

Mentoring Practices and Lecturers' Teaching Effectiveness in Universities

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Abstract

The study investigated the relationship between mentoring practices and lecturers' teaching effectiveness in Universities in Cross River State, Nigeria. Two hundred respondents were drawn from a population of 1149 lecturers and used as the study sample. A correlation research design was adopted for the study. Three research hypotheses were raised to guide the study. Two research instruments titled Mentoring Practices Questionnaire (MPQ) and "Lecturers Teaching Effectiveness Questionnaire (LTEQ)" were developed and validated for data collection. The items in the two instruments were weighted on a 4-point response scale. The reliability of the instruments using Cronbach Alpha method were 0.85 and 0.83 respectively. Data collected were analyzed using Pearson Product Moment Correlation. The hypotheses were tested at 0.05 level of significance. Results of data analysis revealed that research mentoring, administrative mentoring and mentor-mentee relationship were significantly related to lecturers' effectiveness in terms of lesson presentation, teaching method and students' assessment. Recommendations were made, among which was that mentoring for newly appointed lecturers should be encouraged and instituted in universities on formal basis.

Keywords: Mentoring practices, teaching effectiveness, lecturers, universities

Introduction

Universities exist to perform three core functions of teaching, research and community service. To achieve these core mandates, the university institutions require professionally effective lecturers who are employed to impart knowledge and skills to students through research and teaching. For lecturers to be able to transfer knowledge, they should have the mastery in their areas of specialization; they should have skills and ability to present their lessons to students with standard and acceptable methods that meet the learning needs of the students, more so, they should be able to assess students as demanded by the university system. Lecturers' job effectiveness involve the ability to exhibit the right attitude to work, be committed and dedicated to teaching roles, produce the expected result in terms of lesson presentation, application of suitable teaching methods and proper assessment of students, as well as, making deliberate effort towards the attainment of educational goals. Effective lecturers interact very well with students in the learning environment and encourage students' contribution during the learning exercise. They are not rigid to a particular method of teaching as they vary their teaching methods to arouse students' interest in the learning process. They also evaluate students' performance through administering continuous assessment test to students in line with the university requirement.

Teaching effectiveness is the ability of instructors to inspire good qualities in students of different abilities while incorporating instructional objectives and assessing the effective learning mode of students. It has been said that an effective teacher is better than the best buildings, the finest equipment and the best textbooks. This can be translated in terms of teachers' ability to motivate children, handle disciplinary problems, manage their classrooms, promote academic achievement, improve social adjustment of children and provide an effective and purposeful link between the school and the community. Teaching effectiveness subsumes the measure of the instructional objectives, and it is the single biggest contributor to students' success. Teaching in the university is very demanding and stressful job especially among new faculty members, hence, new lecturers often experience difficulties in the transition of roles from learners to teachers.

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This transition may be very demanding most especially in the universities where the learners are mature and more aware of the mental prowess of these teachers. In the light of these circumstances, new lecturers may always be under immense pressure in the discharge of their duties, because of fear of criticism and disappointment from their students. Ekpoh and Ukot(2018) noted that “lecturers’ ineffectiveness in their assigned duties may lead to frustration and depression. It may as well kill students’ yearning for learning, and may force them to embark on anti-learning behaviours such as attending night club, joining bad association, payment for grades and others. To curb this ugly situation in our citadel of learning, mentoring becomes necessary to assist new lecturers in the university system to be effective in their teaching” (p.106).

The perceived poor output of new lecturers in the university community in Cross River State has been disturbing in recent years. It has been observed that some new faculty members barely cope with their routine activities ranging from teaching, research, supervision of projects and theses, assessment of students’ work, administrative duties, and others. This development which is attributed to poor mentoring of new faculty members has a negative influence on their job effectiveness, which is their ability to successfully adopt professional practices in their job roles by way of lesson preparation and presentation, adopting proper teaching method and effective assessment of students’ performance. The lack of effective mentoring programmes for newly appointed lecturers have resulted in deterioration of commitment, low level of confidence during lecture delivery, poor choice of teaching methods and their ineffective application, poor human relationship when executing administrative tasks and poor academic performance of students noticeable in poor grades in assignments and in examination scores (Ekpoh and Ukot, 2018).

One noticeable challenge in the university institution is how to nurture a crop of competent academic to deliver the university mandate. A vital strategy that could be used to achieve this purpose is mentoring. However, the university system to some extent is not explicit regarding mentoring as it does not assign specific senior faculty members the duty of mentoring new faculty members, thus everyone is busy in his/her work in order to advance in their career, thereby leaving the new lecturers without guidance and direction. This situation lures some of them to encourage examination malpractice in order to cover their lapses in teaching, rush over lectures in order to make up for lost periods, teach contents that are not in the curriculum and set examination questions on topics they did not teach in the class. The situation would have been averted if proper orientation and mentoring programme were carried out for lecturers at their point of entry. This would have given them the opportunity to learn fast and adjust to the demands of their new community.

Mentoring is a close and personalized relationship between senior Faculty members with career experience and newly employed Faculty members, aimed at providing emotional and moral support, feedback on specific task performance, knowledge and challenges to the newly employed lecturers (Johnson, 2007). The rationale of mentoring in higher education according to Ekechukwu and Horsfall (2015) is to provide support for the professional development of academics in their careers and promote excellence in teaching and learning, research and academic leadership. In the same vein, Peretomode (2017) noted that “mentoring is more than giving advice on how to work more effectively or handle a specific problem. It involves the mentor taking personal interest in seeing that a mentee develops talent, skills, expertise and knowledge needed to succeed and have a successful career that contributes to the organization”(p.4). Mentoring in the University system among lecturers is directed towards the needs of individual lecturers in order to assist them accomplish the task of teaching, research, administration and other tasks. This means that mentoring encompasses offering advice, assistance and support to new faculty members in career and beyond. The ultimate goal of mentoring is to ensure that the appropriate ways of doing things are transferred to the new generation.

The focus of this study is on the role of research mentoring, administrative mentoring and mentor-mentee relationship on lecturers teaching effectiveness in Cross River State Universities. Research mentoring as used in this study refers to the guidance and direction given to the new faculty members in order to help them define their research goals and their quest to achieve them. In research mentoring the mentor shares knowledge, provides encouragement and inspiration to the mentee, which help in the promotion of research (Wilkins, 2013). Administrative mentoring refers to the guidance given to a novice lecturer in the aspect of administrative duties in the faculty, ranging from preparing of lesson notes, admission list, assessment of students’ work, evaluation and compilation of examination results and other community duties (Clutterbuck, & Abbott, 2009). Mentor-mentee relationship refers to the collegial relationship between the mentor (an experienced individual) and the mentee, who is less experienced. This relationship provides and promotes varying professional and personal support, such as guidance, counseling, and supervision (Sweeney, 2004). From the foregoing, it is logically admissible that mentoring relationship provides guidance, advice and support to new faculty members.

Hence there is to an extent, some form of association between mentoring practices and lecturers' teaching effectiveness. Admittedly, the positive result of mentoring is to foster an all-round, well-groomed efficient workforce. Higher institutions of learning is under pressure to create opportunities for professional guidance of new faculty members in order to avoid lecturers' ineffectiveness. One way of maintaining academic and research standards as well as teaching effectiveness is mentoring. It is against this background that this study is carried out to examine the relationship between mentoring practices and lecturers' teaching effectiveness.

Literature Review

Research mentoring and lecturers' teaching effectiveness

Aladejana, Aladejana, and Ehindero (2006), in their study on mentoring relationship among lecturers found that most mentoring relationships were directed toward research and publications, while a minor part was centered on classroom teaching. The study pointed out that lecturers who had been mentored in one way or the other, performed better in terms of their research activities. Lankau and Scandura (2002) in another study on personal learning in mentoring relationship of 30 new lecturers in Los Angeles University of Science and Technology noticed that, mentees enjoyed carrying out researches, and finds it easy when they had a big figure like a mentor to help and guide them. The authors concluded that for new lecturers to be effective in their research plans, they had to pass through a well-structured mentoring experience. Eby and McManus (2004) noted in their study that, no matter the length of the mentoring process, the outcome of mentees in terms of research output can only be outstanding when they are paired with mentors who have interest in research. To add to this assertion, Dutton and Heaphy (2003) in their study of 12 mentees in a research network of academic profession in San Francisco, USA, revealed that just having a mentor was enough in increasing the research output of the mentees. They went ahead to point out that the level of connection of their mentors in the research world was a major factor in their success in this aspect.

Bozionelos (2004) revealed after his extensive research of 24 mentoring programmes that, not only do the mentees benefit from an effective mentoring relationship, but, mentors also learn new things as they help their protégés become good researchers, noting out that research is an unending endeavour which continues to evolve with new dimensions and focus. The author submitted that protégés who had mentors assisting them with their research work did not struggle as those who did not.

Archer (2008) in a paper stressed the benefits and potentials mentoring in research can offer to protégés. The author noted that the best process in ensuring that qualitative and quantitative research are tenable in institutions of higher learning was the exploration of research mentoring. This is in line with the outcome of Atkinson and Pilgreen (2011) study of over 800 mentors and mentees in South African Universities, who found that research mentoring was an important element in increasing the research performance of lecturers in the recent complex and ever changing research environment. Geber (2010) after his exploration of the effects of mentoring new academics in research using 45 mentees, proposed that for new academics to be productive in research in their early years in the University, mentoring was necessary in realizing this fit. In another study by Ndebele, Heerden and Chabaya (2013) on development and implementation of staff peer-mentoring programme in institutions in South Africa using 1000 lecturers as sample. The findings showed a significant impact of mentoring on the preparation of the next generation of researchers. The greatest impact was seen in the completion of further degrees, presentation of papers at conferences and refining the papers for publication.

Administrative mentoring and lecturers' teaching effectiveness

In a study conducted by the National Center of Educational Statistics, USA (1999), it was observed that in approximately 40 percent of all public schools surveyed, beginning teachers stated that their mentors helped to a great extent with their administrative duties. In the same light, Each (2009) in a study on administrative mentoring in schools involving 200 respondents who answered a questionnaire examining their current workplace performance against their job description, revealed that mentoring had a high impact on lecturers' administrative efficacy. The study recommended that mentoring should be used in meeting the training and developmental needs of all administrative roles of lecturers in public schools. Daresh and Playko (1992) in their research concluded that administrative mentoring in schools was the basis meant to keep the school running effectively. They noted that administrative mentoring was crucial for aspiring administrators in the educational sector.

Cordeiro and Smith-Sloan (1995) also observed that mentees in administrative programmes acquired understanding of building operations, problem solving strategies, interpersonal skills, and time management techniques. Dukess (2001) in a study on the effectiveness of principals mentoring programme in six New York City community school districts, found that mentee valued the advice and instructions given to them by their mentors. They ascertained that it will make them better administrators. Also, Wilmore, McNeil, and Townzen (1999) studied one model of administrative mentoring based on an innovative collaborative programme between the University of Texas at Arlington and the Dallas/Fort Worth public schools. They observed that administrative mentoring received by participants of the programme was a valuable factor in their success as administrators.

Mentor-mentee relationship and lecturers' teaching effectiveness

KramandIsabella (1985) defined mentor-protégé relationship as being in the middle way between intense paternalistic relations and peer-like friendships. They studied 18 mentor-protégé relationships through an in-depth interviews. The results revealed that the relationship that exists between the mentor and his protégé was a strong determinant of the outcome of the mentoring programme. Carter and Francis (2000), in their study carried out in Australia involving over 200 beginning teachers and over 200 mentors, found that mentoring relationships that promote collaborative enquiry, cooperative practice and reflection are necessary in order to move the beginning teacher beyond the transmission of past and existing practices. According to the study, consistent emotional and/or psychosocial support was one of the top priorities in the early career experiences of new teachers. In another study, Hirsch and Emerick (2006) pointed out some disadvantages of such relationships to include overprotection by the mentor, fragmenting the faculty into camps, maintaining the status quo and inheriting the mentor's enemies. However, it should be emphasized therefore that, if mentoring relationships are not well managed, they can lead to disunity and lack of cooperation in the faculty and this can ultimately affect the smooth functioning of the institution. It is believed that same gender mentoring was said to be more likely to succeed than cross gender mentoring. In this regard, the findings of Carter and Francis (2000), observed that, female staff members establish and sustain mentoring/protégée relationship with female staff members more than with male members. Males, however, establish a sustainable mentoring relationship with both male and female staff members. Female/female and male/male mentoring relationships were found to be long-lived, while male/female and female/male relationships were generally short-lived. Empirical investigations in the Nigerian setting obtained by Okurame (2007), suggest that male mentors provide low levels of psychosocial functions compared to female mentors.

Andrews and Quinn (2005) in their survey of 135 first-year teachers observed that, the novices perceived the most support with policies/procedures and personal/emotional support and perceived the least support with instruction/curriculum and resources/supplies. Indeed, Eby and McManus (2004) "found that in their sample of 90 mentors, only 6 (7%) of them gave relationship problems as the reason for termination. The majority of these mentors mentioned protégé resignation, protégé termination, or transfers from the organization as the reason for separation. Mentoring relations may also support protégé career development through positive effects on protégé's learning. Lankau and Scandura (2002), pointed out that the development of a successful relationship reinforces the protégés' confidence in their ability to learn and may support risk-taking and innovation". Scandura (1998) emphasized that most mentoring relationships are positive and productive, however, when dysfunction occurs, it may have negative effects on the performance and work attitudes of the protégé, and the result may be increased stress and employee withdrawal in the form of absenteeism and turnover. Moreover, the negative emotions resulting from mentoring problems may be detrimental to both the protégé's career progress and the organization. Pompa (2012) found that there are several positive impacts from mentoring relationship, for both the mentor and mentee. In more than 100 studies, they found that the following were the most regularly quoted benefits for mentees "improved performance and productivity, improved knowledge and skills, greater confidence, empowerment and well-being, improved job satisfaction and motivation, faster learning and enhanced decision-making skills, improved understanding of the business, improve creativity and innovation, encouragement of positive risk-taking and development of leadership abilities".

Research evidence presented in this review has revealed that mentoring practices relates to lecturers' teaching effectiveness. It is also observed that not much work has been done on mentoring in the research area, hence the justification for the present study.

Hypotheses

Three research hypotheses guided the study.

1. There is no significant relationship between research mentoring and lecturers' teaching effectiveness.

- 2. Administrative mentoring does not significantly relate to lecturers’ teaching effectiveness.
- 3. Mentor-mentee relationship does not significantly relate to lecturers teaching effectiveness.

Methodology

The correlational design was adopted for the study. The area of study is Cross River State, Nigeria. Two universities were used for the study; University of Calabar and Cross River State University of Technology. The population of the study comprised all lecturers in the two universities in Cross River State. In the University of Calabar, there are 892 lecturers and in the Cross River State University of Technology, there are 257 lectures. Hence the population of this study comprised 1,149 lecturers in the two universities in Cross River State. Stratified random sampling technique was adopted to draw 150 lecturers from the University of Calabar and 60 lecturers from the Cross River State University of Technology for the study. In all, 200 lecturers from the two institutions were used for the study. Four students were used to assess each of the selected lecturers’ teaching effectiveness. This process enabled the selection of 840 students taught by the sampled lecturers to assess their teaching effectiveness. Two research instruments titled; Mentoring Practices Questionnaire (MPQ) and Lecturers’ Teaching Effectiveness Questionnaire (LTEQ), were designed for data collection. MPQ was for mentors while LTEQ was for the students to assess the lecturers on their teaching effectiveness. Mentoring Practices Questionnaire had two sections: Sections A and B. Section A comprised two demographic data; Department and Faculty. Section B comprised a four-point response option of Strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD). This section contained 18 items which measured mentoring in terms of research mentoring, mentor-mentee relationship and administrative mentoring. Six (6) items measured each variable. Lecturers’ Teaching Effectiveness Questionnaire (LTEQ) equally had two parts: Parts 1 and 2. Part 1 was designed to elicit demographic data of the students such as department and faculty. Part 2 comprised a four-point scale of Always, Sometimes, Very rare and Not at all. This section contained 18 items which measured teaching effectiveness in terms of lesson presentation, teaching method and students’ assessment. Each of the variables had six items. The instruments were validated by three experts in Educational Management in the Faculty of Education, University of Calabar. The reliability estimate was determined using Cronbach Alpha reliability method. The reliability coefficient of the instruments obtained were 0.85 and 0.83 respectively. This was high enough to justify the use of the instrument for data collection. The instruments were administered to the respondents with the help of three research assistants. All the 200 copies of the questionnaire were successfully retrieved. Data obtained were analyzed using Pearson Product Moment Correlation Analysis.

Results

Hypothesis one: There is no significant relationship between research mentoring and lecturers’ teaching effectiveness in universities in Cross River State. The independent variable of this hypothesis is research mentoring, while the dependent variable is lecturers’ teaching effectiveness, comprising of lesson presentation, teaching method and students’ assessment. Pearson Product Moment Correlation Coefficient Statistical technique was used to test the hypothesis. The hypothesis was tested at .05 level of significance. The result is as presented in Table 1.

Table 1

Pearson’s product moment correlation analysis of the relationship between research mentoring and lecturers’ teaching effectiveness in universities in Cross River State

Variables	$\sum X$	$\sum X^2$	$\sum XY$	rx _y
	$\sum Y$	$\sum Y^2$		
Research mentoring (X ₁)	4013	82955		
Lesson presentation (Y ₁)	3452	61250	70442	0.58*
Teaching method (Y ₂)	2930	44294	60063	0.69*
Students assessment (Y ₃)	2977	45711	60813	0.58*

* P<0.05, df= 198, critical r = 0.196

From Table 1, the calculated r-value for lesson presentation (0.58*), teaching method (0.69*) and students assessment (0.58*), are all found to be higher than the critical r-value of 0.196 needed for significance at 0.05 alpha level, with 198 degrees of freedom. With these results, the null hypothesis is rejected for all the sub-variables of lecturers’ teaching effectiveness.

This means that there is a significant relationship between research mentoring and lecturers' teaching effectiveness in universities in Cross River State. A closer look at the results further reveal that increase in research mentoring will certainly lead to an increase in lecturers teaching effectiveness in terms of lesson presentation, teaching method, research and students' assessment.

Hypothesis two: Administrative mentoring does not significantly relate to lecturers' teaching effectiveness in universities in Cross River State. The independent variable in this hypothesis is administrative mentoring, while the dependent variable in this hypothesis is lecturers' teaching effectiveness comprising of lesson presentation, teaching method and students' assessment. Pearson Product Moment Correlation Coefficient statistical technique was used to test the hypothesis. The results are presented in Table 2.

Table 2

Pearson's Product Moment Correlation analysis of the relationship between administrative mentoring and lecturers' teaching effectiveness in universities in Cross River State

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	rx _y
Administrative mentoring (X ₁)	3982	81762		
Lesson presentation (Y ₁)	3452	61250	69902	0.57*
Teaching method (Y ₂)	2930	44294	59558	0.66*
Students assessment (Y ₃)	2977	45711	60307	0.56*

* P<0.05, df= 198, critical r = 0.196

Table 2 reveals that, the calculated r-value for lesson presentation (0.57*), teaching method (0.66*) and students assessment (0.56*), were all found to be higher than the critical r-value of 0.196 needed for significance at 0.05 alpha level, with 198 degrees of freedom. With these results, the null hypothesis is rejected for all the sub-variables of lecturers teaching effectiveness. This means that there is a significant relationship between administrative mentoring and lecturers' teaching effectiveness in universities in Cross River State. A critical look at the results further reveal that increase in administrative mentoring will certainly lead to an increase in lecturers' teaching effectiveness in terms of lesson presentation, teaching method, and students' assessment.

Hypothesis three: Mentor-mentee relationship does not significantly relate to lecturers' teaching effectiveness in universities in Cross River State. The independent variable in this hypothesis is mentor-mentee relationship, while the dependent variable in this hypothesis is lecturers' teaching effectiveness, classified into lesson presentation, teaching method and students' assessment. Pearson Product Moment Correlation Coefficient statistical technique was used to test the hypothesis. The results are presented in Table 3.

Table 3 Pearson's product moment correlation analysis of the relationship between mentor-mentee and lecturers' teaching effectiveness in universities in Cross River State

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	R _{xy}
Mentor-mentee relationship (X ₁)	3871	77715		
Lesson presentation (Y ₁)	3452	61250	67861	0.48*
Teaching method (Y ₂)	2930	44294	57774	0.54*
Students assessment (Y ₃)	2977	45711	58527	0.46*

* P<0.05, df= 198, critical r = 0.196

The result in Table 3 shows that, the calculated r-value for lesson presentation (0.48*), teaching method (0.54*) and students assessment (0.46*), were all found to be higher than the critical r-value of 0.196 needed for significance at 0.05 alpha level, with 198 degrees of freedom. With these results, the null hypothesis was rejected for all the sub-variables of lecturers' teaching effectiveness. This means that there is significant relationship between mentor-mentee relationship and lecturers' teaching effectiveness in universities in Cross River State. This implies that increase in mentor-mentee relationship will certainly lead to an increase in lecturers' teaching effectiveness in terms of lesson presentation, teaching method and students' assessment

Discussion of Findings

The first hypothesis sought to establish a relationship between research mentoring and lecturers' teaching effectiveness in terms of lesson presentation, teaching methods and students' assessment. The result of the analysis showed that there is a significant relationship between research mentoring and lecturers' teaching effectiveness. The null hypothesis was rejected. This finding therefore implied that teaching effectiveness by new lecturers greatly depends on the availability of research mentoring programme in the institution. The findings of this study is in consonance with Ndebele, Heerden and Chabaya (2013) results, which showed a significant impact of research mentoring on the preparation of the new generation of researchers. It also supported the findings of Lankau and Scandura (2002) that mentees enjoyed carrying out researches when they have elderly lecturers to help and guide them in the process. It equally reaffirmed the view of Eby and McManus (2004) that no matter the length of mentoring process, the outcome of mentees in terms of research output can only be outstanding when they are paired with mentors who have interest in research. The finding of this study supported the views of Dutton and Heaphy (2003), and Geber (2010) that mentoring programme has been a great way of assisting new academics in achieving significant research output early in their career. Universities are centers for research, as such, embarking on research becomes one of the core tasks to be accomplished by new lecturers. The basis of achieving this task is at the early stage in service. It therefore becomes pertinent for elderly and experienced lecturers to act like guides to the new lecturers in the area of research in their various disciplines or areas of engagement in their early years and beyond (till they also become mentors).

The second hypothesis aimed at establishing a relationship between administrative mentoring and new lecturers' teaching effectiveness in terms of lesson presentation, teaching method and students' assessment. The result of the analysis showed that there is a significant relationship between administrative mentoring and new lecturers' teaching effectiveness. The inclusion of administrative mentoring programme really goes a long way to improve new lecturers' teaching effectiveness in their administrative task, such as online registration of students' courses and online submission of result. The outcome of this hypothesis is in line with that of Andrew and Quinn (2005), and Hirsch and Emerick (2006) that administrative mentoring exposes new lecturers to effective application and management of information and communication technology tools in contacting the students in emergency, filling their result sheets and submitting the same via online, registering of students' courses online and in other administrative tasks. By implication, administrative mentoring would reduce the cost of running universities as lecturers and potential administrators would have to learn-on-the job while carrying out administrative duties. This will reduce the financial burden on the university management and help the new lecturers to accomplish their administrative task in a more efficient manner. Administrative task is central to the university system, therefore, newly employed lecturers should not be left on their own to learn their task via trial and error. This is because, if learnt this way, they would hardly accomplish the various tasks like online registration and submission of students' results effectively. So, administrative mentoring programme is crucial in the university system.

The third hypothesis focused on finding out the relationship between mentor – mentee relationship and lecturers' teaching effectiveness in terms of lesson presentation, teaching methods and students' assessment. The outcome of the analysis of this hypothesis showed that there is a significant relationship between mentor- mentee relationship and newly appointed lecturers teaching effectiveness. Consequently, the null hypothesis was rejected. The result indicated that if there is a positive mentor-mentee relationship there would be a high level of teaching effectiveness by newly employed academics. The result of this study confirmed the findings of Pompa (2012), who noted that good mentor-mentee relationship brings about improved performance and productivity, improved job satisfaction and motivation, leadership ability, and encouragement of positive risk taking. It also supports the finding of Carter and Francis (2000) that good mentor-mentee relationship promotes collaborative, equity, cooperative practice and reflection, necessary to move the new lecturers beyond the transmission of past and existing practices. Mentor-mentee relationship, like any other personal relationship, is very useful in sustaining effective communication and interaction among individuals, hence good mentor-mentee relationship should be maintained by both parties in order for the mentoring programme to yield useful fruits for the mentees and improved productivity for the university system.

Conclusion

Based on the findings of this study, it is concluded that research mentoring, administrative mentoring, and mentor-mentee relationship have significant relationship with lecturers' teaching effectiveness in terms of lesson presentation, teaching method and students' assessment.

Recommendations

The following recommendations are made based on the findings of this study.

1. The Government, both at the federal and state levels, should encourage institutional mentoring programmes for newly appointed lecturers in Universities and provide the necessary infrastructure to facilitate this in all the schools.
2. Administrative heads of tertiary institutions (Vice Chancellors, Deans, and Heads of Department) should ensure that effective and efficient mentoring programmes exist and are encouraged in their respective Universities, Faculties and Departments.
3. The school heads should ensure that the newly appointed lecturers are fully aware of the benefits of institutional mentoring.

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