



Mentoring in Tertiary Education in Nigeria

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ABSTRACT

The sustainable development of the university system depends on an effective mentorship programme. Mentoring is the practical means of transferring of university culture, value, ethics and profession to the next generation. It is a way of ensuring that the university system maintains a particular standard and even improved. It is unfortunate that most universities' mentoring programme In Nigeria is faced with a lot of problems. This paper looked at problems that has militated against the development of academic mentoring in the Nigerian universities. Secondary data were used in the paper and they were gathered from print publications and online journals. The paper identified lack of mentorship policy, strike Actions, poor funding, and inadequate attention from mentors, abuse of mentorship norms, lack of trust, poor communication, academic conflict and lack of freedom of mentees to express their ideas as problems that has militated against the development of mentorship programme in the universities in Nigeria. Based on these problems, the paper recommended that National Universities Commission should direct universities to institutionalization mentoring programme. Government should implement all agreement reached with different trade unions in the universities to prevent strike actions. Government should increase the funding of university education in Nigeria. National Universities Commission should organize workshops for senior academic on effective skills for mentorship in the universities. National Universities Commission should organize workshops

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for the junior lecturers (mentees) on mentoring processes and guide line for effective mentorship in the university system. This will help the mentees to learn the process of being mentored.

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Introduction

Tertiary education is an education designed for post-secondary education. Tertiary education is a social agents of progress and development in a society and that aids technological advancement. Tertiary education is designed to help in the development of nations by providing the high as well as the middle level manpower needed for the social, economic and political advancement through the programme of teaching, learning, research and community services. This places tertiary education at the apex in the ranking of educational institutions and is designed to accommodate knowledge acquisition and production. Tertiary education are institutions of higher learning that provide facilities for teaching and research and are authorized to grant academic degrees such as bachelor, master and doctorate (Ogunode, Edinoh, & Odo 2023).

Tertiary education is regarded as the highest peak of education. It is the education that is anchored on teaching, research and community services. Higher education is designed to operate in a peaceful environment (Ogunode, Ukozor & Ayoko, 2023; Ogunode, Edinoh, & Odo 2023). National Policy on Education FRN (2013) defined tertiary education is the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). Tertiary education can be seen as university education.

University education is designed to implement teaching, research and provide community services (Ogunode, & Ade, 2023). The university system is designed to function specifically in line with its objectives. The functions of the universities according to (Ogunode, & Emmanuel, 2023) and (NOUN 2009) includes; to provide courses of instruction and learning in the faculties of arts; law; medicine; science; education; commerce; and business administration, engineering, and any other faculties which may, from time to time, be approved by the University Act; the University shall be a body corporate and shall have perpetual succession and a common seal; the objects of the University shall be to encourage the advancement of learning and to hold out all persons without distinction of race, creed, sex or political conviction the opportunity of acquiring a higher education; to provide courses of instruction and other facilities for the pursuit of learning and to make those facilities available on proper terms to such persons as are equipped to benefit from them; to encourage, promote and conduct research in all fields of learning and human endeavour; and to undertake any other activities appropriate for a University of the highest standard (UNILAG, Act).

University is a tertiary institution where students study in order to obtain degree certificate. This means that it is higher education of learning. According to (Kirigha and Neema- Abooki, 2008), a higher education institution has been defined as a community of scholars, not excluding other stakeholders, who work together to achieve the goals for setting up the institution. (Akpotohwo, 2020) and (Ogunode, 2020) noted that the universities are a citadel of learning as is evident in their Knowledge based

activities through education, mentoring, seminars, conferences and workshops. Therefore it cannot be denied that academic and non-academic staff would have acquired knowledge overtime.

The university system comprises the students, academic staff, non-academic staff, researcher and university administrators (Ogunode, Jegede, Abubakar, & Martina, 2020; Ogunode Jegede & Musa, 2021; Ogunode & Adamu, 2021) and according to (Ogunode & Jedege (2020) all of them need one form of training and retraining programme to success in the system. In university education, mentoring is a multi-dimensional process of guiding, teaching, influencing and supporting students. It is normal that a mentor (lecturer) leads, guides and advises students in the same profession with mutual trust and belief. Mentoring in university education is among the greatest force that can be used to bring about positive change. University education equips students to contribute their quotas for the economic growth of the nation. As a result, there is need for proper academic mentoring relationship anchored on effective mentoring theories between the university lecturers and students (Fedinand, Leonard & Kasie undated). Mentoring is the means of sustaining the university' culture, ethics, value and standard. "Mentorship is beyond supervision as it's a kind of skill on its own, that's why it's learned. In mentoring, mentee should be able to pick their mentors themselves and learn from them academic ethics and culture. Globally, mentoring have been accepted as means and ways of building future academics. It seems that mentoring programme in the Nigerian universities is faced with a lot of challenges.

(Abiodun-Oyebanji, Olayemi & Oyedeji, Undated) observed that there is a growing assumption that many young academic staff is not exposed to new teaching pedagogy, ideas and facts in many Nigerian universities, due to non-mentoring of these young ones and lack of training by senior fellows. This then calls for aggressive academic mentoring of young academic staff if effective teaching in Nigeria universities is to be achieved. It important to examine the various challenges that has militated against mentoring development in the Nigerian universities.

The literature reviewed focused mainly on Universities with minimal reference to other components of the system. Issues raised are mainly issues affecting the University education. It is assumed that the trends observed in the universities are similar to those that are found in some universities across the country and other components of the tertiary education system.

Theoretical Framework

The theory of mentoring according to (Fedinand, Leonard & Kasie undated) revealed the importance of mentoring to both the mentor and the mentee for proper encouragement for collaborative efforts for effective mentoring relationship among professionals and would-be professionals. Constructivist theory and a five-factor model towards specific subject mentoring, according to (Hudson 2007), are proposed as ways to develop mentees' practices. Firstly, constructivist theory complements mentoring within field experiences (practicum/internship), as it can be used to build upon prior understandings towards developing the mentee's knowledge and skills for teaching. Secondly, the picture that emerges from the literature shows five factors for mentoring, namely:

1. personal attributes that the mentor needs to exhibit for constructive dialogue;
2. system requirements that focus on curriculum directives and policies;
3. pedagogical knowledge for articulating effective teaching/learning;
4. modelling of efficient and effective practice; and
5. feedback for the purposes of reflection for improving practice.

The implication of this theory to this paper is that studies have indicated that mentors in their roles as mentors will require specific mentoring strategies linked to these five factors to enable effective mentoring in specific subject areas. This could take reasonable care aimed at improving the mentor and mentee (student) relationship for efficient and effective learning and feedback ((Fedinand, Leonard & Kasie undated).

Concept of Mentoring

Mentoring is a social interaction that leads to the process of transferring knowledge, value and ethics of profession to young ones in an institutions. Mentorship according to Mentorship (Akpotohwo, 2020) mean someone who imparts wisdom to or shares knowledge with a less experienced colleague. It can also be seen as a wise and trusted counselor or teacher. For (Ekechukwu and Horsfall 2015), mentoring is the process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom or experience(the mentor) and a person who is perceived to have less experience (the mentee). Thus, mentoring in universities can loosely be described as the responsibility or task of an experience staff (academic and non-academic staff) to instruct and guide another staff that is less experience and sophisticated with knowledge by way of sharing his expertise, knowledge and wisdom which is a social capital and invaluable asset of an organization. Mentoring according to (Sweeney, 2004) is regarded as one of the best tools for “reducing stress for novice teachers, orientation to curriculum and promoting the creation of better norms of collegiality and collaboration”.

(Cranwell-ward; Mavuso 2007 and Akpotohwo, 2020) stated that mentoring is an excellent development initiative to help address the challenge brought up by the knowledge economy. Through mentoring, knowledge will be shared both ways between mentors and protégé’s, also ensuring that there is little or no knowledge lost when a staff member resigns from the university. Effective knowledge management plan will ensure transferring and sharing knowledge across through mentoring. By this, universities are making sure that knowledge is retained at all times and that there is no loss of the most valuable asset of the university (Akpotohwo, 2020). From the above, mentoring in this paper can be defined as Mentoring is an informal and formal arrangement that provide support, advice, encouragement, and even friendship to students, academic, non-academic, researchers and university administrator. Academic mentoring is designed to help and improve students and academic to be more grounded in the academic profession.

Mentoring is an integral part of the university system or programme that is meant for personal and professional development of students, academic, researchers, and non-academic staff in the universities. Mentoring aids of career success in higher institutions. Mentoring in the universities can be seen as fundamental part of university development plans in the areas of teaching, researching and provision of community services, leadership development for faculty transitioning into administrative roles-department heads, assistant deans, or deans-or directors and top administrators. Mentoring is often informal arrangement in the higher institutions between groups of persons, peers and colleagues to continue to crop up or learning within higher education.

(Myburgh 2004 in Akpotohwo, 2020) distinguished between two types of mentoring as *natural* and *planned* mentoring. The natural mentoring occurs through friendship; collegiality and teaching. While in planned mentoring, participants are selected and matched through a formal process. Benefits attributed to classical mentoring (i.e when an experienced or older person mentors an inexperience and

younger person) can translate to peer-mentoring relationships. This becomes valuable when the academic mentor and the mentee have similar backgrounds. Mentoring has benefits at three levels: the mentor, the mentee and the Institution.

Academic mentoring according (Mathew 2003) provides an ongoing opportunity for more experienced academics in order to compare with their counterpart in developed countries. Hence, academic mentoring is an important tool in the nurturing of junior scholars in the university system. Academic mentoring on the other hand, involves ability of the senior academic staff to encourage and guide young ones in their teaching profession. Opportunities for mentoring in teaching can include peer new members of academic staff with senior lecturer or professor in teaching or co-teaching a class. This will help mentees to function effectively in the lecture room when they are alone in the midst of students. It also helps them to familiarize with new methods, techniques and strategies of teaching (Abiodun-Oyebanji, Olayemi & Oyedeji, Undated). The purpose of academic mentoring is to achieve institutional effectiveness and academic career of mentee. When a mentor and mentee is agreeable, then a relationship of trust can be built and institutional effectiveness is surely achievable but when the two are mismatched, the outcomes are usually catastrophic and pointed out as negative mentoring and could lead to institutional ineffectiveness (Uchenna and Nkechi, 2019).

Mentoring in the universities required positive relationship. (Okurame, 2008) submitted that mentoring relationships often develop spontaneously based on proximity, hierarchical line of responsibility, ethnic affiliation, admiration, competence, shared values, and gender concerns. Instances of an official assignment of protégé to mentor are common among non-government organisations that seek to develop youths. Mentors whether in spontaneous or assigned relationships are frequently older and more practiced compared to their protégés. A common feature of these relationships is the great allegiance and respect accorded to mentors by their protégés. This is particularly in view of the African perspective that wisdom stems from old age. Though, some negative connotations of mentors as Godfather exist, in general mentors are appreciated for giving direction to younger colleagues. Also (Aladejena, Aladejena & Ehindero 2006) stated that mentoring-relationship has numerous benefits for both the mentee and mentor for it increases motivation as well as assist personal development of the mentees. To the mentee in particular, it helps him or her to know the culture and political set up of his or her organization, develop skills, have a ccess to resources and have increase clarity of goals and lower the attrition rates of new teachers. (Nji and Agu 2015) argued that mentoring relationship is a ladder for greater improvement and achievement through good teacher-students relationship, especially for sustainability of quality education in both public and private academic institutions. This means that through effective academic mentoring-relationship between the lecturers and students, the goal of the education will be achieved in Nigeria universities.

(Akpotohwo, 2020), (Fedinand, Leonard & Kasie undated) and (Ekechukwu, & Horsfall, 2015) agreed that mentoring has benefits at three levels: the mentor, the mentee and the Institution.

Benefits to Mentors in the Universities

Mentoring programme in the universities provide a lots of benefits to the mentors. It offers the mentors opportunities to contact with new academic staff and familiarization with current issues; additional learning that is acquire from the experience; satisfaction from helping someone else and seeing them succeed; opportunity for reflective space and increased career satisfaction; intellectual challenge of working on issues which may take them into unfamiliar territory and opportunities for increased collaboration.

Benefits to Mentees in the Universities

Mentoring in the university system may offer the mentees many opportunities such as; being given help to work out what they want from their career and how to make appropriate choices; obtaining opportunities to network and advice on how to grow those networks; increase in productivity across the academic spectrum and improved personal effectiveness in relation to managing available resources; taking the opportunity to challenge their own thinking and that of the institution and insight into how the institution's culture operates- its values and objectives.

Benefits to University Education

Mentoring program in the universities is good because it will lead to the development of the university in the area of academic replacement. (Ekechukwu, & Horsfall, 2015) listed the following as benefits of mentoring; Increase the profile of the institution as an institution that places a high value on support and developing its academic staff, increase the reputation of the institution as a result of improved quality of research and teaching and learning methodologies; increase awareness of opportunities for growth, supports and feeds into succession planning; the lack of role models or volunteers forces administrators and student leaders to use students as peer mentors of other students-usually first year students, would-be teachers, ethnic minorities, and women in order to guide, support, and instruct junior students; academic/peer monitoring programs require a low budget for administration and/or development, they become a cheap alternative to support lecturers/teachers and weak students who are likely to fail. Academic mentoring will make new lecturers to become more experienced and well-grounded in all areas that would engender and facilitate the quality delivery of teaching which may in turn lead to better students' academic performance.

The academic and professional qualifications possessed by these new lecturers seem not to prepare them enough for effective teaching in the lecture room. Hence, the need for proper academic mentoring of these new lecturers cannot therefore be over flogged for institutional effectiveness (Dayo, 2015). Also, mentoring in the universities provides; supports and feeds into succession planning; increases awareness of opportunities for growth; increase the profile of the institution as an institution that places a high value on support and developing its academic staff; and increase the reputation of the institution as a result of improved quality of research and teaching learning methodologies (Dayo, 2015; Wikipedia).

Mentoring usually is regarded as the task of an experienced teacher to introduce a young teacher or student- teacher in his/her teaching practice. There are different models of how to perform this task effectively. Mentoring relationship can be viewed from different perspectives: not only the potential benefit to the young teacher, but also the professional development of the experienced teacher has to be taken into account. Mentoring could empower the continuous and lifelong development of teachers. The learning partnership of the two persons embodies a considerable advantage to promote a single school's culture as well as the personal and professional growth (Dietlind & Lydia Van Anandel, 2002; Ekechukwu, & Horsfall, 2015).

Advantages of Academic Mentoring in Higher Institution

Academic mentoring in our educational system can be of great advantage. Academic /Peer mentoring may help new students and would-be-teachers adapt to a new academic environment faster. The relationship between the mentor and mentee gives the mentee a sense of being connected to the larger community where they may otherwise feel lost. Mentors are chosen because they are academically successful and because they possess good professional background, mentors serve as positive role

models for the students and would-be-teachers, guiding them towards academic and social success. Mentors provide support, advice, encouragement, and even friendship to students. Academic /Peer mentoring may improve students and would-be-teachers retention rates. Mentors also stand to benefit from the mentor/mentee relationship. Mentors develop friendships through their participation in mentoring programs and usually derive satisfaction from helping a younger student, and possibly shaping his or her life in a positive way in our educational system. Mentors may also be paid, and they may receive other benefits such as prioritized registration, course credit, and references ((Ekechukwu, & Horsfall, 2015).

In higher education tutorial settings, the benefits of academic/peer mentoring programs also extend to class tutors. Using grounded theory techniques, Outhred & Chester (2010) in (Ekechukwu, & Horsfall, 2015) found that five themes underlie their experiences: role exploration, sharing responsibility, regulation of the peer-tutored groups, harnessing the peer tutors' role, and community. The focus of mentoring is to develop the whole person and so the techniques are broad and require wisdom in order to be used appropriately (Outhred & Chester, 2010 in Ekechukwu, & Horsfall, 2015).

Academic mentoring in higher education according to (Ekechukwu, & Horsfall, 2015) is a unique academic control, enhancing process that is organized around a set of questions relating to educational milestones, and builds upon answers considered in previous terms to help students acquire skills and attitudes that promote their intellectual and personal development. Students confer with academic mentors on key questions and challenges that shape their educational experiences, from adjusting to college life to choosing a major defining and fulfilling educational goals, and transitioning toward graduate education or professional practice. The aims of academic mentoring in higher education is to support the professional development of academics in their careers and promote excellence in teaching and learning, research and academic leadership. Generally, mentoring will be made available to support those in the early stages of their career. Academic mentoring is confidential and entirely voluntary and is a partnership built upon trust and mutual respect (www.ucd.ie/mentor; Ekechukwu, & Horsfall, 2015).

Academic mentoring provides sequential, guided discussion and fosters student reflection about individual educational and career path issues. Research shows that guided discussions of issues that impact students' sense of control over their academic outcomes enhance overall student success (www.ucd.ie/mentor). For instance, academic mentoring helps students to: more successfully navigate the transition into college; define educational goals and make full use of campus and community resources during college and identify and prepare for broader educational and/or career options after college (Ekechukwu, & Horsfall, 2015).

Problem Hindering Mentoring Development in Universities in Nigeria

There are many problems that has militated against the development of mentoring programme in the universities in Nigeria. Some of the problems includes; lack of mentoring policy, strike Actions, poor funding, and inadequate attention from mentors, abuse of mentorship norms, lack of trust, poor communication, academic conflict and lack of freedom of mentees to express their ideas

Lack of Mentoring Policy

The law of defined mentorship policy and programme in most of the Nigerian universities have affected the development pf mentoring programme in the universities. Many universities in Nigeria do not have an official programme and policy to guide the development of mentorship in the system (Ohiorenoya & Eboreime 2014) contended that most of the Nigerian universities do not have knowledge management

programs in place probably because of inadequate planning and so control becomes very difficult. The aftermath is that a lot of staff retires and in some cases there is nobody to take over and so the universities have to advertise for top cadre jobs. The universities thereby suffer a huge setback in their knowledge base - a valuable asset through such retirement. It is against this backdrop that the need arises to adopt knowledge management as a medium for mentoring in Nigerian universities. (Okurame, 2008) noted that the lack of formal mentoring relationships reported in this study probably reflects the fact that mentoring in the Nigerian context is not an officially assigned relationship. One implication of this is that not all academic staff members in the faculty have benefited from mentoring.

Strike Actions

Strike actions in the Nigerian university system is another institutional challenge to effective mentoring in the universities. The Nigerian universities are known for strike actions due to poor implementation of agreement reached with the different unions in the universities. The strike actions whenever is embarked on affects the entire programme and activities in the universities. Strike actions according to (Ogunode, Ugochukwu, & Jegede, 2022) affects the academic staff, non-academic staff, students and universities manager. Mentoring involve physical contact of discussion, engagement, practice and involvement in academic assignment such as marking scripts, supervision of projects, research engagement and writing of academic paper and conference papers. Strike actions in the universities creates gap and prevent most of these mentoring functions. Most academic staff and non-academic staff use the period of strike to travel and visit families and friends (Okoli, Ogbondah & Ewor, 2016). Strike action is a major problem that has affected mentoring programme in the Nigerian universities.

Poor Funding

Poor funding of academic and non-academic programme in the universities have affected mentoring programme. Mentoring programme is an expensive programme that involve training such as organization of workshops, conferences and symposium (Ogunode, Olaoye, & Yakubu, 2023; Ogunode, Onaolapo, Onaolapo, Adeosun, & Ayoko, 2023). Nigerian universities are underfunded and this has affected the funding of departments and faculties. Many departments and faculties' heads cannot carry out programme or embark on new programme because of shortage of funds in the system.

Inadequate Attention from Mentors

Poor attention from mentors to the mentee in the universities is another problem that has frustrated effective mentoring in Nigerian university system. Due to poor human relation of most of the senior academic in the universities, mentoring relationship between them and their junior academic is not on the positive tone and this has affected the development of mentorship in the university system. Nigerian lecturers are one of the most busies lecturers in the world. The level of tasks and workload they performed have also limited their time of mentoring the young ones in the universities. (Ogunode, Jegede & Musa, 2021) observed that majorities of senior lecturers in the universities are to engaged with the universities assignment which include committee membership functions, lecturing, supervising of both masters and PhD students and community services. (Eyitayo, Bamidele & Aremu, 2015) did a study on mentoring among Academic Staff of Obafemi Awolowo University, Ile-Ife, Nigeria and concluded that one of the pressing challenges of mentoring in the universities is the problem of poor attention from the mentor to the mentee.

Abuse of Mentorship Norms

The abuse of mentorship norms by most senior academic or mentors in the Nigerian universities have

affected the development of mentorship. Mentorship in the academic environment emphasized on the nurturing of the junior academic to grow according to academic value, culture and integrity. It also focused on training in teaching, researching and in community service engagement. Mentorship process should be centred on academic activities. Many mentors have derived from the actual programme and decided to engage the junior lecturers to carry out domestic work for them. Some mentors have turned their mentee to servant and messenger. Some have turned them to drivers to be picking their children from schools and bring their wives home. The actual mentoring programme has been silent and overshadowed with personal assignment. Many junior lecturers are frank at this and systematically pull or distance themselves from the so-called mentors. Many junior staff in the department and faculties because of these ugly practices have decided not to even have a mentor. (Dayo 2015) ascertained that the personal behaviour and social ways of most senior academics is not attractive to the junior ones and this serves as barriers to mentoring in the system.

Lack of Trust

The lack of trust between mentors and mentee in the Nigerian universities has also hampered the development of mentorship in the universities. (Ferdinand, Leonard & Kasie undated) observed that effective mentoring relationship depends solely on trust and effort from both the mentor and coaches, and this will welcome the opportunity for effective learning experiences irrespective of individual differences. Mentoring partners with similar backgrounds may easily perceive each other as trustworthy and predictable since they share many commonalities. In a cross-gender or cross-cultural mentoring relationship, there could be a lack of comfort due to the uncertainty of the other person's culture, experiences, values, and behaviors. Lack of trust between a mentor and coach could hamper effective learning experiences. (Muhammed, 2013) and (Ferdinand, Leonard & Kasie undated) in their study pointed out the lack of trust as a major barrier to effective mentoring programme in the universities in Nigeria.

Poor Communication

Poor communication between mentors and mentee in the universities have militated against effective mentoring in the universities. Poor communicative skills of both mentors and mentees can pull a gap in mentoring relationship. (Ferdinand, Leonard & Kasie undated) ascertained that in an effective mentoring relationship, the challenges of poor communication hinders the rate in which the set goal is achieved. As a result, there is utmost need for the mentor and coach feel comfortable with one another in order to be able to address with more ease the personal and professional challenges that may arise. Poor communication can make mentoring relationships become fragile, and thus participants may be less willing or able to discuss sensitive issues. Efficient conversations centered on safe topics such as professional goals, meeting schedules, professional associations to join and functions to attend, and basic departmental, school, and university structure promote mentoring relationships. There are other challenges which include being innovative, supports from relevant agencies and government and adjusting to new learning experiences. (Muhammed, 2013) noted mentoring could be achieved through effective communication between lecturers and their students, as poor communication would not ignite any desired results.

Academic Conflict

Academic conflict in the Nigerian universities have prevented mentoring development in the universities. Academics are always involving in conflict of interest with other academics in the universities. This leads to the formation of groups in the universities. Some academics now formed

groups that oppose each other during seminars, conferences, internal and external defense of students. Some groups want to ensure that bring the other groups down. This academic conflict made many junior academic not to want associate with any of the groups rather stay alone. Ola (2018) submitted that academic conflict in Nigerian tertiary institutions has done more harm to the institutions than good. Many innocent post-students and junior lecturers have been a victim of academic conflict in the faculty and departments.

Lack of Freedom of Mentees to Express their Ideas

The lack of freedom of many mentee to express their ideas with their mentors whenever given an academic assignment to carry out have killed the morale of many junior academics and has made them to pull out of mentorship programme in the universities. Some mentor claimed they know all and always want all their instructions and direction obey in the areas of supervision, marking and paper writing. (Dayo 2015) described some senior lecturers has been rigid and strong headed when it comes to issue of their professional. They always want their directions and instruction carry out. Most of the senior academic do not believe their junior once have a say when it comes to issue if academic affairs. Since mentors, by definition, have more experience than their mentees, they look at the world from a different perspective. They also see situations differently than someone who is just getting started in that same space.

Conclusion and Recommendations

This paper examined the problems that has militated against the development of academic mentorship in the Nigerian universities. The paper concluded that lack of mentorship policy, strike Actions, poor funding, and inadequate attention from mentors, abuse of mentorship norms, lack of trust, poor communication, academic conflict and lack of freedom of mentees to express their ideas are the problems that has militated against the development of mentorship programme in the universities in Nigeria. Based on these problems, the paper recommended that:

1. National Universities Commission should direct universities to institutionalize mentorship programme in their universities and formulate policies and programme for it. (Okurame, 2008) also recommended that a faculty policy on formal developmental relationships like mentoring is valuable to ensure that mentoring is fully utilised in the faculty. Though some academics could avail themselves of informal mentoring relationships, formal versions are necessary to ensure that the benefits reach all. Faculty management should note that as important as mentoring is, all academic staff members may not seek the relationship if it is not formally established. Indeed, formal mentoring can be used to address developmental issues of minorities and disadvantaged individuals in the faculty. The suggestions made by (Ragins & Cotton 1999 in Okurame, 2008) for overcoming some of the problems of formal programmes should suffice as guide for the faculty. First, potential protégés and mentors should be identified. Second, identified individuals should be trained in essential and suggested skills for an effective mentoring relationship, and thirdly, individuals should be allowed to choose their mentoring partners after training.
2. Government should implement all agreement reached with different trade unions in the universities to prevent strike actions. This will help to ensure stable academic calendar that will favour the development of mentorship programme.
3. Government should increase the funding of university education in Nigeria.

4. National Universities Commission should organize workshops for senior academic on effective skills for mentorship in the universities. This will help prevent poor communication, attention, rigidity on young lecturers, lack of trust and
5. National Universities Commission should organize workshops for the junior lecturers (mentees) on mentorship processes and guide line for effective mentorship in the university system. This will help the mentees to learn the process of being mentored.

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