



## ABSTRACT

The paper is on mentoring of new entrant lecturers by academic heads for effective instructional delivery in the university: implication for guidance and counseling. The researchers set three research questions to guide the study. Survey research design was used for the present study. The population of the study was twenty (20) lecturers (some ad-hoc staff) and six (6) Heads of Departments (HOD) from the Faculty of Education, University of Abuja. The sample of the study was the twenty (20) lecturers sampled by purposive sampling technique. These lecturers were used to assess the six (6) Heads of

# M ENTORING OF NEW ENTRANT LECTURERS BY ACADEMIC HEADS FOR EFFECTIVE INSTRUCTIONAL DELIVERY IN THE UNIVERSITY: IMPLICATIONS FOR GUIDANCE AND COUNSELING

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## Introduction

Raising academic standard in the universities in Nigeria has generated concern for academic leaders to apply strategies to help their young counterparts to deliver instructions effectively and compete successfully worldwide. One of these strategies is mentoring these new lecturers or those occupying new post by their experienced colleagues. This is a vital step in the right direction. Mentoring is a tool to transfer academic culture for sustainability of the ethics of the profession, mentoring younger lecturers in the key areas of operation is critical for effective job delivery. Ojokuku & Sajuyigbe (2015) averred that mentoring is for improvement of productivity of the academic staff. Mentoring has been acknowledged by these researchers as a germane source through which professional skills can be acquired for effective job delivery. Obasi (2013) maintained that university education is the development of high skilled manpower to drive the nation's economy. Crochem-Smith 2003 cited in Ugwueze, Ngwoke & Aniodo (2013) and Ferguson 1996 cited in Ugwueze, Ngwoke & Aniodo (2013) affirmed that the quality of teaching in universities makes important difference in students learning, performance and achievement. Teachers expertise according to the researchers is paramount for students to meet up with global academic competitiveness and challenges. Hence Uneifekwem & Ugwueze (2013) emphasized that lecturers must be well prepared to help students to meet up with the expected



Departments (HOD) in the Faculty of Education, University of Abuja, Abuja, Nigeria. The research questionnaire was validated by experts in the Faculty of Education, University of Abuja. The reliability of the study was carried out by conducting a pilot study, Combrach alpha analysis was applied to obtain the reliability index of 0.76. Mean statistics was used to analyse the research questions. The findings of the study revealed that: academic heads did not mentor new lecturers for effective instructional delivery. Base on the findings the researchers recommended that the university management should organize training and seminars for the heads of departments on mentoring so that they can help academic staff in instructional delivery.

**Keywords:** Mentoring, New Lecturers, Academic Heads, Instructional Delivery, Guidance and Counselling

standard and challenges through mentoring experience and continuous professional preparation programme. Ugwueze et al (2013) posited that Nigerian universities appear not to be doing effectively well in mentoring their junior academics especially in the face of emerging global competitiveness and challenges. Ogboju (2013) is of the opinion that this happens, may be because the universities and their heads lack the awareness of the enormous benefits of mentoring. Anijobi-Idem & Archibong (2012) advised that there is need to pay serious attention to mentoring for better service delivery and professional development of new academic staff. The present study researchers therefore are motivated to carry out a study on mentoring of new entrant lecturers by academic heads for effective instructional delivery in the university using University of Abuja for the Study.

### **Mentoring for Effective Instructional Delivery, Implication to Guidance and Counseling**

Mentoring according to Schooley (2010) involves formal and informal developmental partnership where younger entrants receive advice and guidance from the experienced professionals, who have expertise and a strong desire to help others grow on their jobs. In the university, teaching expertise is a height attained by academic staff in attempt to gain adequate knowledge and skills regarding pedagogy or teaching styles; methods and subject matter which will enhance his teaching effectiveness (Akomolafe 2013). The researcher maintained that mentoring can help the protégé to obtain expertise, gain knowledge, teaching skills and competence to teach effectively. Ugwueze et al (2013) averred that junior academics need to be mentored adequately, supported and encouraged in order to fit into the academic profession. They should also be motivated to face the enormous tasks to be accomplished and the challenges accrued in the field. Ogboju (2011) decried that lack of formal mentoring in the university has brought about some issues such as young entrant lecturers not being able to easily adjust to the university system so as to adopt new approaches, skills and techniques of teaching. They cannot carry out in depth research, nor be integrated into having knowledge of advance information communication and technology (ICT). They cannot also acquire the knowledge to use pedagogies of teaching for effective instructional service delivery. Mentors can draw out the best in young protégés who may for some reasons lack



confidence or the ability to communicate their ideas and useful talents that can be utilized in the university system. Omoh (2021) posited that mentoring is an inevitable tool for enhancing staff effectiveness that the academic heads should mentor the younger lecturers for best instructional delivery. Zachary (2012) opinion corroborated with Omoh's view, the researcher maintained that academia in their capacity as heads should help the inexperienced staff to attain their personal career goals and should also help them build up ethical professional behaviour by mentoring them. Kram 1985 cited in Nyamofi (2015) posited that academic heads in different departments in higher institutions should mentor the new entrant lecturers on how to manage classroom challenges, developmental task issues, fears, discouragement and anxieties. Omoh (2021) posited that mentoring can help the academic heads to further help the new or younger staff to acquire more knowledge, skills and technical know-how to deliver instruction effectively, supervise projects, write and publish journals/books. Content knowledge is very important in academic staff classroom instructional delivery, academic heads should have the knowledge of the mentoring requirements to help young staff to develop learning experience content (Shulman cited in Babatunde 2016 & Kubicek 2015).

Researchers and scholars have listed some pertinent areas which serve as guide for the academic heads to focus on while mentoring new teaching staff in the university. These include, in the area of teaching and learning that the academic heads should:

- Identify academic strengths and weaknesses of lecturers, help them to develop course content/outline objectives and proper utilization of instructional time to achieve set objectives they should guide them to apply suitable methods to enhance students interactivity and manage their values diversity during teaching period, develop marking scheme, scoring and grading students, timely marking examination and assignments, giving feedback to the students, using suitable strategies to motivate students to obtain excellent performance and updating the instructional materials.

In the area of research and publication that the academic heads should help lecturers to:

- Identify research problem through observation, questioning, intuition and experience, develop statement of the problem, research objectives, questions and hypotheses, review relevant related literatures, write projects proposal, gather research data (primary and secondary), identify appropriate statistical tool for data analysis, appropriately present the findings, conclusion, recommendations and contribution to knowledge, write references correctly using APA format, present papers at conferences, seminars, workshops and publish papers with institutional base publishers.

In the area of project supervision, the academic heads should help lecturers in reading, criticizing, commenting constructively on students' project work, advising and guiding students against plagiarism while writing literatures, guiding students on how to get current and relevant literatures from different material sources, guiding students on how to present literatures and teaching students on how to systematically arrange their project guidelines. They should also help the new entrant lecturers to: teach students how to construct questionnaire suitable to their research topics/objectives, put students through on various appropriate methods of data analysis during their project work, instruct them on how to present data analysis in tables and on how to correctly present the research findings, teach



them how to write appropriate conclusion, recommendations and references. Teach them how to set correct research objectives and questions according to the project topics (Salawu 2018, Undiyaunde & Basake 2017, Kolade 2015, Ekechukwu et al (2015). Ugwueze, Nwoke & Aniodo 2013) asserted that Nigerian Universities do not do effectively well in mentoring their junior academic staff may be due to lack of awareness of its enormous benefits.

By implication guidance and counseling lecturers could be of cheap (minimal cost) to support academic heads to mentor both new colleagues and weak students who are likely to fail. Guidance and counseling are major areas needed in mentoring as the mentor has to provide quality guidance to the protégé to aid him to build productive career in the institution (Ugwueze et al 2013). Undiyundaye & Basake (2017) maintained that teaching is a multiple and complex task which requires guidance from, experienced or senior colleagues to help the protégés facilitate and maintain continuous professional growth. Sola (2018) in the same vein maintained that counselling is regarded as an important field for mentoring in education. Like Mentoring, counselling is a deliberate pairing of a skilled or experienced person with the unskilled or inexperienced individual with the aim that the inexperienced individual will grow, develop, be knowledgeable, skillful and competent to handle issues. Hence an experienced academia can counsel his inexperienced counterpart in the same academic specialty on what pedagogy to use to deliver learning experiences effectively and in any other academic exigencies.

#### **Statement of the Problem**

Mentoring the young entrants in the university system by the academic heads is to take the right step in the right direction. Since this bothers on appropriately equipping these new employees with the skills to perform school activities specifically deliver instruction effectively. These academic heads have to ensure that mentoring is included in their academic functions since it is advantageous in helping these inexperienced lecturers to be successful and fulfilled in their career. Mentoring is also benefiting to the academic heads and the entire university institution. On this note, the researchers are motivated to investigate whether the academic heads have guided and mentored the new lecturers on areas like teaching and learning, project supervision and research/publications so that they can deliver their job assignment effectively. This has motivated the researchers to carry out this present study on mentoring of new entrant lecturers by academic heads for effective job delivery in the university: Implication of Guidance and Counseling.

#### **Research Purpose**

The purpose of the research study is the mentoring of new entrant lecturers by academic heads for effective job delivery in the university: Implication of guidance and counseling. Specifically, the researchers want to:

1. Examine whether academic heads have mentored new entrant lecturers on teaching and learning for effective delivery in the university.
2. Investigate whether academic heads have mentored new entrant lecturers on project supervision for effective delivery in the university
3. Find out whether academic heads have mentored new entrant lecturers on research and publication for effective delivery in the university



### Research Questions

Three research questions were set to guide the study:

1. How do academic heads mentor new entrant lecturers on teaching and learning for effective instructional delivery in the university?
2. How do academic heads mentor new entrant lecturers on project supervision for effective instructional delivery in the university?
3. How do academic heads mentor new entrant lecturers on research and publication for effective instructional delivery in the university?

### Methodology

The researchers applied survey research design which helps them to sample representative respondents from the entire population (Nakpodia, 2010). The population of the study was twenty (20) new entrant lecturers and six (6) heads of departments. The sample was twenty (20) new entrant lecturers sampled through purposive sampling technique. These twenty (20) new entrant lecturers were used to assess the six heads of departments in Faculty of Education. The questionnaire was validated by experts from the Faculty of Education, University of Abuja. The reliability of the questionnaire was carried out by conducting a pilot study, five (5) lecturers responded to the questionnaire. Data was retrieved from the instrument, test-retest method was applied to obtain internal consistency. Crombrach alpha was used to obtain the reliability index of 0.78. Mean statistics was applied to analyse the research questions. Mean score of 2.50 and above were considered as agreed whereas mean score of 2.49 and below were considered as disagreed after analysis of the data collected from the research questions. The sectional mean score of 2.50 and above showed that the research question was accepted, 2.49 and below showed that it was rejected.

### Data Analysis

**Research Question One:** How do academic heads mentored new entrant lecturers on teaching and learning for effective instructional delivery in the university?

**Table: Academic Heads Mentoring New Entrant Lecturers on Teaching and Learning for Effective Instructional Delivery**

N=20

S/N	Indicators of Academic Heads Mentoring New Entrant Lecturers on Teaching and Learning for Effective Instructional Delivery.	SA	A	D	SD	$\bar{x}$	Decision
	You were mentored by your head of department on how to:						
1	Easily identify your academic strengths and weaknesses.	4	4	8	4	2.40	Disagreed
2	Develop course contents/outlines.	3	3	7	7	2.10	Disagreed
3	Develop course objectives.	1	4	6	9	1.85	Disagreed



4	Properly utilized instructional time to achieve objectives.	2	3	8	7	2.00	Disagreed
5	Use suitable methods that enhance students interactivity and values diversity during teaching.	1	6	3	10	1.90	Disagreed
6	Develop marking scheme.	3	2	9	6	2.10	Disagreed
7	Score and grade students.	2	5	8	5	2.20	Disagreed
8	Timely marking of assignments and examinations giving feedback to the students.	4	5	6	5	2.40	Disagreed
9	Use suitable strategies to motivate students to obtain excellent academic performance.	6	2	5	7	2.35	Disagreed
10	Update instructional materials.	2	5	7	6	2.15	Disagreed
	<b>Sectional Mean</b>					<b>2.16</b>	<b>Rejected</b>

In table one, the respondents disagreed with the mean scores of 2.40, 2.10, 1.85, 2.00, 1.90, 2.10, 2.20, 2.40, 2.35 and 2.15 respectively that they were mentored by their heads of departments on how to: easily identify their academic strengths and weaknesses, develop course contents/outlines, develop course objectives, properly utilized instructional time to achieve objectives, use suitable methods that enhance students interactivity and values diversity during teaching, develop marking scheme, score and grade students, timely marking of assignments and examinations and giving feedback to the students, use suitable strategies to motivate students to obtain excellent academic performance and update instructional materials. All the respondents rejected that academic heads mentored new entrant lecturers on teaching and learning for effective instructional delivery in the university with the sectional mean score of 2.16

**Research Question Two:** How do academic heads mentored new entrant lecturers on project supervision for effective instructional delivery in the university?

Table 2: Academic Heads Mentoring New Entrant Lecturers on Project Supervision for Effective Delivery

N=20

S/N	Indicators of Academic Heads Mentoring New Entrant Lecturers on Project Supervision for Effective Instructional	SA	A	D	SD	$\bar{x}$	Decision
	Your head of department has mentored you on how to:						
1	Teach students on how to systematically arrange their project works according to the project guideline.	2	7	5	6	2.25	Disagreed
2	Read, criticize and comment constructively on students project.	2	5	7	6	2.15	Disagreed



3	Guide students against plagiarizing while writing literature.	3	5	7	5	2.30	Disagreed
4	Guide students on how to get current relevant literatures from different material sources	3	5	8	4	2.35	Disagreed
5	Teach students how to construct questionnaire suitable for their research topics/objectives.	3	4	5	8	2.10	Disagreed
6	Teach students how to correctly present literature.	4	3	4	9	2.10	Disagreed
7	Puts students through on various appropriate methods of data analysis during their project work.	3	5	7	5	2.30	Disagreed
8	Instruct them on how to present data analysis in tables.	3	5	9	3	2.40	Disagreed
9	Guide them on how to correctly present the research findings.	2	1	8	9	1.80	Disagreed
10	Teach them how to write appropriate conclusion, recommendations and references	4	4	6	6	2.30	Disagreed
	<b>Sectional Mean</b>					<b>2.21</b>	<b>Rejected</b>

Table two revealed that all the respondents disagreed with mean scores of 2.25, 2.15, 2.30, 2.35, 2.10, 2.10, 2.30, 2.40, 1.80 and 2.30 respectively that their heads of departments mentored them on how to: teach students how to systematically arrange their project works according to the project guideline, read, criticize and comment constructively on students projects, guide students against plagiarizing while writing literature, guide students on how to get current relevant literatures from different material sources, teach students how to construct questionnaire suitable for their research topics/objectives, teach students how to correctly present literature, put students through on various appropriate methods of data analysis during their project work, instruct them on how to present data analysis in tables, guide them on how to correctly present the research findings and teach them how to write appropriate conclusion, recommendations and references. All the respondents rejected with the sectional mean score of 2.21 that their academic heads have mentored them as lecturers on project supervision for effective instructional delivery in the university.

**Research Question Three:** How do academic heads mentored new entrant lecturers on research and publications for effective instructional delivery in the university?

**Table 3: Academic Heads Mentoring New Entrant Lecturers on Research and Publications for Effective Instructional Delivery in the University**

N=20

S/N	Indicators of Academic Heads Mentored New Entrant Lecturers on Research and Publication for Effective instructional Delivery in the University	SA	A	D	SD	$\bar{x}$	Decision
	Your heads of department has mentored you on how to:						
1	Identify research problem through observation, questioning, intuition and experience.	3	1	8	8	1.95	Disagreed



2	Develop statement of problem.	3	4	4	9	2.05	Disagreed
3	Set research objectives, questions and hypotheses.	2	4	9	5	2.15	Disagreed
4	Review relevant related literatures.	5	3	7	5	2.40	Disagreed
5	Write project proposal.	3	5	5	7	2.20	Disagreed
6	Gather research data (primary and secondary).	4	4	3	9	2.15	Disagreed
7	Identify appropriate statistical tool for data analysis.	4	5	6	5	2.40	Disagreed
8	Appropriately present the findings, conclusion, recommendations and contributions to knowledge.	5	3	5	7	2.30	Disagreed
9	Write references correctly using current APA edition.	4	4	6	6	2.30	Disagreed
10	Present paper at conferences, seminars, workshops and publish papers with institutionally based publishers.	4	5	3	8	2.25	Disagreed
	<b>Sectional Mean</b>					<b>2.22</b>	<b>Rejected</b>

All the respondents disagreed with mean scores of 1.95, 2.05, 2.15, 2.40, 2.20, 2.15, 2.40, 2.30, 2.30 and 2.25 respectively that their heads of departments have mentored them on how to: identify research problem through observation, questioning, intuition and experience; develop statement of problem; set research objectives, questions and hypotheses; review relevant related literatures; write project proposal; gather research data (primary and secondary); identify appropriate statistical tool for data analysis; appropriately present the findings, conclusion, recommendations and contributions to knowledge; write references correctly using current APA edition and present paper at conferences, seminars, workshops and publish papers with institutionally based publishers. All the respondents rejected that academic heads have mentored new entrant lecturers on research and publication for effective instructional delivery in the university with the sectional mean score of 2.22.

### **Discussion of Findings**

The research question one revealed that the academic heads or the respondents' heads of departments did not mentor them on teaching and learning for effective instructional delivery. Omoh (2021) in her study emphasized that the academic heads or the heads of departments in universities should help the new lecturers to acquire more knowledge, skills for effective instructional delivery. Research question two and three revealed that academic leaders in the universities did not mentor new entrant lecturers on project supervision and research publications for effective instructional delivery in the university. This finding corroborate with the finding of Ugweze et al (2013) who asserted that universities academia do not incorporate mentoring effectively into the university system to guide the junior academic staff. They attributed this to lack of the academic heads awareness of its laudable benefits. The academic heads according to Omoh (2021) & Sullivan cited in Babatunde (2016) should mentor the new lecturers on teaching and





learning, supervision of project and on research and publication so that they can grow and be well developed to fit into the university system to deliver instruction in these areas effectively.

### **Conclusion**

From the findings of the study the academic heads or heads of departments in the universities did not mentor new entrant lecturers on teaching and learning, supervision of projects and research/publications for effective instructional delivery.

### **Recommendations**

Based on the findings of the study, the researchers recommended that:

1. The management of the universities should organize seminars or training on mentorship for academic heads so that they can mentor new entrant lecturers for effective instructional delivery in the university.
2. Academic heads should ensure that they mentor new entrant lecturers on teaching and learning, supervision of project and on how to carry out research, publish papers and teach students effectively.

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