up in business. The study draws conclusion and makes recommendation amongst others that institutions of learning should bring mentoring to the front burner in the curriculum of entrepreneurship.

Onyia, Asikhia, Egbuta and Makinde (2019) elucidated the relationship between mentoring dimensions and organizational commitment of academic staff in Nigerian private universities. The study proposes that effective mentoring aids employee retention by enhancing organizational commitment. Using the response of 315 academic staff and in-depth interviews of professors and junior lecturers of six selected private universities in South West Nigeria, this study explored mentoring as an emerging leadership development programme and its concomitant relationship with organizational commitment for human capacity building in Nigerian universities. The study provided empirical insights and results revealed that mentoring dimensions had a significant weak positive relationship with employees organizational commitment.

Bear (2018) examined learning for matched pairs of mentors and protégés who participated in a formal workplace mentoring program in the United States. The use of matched pairs enabled the analysis of how effective trust, perceived organizational support, and mentoring received were related to the learning by both the protégés and the mentors. Protégé learning

was positively related to protégé affective trust and the amount of mentoring received by the protégé. Mentor learning was positively related to mentor affective trust and protégé perceived organizational support.

Peretomode and Ikoya (2019) addressed the possibility of using mentorship as a strategic technique for achieving academic excellence, manpower development and in overcoming challenges of nation building. The study conducted an extensive review of relevant literature from studies based on quantitative, qualitative, mixed method research and position papers on mentoring. The study concludes that while mentorship may not be the panacea to attaining these variables, it no doubt can play a vital role in achieving academic excellence, manpower development and nation building and therefore it is a strategy worth investing time, effort and money in adopting a combination of appropriate models.

Oladimeji, and Sowemimo (2020) examined the effect of mentoring on employee job performance in the Nigerian service sector. In their study, it was stated that business world is changing due to the occupational climate and a large proportion of business executives that are bound to retire in the nearest future leading to an anticipated great loss of knowledge and performance. The study sought to evaluate job performance by considering the effect of mentoring on employee performance in the Nigerian service sector. Research focuses on finding out the level at which exposure, counseling, and role modeling affect employee performance in the Nigerian service sector. The study found a significant relationship existing between mentoring and employee job performance in the Nigerian service sector.

3. Methodology

The study focused on the effects of mentoring on employee performance of selected educational institutions in Abia State. The study employed survey design which involved comprehensive and detailed act of obtaining data from the mapped area and exploring the relationship between the dependent and independent variables.

Data for the study were collected from primary and secondary sources. The target population of the study is all the workers of selected tertiary institutions, in Abia State, comprising both academic and non-academic staff of Abia State University Uturu and Michael Okpara University of Agriculture Umudike. In the context of the study, the population of the study is sub-divided in the following manner; the academic staff is sub-divided thus, senior lecturers and above, Assistant lecturers and graduate assistants; while the non-academic staff is sub-divided thus, principal assistant registrars (PAR) and above, administrative officers, and administrative Assistants. Therefore, the total population for the study is 2861. The research work adopted random sampling techniques which makes it possible for all the workers to have equal opportunity of being selected as the representative sample. The study used Taro Yamene formula in arriving at 351 sample size which is given as:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = Sample size

N = Population size

e = Margin of error. (5%)

$$\begin{aligned}
 n &= \frac{2861}{1 + 2861(0.05)^2} \\
 &= \frac{2861}{1 + 2861(0.0025)} \\
 &= \frac{2861}{1 + 7.1525} \\
 &= \frac{2861}{1.71525} = 350.93 = 351 \text{ approx.}
 \end{aligned}$$

4. Results and Discussion of Findings

Table 4.1: Distributed and Collected Questionnaires.

Categories	No.	Number of Issued	Number Returned	(%)	Number Not Return	(%)
Senior Lecturers and above Assistant Lecturers Graduate Assistants	148	67	63	17.9	4	1.1
		45	41	11.7	4	1.1
		36	33	9.4	3	0.9
PAR and above Admin Officers Administrative Assistants	203	99	94	26.7	5	1.5
		61	56	16.0	5	1.5
		43	39	11.1	4	1.1
Total	351	351	326	92.8	25	7.2

Source: Field Work, 2019

Responses to the Questionnaire Items

1. What is the effect of mentoring perception of staff as a developmental tool on employee performance?

Table 4.2

S/No.	What is the effect of mentoring perception of staff as a developmental tool on employee performance?	SA	A	UN	D	SD	Total	FX	Mean
1	Provision of Information and knowledge.	157	135	9	11	14	326	1388	4.26
2	Leads to Improvement	157	135	7	16	11	326	1389	4.26
3	Stimulation of growth and development.	179	135	-	6	6	326	1453	4.46
4	Builds trust among the personnel.	157	124	9	14	22	326	1358	4.17

Source: Field Work, 2019

The table 4.2 above shows the effect of mentoring perception of staff as a developmental tool on employee performance. The mean value of 4.26 states that provision of information and knowledge through mentoring serves as a developmental tool on employee performance of Abia State University Uturu and Michael Okpara University of Agriculture Umudike. Also, the mean value of 4.26 implies that educational institutions perceive mentoring as a developmental tool that improves performance of staff. Likewise, the mean value of 4.46 indicates that mentoring in an educational institution serves as a developmental tool for stimulation of growth and development in the institution and also the mean value of 4.17 shows that through mentoring trust is built among personnel in the institutions which ensures better cohesion and performance. More so, the effect of mentoring as a developmental tool on institution is very important in order to attain institutional effectiveness.

2. What is the relationship between mentoring style and employee performance?

Table 4.3

S/No.	What is the relationship between mentoring style and employee performance?	SA	A	UN	D	SD	Total	FX	Mean
1	Setting limits for mentoring relationship	113	135	11	22	45	326	1227	3.76
2	Providing structures for the mentoring relationship	179	135	-	6	6	326	1453	4.46
3	Finding resources to sustain mentoring relationship	157	135	2	16	17	326	1380	4.23
4	Effective matching of the mentors and mentees	135	147	11	11	22	326	1340	4.11

Source: Field Work, 2019

Tables 4.3 above assess the relationship between mentoring style and employee performance. From the analysis above, the values of the mean are above 3.00 which implies that setting limits for mentoring relationships, providing structures for the mentoring relationships, finding resources to sustain mentoring relationships and effective matching of the mentors and mentees are all important factors to be considered in factoring the mentoring style to be used in the educational institutions to enhance employee performance. Therefore, from the analysis, is acceptable to say that the mentoring style adopted in educational institutions has an important relationship with employee performance.

3. What is the relationship between effective mentoring and employee performance?

Table 4.4

S/No.	What is the relationship between effective mentoring and employee performance?	SA	A	UN	D	SD	Total	FX	Mean
1	Increased institutional productivity	123	133	30	21	19	326	1298	3.98
2	Transfer of knowledge and skills	157	135	7	16	11	326	1389	4.26
3	Building trust	179	135	-	6	6	326	1453	4.46
4	Helps in shaping of corporate behaviours and attitudes	123	133	30	21	19	326	1298	3.98

Source: Field Work, 2019

Table 4.4 above examines the relationship between effective mentoring and employee performance. The mean value of 3.98 reveals that effective mentoring increases institutional productivity; also the mean value of 4.26 implies that effective mentoring enhances the transfer of knowledge and skills which in-turn improves institutions performance, the mean value of 4.46 also implies that through effective mentoring trust is built in the institution among personnel; and the mean value of 3.98 reveals that effective mentoring helps in shaping of corporate behaviours and attitudes in an educational institutions. Therefore, from the above it can be said that effective mentoring has a significant relationship with employee performance.

4. What is the effect of mentoring communication on employee performance?

Table 4.5

S/No.	What is the effect of mentoring communication on employee performance?	SA	A	UN	D	SD	Total	FX	Mean
1	Through increased knowledge and skill sharing	113	135	11	22	45	326	1227	3.76
2	Through boosting of morale of staff	179	135	-	6	6	326	1453	4.46
3	In discovering of talents among academic staff in the institutions	157	135	2	16	17	326	1380	4.23
4	Through building of trust among staff.	135	147	22	11	22	326	1340	4.11

Source: Field Work, 2019

The table 4.5 above answers the question on the effect of mentoring communication on employee performance. From the analysis, the mean value of 3.76 implies that through increased knowledge and skill sharing that mentoring communication enhances performance improvement in Abia State University of Uturu and Michael Okpara University of Agriculture Umudike. Also, the mean value of 4.46 implies that through boosting of morale of staff that mentoring communication improves performance in educational institutions; the mean value of 4.23 also indicates that in discovering of talents among staff in the institutions that mentoring communication influences educational institutions performance; and the mean value of 4.11 expresses that through building of trust among staff that mentoring communication affects the performance of educational institutions.

Hypothesis Testing

Hypotheses testing will form the main focus of this section. The null hypothesis stated in chapter one will be tested to accept or reject the hypothesis based on the statistically significance level.

Decision rule: *Reject the null hypothesis if the Sig. level (2-tailed) is lower than 0.05 significant level.*

HO₁: **There is no significant effect of mentoring perception of staff as a developmental tool on employee performance.**

Table 4.6

		Mentoring Perception	Employee Performance
Mentoring _Perception	Pearson Correlation	1	.824*
	Sig. (2-tailed)		.045
	N	326	326
Employee _Performance	Pearson Correlation	.824*	1
	Sig. (2-tailed)	.045	
	N	326	326

*. Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 20.0

The table above shows the relationship between mentoring perception and employee performance. From the result of the correlation, it is observed that mentoring perception has positive relationship with employee performance. The correlation coefficient value is 0.824. Statistically, the Sig. (2-tailed) value of 0.045 shows that the relationship was significant. We therefore reject the null hypothesis that there is no significant effect of mentoring perception of staff as a developmental tool on employee performance.

HO₂: **There is no significant relationship between mentoring style and employee performance.**

Table 4.7

		Mentoring Style	Employee Performance
Mentoring _Style	Pearson Correlation	1	.541**
	Sig. (2-tailed)		.007
	N	326	326
Employee _Performance	Pearson Correlation	.541**	1
	Sig. (2-tailed)	.007	
	N	326	326

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS 20.0

The table above shows the relationship mentoring style and employee performance. From the result of the correlation, it was observed that mentoring style has positive relationship with employee performance. The correlation coefficient value is 0.541; statistically, the Sig. (2-tailed) value of 0.007 shows that the relationship was significant. We therefore reject the null hypothesis that there is no significant relationship between mentoring style and employee performance.

HO₃: There is no significant relationship between mentoring and employee performance.

Table 4.8

		Mentoring	Employee Performance
Mentoring	Pearson Correlation	1	.773*
	Sig. (2-tailed)		.019
	N	326	326
Employee _Performance	Pearson Correlation	.773*	1
	Sig. (2-tailed)	.019	
	N	326	326

*. Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 20.0

The table above shows the relationship between mentoring and employee performance. From the result of the correlation, it is observed that mentoring has positive relationship with employee performance. The correlation coefficient value is 0.773; statistically, the Sig. (2-tailed) value of 0.019 shows that the relationship was significant. We therefore reject the null hypothesis that there is no significant relationship between mentoring and employee performance.

HO₄: There is no significant effect of mentoring communication on employee performance.

Table 4.9

		Mentoring Communication	Employee _Performance
Mentoring _Communication	Pearson Correlation	1	.611**
	Sig. (2-tailed)		.008
	N	326	326
Employee _Performance	Pearson Correlation	.611**	1
	Sig. (2-tailed)	.008	
	N	326	326

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS 20.0

The table above shows the relationship mentoring communication and employee performance. From the result of the correlation, it was observed that mentoring communication has positive relationship with employee performance. The correlation coefficient value is 0.611; statistically, the Sig. (2-tailed) value of 0.008 shows that the relationship was significant. We therefore reject the null hypotheses that there is no significant effect of mentoring communication on employee performance.

Discussion of Findings

The study investigates the effect of mentoring on employee performance using selected educational in Abia State. The result of our findings has been homogenous in terms of uniformity. The result shows that mentoring perception, mentoring style, and mentoring communication are prime drivers of employee performance especially in the institutions of higher learning. This is critical since mentoring perception shows a positive and significant relationship with employee performance. From the result, mentoring style is shown to positively promote the coordination of the institution as can be seen in the correlation. This then means that with an acceptable method strategic mentoring and implementation, there would be overall enhanced productivity in the institution. Mentoring style at each level brings efficiency and economy in the working of the institutions.

The result also reveals that mentoring will lead to elimination of interest variation and enhance the achievement of institutional performance improvement. Critically, the positive association found in the mentoring and performance improvement calls for further investigations. The relevance of mentoring communication was also tested, the result shows that mentoring communication relate positively with employee performance. This is a pointer that a well-planned mentoring communication will boost the overall performance of the institution through performance improvement. The result from the study has shown that for a better institutional performance, knowledge must be passed from across the experienced members of the workforce to newly employed and the less experienced i.e. mentors to mentees. Also, innovation must be encouraged among workers and there must be a sustained and effective communication among the members of the workforce to reduce the challenges of information asymmetry and enhance performance.

5. Conclusion and Policy Recommendations

The study examined the effects of mentoring on employee performance of selected educational institutions. Based on the findings of the research the study concludes that mentoring enhances the performance of academic staff in tertiary institutions thereby increasing the effectiveness of the tertiary institutions. From the study, it was discovered that whether mentoring relationship is formal or informal, it has the ability of increasing the skill and knowledge of the mentees thereby increasing their effectiveness in carrying out assigned task. Several reasons were given as to why mentoring increases effectiveness of tertiary institutions and among these reasons is that mentoring allows for professional knowledge to be more easily shared. It was also revealed that mentoring helps to develop self-awareness and self-reflection and offers individual academicians a confidante and role model. Other

reasons include that mentoring offers individual academicians a platform to adapt to challenges with his changed environments and assignments. Finally, mentoring helps to expand and diversify individual academician's perspective as well as encourage collaboration between the individual academician and his peers.

Recommendations

In light of the results, this study provides the following number of recommendations;

- (1) There is a compelling need for tertiary institutions to establish formal mentoring programs as a platform for interaction between the experienced academic staff and inexperienced ones so as to improve academic staff performance.
- (2) Tertiary institutions in Abia State should endeavor to provide structures that will encourage and enhance mentoring relationship among the academic staff.
- (3) The institutions should put mechanism in place that will enable them track outcomes of the mentoring relationship as a means of ensuring that mentors are impacting positively on the mentees so as to increase the effectiveness of the tertiary institution.

REFERENCES

- Afolabi, E. R. I., Faleye, B. A., and Adeola, A. M. (2015). Mentoring among academic staff of Obafemi Awolowo University, Ile-Ife, Nigeria. *Journal of Education and Human Development*, 4 (2), 159-167.
- Bandura, A. (1997). *Social Learning Theory*. New York: Prentice-Hall.
- Bear, S. (2018). Enhancing learning for participants in workplace mentoring programmes. *International journal of evidence based coaching and mentoring*, 16(1): 35-46 Doi: 10.24384/000462
- Bilesanmi, B. (2014). Mentoring: An emerging trend in the forefront of HRM. *IFE PsychologiA: An International Journal*, 1(19), 92-103.
- Buell, C. (2014). Models of mentoring in communication. *Communication Education*, 53(3), 56 - 73.
- Chao, G. T., Walz, P. M., and Gardner, P.D. (2012). Formal and informal mentorships: A comparison on mentoring functions and contrast with non-mentored counterparts. *Personnel Psychology*, 45(2), 620-636.
- Clutterback, D. (2014). What about mentee competences? In Clutterback, D. A. & Lane, G. (Eds.), *The situational mentor: An international review of competencies and capabilities in mentoring*. Hants, U. K.: Gower Publishing.
- Hester, J. P., and Setzer, R. (2013). Mentoring: Adding value to institutional culture. *The Journal of Values-Based Leadership*, 6(1), 1-22.

- Holloway, J. (2013). The benefits of mentoring. *Educational Leadership*, 58(8), 85-86.
- Ismail, M., and Arokiasamy, L. (2017). Exploring mentoring as a tool for career advancement of academics in private higher education institutions in Malaysia. *The Journal of International Social Research*, 1(1), 135-148.
- Moemeke, C. D., Onyeagwu, F. O., and Nwaham, C. O. (2012). Effects of mentoring and teaching practice projects on Nigerian primary school teachers competency development: Implication for quality teaching. *IPEDR*, 47(20), 92-95.
- Njoku, I. S. (2017). Improving the performance of librarians through mentoring: The case of academic librarians in South-East and South-South zones of Nigeria. *Library Philosophy and Practice (E-Journal)*, 8 (9), 41-46.
- Odili, S. O., and Ona, A. O. (2017). Enterprising mentoring: an indispensable strategy for entrepreneurship development in Nigeria. *Nigerian journal of business education*, 4(1), 232-247
- Ogunayo, A. (2011). Mentoring and leadership succession in industries and institutions. *IFE International Journal*, 6 (2), 180-186.
- Ofobruku, S. A., and Yusuf, B. M. (2016). Effect of knowledge transfer on employees' performance in selected small business in Asaba, Nigeria. *Arabian Journal of Business and Management Review*, 6(2), 1-13.
- Ofofwe, C. E., Ilevbare, A. E., and Ariyo, J. O. (2015). Perception of female graduates towards mentoring and women's empowerment in Nigeria. *Ife Social Sciences Review*, 24 (2), 41- 53.
- Ojedokun, A. O. (2015). Mentoring: A factor for institutional management. In Olowu (Ed.), *Mentoring: A Key Issues in Human Resources Management*, 324-339. The Ife Centre for Psychological Studies, Ile-Ife.
- Oladimeji. M. S., and Sowemimo, O. Z. (2020). The effect of mentoring on employee job performance in the Nigeria service sector. *Organizational journal of Vadyba: sisteminial tyrimai vol 20(84)*, 31-44
- Onyia, V. A., Asikhia, O. U., Egbuta, O. U., and Makinde, G. O. (2019). Rethinking mentorship and organizational commitment in nigeria academia. *International journal of economics, commerce and management*, 7(4): 106-116
- Peretomode, V. F. and Ikoya, P. (2019). Mentorship: a strategic techniques for achieving excellence, manpower development and nation building. *Mediterranean journal of social sciences*, vol 10(2): 17-24,

- Popoola, F., Adesopo, A., and Modupe, A. (2013). Establishing effective mentoring culture among professional university administrators in Nigeria. *Public Administration Research*, 2(2), 134-147.
- Ruchi, T., and Ritu, S. (2014). Mentoring for effective positive workforce: A case study. *Global Journal of Finance and Management*, 6(1), 79-88.
- Sharon, E. S., Mallory, O. J., and Mitchell, D. F. (2014). Characteristics of successful and failed mentoring relationships: A qualitative study across two academic health centres. *Academic Medicals*, 88(1), 82-89.