ACADEMIC MENTORSHIP AND LECTURERS PERFORMANCE: A SURVEY OF TERTIARY INSTITUTIONS IN BAYELSA STATE

EBISINKEMEFA,Timitimi
Department of Management
Niger Delta University Amassoma, Bayelsa State.

LUCKY, Endurance Spencer
Department of Management
Niger Delta University Amassoma, Bayelsa State.

ABSTRACT
The study examined the association between academic mentorship and lecturers' performance in tertiary educational institutions in Bayelsa State. The basic aim of the study was to determine the link between academic mentorship practices (active listening, collaborative learning, shared experience, and corrective feedback) on lecturers performance. The study utilized data collected from a sample of Three Hundred and thirty-four (334) junior staff, drawn from a population of two thousand and thirty (2,030) junior staff from six tertiary educational institutions in Bayelsa state. A questionnaire was used to collect primary data. The validity of the instrument was determined through experts' opinion; while its reliability was confirmed through the test re-test reliability technique. The Spearman Rank Correlation served as the test statistic, relying on the SPSS. The results of the study showed that is a positive and statitiscally significant correlation exists between academic mentorship and lecturers' performance. The results indicate that active listening, collaborative learning, shared experience and corrective feedback relates to lecturers' performance with coefficients of 0.800, 0.500, 0.894, 0.783 respectively. The study concludes that academic mentoring drives leturers' performance; and that improved skills, intelligence and quality of delivery of lessons that demonstrate lecturers' performance follows from academic mentoring. The study thus recommends that universities that desire improved lecturers' performance should institute mentoring programs that provide staff with experience and expertise that enhances their capacity to deliver on academic tasks and responsibilities and their career advancement.
Keywords: Academic mentorship, active listening, collaborative learning, corrective feedback, lecturers performance, shared experiences

INTRODUCTION
The academic environment around the world is constantly striving for success and engaging in healthy competition. Educational institutions must systematically acquire and employ human capital to remain relevant. (Valerie, Olalekan, Olivie, & Grace, 2019). This is because employees possess the skills, attitudes, values, knowledge, etc. that transform all other resources (material/non-material) to be active and efficient towards goal achievement (Sanusi, 2013). Employees are a company's most valuable asset. They are essential role to the success of any business. Goals animate organisations and also serve as measures of success and basis for gauging growth. Particularly, the value of tertiary education cannot be overstated; it dramatically reduces unemployment, prejudice, illiteracy and poverty. Thus, the academic performance of lecturers in Nigeria is essential to developing the country's educational sector. Considering the trend of educational development in foreign countries, the managements of higher institutions in Nigeria are under intense pressure to create a superior foundation for academic staff enhancement to avoid decline in academic performance (Okurame, 2008). Despite various training and development initiatives that

management practitioners have found effective, "mentoring" has proven to be a critical instrument for improving productivity in work contexts (Ekpoh & Ukot 2018).

Mentoring is a well-established concept in academic research and has become a critical template Nigerian universities could adopt to enhance their potential to compete with universities abroad. For men, women, and minority groups in a range of organizational settings such as big hospitals, massive enterprises, schools, universities, and government agencies, it has been recognized as a practical resource management approach, a competence development tool, and a business world learning activity (Okurame 2008). Mentoring has been considered a developmental stride in higher education as a new way to empower teachers and improve their productivity (Rosemary & Millie, 2015). Mentoring programs are required for organizational efficiency and effectiveness, as human resources are the most critical aspect in production (Solkhe & Chaudhary, 2011), as cited in Ofoburuku and Nwakobi (2015). University education is central to the development of the youths through research and transformation of any society. It is highly focused on learning and educating the youth to become prominent functional members of a society. Those who perform these tasks of education are the lecturers. The lecturers are those who encourage students' commitment during the learning exercise as well as evaluate their performance. Considering the pivotal functions they play in the universities, there is need to facilitate their career advancement; and this has to be done consistently (Ekpoh & Ukot, 2017; Rosemary & Millie, 2015).

Valerie *et al*. (2019) reports that academic mentorship programs implemented in some chosen southwest institutions in Nigeria resulted in career advancement and continual learning; and that mentoring provides a sense of organizational commitment. Ekpoh and Ukot (2018) on their part observe that mentoring programs in universities in Cross-Rivers state had enabled newly employed lecturers to adopt advanced teaching skills and knowledge. The struggle for young scholars to develop in the Nigerian academic scene is laden with challenges, worries, and concerns. Nonetheless, research reveals that newcomers to a professional calling confront various developmental challenges that can be effectively handled through positive mentoring relationships (Kram, 1985). Lecturers, according to Sanusi (2013), are the educational workforce in college and are also a group of workers with the responsibility to perform a difficult task because they must improve their performance in four areas: education and teaching, research, community service, and encouraging components to lecturer's activities. It is the product of their efforts that are carried out to ensure students' academic excellence in the learning environments. Thus, as this trend evolves continuously, there is a need to improve their performance through mentoring to aid the growth and development of the institutions and the society.

Academic mentorship, as earlier noted, promotes career advancement and development; and builds organizational capabilities, intelligence, quality education and delivery, etc. In recent times, it is one of the best training practices in ensuring human capital development in the education sector (Rosemary & Millie, 2015; Eyitayo, Bamidele & Aremu, 2015; Ukaegbu, Alex-Nmencha, & Horsfall, 2015). However, many academic staff experience difficulties in delivering lessons (Ekpoh & Ukot, 2018) use effective teaching methods, and conduct proper assessments of students' academic performance. This challenge is exacerbated by the common practice in most tertiary institutions, of hiring new academics and assigning courses and classes to them without proper guidance and orientation about

the system, on how to perform their academic functions. Thus phenomenon compounds the challenge as such new academics perform poorly in their teaching efforts and other academic responsibility. Their ineffectiveness and low productivity also result in frustration among learners.

Kent and Prosper (2017) suggested that most institutions' expectations of a new academics are typically demoralizing. They will be responsible for obtaining financial support, conducting research, publishing papers, teaching undergraduate students and graduate students, mentoring graduate students (and possibly postdocs), training undergraduates, advising, serving on specific departmental, faculty or university committees, and possibly participate in activities, and offer services to the research community. These demands have made many institutions realize that having new academics mentored by more knowledgeable senior colleagues is critical to ensuring their progress and longevity. Ofoburuku and Nwakobu (2015) argued that many organizations carry out mentorship programs without evaluating or measuring their performance, and therefore, cannot determine the effectiveness of these programs and whether they should be continued or not. Ofovwe and Eghafona (2011) in Ofoburuku and Nwakobu (2015) reports that senior teaching staff are more naturally at ease with mentoring principles and are more inclined to mentor others to improve employee performance; and argue that fostering a mentorship culture in academics is a realistic way to promote professional development and employee success. Peretomode (2017) aligned with this position by stating that mentoring has been useful in improving and enhancing the perspectives; and enriching the experiences skills, knowledge, and expertise of employees; and that its effectiveness in Nigerian institutions of higher learning has just recently been recognized.

The foregoing indicates that studies have been conducted on the vitality of mentoring in enhancing employees' performance. However, there are still vistas for research on mentoring in tertiary institutions, especially as a basis for enhancing the performance of young academics in Bayelsa State. The tertiary institutions in Bayelsa State, aside from the Niger Delta University established in 2000, are recently established. This means that their level of growth and survival depends on the performance of their academic staff. Hence, this study focuses examining the nexus between academic mentorship and lecturers' performance in tertiary academic institutions in Bayelsa State. The study assessed academic mentorship via active listening, collaborative learning, shared experience, and corrective feedback; and was guided by the hypotheses and conceptual framework below:

Ho$_1$: Active listening does not influence lecturers' performance.
Ho$_2$: Collaborative learning does not influence lecturers' performance.
Ho$_3$: Shared experience does not influence lecturers' performance.
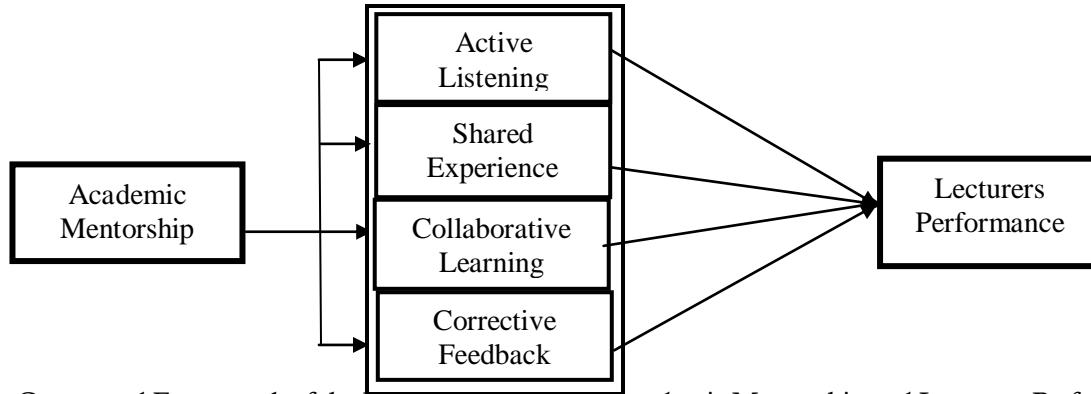Ho$_4$: Corrective feedback does not influence lecturers' performance.

Fig. 1: Conceptual Framework of the Relationship between Academic Mentorship and Lecturers Performance
Source: Authors Desk

LITERATURE REVIEW

Concept of Mentorship

Mentoring is the traditional relationship between a trusted more experienced person (the mentor) and a less experienced person (the protégé/mentee) wherein, the mentor teach the mentee about their job, introduce them to contacts, orient them employee to the industry and the organization, and address social and personal issues that may arise on the job (Allen, Eby, O"Brien & Lentz, 2008). Wanberg, Welsh and Hezle (2013) in Akpotu and Konyefa (2018) defined mentoring as a phenomenal guide, teaching offered by an experienced person (mentor) to develop a novice (mentee). The aim is to improve the mentee's professional and career advancement and provide them with psycho-social reinforcement to undertake tasks. These positions offer clear guide and amplify the role of the mentor who conducts mentoring as someone who activates the mentee and enables their capacity development sustainably to undertake challenging tasks and responsibilities (Akpotu & Konyefa, 2018).

Mentoring is commonly considered in an organizational setting as a professional development program that could be utilized to increase a firm's and individual's capacity to carry out specific work duties, develop skills, and care for all areas of the proteges. (Hanford &Erich, 2006) in (Eyitayo, Bamidele, & Aremu, 2015). Mentoring relationship entails exchanging wisdom, learning and improving skills, and understanding the organisation for the protégé's career advancement (Kram, 1985). Mentoring is a well-known concept in the academia, particularly in the West and some countries in Africa. There is indeed a desire for Nigerian universities to compete favourably with their contemporaries in other parts of the globe, and there is concern about raising academic standards. As a result, the managements of universities are under pressure to provide possibilities for competent help and the growth of their academic workforce to avoid a drop in academic performance (Valerie et al., 2019). Mentoring aids in the resolution of conflicts and obstacles, increases the likelihood of individuals achieving their job purpose and progress. The benefit of mentoring stems from a

transdisciplinary learning approach, which holds that behaviour is taught through interactions with others, mainly where participants act as role models.

According to John and Sylod (2016), mentoring in among lecturers is geared toward the requirements of specific lecturers to aid them in fulfilling the work of educating, investigation, management, and other functions. Academic mentoring entails offering guidance, assistance, and support to new lecturers to acclimatize them to the academic environment. It is an intimate, progressive association between two persons in which one partner consciously takes advantage of the other's superior experience, expertise, abilities, or prestige in a given field (Okurame, 2013). Its aim is to ensure that the correct methods of carrying out tasks are passed on to future generations. Mentoring can take the shape of an informal or formal relationship. Mentoring connections that develop naturally through mutual appreciation, aspiration, ideals, and interests are known as informal mentoring relationships (Kram, 1983; 1985). Mentors and mentees pick with whom they wish to work in informal mentoring partnerships. The organization creates formal mentoring by connecting or assigning mentors and protégés. The link between mentoring and protégé career growth is conceivable because mentors give two significant types of function - career development and psychosocial functions (Kram, 1985).

Learning new abilities and becoming proficient in the position one performs is an essential aspect of any mentoring relationship. In studies conducted by Brown (1995) and Read (1998), New principals and Army Reserve School instructors, respectively, revealed that participating in a formal mentor program helped them learn process preconceptions, better equipped them to handle roles and perform tasks proficiently. The mentor-mentee relationship gives the mentee a sense of belonging in a community where they might sometimes feel isolated. Mentors are identified because they thrive academically and have a solid professional background. They serve as excellent role models for students and future educators, encouraging them to achieve academic and social attainment. Mentors assist mentees, guides, counsels, and inspires them (Rosemary & Millie 2015).

Mentoring is however not without challenges, Sonic (1997) states that mentoring could suffer setbacks, including, unrealistic expectations, which results when the protégé anticipates or expects too much from the mentor. The personal characteristics of both mentor and mentee are crucial to understanding mentoring effectiveness. Bernier, Larose and Soucy (2005) states that personal attributes such as gregariousness and flexibility, easy accessibility, integrity and sympathy, truthfulness and open-mindedness, instead of highly competent characteristics such as knowledge and experience and depth of understanding, or placement in an institution, define educators (mentors) who have the most significant impact on students (mentees). Murray and Owen (1999) in Ehrich and Hansford (1999) note that establishing a mentorship program with several prospects for promotion inside a company is one of the problems of mentoring. These, they believe, may frustrate mentees lack of organizational commitment to mentoring programs is also a challenge to successful mentoring. Mentoring also faces challenges when the mentor-mentee relationship becomes sexual; and when the mentoring relationship becomes detached as a means of dealing with sexual implication.

Mentoring is inherently multidemnsional. Herein, active listening, shared experience, collaborative learning and corrective feedback are adopted as adequate indicators of academic mentorship.

Active listening

According to Harry, Gina, Elizabeth, & Mellisa (2014), active listening entails reaffirming a rephrased edition of the presenter's message, asking questions, when appropriate and maintaining moderate to high non-verbal conversational involvement. Active listening receives the most attention among many listening abilities considered valuable by scholars and practitioners. Active listening is an essential communication skill during initial interactions (Harry *et al*., 2014). Listening comprises transferring a message (i.e., spread), hearing that message and making a good judgment of it. Active listening is listening with an aim. It involves receiving and interpreting the stimuli and creating meaning from sounds. It involves showing interest, listening, understanding, and taking note of the speaker's facts and ideas. In the course of mentoring, active listening involves the mentee expressing interest in the messages from the mentor as they takes note of facts and ideas from the mentor to improve their performance on tasks. Active listening in this sense encourage the mentor to keep talking, indicating that the mentee is following the conversation, setting a comfortable tone and sending a signal that the mentee is attentive and interested in the mentor's conversations.

Collaborative learning

Collaborative learning pertains to individuals working together to address a problem, complete a project, or create a product (Ritu, 2015); and is underpinned by the belief that learning is a social activity. It can emerge in peer-to-peer or bigger groups. Collaborative learning focuses on group members working together to achieve a common objective. Soetan (2013) posits that collaborative learning is the implementation of collaboration in the learning process. Collaboration is an interactive approach and a holistic model of living in which individuals are responsible and accountable, particularly learning and valuing their peers' abilities and efforts in all situations where individuals come together in groups (Marjan & Seyed, 2012). It also suggests dealing with people who complement and highlights individual group members' abilities and contributions. Participants of the group accept authority and accountability for the group's actions. Collaborative learning provides a proper atmosphere that encourages learners to enhance and expand their expertise and other cultures (Aisha, 2016). Collaborative learning is a teaching technique in which a group cooperatively maximizes educational experiences. Each in the group is viewed as a participant whose work is connected to psychical, affective, and behavioural activities aimed at achieving the group's specific goals; and this aid learner in decision-making and boost their sense of community (Swan *et al*., 2006) in Aisha (2016). Collaborative learning is based on the premise that learning is inherently a social process in which learners converse and learn from each other (Aisha, 2016).

Shared experience

Shared experience is a result of output, whether excellent or negative, that was previously performed by the mentor and communicated to the mentee for future organisational outcomes to adopt improved techniques to complete assigned tasks effectively. Shared

experience at work enable mentees acquire knowledge shared by mentors. Nearly every relationship commences with a shared experience. Recognizing whatever motivates a relationship's social contacts is critical because they can affect long-term perceptions and new prospective engagements. When individuals repeatedly share their experience with a commonly encountered partner, the outcome becomes positive and enhances continuous learning. Shared experience is based on collaboration where previous knowledge concerning work outcome is elaborately deliberated with a view to attaining better performance in future work outcomes. Shared experience creates a unique initiative development process with ease for mentees to perform tasks successfully, even in the absence of the mentor.

Corrective feedback

Corrective feedback enable mentees access their performance on work outcomes; it helps learners develop skills and help them comprehend diverse concepts. Corrective feedback is thus an essential part of the learning slit of individuals (Ghazala, Mubashara, & Riffat, 2012). Feedback on a task is often called corrective input or knowledge of results (Erik, Karlim, & Jan, 2012); and concentrates on the performance of a task rather than the knowledge required to perform it. Feedback focuses on the process underlying a job and encourages a deeper appreciation of achievement. Such feedback is relevant to detecting and correcting errors and helps learners develop a facility for self-appraisal. Feedback on self-regulation addresses the interplay between commitment, control, and confidence. It addresses the way mentees monitor, direct, and regulate actions toward learning goals and implies a measure of autonomy, self-control, self-discipline, and self-direction. Learners' attributions of success and failure can impact actual success or failure. In other words, feedback that does not describe why a person performed poorly or that would not refer to specific conditions is likely to inspire personal uncertainty and low productivity. A supervisor must direct feedback to observe performance while being aware of its impact on learners' self-efficacy, such that attention is redirected to the task, and lead learners to invest more effort in it. Feedback that focuses on the person of the learner does not have educational value. It concentrates on the personal attributes of the learner and does not contain task-related information, strategies to improve commitment to task, or a better understanding of self or the job itself. This type of feedback adversely affects learners. It is also imperative that mentors invite mentees to give them positive and corrective feedback on how they are doing as mentors. When feedback is received, it is also required that the mentor should apply non-defensive measures and take immediate steps to use it (Erik, Karlim, & Jan, 2012).

Lecturers Performance

Lecturers are the educative workforce in higher educational institutions. They are a group of employees who must increase their efficiency in education and teaching, research, community outreach, and other supplementary work, in order to excel. Lecturers' performance is a function of their job activities and conformance to expected results. It is associated with the job related activities of academic staff and how well those activities are executed. Sunday, Mfon, and Gomiluk (2015) note that lecturers' responsibility in university achievement is well established, and their inputs are crucial to their performance in the universities. The efficiency of the education sector is essentially controlled by how human capital is motivated, utilized, and provided with proper and adequate conditions to complete their job. In academic institutions, lecturers play a significant role in the learning

system (Federal Government of Nigeria, 2006) in Sunday *et al*. (2015). Personnel policies and practices determine the outcome of colleges, with academic professionals (lecturers) serving as the focal point in conjunction with administrators and student bodies. Lecturers will be uniquely satisfied by the quality and commitment of the university administrators, which will be supported by adequate facilities and infrastructures and a conducive environment. This is the primary key to the success of a higher educational institution (Carmignami & Avom, 2010).

ACADEMIC MENTORSHIP AND LECTURERS PERFORMANCE

Society place a high value on university education, and the transformation of any society can be achieved through research. Mentoring has proven to be an effective technique for strengthening and upgrading learning outcomes (Ekpoh & Ukot, 2018). Valerie *et al*. (2019)'s study on rethinking mentorship and organizational commitment reports that mentoring has a favourable impact on employee performance when protégés achieve arbitrary goals such as more outstanding salaries and promotion rates, resulting in increased work engagement. The study also reports that mentoring increases mentors' corporate influence and personal fulfilment; and enable businesses to enhance employee motivation, better communication; achieve lower turnover rates, and retains talented employees. John, Beverly, and Jackie (2017) submits that mentors' impacts on knowledge development over diverse disciplines appear to be substantially determined by policy and guidelines, training, selection, and corresponding excellent knowledge legacies. The report of the study of Eyitayo *et al*. (2015) shows that mentoring serves as a developmental aid. A large proportion of participants in their study maintained that mentoring opportunities are beneficial; and that there is a need to assist faculty members' development through mentoring. The study highlighted that mentoring is exceptionally advantageous in career growth and helping mentee advancement within the firm.

METHODOLOGY

This study examined academic mentorship and lecturers performance. The study employed a descriptive and cross-sectional survey strategy because it focuses on crucial facts, beliefs, opinions, demographics, information, attitudes, motivations, and actions of participants who respond to the research instrument. (Valerie *et al*. 2019). A sample of three hundred and thirty-four (334) staff was drawn from a population of two thousand and thirty (2030) low cadre academic staff in five tertiary institutions Bayelsa State, using the Taro-Yamane formula for sample size determination. The test elements were arrived through the proportionate stratified random sampling technique. A structured survey questionnaire was used to generate data from respondents. The validity of the instrument was determined through the opinion of experts in the field of mentorship in academia; while its reliability was confirmed throufh the test re-test technoque. This was verified by administering the instrument on fifteen junior academic staff for two weeks to check its authenticity before administering it to the respondents. The study achieved one hundred per cent (100%) response rate, and all the responsed were found adequate and used in the final analyses. The Spearman's rank order correlation served as the test statistic.

ANALYSIS OF DATA, RESULTS AND INTERPRETATION

Table 1: Correlation between Active Listening and Lecturers' Performance

			Active Listening	Lecturers Performance
Spearman's rho	Active Listening	Correlation Coefficient	1.000	.800**
		Sig. (2-tailed)	.	.104
		N	334	334
	Lecturers Performance	Correlation Coefficient	.800**	1.000
		Sig. (2-tailed)	.104	.
		N	334	334

** Correlation is significant at the 0.05 level (2-tailed)
Source: SPSS output of data analysis on academic mentorship and lecturers' performance (2021).

Table 1 presents the Spearman Rank Correlation Coefficient on the relationship between active listening and lecturers' performance. The correlation result in the Table is consistent with the expectation of a positive relationship between the variables. The Table reveal a significant positive relationship between active listening and lecturers' performance (r=0.800). This implies that active listening influences lecturers' performance. The null hypothesis, which states that active listening does not influence lecturers' performance, is rejected based on this result.

Table 2: Correlation Between Collaborative Learning and Lecturers' Performance

			Collaborative Learning	Lecturers Performance
Spearman's rho	Collaborative Learning	Correlation Coefficient	1.000	.500**
		Sig. (2-tailed)	.	.391
		N	334	334
	Lecturers Performance	Correlation Coefficient	.500**	1.000
		Sig. (2-tailed)	.391	.
		N	334	334

** Correlation is significant at the 0.05 level (2-tailed)
Source: SPSS output of data analysis on academic mentorship and lecturers' performance (2021).

Table 2 presents the Spearman Rank Correlation Coefficient on the relationship between collaborative learning and lecturers' performance. The correlation result in the Table is consistent with the expectation of a positive relationship between the variables. The correlation Table revealed a significant positive relationship between collaborative learning and lecturers' performance (r=0.500). This implies that corroborate learning influences lecturer's performance. The null hypothesis, which states that collaborative learning does not influence a lecturers' performance, is rejected based on this result.

Table 3: Correlation Between Shared Experience and Lecturers' Performance

			Shared Experience	Lecturers Performance
Spearman's rho	Shared Experience	Correlation Coefficient	1.000	.894**
		Sig. (2-tailed)	.	.041
		N	334	334
	Lecturers Performance	Correlation Coefficient	.894**	1.000
		Sig. (2-tailed)	.041	.
		N	334	334

** Correlation is significant at the 0.05 level (2-tailed)
Source: SPSS output of data analysis on academic mentorship and lecturers' performance (2021).

Table 3 presents the Spearman Rank Correlation Coefficient on the relationship between shared experience and lecturers' performance. The correlation result in the Table is consistent with the expectation of a positive relationship between the variables. The Table revealed a significant positive relationship between shared experience and lecturers' performance (r=0.894). This implies that shared experience strongly influences lecturers' performance. The null hypothesis, which states that shared experience does not influence lecturers' performance, is rejected based on this result.

Table 4: Correlation between Corrective Feedback and Lecturers' Performance

			Corrective Feedback	Lecturers Performance
Spearman's rho	Corrective Feedback	Correlation Coefficient	1.000	.783**
		Sig. (2-tailed)	.	.118
		N	334	334
	Lecturers' Performance	Correlation Coefficient	.783**	1.000
		Sig. (2-tailed)	.118	.
		N	334	334

**

Correlation is significant at the 0.05 level (2-tailed)
Source: SPSS output of data analysis on academic mentorship and lecturers' performance (2021).

Table 4 presents the Spearman Rank Correlation Coefficient on the relationship between corrective feedback and lecturers' performance. The correlation result in the Table is consistent with the expectation of a positive relationship between the variables. The Table reveal a moderately significant positive relationship between corrective feedback and lecturers' performance. (r=0.783). This implies that corrective feedback influences lecturers' performance. The null hypothesis, which states that corrective feedback does not influence lecturers' performance, is rejected based on this result.

DISCUSSION OF FINDINGS
The objective of this was examine the link between academic mentorship and lecturers' performance. The study analyzed four academic mentorship variables and how each affect

lecturers' performance. The first variable was active listening. The study revealed that through active listening mentees achieve improved productivity. It showed that mentees ask their mentors questions to clarify their understanding through active listening. The results confirm the finding of Weger (2014) that active listening enables audience to identify and feel the speaker's emotions and experiences. Active listening, they discovered, is more effective in achieving goals than welcoming inappropriate suggestions or providing fundamental verbal and non-verbal recognition.

The results also indicate that collaborative learning improves lecturers' performance; and that respondents believe that their performance progresses when their mentors involve them, and shares ideas with them. The results demonstrate that learning from superiors and that brainstorming from the encouragement of mentors helped them improve their lecturing skills. This results aligns with that of Morjan and Mozghan (2012) that collaborative learning is an umbrella term for a variety of learning models utilized for joint intellectual effort, various small teamwork to collaborative learning, which is a more particular type of team building. Kyriakuola, Anastasia and Vasilos (2018) that collaborative learning is based on consensus building through the corporation of group members. Our findings on shared experience and lecturers' performance indicate a highly positive relationship between shared experience and lecturers' performance. The observation implies that lecturers' performance is enhanced when mentors share their knowledge, experiences and ideas. The study reveals that mentees often asked questions on how to perform a task before proceeding; and that this practice guarantees success. This premise is in alignment with the report of Semiyu (2017) that shared experience is a function mentor-mentee collaboration; and that shared experience makes both parties learn and develop professional knowledge and skills in processes.Thus, mentoring aids in building relationships, sharing ideas and developing shared understandings.

Finally, the study showed a positive relationship exists between corrective feedback and lecturers' performance. It was revealed that through feedback received from mentors, younf academic staff becomes aware of their performance and areas they need to adjust. It was revealed that through feedback, these mentees improve their skills. This observation supports that of Erik, Karlijin and Jan (2011) that mentors give a push in the right direction by asking the right questions and focusing the thinking of mentees. This corroborates the notion that feedback generally improves mentee performance. Hooman (2018) found that professors give direct feedback not because they think it is a good idea but because it allows them to meet the requirements of mentees. They also suggested that mentors explain their feedback methods with mentees, as misinterpretation could jeopardize mentees' ability to achieve learning goals.

CONCLUSION AND RECOMMENDATIONS

This study examined the association between academic mentorship and lecturers' performance. The results of the empirical analyses reveal that academic mentorship in the form of active listening, collaborative learning, shared experience, and corrective feedback enhances lecturers' performance. The study trefore concludes that academic mentorship promotes lecturers' performance; and influences career improvement and expansion by building lecturers, capacities, intelligence, and quality of delivery of lectures. The study recommends that older academics should provide effective academic mentorship, and that

mentees should offer themselves up for required grooming by senior colleagues. This means that mentees should not be defensive when criticized by mentors, but must take immediate steps to apply feedback when it is given. Mentors should communicate their feedback as inadequate communication might be detrimental to attaining the primary objective of personal and career development of mentees; and mentee should construct their knowledge to stimulate the involvement of thinking; just the program of mentorship should be encouraged among all young lecturers. In addition, mentorship programs should be adequately planned, implemented, and continues to ensure enhanced performance of junior lecturers in the academic system.

REFERENCES

Allen, T. D., Eby, L. T., O'Brien, K. E., & Lentz, E. (2008). The state of mentoring research: A qualitative review of current research methods and future research implications. *Journal of Vocational Behavior, 73*(3), 343-357.

Aisha, F. A. (2016). *Effects of collaborative learning on the achievement of different learning styles at Qatar University (QU)*. A Thesis Submitted to the College of Business, Arts and Social Sciences, Departments of Education, Brunel University, London.

Akpotu, C., & Konyefa, R (2018). Managerial mentoring behaviour and corporate vitality in Nigerian aviation sector. *Advances in Social Sciences Research Journal, 5*(10), 44-50.

Brown, N. L. (1995). Administrative mentoring programs: Their perceived impact upon entry-year principals in urban school districts. *PhD Dissertation*, Dissertation Abstracts.

Clawson, J. G., & Kram, K. E. (1984). Managing cross-gender mentoring. *Business Horizons*, *27*(3), 22-32.

Ehrich, L. C., & Hansford, B. (1999). Mentoring: Pros and Cons for HRM. *Asia Pacific Journal of Human Resources, 37*(3), 92-107.

Ekpoh, U. I. & Ukot, S. I. (2018). Teaching, mentoring and academic staff professional competence in universities. *Education Extracts, 6*(2), 105-113.

Erik, D, Karlijm, O., & Jan, V.T (2012). Learning from practice: Mentoring, feedback & portfolios. Retrieved from https://www.researchgate.net/publication/502060350.

Eyitayo, R. I. A., Bamidele, A. F., & Aremu, M. A. (2015). Mentoring among academic staffs of Obafemi Awolowo University, Nigerian. *Journal of Education and Human Development*, 4(2), 159-167.

Ghazala, M., Mubashara, A., & Riffat, U. A. (2013). Effects of descriptive feedback and corrective feedback on academic achievements of grades in mathematics. Retrieved from https://www.researchgate.net/publication/316883056.

Hansford, B., & Ehrich, L. C. (2006). The Principalship: How Significant is mentoring? *Journal of Educational Administration, 44*(1), 36-52.

Harry, W. J., Gina, C. B., Elizabeth, M. M., &Mellissa, C. R. (2014). The relative effectiveness of active listening in initial interactions. *International Journal of Listening, 28*(1), 13-31.

Hooman, S. (2019). Teachers practice and students preferences: Grammar-centred written corrective feedback in Iran. *Research in English Langauge Pedagogy, 7*(1), 46-70.

John, M., & Sylod, C. (2016). The importance of mentoring: Findings from students doing Open Post Graduate Diploma in Education in Zimbabwe Open University, Bulawayo Region. *International Journal of Research and Method in Education* 6(3), 27-31.

Josal, D., Wooksoo, K., & Dense, K. (2017). Mentoring connections: Evaluating the UB school of social work's mentor program. The University of Buffalo, School of Social Work.

Keller, T. E., Collier, P. J., Blakeslee, J. E., Logan, K., McCraken, K., & Morris, C. (2014). Career mentoring for translational researchers: Mentee perspectives on challenges and issues. *Teaching and Learning in Medicine, 26*(3), 211-216.

Kent, L. G., & Arthur, N. P. (2017). Improving academic mentoring relationships and environments. *Journal of Acoustical Society of America*, *13*(3), 27-35.

Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, *39*(4), 40-43.

Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Foresman and Company.

Murray, M., & Owen, M. A. (1991) *Beyond the myths and magic of mentoring: Facilitating an effective mentoring programme*. Jossey Bass.

Marjan, L., Seyed, M. G. (2012). Benefits of collaborative learning. *Procedia-Social and Behavioural Sciences Journal, 31,* 486-490.

Ofoburuku, S. A., & Nwakoby, N. P. (2015). Effects of mentoring on employees performance in selected family businesses in Nigeria. *Singaporean Journal of Business, Economics, and Management Studies, 4*(9), 29-50.

Okurame, D. E. (2008). Mentoring in the Nigerian academia: Experiences and challenges. *International Journal of Evidence-Based Coaching and Mentoring, 6*(2), 45-56.

Peretomode, V. O. (2017). Mentorship: A panacea to academic excellence, workforce development, and public building. A keynote address delivered at the 20th anniversary celebration and homecoming ceremony of alumni of the department of educational administration and planning, University of Calabar, Calabar, held on 24th February 2017.

Read, F. K. (1998). The perceived value of mentoring by beginning USARF instructors with formal, informal, and no mentors. EDD Dissertation, Dissertation Abstracts.

Ritu, C. (2015). Collaborative learning for educational achievement. *International Journal of and Method in Education, 5*(2), 1-4.

Rosemary, O. E., & Millie, N. H. (2015). Academic mentoring in higher education: A strategy to quality assurance in teacher education in Nigeria. *European Journal of Research and Reflection in Research in Educational Science,* 3(2), 37-45.

Sanusi, H. (2013). Lecturers performance and technology at private higher education in South Sulawesi, Indonesia. 2nd World Conference on Educational Technology Researches, *Procedia; Social and Behavioural Sciences, 83*, 580-584.

Semiyu, A., Donald, S. G., & Laura, C. G. (2018). Understanding the nature of mentoring experiences between teachers and student-teachers. *International Journal of Mentoring and Coaching in Education, 7*(1), 54-71.

Soetam, R. W. (2013), Implementation of collaborative learning in higher educational environment. *Journal of Learning, 7*(4), 219-222.

Solkhe, A., & Chaudhary, N. (2011). HRD climate and job satisfaction: An empirical investigation. *International Journal of Computer and Business Research, 2(*2). http://dx.doi.org/10.5958/j.2231-069X.3.2.007.

Sorcinelli, M. D., & Yun, J. (2007). From mentor to mentoring networks: Mentoring in the new academy. *Change*, 39-46.

Sunday, I. F., Mfon, O. A., & Gomiluk, O. I. (2015). Organizational justice and job performance of lecturers in federal universities in south-south zone of Nigeria. *American Journal of Social Science, 4*(1),111-117.

Ukaegbu, B. C. N., Alex- Nmecha, J. C., & Horsfall, M. N. (2015). Globalization and information retrieval: role of women librarians. A Publication of Association of Women Librarians in Nigeria (AWLIN) Book of Readings. Pp.77-84.

Valerie, A. O., Olalekan, U. A., Olive, U. E., & Grace, O. M. (2019). Rethinking mentorship and organizational commitment in nigerian academia. *International Journal of Economics, Commerce and Management, 7*(4), 823-850.