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Quality Control in Staff Development and Productivity: The Impact of Mentoring on Work Out-Put of Physical and Health Education Teachers in Nigerian Tertiary Institutions

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Abstract:

Ethical issues surrounding teaching and learning in our tertiary institutions control behaviour that are considered inimical to the overall development of both staff and students. Professional teachers therefore have a duty of care to lead a vanguard in providing quality leadership to the young faculty members. This study examined mentoring in five core areas (research, teaching, administrative, career development and student consultation) The design is descriptive, the sample n=88 are the available PE and Health Education teachers drawn from selected Universities and Colleges of Education in Oyo, Ondo, Edo and Ekiti, States. One research question was answered and two hypotheses were tested. A 29- item questionnaire (LMASQ) with an r=81%) was used. The research question was answered using descriptive statistics while the t – test was used in testing the hypotheses. The results showed that the participants were mentored by their senior colleagues but the quality was low. (< than 28.3%) of them received mentoring in the last ten years. The demographic factors of age, type of institution, qualification, and position held, had no significant influence on productivity of the teachers (p>0.05) however, the research mentoring received by teachers differs significantly based on mentors qualification. Teaching correlated significantly with all forms of mentoring. Based on the findings recommendations were made.

Keywords: Mentoring, Teaching, Research, Administrative and Carrier-development

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Introduction

The growth and the development of faculty's members in our higher institutions in Nigeria are largely dependent on quality mentoring of junior staff. The would-be professionals in Physical and Health education need the regular interventions of their senior colleagues in their affairs of teaching, research and administrative so as to perform optimally in their area of specialization and choosing profession for their carrier development. A case scenario could be exemplified from an apprenticeship to the master's level. Mentoring is a valid and valuable strategy and instrumental support needed for the achievement of goals for nurturing teachers' development for optimal performances (Tomlinson, 2009). Different Studies by researchers in the field of human kinetics, health and general Education such as (Hobson, Ashby, Malderez, and Tomlinson, 2009; Musset, 2010) revealed that mentoring programmes have always been an integral and important aspect of teacher's education in different countries of the world, most particularly since the early 1980s.

According to Livingston (2016), Mentoring conversations increasingly are gaining attention as a way to enable students learning skills and experienced teachers to reflect on challenges in the course of their teaching and develop their proficiency. Darling-Hammond, 2005, Ingersoll and Smith (2004), aver that mentoring is a way of increasing teacher's retention and also improve new teachers on their job satisfaction and productivity. Ingersoll and Strong, 2011; Schleicher (2015) submits that mentoring enhances teachers' pedagogy and content knowledge in their various areas of specialization. Achinstein and Fogo, (2015) further explained that in mentoring new teachers, the feelings of isolation are drastically reduced to a minimal level being nostalgic of the mentor and mentee's relationships. Mentoring of a mentee promotes the mentor's professional development and learning capabilities for a long time (Cochran-Smith and Lytle, 1999). These findings is in consonance with teachers mentorship and also support mentoring as a way of furthering the professional development of the would-be teachers in the field of Human Kinetics and Health Education (Achinstein and Barrett, 2004; Cochran-Smith, 2001; Hargreaves and Dawe, 2010).

The cardinal objective of Universities, colleges of education and other higher institutions of learning in Nigeria is to prepare the would-be teachers in areas of teaching, research, administrative and carrier development among others. It is in this light that Spencer (2010) emphasized that the effectiveness of a College or University is directly linked to the quality and vigour of its faculty members. Today's' conditions of limited human and material resources and the ever-increasing demand for accountability have made the optimum performance of Universities and Colleges a top priority in higher education (Undiyaundeye and Basake, 2017).

Olowu (2013) opined that mentoring is the acts of assisting an individual in order to enable him/her grow in a choosing profession. In the same vein, Young; Cady and Forom (2006) define mentoring as a relationship which exists between the mentor (principals) and the mentee (subordinates) with the aim of assisting the mentee to cope with a new situation like a new job or a change in personal circumstances or in career development.

In the words of Crosby, as cited by Balu (2014) that mentoring is a brain to pick, an ear to listen, and a push in the upright way." Traditionally, mentoring is a method used

to transfer knowledge to a sort of an apprentice ready to add more feathers to his/her wings and it is the matching of a new employee stationed under the tutelage of a superior and experienced individual in the same functional capacity. Mentoring is a human resource development process whereby a more experienced (senior) / knowledgeable person (mentor) takes the responsibility of developing and empowering a less experienced (junior) staff member (protégé or mentee). Balu (2014) further emphasized that mentors provides special skills and knowledge to protégés to assist them for different purposes like advance their careers, enhance their education, or build their networks. Mentoring is win-win situation where mentor, mentee and all education institutions have developmental benefits. The institutional benefits of mentoring and mentorship are numerous and cannot be rejected. These benefits could be available in areas of research, teaching, administrative and experiential mentoring.

Critical look on mentoring in teaching junior staff has the opportunities to benefit from the supervision of lecture delivery by senior colleagues, put through difficult topics, and oversee of teaching by HOD assigned supervisors, access to senior staffs' library among others. While the benefits that maybe accruable in research could be research collaboration with supervisors, exposure on how to write research papers among others. Administratively, junior staff has the opportunities of being delegated to represent the HOD in seminars and workshops. The junior staff could possibly be a member of various committees such as:

- Finance department Committee
- Teaching experience Committee
- Computation of Results
- Time Table Committee
- Examination Committee and
- Welfare Committee. Having the opportunity to participate in these activities enhances the junior staff to grow and improve on their performances.

Balu (2014) states that, some authors rightly put mentoring as “A Collaboration of learning efforts”, a developmental caring and sharing of ideas which fosters good relationships with a focus on the enhancement of the protégé's or mentee's growth and skill development. The focus of mentoring is on the mentee's career and psychosocial needs. Mentoring is just-in time help, insight into issues, and the sharing of expertise, values, skills, and perspectives. Mentors function as agents that provokes or speed significant change or action in the carrier of the mentee. The outcome of this positive approach is the involvement of mentees in research and administrative work, presenting research papers with mentors in national and international conferences. Some mentors do publish their combined research work in international journals, exposing the talent of a mentee, which becomes an intrinsic reward for a mentee (Undiyaundeye and Basake, 2017). The inability to support subordinates for professional growth and development for optimum performances is almost becoming a malady that need remedy and is the most critical. The present study therefore explores mentoring relationships as it affects teaching, research and administrative in selected tertiary institutions in Nigeria.

Research Questions

The following research question was formulated to guide the study

1. What type of mentorship were received by junior staffers of Physical and Health Education Departments in the last 10years

Hypotheses

Ho1: There is no significant difference in mentoring services received by junior staffers of Physical and Health Education Departments in the last 10years

Ho2: Demographic variables have no significant influence on mentoring junior members of staff of Physical and Health Education Departments in the last 10years.

Methodology

A): Methods of Analysis:

The study adopted a descriptive survey design in order to determine the attributes of the population. The research question was answered directly using frequency analysis while inferential analysis was used to convert the likert responses into a scaled response (as explained in C below)

B): Statistical Justification for Scaling:

Z statistics was used to force the data into an assumed normal distribution; this was done so that the population sampled would be without bias.

C): Scaling Explained

* This scaled variables were evaluated from the likert scale where the responses with more frequent and quality mentoring were awarded from high to very high. Those responses with indications of low mentoring attention and commitment from superior were low or minimal. For instance, responses to the questions querying any aspect of mentoring was ranked high (If the responses ticks agree or strongly agree) while Disagree and strongly Disagreed were ranked low. Since the direction of all the questions were unified using response alignment protocols;

Agree and or strongly Agreed = High level of mentoring and Disagree and or Strongly Disagree = Non-existent or low level of mentoring. This was done at every aspect of mentoring as evaluated in the study.

To determine the reliability of the data collected, Chrombach's alpha test was conducted. The coefficient of reliability was 0.81 which implies that the information obtained and scaling is 81% reliable. The various analyses had their statistical tools used in the cause of carrying out the research. For the purpose of clarity, the table below shows the various analyses and statistical tools.

	Analyses	Statistical Tools
1.	Demographic Variables	Frequency Analysis (Is a part of descriptive statistics, this was used to quantitatively describes the characteristics of the sets of data, their number of times and events occurred.
2.	Relationship between pairs of Mentoring aspects	Spearman's Correlation Model This was used to evaluate the relationships between each of the mentoring services aspects received by staff members of Physical and Health Education Departments considered in this study.
3.	Influence of Demographic Variables on mentoring of Junior members of staff of PHE Departments	Spearman's Regression Model This was used to rank the demographic variables which may or not have significant influence on mentoring Junior members of staff of Physical and Health education Departments with a view to finding their covariance either as there is increase in one of the variables that make the other to decrease, vis-versa.

The area of study Institutions

	Frequency	Percent
Adeyemi College Of Education Ondo	9	10.2
College of Education Agbor, Delta State	8	9.1
Ambrose Alli University (AAU), Edo State	7	8.0
University of Benin, Benin City (UNIBEN)	20	22.7
College of Education, Oyo (Oyo Special)	10	11.4
OSCOED(Osun State College of Education)	5	5.7
Afe Babalola Univeristy, Ado Ekiti.	7	8.0
Michael Otedola College of Education, Epe.	6	6.8
College of Physical Education, Mosogar, Delta State	10	11.4
Delta State University Abraka	6	6.8
TOTAL	88	100.0

The institutions from which the respondents were randomly selected are presented above. As the result shows, the interpretation of the results in this study will be more applicable to the teachers in the institutions with the higher number of representation such as UNIBEN and Federal College of Education OYO.

Results and Discussion

DEMOGRAPHIC VARIABLES	%
Gender	
Male	90.4
Female	9.6
Age	
20-30	3.8
31-40	33.3
40 and above	62.8
Highest Qualification	
NCE	8.0
B.Sc and B.Ed	10.7
M.Sc	69.3
Ph.D	12.0
Position /Rank	
INSRUCTOR/	5.7
GRADUATE ASSISTANT	5.7
ASSISTANT LECTURER	31.4
LECTURER I AND II	41.4
SENIOR LECTUER	15.7
Working Experience	
0-10	40.3
11-20	29.9
21 and above	29.9

Majorities (90.4%) of the respondents were males and about three out of every five of them are above 39 years. 33.3% of them were between 31-40 years old. Almost 7 Out of every 10 respondents were M.sc holders while 12% were Ph. D holders and 10.7% had bachelors' degree. Assistant Lecturers and graduate assistants were 5.7% each, the modal rank of the respondents was Lecturer I and II while Senior Lecturers were 14.3%. 60% of the respondents were between having had above 10 years of work experience.

The population of this study consists of all the junior lecturers in institutions of higher learning both private and public institutions. The sample size for this study consists of 88 junior Lecturers which were the respondents used for the study. The instrument for data collection was developed by the researcher and the questionnaire is titled: *'Leadership, Mentoring and Administrative Styles experienced during work scheduling Questionnaire' (LMASQ).* The questionnaire has three sections. Section A deals on personal data of the respondents. Section B contains Twelve (12) items structured on Teaching, Research and Administrative mentoring and Leadership Style in selected tertiary institutions in Nigeria. This was presented on a 4-point Likert type scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD), and two

points rating scale of Yes/No. In analyzing the data, descriptive statistics were used to answer the research questions while t test was used to analyze the hypothesis and the probability error was set at p=0.05 which indicates the level of significance outside of which the difference may be due to chance or attributed to other variables.

Research question 1: What type of mentorship were received by junior staffers of Physical and Health Education Departments in the last 10years

Summarized Mentorship Received over the Past 10 Years

Based on the responses obtained on the kind of mentorship received from the respondents in the last 10 years, 11 (1 out of 8) of them received only teaching mentorship, 7 out of 84 of them received only research mentorship. Administrative, student advisory were received by 8 and 6 of the respondents respectively. All the four forms of mentorship were received by 10 of them while Teaching, Research and Student advisory mentorship were received by 7 of them.

Mentoring on Teaching

Mentoring on Teaching	SA	A	D	SD
Supervision of Lecture Delivery by Senior Colleagues	33.3	11.1	14.3	31.7
Put me through difficult topics	38.8	0.0	38.8	22.4
Oversee of teaching by HOD assigned supervisor	12.5	21.9	34.4	31.3
Teaching materials provided by the Department	26.5	16.2	26.5	30.9
Accessible Senior staffs' library	26.5	50	23.5	0.0

44.4% of the respondents indicated that their supervisors do over see their Lecture delivery while 46% did not affirm that. Three out of every five respondents were not usually being put through topics while Most (76.5%) of them have access to their senior staff's Library.

Scaled Mentoring on Teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
VERY HIGH	18	21.4	24.0	24.0
HIGH	9	10.7	12.0	36.0
LOW	37	44.0	49.3	85.3
VERY LOW	11	13.1	14.7	100.0
Total	75	89.3	100.0	

The scaled mentoring on teaching resulted in the findings, states that overall level of teaching mentoring is low, the indication of high teaching mentoring to low was about 3:2. This was rated low from the scored responses of about half of them.

Research Mentoring

Research Mentoring	SA	A	D	SD
Allowed research collaboration with Supervisors	43.1	36.9	0.0	20.0
Exposure and tutorial on how to write research paper	46.0	54.0	0.0	0.0
Opportunity for exposure to research conduct by department	21.7	78.3	0.0	0.0
Facilitated grants by the Department	37.1	52.9	0.0	10.0
History of involvement in Departmental research ever	15.0	56.7	28.3	0.0
Regular seminars, workshops on writing of research grants	32.7	43.6	23.6	0.0

The research mentoring was between high to very high side. At least 7 out of three of the teachers affirmed that they are being mentored for research purposes ranging from research collaboration, tutorial exposure, facilitated grant, seminars, and workshop among others by their senior colleagues especially their supervisors. In the past 10 years however, less than 28.3% of the teachers have not been involved in departmental research.

Scaled Mentoring on Research

SCALED MENTORING ON RESEARCH	Frequency	Percent
VERY HIGH	14	18.9
HIGH	60	81.1

The Summarized evaluation of research mentoring shows that the level of research mentoring is above 80% on the high side. This was high according to 18.9% while none of them responded with a low rating of research mentoring experience.

Administrative Mentoring

ADMINISTRATIVE MENTORING	YES	NO
My HOD delegates me for meeting representation	52.4	26.7
Level coordinator	89.3	10.7
Membership of finance departmental committee	82.9	7.1
Computation of results	89.3	10.7
Teaching Experience committee	100.0	0.0
Time table committee	100.0	0.0
Examination committee	100.0	0.0
Welfare Committee	100.0	0.0

Administrative mentoring involving being a committee member for teaching experience, designing of timetable, examination and welfare was acknowledged to have been received by all the respondents. About 9 out of 10 have been mentored as level coordinator while slightly above half have been delegated to represent the HOD for meetings. Only 1 out of 5 was not mentored for involvement in result computation and level coordination.

SCALE ADMINISTRATIVE MENTORING

	Frequency	Percent
VERY HIGH	18	24.0
HIGH	9	12.0
LOW	37	49.3
VERY LOW	11	14.7

An overview of the overall administrative mentoring was below average since more than 60% of them indicated low administrative mentoring.

EXPERIENCIAL MENTORING

EXPERIENCIAL MENTORING	YES	NO
Access to senior staff library	100.0	0.0
Joint publication with senior colleagues	100.0	0.0
Co-teaching of courses with senior staff members	100.0	0.0
Professional counseling for development	77.4	22.6
Attendance of international conferences with senior lecturers	100.0	0.0
Exposure to academic paper delivery in seminar and conferences	84.0	15.9
Deputizing for HOD	30.6.0	68.4
Proof reading of research papers for senior colleagues	100.0	0.0
Writing of drafts for academic papers	100.0	0.0
Exposure to curriculum draft preparations	100.0	0.0

Apart from the mentoring by professional counseling(77.4%), delivery of academic seminars (84.0%) and the least experienced which was deputizing for the HOD (30.6%), the PHE and Human kinetics teachers have taken part in all other indicators of mentoring bothering on experience. They all have access to senior staff library, joint publication opportunities, co-teaching with senior staff members among others.

EXPERIENTIAL MENTORING

SCALED EXPERIENCIAL MENTORING	Frequency	Percent
HIGH	60	81.1
LOW	14	18.9

The overall mentoring for experience was 81.1% High while it was low based on 18.9 % of the responses.

Ho1: There is no significant relationship in mentoring services received by junior staffers of Physical and Health Education Departments in the last 10years

Correlations

		MENTORING ON TEACHING	MENTORING ON RESEARCH	ADMINISTRA-TIVE MENTORING	EXPERIENCIAL MENTORING
MENTORING ON TEACHING	Pearson Correlation	1	.597**	1.000**	.597**
	Sig. (2-tailed)		.000	.000	.000
MENTORING ON RESEARCH	Pearson Correlation		1	.597**	1.000**
	Sig. (2-tailed)			.000	.000
ADMINISTRATIVE MENTORING	Pearson Correlation			1	.597**
	Sig. (2-tailed)				.000
EXPERIENCIAL MENTORING	Pearson Correlation				1
	Sig. (2-tailed)				

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

RELATIONSHIP BETWEEN EACH OF THE MENTORING ASPECTS CONSIDERED IN THIS STUDY:

There was a significant correlation ($p<0.05$) between teaching and all other forms of mentoring as experienced by the respondents. The mentoring across all of it forms are significantly interrelated. This implies that the teachers have significant interactions with their senior colleagues in such an overlapping and associated manner. It is worthy of note that administrative mentoring has perfect correlation or association with teaching mentorship. The implication of this is that the factors that will affect teaching and administrative mentorship are exactly the same.

Ho2: Demographic variables have no significant influence on mentoring junior members of staff of Physical and Health Education Departments in the last 10years.

Effect of Demographic Variables on Teaching Mentoring

Factors	Sig.
Gender	0.115
Age	0.801
Institution	0.134
Qualification	0.018
Position held	0.302
Working Experience	0.203

The gender, age, qualification, rank and work experience and the various institutions did not significantly influence ($p>0.05$) the level of teaching based on mentoring received by the respondents. However, the teaching mentorship received by the teachers from their senior colleagues differ significantly ($p<0.05$) based on the qualification of the teacher.

Effect of Demographic Variables on Research Mentoring

Factors	Sig.
Gender	0.263
Age	0.324
Institution	0.719
Qualification	0.225
Position held	0.290
Working Experience	0.045

The gender, age, qualification, rank and the various institutions did not significantly influence ($p>0.05$) the level of research based on mentoring received by the respondents. However, the research mentorship received by the teachers from their senior colleagues differ significantly ($p<0.05$) based on the respondents' work experiences.

Effect of Demographic Variables on Administrative Mentoring

Factors	Sig.
Gender	0.303
Age	0.233
Institution	0.318
Qualification	0.010
Position held	0.432
Working Experience	0.122

The gender, age, the institution, the rank and work experience and the various institutions did not significantly influence ($p>0.05$) the level of research based mentoring received by the respondents. However, the administrative mentorship received by the teachers from their senior colleagues differ significantly ($p<0.05$) based on the respondents' qualification.

Effect of Demographic Variables on Mentoring For Experience

Factors	Sig.
Gender	0.103
Age	0.270
Institution	0.211
Qualification	0.703
Position held	0.933
Working Experience	0.005

The gender, age, qualification, rank and the various institutions did not significantly influence ($p>0.05$) the level of research based mentoring received by the respondents. However, the research mentorship received by the teachers from their senior colleagues differ significantly ($p<0.05$) based on the respondents' work experiences.

NB: error probability was set at p=0.05 which indicates the level of significance outside of which the difference may be due to chance or attributed to other variables.

Conclusion

This study has shown that mentoring in teaching, research, administrative plays an important role in the career development of academia in our tertiary institutions of higher learning and that the challenges experienced by the 'would-be' professionals can be ameliorated if attention is given amidst tight schedule to the junior staff. This of course will have a positive impact and implication on the performances and pedagogical skills required for students' growth at optimal level.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. A platform should be created for rewards to those who make out time to mentor junior staff in the various departments in different institutions as a source of incentives and motivations.
2. HODs in the various departments should mandate unit heads to oversee the performances of junior staff within their units and report same to the HODs.
3. Regular workshops, seminars and symposia should be given maximum attention where issues on mentorship and improved performance will be discoursed with professional representations
4. For optimum performance, junior staff should be willing to seek counsel and guidance from senior colleagues informally for their academic growth and improved performance.
5. All forms of Mentoring in areas such as (research, teaching, administrative and experiential mentoring should be given maximum attention as this will have a multiplier effect on the junior staffers in the various departments in tertiary institutions of higher learning in Nigeria.

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