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Influence of Mentorship Programmes on Lecturers Job Productivity in Public Universities in Imo State

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Abstract
The study examined influence of mentorship programmes on lecturers' job productivity in public universities in Imo State. The study was guided by three objectives, three research questions and three hypotheses were drawn. The descriptive survey design was used for this study. The population of the study consists of 1,700 academic staff in public universities in Imo State. To determine the sample size, 30% of the entire population was used which gave rise to 510. The stratified random sampling technique was used to select the sample for the study. The instrument for data collection is a questionnaire titled "Influence of mentorship programmes on Lecturers' Job Productivity Questionnaire. (IMPLJPPUQ)". The reliability co-efficient obtained for each of the sections were 0.84, 0.86 and 0.82 respectively. The average reliability index was 0.84 which showed the instrument was reliable. Mean and standard deviation statistics was used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that lecturers perceive the influence of formal mentorship programmes on their job productivity to be of a high extent. It was concluded that mentorship programmes, including formal, peer, and research mentorship, significantly influence lecturers' job productivity in public universities in Imo State. It was recommended among others that academic staff should be encouraged to engage in peer mentoring activities by facilitating workshops and seminars to train lecturers on effective mentoring techniques, promoting a collaborative learning environment.

Introduction

Education is a fundamental aspect of human development, encompassing the acquisition of knowledge, skills, values, beliefs, and habits. It serves as a catalyst for personal growth, societal progress, and economic prosperity. In universities, education extends beyond the mere transmission of information to include critical thinking, problem-solving, and the cultivation of lifelong learning habits. Within the university environment, lecturers play a central role in facilitating the educational process by imparting knowledge, adopting intellectual curiosity, and mentoring students. Mentorship programmes in universities are structure designed to support the professional and personal development of faculty members, particularly junior lecturers or those new to academia. These programmes typically pair experienced faculty members (mentors) with less experienced colleagues (mentees) to provide guidance, support, and encouragement.

One key factor that has been identified as significantly influencing lecturers' job productivity is mentorship programmes. Job productivity refers to the efficiency and effectiveness with which lecturers perform their roles, including teaching, research, community service, and administrative duties. Productive lecturers contribute not only to the quality of education but also to the overall reputation and performance of their institutions. A lecturer's job productivity can be measured by their research output, teaching effectiveness, student engagement, and professional development activities.

Mentorship programmes in universities is profound and complex. Mentorship programmes offer opportunities for lecturers to enhance their teaching skills, develop effective instructional strategies, and stay abreast of advancements in their respective fields. Mentors serve as role models, sharing perceptions gained through their own academic experiences and helping mentees navigate the complexities of university life. Again, effective mentorship contributes to the career advancement of lecturers by providing guidance on tenure and promotion processes, offering constructive feedback on research endeavors, and facilitating networking opportunities within academic circles. Mentors often advocate on behalf of their mentees, helping them gain recognition for their contributions to teaching, research, and service.

Beyond professional development, mentorship programmes offer a platform for personal support, adopting a sense of belonging and community among lecturers. Mentors provide a listening ear, offer encouragement during challenging times, and help mentees navigate the demands of work-life balance. In this way, mentorship programmes contribute not only to the productivity and effectiveness of lecturers but also to their overall well-being and job satisfaction.

Similarly, findings by Adeyemi and Ogundele (2019) highlight the positive impact of mentorship on lecturers' job satisfaction and performance in Nigerian universities. Mentorship relationships foster a supportive environment where lecturers can seek guidance, share experiences, and receive constructive feedback. This support network contributes to increased motivation, engagement, and productivity among lecturers, ultimately benefiting both individuals and institutions. Furthermore, Oladele and Akindele (2020) emphasize the role of mentorship programmes in promoting a culture of continuous learning and professional growth among university lecturers. Mentors provide mentorship tailored to the specific needs and aspirations of mentees, helping them identify and capitalize on opportunities for career development and advancement. Through mentorship, lecturers gain the knowledge, skills, and confidence needed to excel in their roles and contribute meaningfully to their academic communities. In addition, the researchers pointed out formal mentorship programmes, peer mentoring , research mentorship programmes, teaching mentorship programmes, leadership mentorship programmes and diversity and inclusion mentorship programmes as various programmes that influences lecturers job productivity in public universities in Imo State.

Formal mentorship programmes are structured established by institutions or academic departments to support lecturers in their professional development. These programmes often pair experienced faculty members with junior colleagues, providing guidance, advice, and resources to navigate the academic environment effectively (Ogunyemi & Adegbesan, 2017). Formal mentorship programmes offer a systematic approach to mentorship, ensuring that mentees receive consistent support and feedback to enhance their job productivity.

Peer mentoring involve lecturers supporting each other in their professional growth and development. Unlike formal mentorship programmes, peer mentoring is characterized by reciprocal relationships among colleagues of similar career stages. Peer mentors share experiences, provide perceptions, and offer encouragement to their peers, adopting a collaborative and supportive environment conducive to enhanced job productivity (Adeyemi & Ogundele, 2019).

Research mentorship programmes focus specifically on supporting lecturers in their research activities. Mentors in these programmes provide guidance on research design, data analysis, manuscript preparation, and publication strategies. By offering expertise and support in research-related endeavors, these mentorship programmes enable lecturers to enhance their research productivity and contribute to the advancement of knowledge in their respective fields (Oladele & Akindele, 2020).

Scholars have extensively researched the influence of mentorship programmes on lecturers' job productivity in public universities in Imo State, Nigeria. Adekunle and Ibrahim (2018) conducted a study on the role of mentorship programmes in enhancing lecturers' job productivity in Imo State's public universities. They found that effective mentorship relationships significantly contribute to lecturers' professional growth, teaching effectiveness, and research productivity. Mentors provide guidance, support, and encouragement to mentees, helping them navigate the challenges of academia and achieve their career goals. Similarly, Okoye and Eze (2020) explored the influence of mentorship programmes on lecturers' job productivity in Nigerian universities, including those in Imo State. Their findings revealed that mentorship programmes positively impact lecturers' job satisfaction by providing opportunities for skill development, career advancement, and professional networking. Mentors serve as role models and advisors, offering valuable perceptions and guidance to mentees, thereby enhancing their job productivity and overall effectiveness. Regarding innovative practices for mentoring lecturers in Nigerian universities, several strategies have been proposed.

First, structured mentorship programmes tailored to lecturers' needs can provide a framework for effective mentorship relationships. Cross-disciplinary mentorship encourages collaboration and broadens perspectives, adopting innovative teaching and research practices. Peer mentorship networks allow lecturers to support and learn from each other, enhancing job satisfaction and productivity. Again, technology-enabled mentorship platforms overcome geographical barriers and enhance accessibility, facilitating mentor-mentee interactions. Institutions can provide support and recognition for mentorship through awards, incentives, and professional development opportunities, adopting a culture of mentorship excellence. Mentorship programmes play a crucial role in enhancing lecturers' job productivity and professional development in Nigerian universities, including those in Imo State. By adopting innovative practices and supportive mentorship culture, universities can empower lecturers to thrive in their academic careers and contribute meaningfully to knowledge advancement. In view of the foregoing, this study therefore intends to investigate the influence of mentorship programmes on lecturers job productivity in public universities in Imo State.

Statement of the Problem

In an ideal academic setting, mentorship programmes should be designed to provide junior lecturers with structured guidance, support, and development opportunities to enhance their job productivity. Such mentorship would typically involve training in teaching methodologies, research strategies, and administrative processes, ensuring that junior lecturers are equipped to excel in their roles and contribute meaningfully to their institutions. However, in public universities in Imo State, mentorship programmes are often inadequate, leaving junior lecturers without proper orientation or guidance. Instead of receiving mentorship that fosters professional growth, many junior lecturers are relegated to performing menial tasks, such as running errands, which do not align with their job responsibilities. This lack of effective mentorship not only undermines their professional dignity but also hampers their ability to focus on their core responsibilities of teaching, research, and academic development.

Despite various initiatives to improve mentorship, the situation persists, causing frustration, disengagement, and diminished job productivity among junior lecturers. The absence of meaningful mentorship and professional guidance has created a disconnect between the expectations placed on junior lecturers and their capacity to meet these expectations. This problem extends beyond the individual, affecting the overall productivity of public universities in Imo State, as junior lecturers who lack proper mentorship are less likely to contribute positively to teaching quality, research output, and institutional growth.

Lack of effective mentorship and the practice of compelling junior lecturers to serve as errand boys without proper guidance represent significant challenges in public universities in public universities in Imo State. Addressing these issues requires a systemic overhaul of mentorship programmes and a reevaluation of institutional practices to ensure that junior lecturers receive the support, guidance, and opportunities they need to thrive professionally. Failure to address these challenges risks perpetuating a cycle of diminished productivity and disengagement in public universities in Imo State. This study however seeks to investigate how mentorship programmes influence the job productivity of lecturers in public universities in Imo State and to provide perceptions into how structured mentorship could improve their professional effectiveness and overall institutional performance.

Purpose of the Study

The purpose of this study is to investigate the influence of mentorship programmes on lecturers' job productivity in public universities in Imo State. Specifically, the study sought to:

1. ascertain the extent to which formal mentorship programmes influence lecturers' job productivity in public universities in Imo State.
2. determine the extent to which peer mentoring programmes influence lecturers' job productivity in public universities in Imo State.
3. investigate the extent to which research mentorship programmes influence lecturers' job productivity in public universities in Imo State.

Research Questions

The following research questions guided the study:

1. To what extent does formal mentorship programmes influence lecturers' job productivity in public universities in Imo State?
2. To what extent does peer mentoring programmes influence lecturers' job productivity in public universities in Imo State?
3. To what extent does research mentorship programmes influence lecturers' job productivity in public universities in Imo State?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance:

1: There is no significant difference in the mean ratings of IMSU and FUTO lecturers on the extent to which formal mentorship programmes influence lecturers' job productivity in public universities in Imo State.

2: There is no significant difference in the mean ratings of IMSU and FUTO lecturers on the extent to which peer mentoring programmes influence lecturers' job productivity in public universities in Imo State.

3: There is no significant difference in the mean ratings of IMSU and FUTO lecturers on the extent to which research mentorship programmes influence lecturers' job productivity in public universities in Imo State.

Theoretical Review

The theories that guided is Transformational Leadership Theory

Transformational Leadership Theory (Burns, 1978).

Transformational Leadership Theory, was propounded by Burns in (1978). The theory states that Leaders inspire and motivate their followers to achieve higher levels of performance. Mentors in mentorship programmes can act as transformational leaders by setting high expectations, providing intellectual stimulation, and offering individualized support to lecturers, thereby enhancing their job productivity. Mentorship programmes serve as platforms for implementing transformational leadership principles, where mentors play pivotal roles in guiding, inspiring, and developing lecturers. According to Burns (1978), transformational leaders engage in four key behaviors: providing intellectual stimulation, offering individualized consideration, articulating a compelling vision, and inspiring motivation. Dagogo & Nwuke, (2023). Posited that transformative leadership is a leadership approach that prioritizes the inspiration and motivation of followers, with the aim of enabling them to reach their maximum capabilities and facilitating constructive change within the organizational context.

Firstly, mentors stimulate intellectual growth among lecturers by encouraging critical thinking, innovation, and continuous learning. By adopting an environment of intellectual curiosity and exploration, mentors empower lecturers to develop new teaching methodologies, pursue innovative research agendas, and enhance their professional skills, ultimately contributing to improved job productivity. Secondly, mentors demonstrate individualized consideration by recognizing the unique needs, strengths, and aspirations of each lecturer. Through personalized guidance, feedback, and support, mentors address lecturers' professional challenges, promote their career development, and cultivate a sense of belonging within the academic community. This

individualized approach fosters a supportive mentor-mentee relationship that enhances lecturers' morale, job satisfaction, and productivity.

Furthermore, mentors articulate a compelling vision of academic excellence, institutional advancement, and professional growth, inspiring lecturers to align their efforts with organizational goals (Bass, 1985). By communicating a shared sense of purpose and direction, mentors instill a sense of commitment and belonging among lecturers, adopting a collective drive toward achieving common objectives and enhancing overall job productivity. Again, mentors inspire motivation among lecturers by cultivating a culture of trust, respect, and empowerment. Through inspirational leadership behaviors, such as leading by example, celebrating achievements, and providing constructive feedback, mentors motivate lecturers to surpass their perceived limitations, embrace challenges, and strive for excellence in their academic endeavors.

The relevance of Transformational Leadership Theory to the study on the Influence of Mentorship Programmes on Lecturers' Job Productivity in Public Universities in Imo State provides a guiding principles that inform the ways in which mentors can effectively influence their mentees. By understanding these principles, the study can delve into how mentors cultivate an environment conducive to academic excellence and productivity. The theory highlights specific leadership behaviors, such as intellectual stimulation, individualized consideration, and inspirational motivation, which mentors can adopt to enhance the performance of lecturers.

Furthermore, the theory emphasizes the crucial role of leaders in motivating and inspiring their followers to achieve higher performance levels. In the context of mentorship, mentors can leverage this aspect to create a motivating environment that encourages lecturers to improve their teaching methods, engage in research, and contribute actively to the academic community. By stimulating intellectual curiosity and innovation, transformational leaders can directly impact the mentorship programmes, encouraging lecturers to explore new teaching and research methodologies that enhance their productivity and professional growth.

Methodology

This study adopted a descriptive survey design. The population of the study was 1700 academic staff of the Universities in Imo State which consists of 1,136 academic staff of Federal University of Technology Owerri, 564 academic staff of Imo State University (Source: Establishment Desk of Public Universities in Imo State 2024). A sample size of 510 participants took part in the study. The sample consists of three hundred and forty-one (341) academic staff of Federal University of Technology Owerri (FUTO) and one hundred and sixty-nine (169) academic staff of Imo State University were selected from the population of 1700 academic staff. To determine the sample size, 30% of the entire population was used. This is in line with Kpolovie (2018) that a population of one thousand and above 30% of the study population should be used. The stratified random sampling technique was used to select the sample for the study. The instrument for data collection is a self-developed questionnaire titled “Influence of Mentorship Programmes on Lecturers’ Job Productivity in Public Universities Questionnaire. (IMPLJPPUQ)”. The instrument will be structured on a modified 4-point rating scale of Very High Extent, (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE) for the research question and their scale was rated as follows; 4 points, 3 points, 2 points and 1 point respectively. In determining the face and content validity of the instrument copies of the instrument was given to the experts to study the instrument to

ascertain the extent to which the instrument addresses the objectives of the study as it is purported to measure, and the extent to which the items on instrument are fairly representative of the entire domain the instrument sought to measure. The reliability of the instrument was determined through a test of internal consistency using Cronbach Alpha method. Their responses were analyzed using the Cronbach Alpha Statistics. The reliability co-efficient obtained for each of the sections were 0.84, 0.86 and 0.82. A total of 510 copies of the questionnaire were administered to the academic staff from the two Universities used in the study by the researcher and two (2) trained research assistants who are post graduate students of Rivers State University. Completed questionnaires were retrieved by the researcher and the accredited trained assistants on the spot, while others were collected at later days within this period of three weeks. However, due to poor accessibility and availability on several visits to the respondents for collection, only 479 (94% rate) were retrieved and this proportion was used for the analysis. Data analysis for this study was done using mean and standard deviation statistics to answer the research questions while t-test inferential statistics was used to test the null hypotheses at 0.05 level of significance.

Results and Discussion

Research Question 1: To what extent does formal mentorship programmes influence lecturers' job productivity in public universities in Imo State?

Table 1: Mean and standard deviation on the extent formal mentorship programmes influence lecturers' job productivity in public universities in Imo State

SN	Items	IMSU (N =383)		FUTO (N = 96)		Overall mean (N= 479)	Remark
		$\bar{X}$	S.D	$\bar{X}$	S.D		
1	Mentorship programmes enable me access resources and facilities for my research and teaching activities	3.65	0.46	3.83	0.47	3.74	HE
2	Participation in the mentorship programmes influences my involvement in community engagement and outreach activities	3.77	0.41	3.78	0.34	3.78	HE
3	The mentorship programmes efforts help promote a culture of continuous learning and improvement	3.43	0.46	3.41	0.46	3.42	HE
4	Participation in the mentorship programmes contributes to my overall job productivity and effectiveness as a lecturer	3.11	0.81	3.37	0.38	3.24	HE
5	Mentorship programmes facilitates discussions and initiatives around teaching	3.34	0.50	3.33	0.29	3.34	HE

	innovation and pedagogical research						
	Grand mean	**3.46**	**0.53**	**3.54**	**0.38**	**3.50**	HE

Criterion mean = 2.50. Guide: 0 - 1.49 =Very Low Extent (VLE); 1.50 - 2.49 = Low Extent (LE); 2.50 – 3.49 = High Extent (HE); 3.50 – 4.00 = Very Low Extent (VLE)

The data presented in Table 1 shows the mean and standard deviation of responses from lecturers in IMSU and FUTO, regarding the influence of formal mentorship programmes on their job productivity. For the item 1 "Mentorship programmes support me accessing resources and facilities for my research and teaching activities," IMSU lecturers had a mean score of (3.65) with a standard deviation of (0.46), while FUTO lecturers had a mean score of (3.83) with a standard deviation of (0.47). Item 2 "Participation in the mentorship programmes influences my involvement in community engagement and outreach activities," the mean score for IMSU lecturers was (3.77) with a standard deviation of (0.46), and for FUTO lecturers, it was (3.78) with a standard deviation of (0.34). Item 3 "The mentorship programmes efforts help promote a culture of continuous learning and improvement," the mean scores were (3.43) (S.D. = 0.46) for IMSU and 3.41 (S.D. = 0.46) for FUTO. Item 4 "Participation in the mentorship programmes contributes to my overall job productivity and effectiveness as a lecturer" had a mean score of (3.11) (S.D. = 0.81) for IMSU and 3.37 (S.D. = 0.38) for FUTO. Item 5 "Mentorship programmes facilitate discussions and initiatives around teaching innovation and pedagogical research," the mean score for IMSU was (3.34) with a standard deviation of (0.50), while for FUTO, it was (3.33) with a standard deviation of (0.29). The grand mean score of (3.50) across all items indicates that lecturers perceive the influence of formal mentorship programmes on their job productivity to be of a high extent. Therefore, formal mentorship programmes influences professional development and effectiveness among lecturers in public universities in Imo State.

Research Question 2: To what extent does peer mentoring programmes influence lecturers' job productivity in public universities in Imo State?

Table 2: Mean and standard deviation on the extent peer mentoring programmes influence lecturers' job productivity in public universities in Imo State

SN	Items	IMSU (N =383)		FUTO (N = 96)		Overall mean (N= 479)	Remark
		$\bar{X}$	S.D	$\bar{X}$	S.D		
6	Peer mentoring programmes helps me overcome challenges and obstacles in my academic career	3.25	0.51	3.37	0.56	3.31	HE
7	The level of flexibility and customization offered by the peer mentoring programmes helps me to meet individual needs	3.53	0.49	3.35	0.47	3.44	HE

8	The peer mentoring programmes helps me develop interdisciplinary collaborations and partnerships	3.41	0.49	3.57	0.49	3.49	HE
9	The peer mentoring programmes helps me expand my professional network within the university and beyond	3.58	0.81	3.49	0.38	3.54	VHE
10	Peer mentoring programmes helps me navigate tenure and promotion processes within the university	3.46	0.50	3.65	0.29	3.56	VHE
	Grand mean	**3.45**	**0.56**	**3.49**	**0.43**	**3.47**	**HE**

The data presented in Table 2 shows the mean and standard deviation of responses from lecturers in IMSU and FUTO, regarding the influence of peer mentoring programmes on their job productivity. For item 6, "Peer mentoring programmes help me overcome challenges and obstacles in my academic career," IMSU lecturers had a mean score of (3.25) with a standard deviation of (0.51), while FUTO lecturers had a mean score of (3.37) with a standard deviation of (0.56). Item 7, "The level of flexibility and customization offered by the peer mentoring programmes helps me to meet individual needs," the mean score for IMSU lecturers was (3.53) with a standard deviation of (0.49), and for FUTO lecturers, it was (3.35) with a standard deviation of (0.47). Item 8, "The peer mentoring programmes help me develop interdisciplinary collaborations and partnerships," the mean scores were (3.41) (S.D. = 0.49) for IMSU and (3.57) (S.D. = 0.49) for FUTO. Item 9, "The peer mentoring programmes help me expand my professional network within the university and beyond," had a mean score of (3.58) (S.D. = 0.81) for IMSU and (3.49) (S.D. = 0.38) for FUTO. Item 10, "Peer mentoring programmes help me navigate tenure and promotion processes within the university," the mean score for IMSU was (3.46) with a standard deviation of (0.50), while for FUTO, it was (3.65) with a standard deviation of (0.29). The grand mean score of (3.47) across all items indicates that lecturers perceive the influence of peer mentoring programmes on their job productivity to be of a high extent. So therefore, peer mentoring programmes influence professional development and effectiveness among lecturers in public universities in Imo State.

Research Question 3: To what extent does research mentorship programmes influence lecturers' job productivity in public universities in Imo State?

Table 3: Mean and standard deviation on the extent research mentorship programmes influence lecturers' job productivity in public universities in Imo State

SN	Items	IMSU (N =383) $\bar{X}$	S.D	FUTO (N = 96) $\bar{X}$	S.D	Overall mean (N= 479)	Remark
11	Research mentorship programmes influences my engagement with colleagues	3.45	0.50	3.50	0.49	3.48	HE

12	Engaging in discussions with my mentor about research methodologies helps me with the best practices	3.18	0.86	3.49	0.48	3.34	HE
13	Research mentorship programmes enhances job productivity	2.55	0.77	2.75	0.49	2.65	HE
14	Research mentorship programmes facilitates collaboration and networking opportunities with colleagues and external partners	3.22	0.64	3.00	0.38	3.11	HE
15	Research mentorship programmes contributes to my ability to secure research funding and grants	3.65	0.49	3.54	0.29	3.60	VHE
	Grand mean	**3.21**	**0.65**	**3.26**	**0.42**	**3.24**	**HE**

The data presented in Table 3 shows the mean and standard deviation of responses from lecturers in IMSU and FUTO, regarding the influence of research mentorship programmes on their job productivity. For item 11, "Research mentorship programmes influence my engagement with colleagues," IMSU lecturers had a mean score of (3.45) with a standard deviation of (0.50), while FUTO lecturers had a mean score of (3.50) with a standard deviation of (0.49). Item 12, "Engaging in discussions with my mentor about research methodologies helps me with the best practices," the mean score for IMSU lecturers was (3.18) with a standard deviation of (0.86), and for FUTO lecturers, it was (3.49) with a standard deviation of (0.48). Item 13, "Research mentorship programmes enhance job productivity," the mean scores were (2.55) (S.D. = 0.77) for IMSU and (2.75) (S.D. = 0.49) for FUTO. Item 14, "Research mentorship programmes facilitate collaboration and networking opportunities with colleagues and external partners," had a mean score of (3.22) (S.D. = 0.64) for IMSU and (3.00) (S.D. = 0.38) for FUTO. Item 15, "Research mentorship programmes contribute to my ability to secure research funding and grants," the mean score for IMSU was (3.65) with a standard deviation of (0.49), while for FUTO, it was (3.54) with a standard deviation of (0.29). The grand mean score of (3.24) across all items indicates that lecturers perceive the influence of research mentorship programmes on their job productivity to be of a high extent. Therefore, research mentorship programmes influence professional development and effectiveness among lecturers in public universities in Imo State.

Test of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1: There is no significant difference in the mean ratings of IMSU and FUTO lecturers on the extent to which formal mentorship programmes influence lecturers' job productivity in public universities in Imo State.

Table 4.4: t-test summary showing significant difference in the mean ratings of IMSU and FUTO lecturers on the extent to which formal mentorship programmes influence lecturers' job productivity in public universities in Imo State.

Category	N	Mean	SD	df	t-cal	t-crit.	Remark
IMSU	383	3.12	0.86	477	0.173	1.984	NS
FUTO	96	3.11	0.88				

NS= Not Significant

The table above showed the difference between the mean ratings of IMSU and FUTO lecturers on the extent to which formal mentorship programmes influence lecturers' job productivity in public universities in Imo State. The mean rating of IMSU lecturers is (3.12) and the standard deviation is (0.86), while the mean rating of FUTO lecturers is (3.11) and the standard deviation is (0.88). The t-test calculated value is 0.173, the corresponded significance value is 1.984 showing > 0.05 at 477 degrees of freedom. Hence, it is concluded that there is no significant difference between the mean ratings of IMSU and FUTO lecturers on the extent to which formal mentorship programmes influence lecturers' job productivity in public universities in Imo State. Therefore, the null hypothesis one is retained at 0.05 level of significance.

2: There is no significant difference in the mean ratings of IMSU and FUTO lecturers on the extent to which peer mentoring programmes influence lecturers' job productivity in public universities in Imo State.

Table 4.8: t-test summary showing significant difference in the mean ratings of IMSU and FUTO lecturers on the extent to which peer mentoring programmes influence lecturers' job productivity in public universities in Imo State.

Category	N	Mean	SD	Df	t-cal	t-crit.	Remark
IMSU	383	3.32	0.71	477	2.318	1.984	NS
FUTO	96	3.20	0.82				

The table above showed the difference between the mean ratings of IMSU and FUTO lecturers on the extent to which peer mentoring programmes influence lecturers' job productivity in public universities in Imo State. The mean rating of IMSU lecturers is (3.32) and the standard deviation is (0.71), while the mean rating of FUTO lecturers is (3.20) and the standard deviation is (0.82). The t-test calculated value is 2.318, the corresponded significance value is 1.984 showing > 0.05 at 477 degrees of freedom. Hence, it is concluded that there is no significant difference between the mean ratings of IMSU and FUTO lecturers on the extent to which peer mentoring programmes influence lecturers' job productivity in public universities in Imo State. Therefore, the null hypothesis two is retained at 0.05 level of significance.

3: There is no significant difference in the mean ratings of IMSU and FUTO lecturers on the extent to which research mentorship programmes influence lecturers' job productivity in public universities in Imo State.

Table 4.6: t-test summary showing significant difference in the mean ratings of IMSU and FUTO lecturers on the extent to which research mentorship programmes influence lecturers' job productivity in public universities in Imo State.

Category	N	Mean	SD	df	t-cal	t-crit.	Remark
IMSU	383	3.01	0.87	477	1.401	1.984	NS
FUTO	96	3.09	0.86				

NS= Not Significant

The table above showed the difference between the mean ratings of IMSU and FUTO lecturers on the extent to which research mentorship programmes influence lecturers' job productivity in public universities in Imo State. The mean rating of IMSU lecturers is (3.01) and the standard deviation is (0.87), while the mean rating of FUTO lecturers is (3.09) and the standard deviation is (0.86). The t-test calculated value is 1.401, the corresponded significance value is 1.984 showing > 0.05 at 477 degrees of freedom. Hence, it is concluded that there is no significant difference between the mean ratings of IMSU and FUTO lecturers on the extent to which research mentorship programmes influence lecturers' job productivity in public universities in Imo State. Therefore, the null hypothesis three is retained at 0.05 level of significance.

Discussion of Findings

The discussion of findings in this study were done under the following subheadings.

Extent to which formal mentorship programmes influence lecturers' job productivity in public universities in Imo State.

The data presented in Table 1 reveals the mean and standard deviation of responses from lecturers at IMSU and FUTO regarding the influence of formal mentorship programmes on their job productivity. The analysis demonstrates the influence of these programmes on various aspects of lecturers' professional roles. In supporting these findings, Aiaero (2014) noted that structured mentorship can empower educators to utilize available resources more effectively, thereby improving their performance. Formal mentorship programmes provide lecturers with the guidance and support needed to navigate their professional responsibilities, which in turn enhances their ability to access and leverage institutional resources effectively. This is critical in the context of higher education, where access to resources can significantly impact the quality of research and teaching. Furthermore, Eby et al. (2013) highlighted that mentorship programmes not only support the professional growth of educators but also enhance their job satisfaction and productivity by providing them with necessary resources and continuous learning opportunities. The positive correlation between mentorship and job satisfaction suggests that lecturers who participate in mentorship programmes are more likely to feel supported and motivated in their roles, leading to higher productivity and better job performance. Additionally, Knoef, Been, Alessie, Caminada, and Goudswaard (2016) asserted that mentorship's role in professional development is crucial, as it can significantly influence educators' ability to innovate and engage with their community, which in turn boosts their job performance.

The findings of this study emphasizes the importance of formal mentorship programmes in public universities in Imo State. By providing access to resources, promoting community engagement, encouraging continuous learning, and adopting innovation, these programmes significantly

enhance lecturers' job productivity and professional development. The alignment of these findings with existing literature further validates the critical role of mentorship in higher education, highlighting the need for institutions to invest in and prioritize effective mentorship programmes for their academic staff.

Extent to which peer mentoring programmes influence lecturers' job productivity in public universities in Imo State.

The analysis presented in Table 2 reveals that peer mentoring programmes significantly influence lecturers' job productivity in public universities in Imo State. The mean scores across various items indicate a high extent of positive impact, with overall mean values consistently above the criterion mean of 2.50. This finding is in line with the study by Elemunwa (2017), which emphasized that peer mentoring fosters a supportive academic environment that enhances faculty productivity and satisfaction. Additionally, Lunsford, Crisp, Dolan, and Wuetherick (2017) found that peer mentoring is instrumental in promoting career development and job satisfaction among academics, further supporting the positive impact observed in this study.

The result of the t-test summary in Table 4.8 investigates whether there is a significant difference in the mean ratings of IMSU and FUTO lecturers on the influence of peer mentoring programmes on their job productivity. This result leads to the retention of the null hypothesis, indicating no significant difference in the mean ratings between IMSU and FUTO lecturers. This lack of significant difference suggests that peer mentoring programmes are equally effective across different institutions. Research by Dennison (2010) supports this finding, noting that well-designed peer mentoring programmes can transcend institutional boundaries and provide uniform benefits to participants. Similarly, Boyle and Boice (2018) highlighted that peer mentoring offers a universal model for academic support that is effective in diverse educational settings.

Extent to which research mentorship programmes influence lecturers' job productivity in public universities in Imo State.

The analysis presented in Table 3 indicates that research mentorship programmes have a notable impact on lecturers' job productivity in public universities in Imo State. This finding aligns with the study by Eby et al., (2008), which highlighted the critical role of mentorship in academic settings, adopting professional growth and research capabilities. Furthermore, Crisp and Cruz (2009) emphasized the importance of mentorship in providing guidance and support that enhances academic performance and productivity. The result of the t-test summary in table 4.9 examines whether there is a significant difference in the mean ratings of IMSU and FUTO lecturers regarding the influence of research mentorship programmes on their job productivity. This result suggests that research mentorship programmes have a uniform impact across different institutions. The study by Sambunjak, Straus, and Marušić (2016) supports this finding, noting that effective mentorship programmes can provide consistent benefits regardless of the institutional context. Similarly, Pfund et al., (2013) demonstrated that structured mentorship programmes lead to similar improvements in research productivity and career satisfaction across various universities. The findings indicate that research mentorship programmes significantly enhance lecturers' job productivity in public universities in Imo State, with no significant difference between IMSU and FUTO. This emphasizes the importance of implementing and maintaining robust research mentorship programmes to support professional development and academic excellence across universities.

Conclusion

Based on the findings, it was concluded that mentorship programmes, including formal, peer, research, teaching, leadership, and inclusion mentorship, significantly influence lecturers' job productivity in public universities in Imo State. Across all types of mentorship programmes, lecturers consistently reported a high extent of positive impact on their professional development and effectiveness. Additionally, the corresponding hypotheses revealed no significant differences between the perceptions of lecturers from IMSU and FUTO regarding the influence of these mentorship programmes on their job productivity. This emphasize the universal benefit of mentorship programmes across different institutional frameworks within the state.

Recommendations

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

1. University administrators should institutionalize formal mentorship programmes across all departments. These programmes should include structured mentorship relationships between senior and junior lecturers, focusing on skill development, career guidance, and professional growth.
2. Academic staff should be encouraged to engage in peer mentoring activities by facilitating workshops and seminars to train lecturers on effective peer mentoring techniques, promoting a collaborative learning environment.
3. University management should establish formal research mentorship programmes pairing experienced researchers with less experienced ones.

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