© IIJP 2025 | Volume 1, Issue 3, pp. 249-257| ISSN: 2636-4484

MENTORING AS A CORRELATE OF ACADEMIC GROWTH IN COLLEGES OF EDUCATION IN SOUTH-SOUTH, NIGERIA

Omeka, Solomon Ojugbo
Department of Theatre Arts, Federal College of Education, Obudu, Cross River State, Nigeria
ojugbosolon@gmail.com/08160569634

Necus-Agba, Imeiba Victor
Department of Theatre Arts, Federal College of Education, Obudu, Cross River State, Nigeria
vikton70@gmail.com/07031830005

ARTICLE INFO

Article No.: 038
Accepted Date: 03/08/2025
Published Date: 29/08/2025
Type: Research

:

ABSTRACT

The study investigated mentoring as a correlate of academic growth in colleges of education in south-south, Nigeria, two research questions and two hypotheses guided the study which adopted correlation design. The population, 10038 staffers. The sample comprised 120 staffers. Multistage sampling procedure was adopted. Data were gathered using Staffers Mentoring Questioning (SMQ)' and Academic Growth Scale (AGS) their reliability indices were 0.71, and 0.79 obtained using Cronbach Alpha method. Pearson moment correlation was used to answer the research questions while Regression ANOVA was used to test the hypotheses at .05 level of significant The study's results, among other things, demonstrated that staffers academic growth in colleges of education is determined by role playing mentoring (31.4%), found significant (p> 0.05) determinant of staffers academic growth, it also showed that staffers academic growth is correlated between error prevention during mentoring and academic growth (21.0%), found to be significantly correlated between error prevention in mentoring and staffers mentoring and academic growth. It was recommended that colleges of Education in South-South, Nigeria should institutionalized mentoring, so that inexperienced academics could avoid Pitfall in the discharge of their academic responsibilities. This study advises that further research on this topic should be carried out in other geopolitical zones of Nigeria. Mentoring should be practiced by Colleges of Education in South-South, Nigeria in particular and all other colleges of Education in Nigeria.

Keywords: Mentoring, Academic Growth, Staffers

Introduction

Mentoring plays vital roles in personal, professional and academic growth. Megginson, D. buttresses that "mentoring provides support, guidance, and opportunities for academic growth" (p.65). Mentoring helps the mentee grow in the discharge of their duties, when they are exposed to self determination theory. This theory has psychological motivation. It posits that human being have natural intrinsic tendencies to seek and engage in activities that promote personal growth and improve self image in any field of endeavor. These tendencies are motivated by certain psychological factors such as relatedness, competence, and autonomy. Relatedness reveals connection and a sense of belonging with others in working environment. This tendency brings social relationship. It results in the philosophy of I can do it. Competence gives the mentee an attitude of effectiveness and capability in the mentee's pursuance of duty. It gives the mentee a sense of mastery over their skills and abilities. Autonomy gives the mentee a sense of having an absolute control of their actions and choices. With autonomy the mentee can make independent decisions that align with the policy of an establishment values and beliefs.

Mentoring functions in many ways, some of these functions include: psychological and emotional supports. Mentor encourages a mentee by helping the latter to solving their psychological problems. Role modeling, the mentor guides the mentee's behavior, values, ethics and attitudes. Career support: the mentor provides support of accessing and choosing career path by evaluating the mentee's stren gths, weaknesses, interests and abilities. Mentor guides the mentee to think critically about their goals in the job. Mentor reviews mentee's progress towards goals. Mentor challenges mentee's decisions. Mentor helps mentee to realize their professional aspirations. Skill development, the mentor educates the mentee academically and professionally by providing skills for the mentee to thrive in their work place.

Alred, G. identifies three types of mentoring. These include: traditional mentoring, distance mentoring and group mentoring. Traditional mentoring is a one-on-one guide between a mentor and a mentee. A mentor and a mentee are matched, either through a programme. Mentor-mentee partners participate in a mentoring relationship with structure and timeframe of their making or an established formal mentoring programme. These results in achieving a goal at the end of the programme by the mentee. In this type of mentoring the mentee is expected to achieve a goal at the end of the training exercise.

In group mentoring a single mentor is matched with a number of mentees. Here initial programme structure is provided while allowing mentor to direct progress, pace and activities. And at the end of the training, mentees are expected to gain knowledge that will enable them function efficiently in their respected work scheduled.

Stages in mentoring, Jones, T. lists stages in mentoring to include: Initiation, Negotiation, Growth and Closure. Initiation is to build a relationship between a mentor and a mentee. They get to know each other well. At this stage they discuss their common interest in an informal way. Their common interest to discuss include: values, future goals, dreams and aspirations.

Linden, J. posits that "at the stage of negotiation a mentor helps the mentee set learning goals" here the rules guiding mentoring are established. The mentee in adhering to the established

rules their goals are achieved which led to growth in the job. Lunsford, L. views the third stage in mentoring as growth. He opines that, "Growth is a stage the mentoring partners start working towards the goals that were set" (p.50). This stage brings about the greatest opportunity for learning and development. At this stage the mentor helps the mentee with various mentoring resources for their development. The mentor helps the mentees overcome challenges; the mentor becomes a guide, adviser and friend to the mentees. The fourth stage is closure, at this stage the mentor and mentee formally close their mentoring relationship. This occurs when the programme is over; the goals are achieved by the mentee. This is an opportunity to harvest the skills and apply in real life situations.

Historical views of mentoring, the history, concept and title of mentoring, or the professional training of a pupil by a more experienced peer, all originated from Homer's poem, the Odyssey back in 800 BCE. The term mentor came from the name of the character that acted as a guardian, advisor, teacher and friend to Odysseus's son during his absence, Steller, R. (2019 p.35). Mentor originated from the character "Mentor" in Homer's Odyssey when Odesseus, king of Ithaca went off to fight in the Trojan War. He asked his trusted friend mentor to advise and teach his son, Telemachus. In time, the term "Mentor" came to refer to someone who is a guide and educator. From the above idea mentoring is seen as a relationship between a teacher and a student. Garvey, B. posits that " the notion of mentoring is largely idealized as a positive thing, through original Greek conceptions painted a more complex picture of the relationship between mentor and Telemachus" (p.25). Garvey, B. opines that " the prefix 'men' in mentor is translated in ancient Greek to mean the 'mind' or one who thinks, and 'tor' in mentor is the suffix means 'man'. In the feminine form, the suffix would be 'trix'. So mentor literally means a man who thinks and mentrix is a woman who thinks" (p.37).

Statement of the Problem

Studies reveal that mentoring has not been institutionalized in colleges of education in South-South, Nigeria. Mentoring requires an experienced officer to teach a newly employed inexperienced worker in order to avoid errors in the discharge of their duties. When mentoring is neglected in an establishment there is a likelihood of a serious damage that will be committed in the discharge of their duties. When mentoring is neglected in an establishment there is a likelihood of a serious damage that will be committed in the discharge of duties by the inexperienced workers. To avoid aforementioned damage it becomes imperative for any formal establishment to mentor the young the inexperienced staff. It is in line with the above assertion that this study deems it as a gap in learning needed to be filled.

Research Questions

The following research questions are formulated to guide this study;

i. What is the correlate between role playing mentoring and academic growth in Colleges of Education in South-South, Nigeria?
ii. How does errors prevention in mentoring account for academic growth in colleges of Education in South-South, Nigeria?

Research Hypotheses

The following research hypotheses are formulated in null and alternate forms to guide this study;

H_{O1} There is no significant correlation between role playing mentoring and academic growth in Colleges of Education in South-South, Nigeria

H_{O2} Errors prevention in mentoring does not significantly account for academic growth in colleges of Education in South-South, Nigeria

Methodology

This study employed correlation design. The choice of this design is appropriate for the study because this study seeks to find out the degree of relationship between mentoring and staffers academic growth in colleges of education. The study adopted Multi-stage sampling procedure, which was carried out in four stages: sampling of state, sampling of colleges of education and sampling of staffers. The population of this study consists of 10034 academic staff in the colleges of Education in South-South zone of Nigeria. The sample for this study comprises three selected school from the six colleges of Education in South-South, Nigeria. One hundred and twenty academic staffers were randomly selected. Data were gathered using 'Staffers Mentoring Questioning (SMQ)' and Academic Growth Scale (AGS). Three Copies of the instruments with the purpose, research questions and hypotheses were given to three (3) experts for face validation. One expert from English department and one from Measurement and Evaluation programme area both in Federal College of Education Obudu. their reliability indices were 0.71, and 0.79 obtained using Cronbach Alpha methods. These reliability coefficients showed that the instruments were highly reliable and hence suitable for the study. The reason for on-the-spot administration and retrieval was to ensure a high return rate of the instrument. The reason for on-the-spot administration and retrieval was to ensure a high return rate of the instrument. Data collected were analysed using simple linear regression analysis on SPSS (statistical Package for Social Sciences). The correlation coefficients (r) and coefficients of determination (r^2) was used to answer all the research questions. The reason for answering the research questions using correlation coefficients (r) and coefficients of determination (r^2) is because, it helps in establishing the magnitude of the relationship or correlation between the instruments. Regression ANOVA was adopted in testing the hypotheses because it is applicable in testing the significance of the regression model of the correlation among two or more variables. The decision rule for testing the hypotheses was as thus: Reject the null hypothesis if the exact or associated probability to the F-statistic is less than 0.05 level of significance, otherwise do not reject.

Presentation of results

Research Question One:

What is the correlate between rule playing mentoring and academic growth in Colleges of Education in South-South, Nigeria?

Table 1: Pearson's product moment correlation analysis on correlate between role playing mentoring and academic growth in Colleges of Education in South-South, Nigeria

Variable	N	$\bar{X}$	SD	r	r^2
rule playing mentoring	120	31.06	8.34		
				0.41	0.21
academic growth in Colleges of Education	120	29.03	7.18		

Note: N = Number of respondents, $\bar{X}$= Mean, SD= Standard Deviation, r = Correlation coefficient, r^2 = Coefficient of determination. The interpretation of the correlation coefficient (r) is in line with Nwana's (1979) criteria, where an r of 0.00 - 0.19 implies very low relationship, 0.20 - 0.39 implies low relationship, 0.40 - 0.59 implies medium/moderate relationship, 0.60 - 0.79 implies high relationship while 0.80 and above implies very high relationship.

Result in Table 1 shows that the respondents' scores from role playing in mentoring were correlated with the scores from staffers academic growth. The correlation coefficient (r) of 0.41 and a coefficient of determination (r^2) of 0.21 were obtained. The correlation coefficient (r) of 0.41 indicates that there is a positive but low relationship between the variables. In other words, there is a positively low relationship (r = 0.41) between role playing mentoring and staffers academic growth.

Research Question Two:

How does errors prevention in mentoring account variation for academic growth in colleges of Education in South-South, Nigeria?

Table 2: Pearson's product moment correlation analysis on the amount of variation error prevention in mentoring and staffers academic growth

Variable	N	$\bar{X}$	SD	r	r^2
Students' interest in Mathematics	120	51.00	9.34		
				0.51	0.21
Teachers' aversion	120	59. 12	9.29		

Result in Table 2 shows that the respondents' scores from students' interest in Mathematics correlated with teachers' aversion towards Mathematics. The correlation coefficient (r) of 0.47 and a coefficient of determination (r^2) of 0.21 were obtained. The correlation coefficient (r) of 0.47 indicates that there is a moderate relationship between the variables. This can also be interpreted to mean that, there is a positively moderate relationship (r = 0.51) between error prevention and

staffers academic growth. In addition, the coefficient of determination (r^2) of 0.21 implies that 21.0% of error prevention in mentoring is accounted for by staffers academic growth.

Hypothesis One:

The amount of variation in role playing in mentoring that is attributed to staffers academic growth is not statistically significant.

Table 3: ANOVA of the significance of the amount of variation in role playing in mentoring that is attributed to staffers academic growth

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2182.918	1	3082.998	39.165	.000[b]
	Residual	23656.6718	118	61.951		
	Total	23839.670	119			

a. Dependent Variable: rule playing mentoring

b. Predictors: (Constant), staff academic growth

The result in Table 2 shows that an f-ratio of ($F(1, 118) = 39.165$, $p<.05$) was obtained. Since the associated probability (p) value of 0.000 when compared with the 0.05 level of significance ($\alpha = 0.05$) for testing the hypothesis was found significant because 0.00 is less than 0.05, the null hypothesis one which states that The amount of variation in role playing in mentoring that is attributed to staffers academic growth is not statistically significant was therefore rejected. Thus, the conclusion drawn is that amount of variation in role playing in mentoring that is attributed to staffers academic growth is statistically significant.

Hypothesis Two:

The amount of variation in error prevention during mentoring that is attributed to staffers academic growth is not statistically significant.

Table 4: ANOVA of the significance of the amount of variation in error prevention during mentoring that is attributed to staffers academic growth

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6240.909	1	6240.909	115.536	.000[b]
	Residual	21498.768	118	54.017		
	Total	27739.678	119			

a. Dependent Variable: error prevention b Predictors: (Constant), staffers academic growth

The result in Table 4 shows that an f-ratio of ($F(1, 118) = 115.5$, $p< .05$) was obtained. Given that the associated probability (p) value of 0.000 when compared with the 0.05 level of significance ($\alpha = 0.05$) for testing the hypothesis, was found significant because 0.000 is less than 0.05, the null

hypothesis two which states that the amount of variation in error prevention in mentoring that is attributed to staffers academic growth is not statistically significant was therefore rejected. Thus, the conclusion drawn is that amount of variation in error prevention during mentoring that is attributed to staffers academic growth is statistically significant.

Discussion of findings

The conclusion that the amount of variation in role playing within mentoring attributed to staffers' academic growth is statistically significant is reinforced by research emphasizing the effectiveness of mentoring in educational and professional development contexts. Role playing serves as an experiential learning method in mentoring, allowing mentees to actively engage, practice skills, and simulate real-world scenarios that deepen cognitive growth and academic capabilities (Malik & Nawaz,). This interactive approach supports improved retention and application of knowledge, which are crucial for academic growth. Studies highlight the significant impact of mentoring on academic performance and motivation. For example, Malik and Nawaz found that mentoring programs positively influence employee performance through enhanced motivation and skill development. Similarly, Emoefe emphasizes that structured mentoring relationships significantly boost academic staff productivity by providing personalized guidance and support tailored to individual needs.

Meta-analyses further confirm the statistically significant benefits of mentoring on mentees' academic and career outcomes (Eby et al., . Role playing, as a dynamic mentoring technique, fits into these outcomes by encouraging active learning and critical thinking, which directly contribute to measurable academic improvements.

the variation in error prevention during mentoring attributed to staffers' academic growth is statistically significant reflects important insights supported by recent research on mentoring's role in reducing errors and enhancing academic and professional performance. Error prevention through mentoring can be viewed as a key mechanism by which mentors guide mentees to develop skills, increase confidence, and avoid mistakes that can hinder academic progress or professional effectiveness.

Some studies emphasize that mentoring serves as a protective factor by providing personalized guidance, problem-solving skills, and learning from mentors' past experiences, which together reduce the likelihood of errors (Tracument,). This role of mentorship aligns with the concept that effective mentoring programs not only transfer knowledge but also help mentees develop critical thinking and decision-making abilities, which are crucial for preventing errors and fostering growth (Malik & Nawaz).

Research also shows that academic mentoring fosters a supportive environment that increases engagement and persistence, which correlates with fewer academic errors and improved outcomes (Lyons & McQuillin, . Furthermore, mentorship helps mentees internalize reflective practices and professional boundaries, which enhances responsibility and reduces the chances of errors caused by oversight or misjudgment (Allen et al. 3).

Conclusion

From the analysis in tables one and two revealed that the amount of variation in rule playing in mentoring that is attributed to staffers academic growth is statistically significant. This shows that mentoring is practiced and very essential in staffers academic growth in colleges of Education in South-South, Nigeria. This is achieved as a result of role playing and errors prevention that are practiced in the colleges.

Recommendations

- **i.** This study suggests that colleges of Education in South-South, Nigeria should institutionalized mentoring, so that inexperienced academics could avoid Pitfall in the discharge of their academic responsibilities.
- **ii.** This study advises that further research on this topic should be carried out in other geopolitical zones of Nigeria.
- **iii.** This study recommends that some colleges of Education in South-South, Nigeria who are not compliance to mentorship should key in.
- **iv.** Mentoring should be practiced in Colleges of Education in South-South, Nigeria in particular and all other colleges of Education in Nigeria.

Works Cited

Allen, Tammy D., Traci A. Regan, and Lois T. Eby. "Establishing Boundaries and Roles in Mentoring Relationships: Preventing Role Conflict and Fostering Development." Journal of Vocational Behavior, vol. 136, 2022, p. 103705.

Car, M. Z., and W. Holmes. "Using Mentoring, Coaching and Self-mentoring to Support Public School Educators." The Clearing House: A Journal of Educational Strategies, Issues and Ideas, vol. 90, no. 4, 2017, pp. 116–124.

Eby, Lois T., Tammy D. Allen, Susan C. Evans, Tammy Ng, and David L. DuBois. "Does Mentoring Matter? A Multidisciplinary Meta-Analysis Comparing Mentored and Non-Mentored Individuals." Journal of Vocational Behavior, vol. 72, no. 2, 2007, pp. 254–267.

Emoefe, Peter. "Effects of Mentoring on Academic Staff Productivity in Nigerian Universities." International Journal of Academic Research, vol. 8, no. 2, 2016, pp. 45–58.

Garvey, Brendan. Philosophical Origins of Mentoring: The Critical Narrative Analysis. SAGE, 2017.

Lyons, Sarah, and Sharon McQuillin. "Mentoring as a Tool for Academic Engagement and Persistence in At-Risk Students." Journal of Educational Psychology, vol. 113, no. 4, 2021, pp. 713–726.

Malik, Muhammad, and Muhammad Nawaz. "Influence of Mentoring on Employee Performance: The Mediating Role of Motivation." Journal of Human Resource Management, vol. 9, no. 1, 2021, pp. 56–67.

Steller, Robert. The Art of Coaching Dialogue: Towards Transformative Exchange. Routledge, 2019.

Tracument. "Reducing Errors in Your Firm with Training and Mentorship." Tracument, 19 Aug. 2025, https://tracument.com/blog/reducing-errors-with-training-and-mentorship.html.

How to Cite this: Omeka, Solomon Ojugbo, and Imeiba Victor Necus-Agba. “Mentoring as a Correlate of Academic Growth in Colleges of Education in South-South, Nigeria.” *Impact International Journals and Publications*, vol. 1, no. 3, 2025, pp. 249–257. ISSN: 2636-4484.