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IMPACTS OF ORIENTATION AND MENTORING ON ACADEMIC STAFF JOB PERFORMANCE IN SOUTHWEST NIGERIAN UNIVERSITIES

***Iyanuoluwa Samuel ADELAKUN PhD.**
Email: iyanuoluwa.adelakun@fuoye.edu.ng
Email: adelakuniyanuoluwasamuel@gmail.com
+2347035694545
Orcid ID: https://orcid.org/0000-0002-3361-4354

Victoria Modupe BANKOLE
victoria.bankole@fuoye.edu.ng
+2348037285210
Orcid ID: https://orcid.org/0009-0004-2165-8511

Idayat Olayinka OSUNDARE
Idayat.osundare@fuoye.edu.ng
+2347032807076
&
Sariat Iyabo SALAAM
Email: sariat.salaam@fuoye.edu.ng
+2347030936871
Orcid ID: https://orcid.org/0009-0009-3877-7898
Department of Educational Management & Business Studies
Federal University Oye-Ekiti, Nigeria

ABSTRACT

The paper is an assessment of orientation and mentoring impacts on academic staff job performance in southwest Nigerian Universities. Descriptive survey research design was adopted for the study. The population of the study comprises all academic staff in Southwest Nigerian Universities (21,784). A total of six hundred (600) academic staff were selected from 6 sampled universities in three states in Southwest Nigeria using multistage sampling technique involving simple random, stratified and purposive sampling techniques. Two sets of instruments tagged "Orientation and Mentoring Questionnaire (OAMQ)" and "Academic Staff Job Performance Questionnaire (ASJPQ)" were used for the study with tested reliability coefficient of 0.79 (OAMQ) and 0.86 (ASJPQ) respectively. Obtained data from the study were analysed using descriptive and inferential statistics. The descriptive statistics of frequency counts, percentages, mean and standard deviation were used to answer raised research questions while the inferential statistics

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involving Pearson Product Moment Correlation, Multiple Regression, t-test and One-way Analysis of Variance (ANOVA) analysis were used to test all formulated hypotheses at 0.05 level of significance. Findings from the study showed that orientation and mentoring of academic staff in southwest Nigerian universities were significantly related to their job performance. Based on the findings of the study, it was recommended that management of southwest Nigerian universities should maintain the existing methods of orientating and mentoring of their academic staff in order to further their job performance.

Keywords*:* Orientation, Mentoring, Academics Staff, Academics Staff Job Performance, Southwest Nigerian Universities.

Introduction

The development of any country of the world may not be sustainable without the influence of the educational sector. Evidence can be seen in the roles of education in the development of the social, economic, political, and industrial sectors. University education is a sub-section of the educational sector aimed to accommodate and further train secondary school leavers to become effective and efficient to the sustainable economy of the country (Sunmonu, Abershi, & Ogunode, 2022). University education is capable to enrich individual to become effective citizen and relevant to the economy. As stated in the Nigerian Policy on Education (2014), the goals of the Nigerian University education is to aid sustainable national and international development via training of human capital and provision of equal, accessible and affordable learning quality in order to meet the needs and expectations of humankind. Nigerian university education is targeted at providing lifetime learning programmes and worthwhile career paths that is capable of making an individual to have needed acquaintance and abilities without becoming a liability to the economy (FGN, 2014).

Peretomode and Chukwuma (2005) penned that university lecturer's development programmes are seen as crucial to the sustenance of the academic staff and university education. These planned activities embedded in human capital development programme contributes to increasing and expanding the human capacity in terms of intellectual, technological advancement, skills, professional conducts, and all-round related development. All these developmental moves will on the long run contribute and equip academic staff with abilities to handle difficult situations in their respective line of duties. With this their job performance will be guaranteed.

Orientation of academic staff is a vital aspect of human capital development in Nigerian universities. It is highly imperative for newly employed academic staff to be subjected to orientation owing to the fact that many academic staff are mostly not aware of what and how things are done in the

university system. Some academic staff even began their career in the university without proper exposure to the system. From the personal experience of the researcher, the employment of academic staff in public universities seems to be highly influenced by politics within and outside the university system which appears that in most cases proper interview may not be conducted to employ qualified personnel. According to Thatrak (2021), academic staff orientation stresses the use of intellectual capital, skills, abilities, including personal experiences to enhance the operational potential in order to accomplish the set goal, which is a vague asset. Academic staff orientation focuses on things one does to increase the ability to learn operational efficiency, university ethics in order for the academic staff to be able to imbibe the ways of life of the university which will help in bringing out his or her potential to improve the university in the dynamic world. Some of the identified sub-variables of academic staff orientation are induction of the newly employed academic staff into the profession by the senior academic staff, possession of the departmental handbook and the new academic staff to be given a copy of the university's code of ethic.

Mentoring is another vital concept needed to bring out the best in the job performance of academic staff in Nigerian universities. Mentoring according to Cambridge Dictionary (2024), is the act or process of helping and giving advice to a younger or less experienced person, especially in a job or at school. Mentoring seems to be the type of relationship that exists between an expert and subordinates in order to assist in the preservation of knowledge. Thus, there may be increase in the number of talented personnel in any organization where such act is being practiced. In Nigeria, most academic staff seems to spend a great number of their service year in a particular university and they may not have plans to leave a university for another; thus, academic staff is to be well groomed under a strict tutoring to ensure the legacy of the university and choice discipline is not lost. Over the years, researchers in the field of management have stressed the need for retaining talented personnel in an organization. If organizations invest in talented personnel, the knowledge acquired will be transferred and used to sustain the development of the organization. Experienced and senior academic staff are available in the university to groom newcomers and young academic staff with their acquired experience on the job. This is a means of transferring the university culture from one generation to another with intent to ensure a sustainable development in the university.

The type of knowledge transferred to an academic staff may influence his decision to retain his appointment with the university. Senior academic staff such as professors and senior lecturers can be mentors. However, knowledge transferred from these mentors to their mentees can be streamlined based on the university culture, ultimately the mentees can find it difficult in adapting to another

university culture if there is a change of work place. Every university seem to have her own way of life (culture) which makes her unique to another; the culture is mainly sustained as a result of proper mentoring. According to Nkomo, Wellington and Clinton, (2018), retaining organizational knowledge in the face of changing workforce demographics is a complex task that requires serious attention, and the threats created by changing demography did not get there in a day and can never be solved at once. Therefore, the most effective knowledge retention approaches may require a multi-staged approach and a long-term dedication on both the leadership of an organization and the employees. Identified sub-variables of mentoring for the research are being taught to have good relationship with staff and students, integrity, accepting responsibilities, and time management. According to Adelakun (2024), mentoring ensures there is efficiency of the academic staff job performance which makes it easier for universities to preserve their culture over a long period of time.

Academic staff in any university is seen as human capital working day-in-day-out towards the achievement of the set goals of the university education in Nigeria. Majorly the roles of academic staff are teaching, research and community services which may be difficult to achieve without adequate orientation and mentoring. New employees are often not sure of their roles, tasks, responsibilities, expected job demands and employees' capabilities which must be balanced via human capital development programmes. To build a solid academic staff program, there is need to key into the mission of realizing the university aims and objectives. Human capital development programmes are designed to improve the value of employee after they have joined the organization. The programme includes training, retraining, orientation, technological support, mentoring, performance appraisal, rewards, recognition, supervision, and collaborative teaching. All these are to be put in place to give employee (academic staff) needed experience to foster a wonderful job performance (Adelakun, 2024). Therefore, the roles of orientation and mentoring in the development and job performance of academic staff in Nigerian universities cannot be overemphasized.

The quality of work done by an individual or group towards effective and efficient production is called job performance. This can be done by means and factor of production such as capital, human capital, labour, land, technology. Job performance is a sensitive link between inputs and output. According to Adeyanju (2021), job performance or productivity occurs when equal amount of output is generated using fewer inputs. Performance is the energy burn up on a job to get result. (Olorunsola, 2010)

Job performance can be likened to productivity which is a set of combination of effectiveness and efficiency. Productivity needs to be under the individual's control regardless of whether the productivity of interest is mental or even behavioural. The

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major trait of job performance is that it must be goal oriented and relevant; the performance must be directed towards organizational goals. Qureshi (2017) acknowledged that productivity is a measure of performance that envelopes both efficiency and effectiveness. Job performance here is referred to as the ratio of output or production capacity of the workers in an organization. The relationship that exists between the quality of input and outputs in a clear specification can be seen as job performance.

The performance of a business determines its continued existence, development and sustenance of human race and it depends largely on the degree of productivity (Job performance) of the employees. This is why it is highly recommended that to get a desired output of a business or production activities, the input into physical, human and capital aspect of the business should be highly upheld. This was supported by Ibojo and Asabi (2014) penned that the prosperity of a nation as well as socio-economic welfare of its citizens is determined by the level of effectiveness and efficiency of its sub-components. The level of job performance of any staff in an organization is highly important to the general performance of the organization. To be productive as an individual leads to total efficiency in the productivity of the organization. A collection of individual performance in the organization determines how productive and developed the organization is towards their predetermined goals of existence. Job performance is a total measure of the efficiency or capacity to convert inputted raw materials into finished and services. Here, conversion of raw materials is not limited to physical production materials, also human beings needed for the production are recruited as crude human capital, processed into the ways of life (culture) of the organization through the processed of training and retraining. This is done to ensure maximum productivity of the organization. The output speaks a long way on the sustenance of any organization. Performance ratios indicates the level at which resources (Both materials and human) in an organization are effectively and efficiently utilized to have a desired output (s) efficiency and effectiveness are very important indicators of performance.

Academic staff job performance entail lecturers being productive in the areas of teaching, research and community service which are evident in teaching, assessments of student, marking of examination scripts, attending seminars and conferences, project supervision, publishing in reputable journals, speaker in public lectures, educational field trips, and invigilation of examinations, among others (Adelakun, 2024). Having said these, it is worthy to say that academic staff job performance in universities is aided by the level of acquired orientation and mentorship.

Statement of the Problem

There was a perceived underperformance of academic staff in

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southwest Nigerian universities in the areas of teaching, research and community services. It seems teaching are not effectively and efficiently carried out as expected by some academic staff in Southwest Nigerian universities. It was as if some are not actively involved in discovering and invention of new ideas needed for the sustainable development of the country via research; many are short of adequate funds to publish in reputable journals thereby making their level of contributions in the scholarly world to reduce. Also, it appeared some academic staff in the universities in southwest Nigerian universities are less engaged in relevant community services such as sensitization experts, community development programmes, public lectures, public lectures/debates, advisers to organizations, and adult literacy when need arise. The perceived underperformance of academic staff in southwest Nigerian universities may be as a result of inadequate orientation and mentoring of academic staff in southwest Nigerian universities.

Research Questions

A research question was raised to guide to guide this study:

1. What is the level of academic staff job performance in Southwest Nigerian Universities?

Research Hypotheses

Two hypotheses were formulated for this study, they are:

1. There is no significant relationship between staff orientation and academic staff job performance.
2. There is no significant relationship between mentoring and academic staff job performance.

Research Design

Descriptive survey research design was considered appropriate to describe the existing situation regarding orientation, mentoring and academic staff job performance in Southwest Nigerian Universities.

Population of the Study

The population consisted of 21,784 academic staff in Southwest Nigerian Universities. (National Universities Commission, 2023) which covered state and federal universities in Ekiti, Lagos, Ogun, Ondo, Osun and Oyo states. Public universities in the southwest Nigeria were eighteen (18); eight (8) federal universities and ten (10) state universities as at the time of the study (National Universities Commission, 2023).

Sampling techniques and sample

Six hundred (600) academic staff were selected from six (6) public universities in Southwest Nigeria using multistage sampling procedure. The first stage was a simple random technique; three (3) out the six (6) states in Southwest Nigeria were randomly selected. The second stage involves the use of stratified random sampling technique to select the universities from the three (3) states. Here two (2) universities

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were selected from each state; one (1) federal and one (1) state university. Also the selection of one hundred (100) academic staff in each of the selected universities was done. In the third stage, four (4) faculties were selected from each of the sampled universities using simple random sampling technique. The fourth stage involves selection of 25 academic staff from each of the faculties. Here the Heads of Departments of each selected academic staff was purposively selected to assess academic staff job performance, having a total of One hundred and twenty (120) Heads of Departments in all the six universities.

Instruments and Instrumentation

Two sets of self-designed questionnaires were used to obtain data from the respondents. The first questionnaire is titled "Orientation and Mentoring Questionnaire" (OAMQ) was used to obtain data from the academic staff, while the second questionnaire titled "Academic Staff Job Performance Questionnaire" (ASJPQ) was used to obtain data from the Heads of Departments.

The OAMQ consists two sections. Section A is to obtain bio-data of the academic staff, Section B contains questions (items) which were used to draw information on the sub-variables of Orientation and Mentoring. The items in section B of the questionnaire are on a 4-point adapted Likert scale.

Academic Staff Job Performance Questionnaire (ASJPQ) comprises three sections. Section A contains items designed to obtain the bio-data of the Heads of Departments, Section B contains bio-data of the academic staff to be assessed, while the later section (C) contains items targeted to obtain data on the academic staff job performance in teaching, research and community services. The items on the questionnaire were also on a 4-point adapted Likert scale i.e. Strongly Agree (SA) (4), Agreed (A) (3), Disagreed (D) (2) and Strongly Disagreed (SD) (1).

Test-retest reliability was used to test the reliability of the two instruments and data obtained from the two instruments were analysed using Pearson Product Moment Correlation and a coefficient value of 0.79 was obtained for OAMQ while 0.86 was obtained for the ASJPQ. Thus, the coefficients from the two instruments were considered high enough for this study.

Method of Data Collection

The data from the study were obtained by personal visitation of the researcher(s) with the assistance of six (6) research assistants to the sampled universities in south west Nigeria. It took about two Months for the collection of the data for the study.

Method of Data Analysis

The data collected were analysed using descriptive and inferential statistics. The descriptive statistics such as frequency counts, means, standard deviation and percentage were used to answer the research questions and inferential statistics such Pearson's Product Moment Correlation, t-test and Multiple Regression Analysis were used

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to test all the hypotheses at 0.05 level of significance.

Findings And Discussions

Research Question: What is the level of academic staff job performance in Southwest Nigerian Universities?

To analyse the research question above, mean score, frequency counts and percentages were used to illustrate the responses to items 1-32 on the (ASJPQ) questionnaire which were compacted into the three major indicators (Teaching, Research and Community Services) of academic staff job performance. Mean score on each of the item was compared with the criterion benchmark mean score of 2.50. Items with mean score below the cut-off were categorized into 'Low' level of academic staff job performance in Southwest Nigerian Universities while those between 2.50-3.00 were categorized into 'Moderate' level of academic staff job performance and those above 3.00 were categorized into 'High' level of academic staff job performance respectively. The level of academic staff job performance in Southwest Nigerian Universities is presented in Table 1 below.

Table 1: Mean showing the Level of Academic Staff Job Performance in Southwest Nigerian Universities

S/N	LEVEL OF ACADEMIC STAFF JOB PERFORMANCE	SA	A	D	SD	MEAN	REMARK
1.	Teaching	265 (44.2)	314 (52.3)	19 (3.2)	2 (0.3)	3.40	High
2.	Research	184 (30.7)	325 (54.2)	68 (11.3)	23 (3.8)	3.12	High
3.	Community Service	151 (25.2)	305 (50.8)	118 (19.7)	26 (4.3)	2.96	Moderate
	AVERAGE	**200 (33.3)**	**315 (52.5)**	**68 (11.3)**	**17 (2.8)**	**3.16**	**High**

Cut off Point = 2.50 See Appendix I

Table 1above presents the level of academic staff job performance in Southwest Nigerian Universities. The result shows that all the items had mean scores above the set cut-off point and the average mean score was 3.16. This shows that the level of academic staff job performance in Southwest Nigerian Universities was high. By implication, southwest Nigerian universities effectiveness in terms of: quality graduates, academic calendar, proper funding, research, community services, globalization, sporting activities, and students support services is given adequate attention. Probably, this could be as a result of continuous efforts of government, university managements, and concern personnel to ensure suitable welfare of academic staff in southwest Nigerian universities. This finding is in agreement with the opinions of Peretomode and Chukwuma (2005) that developmental programmes for academic staff in the university are essential to their job performance towards the achievement of the

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Nigerian universities aims, goals, and objectives.

Hypothesis 1: There is no significant relationship between staff orientation and academic staff job performance.

In order to test the hypothesis, scores relating to staff orientation was computed using items 1–5 of the "OAMQ" while that of academic staff job performance was obtained using items 1- 32 in Section B of "Academic Staff Job Performance Questionnaire (ASJPQ)". These sets of scores were subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is shown in Table 2 below.

Table 2: Staff orientation and academic staff job performance

Variable	*N*	*Mean*	*SD*	*r-critical*	*p-value*
Staff orientation	600	14.69	3.12	0.705*	0.000
Academic staff job performance	600	100.94	12.48		

***p<0.05** See Appendix II

Table 2 shows that the computed r-value (0.705) is significant at p<0.05 level of significance. The null hypothesis was rejected. This implies that there was a significant relationship between staff orientation and academic staff job performance. The correlation between staff orientation and academic staff job performance is high and statistically significant in a positive direction.

The study showed that there was significant relationship between staff orientation and academic staff job performance. It implies that the staff orientation influences academic staff job performance. Orientation being conducted perfectly for academic staff do help in making them to level up with the experienced academic staff and will eliminate traits of inferior complex that might set in if not properly oriented. The finding is consistent with the assertion of Wechster et al (2012) that orientation given to academic staff has a significant relationship with increase in their job performance.

Hypothesis 2: There is no significant relationship between mentoring and academic staff job performance.

In order to test the hypothesis, scores relating to mentoring was computed using items 6-11 of the "Orientation and Mentoring Questionnaire" (OAMQ)" while academic staff job performance was obtained using items 1- 32 in Section B of "Academic Staff Job Performance Questionnaire (ASJPQ)". These sets of scores were subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is shown in Table 3 below.

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Table 3: Mentoring and Academic Staff Job Performance

Variable	*N*	*Mean*	*SD*	*r-critical*	*p-value*
Mentoring	600	18.31	3.40		
Academic staff job performance	600	100.94	12.48	0.388*	0.032

***p<0.05** See Appendix III

Table 3 depicts that the computed r-value (0.388) is significant at p<0.05 level of significance. The null hypothesis was rejected. This implies that there was a significant relationship between mentoring and academic staff job performance. The correlation between mentoring and academic staff job performance is low but statistically significant in a positive direction.

The study showed that there was significant relationship between mentoring and academic staff job performance. This by implication means that if mentoring; a type of relationship that exists between an expert in a field and the subordinates is maintained, preservation of knowledge in the system will be enhanced. The finding could be as a result of the fact that university management has realized that there may be increase in the number of talented personnel in any organization where such act of mentoring is being practiced. The finding supports the research work of Adolphus (2019) that involvement in the act and process of mentoring do enhanced productivity of academic staff because it helps in reducing possible mistakes by the upcoming academic staff.

Conclusion

From the findings above, it can be concluded that:

1. there was a significant relationship between orientation of academic Staff in southwest Nigerian universities and their job performance in Southwest Nigeria.
2. there was a significant relationship between mentoring and academic staff job performance. Mentoring plays a vital role in enhancing the job performance of academic staff in southwest Nigerian universities.
3. summarily, orientation, mentoring and academic staff job performance were good.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Academic staff in southwest Nigerian universities should be further encouraged to maintain their required and minimum standards to enhance their job performance.
2. University management through the personnel unit should conduct orientation exercise for the newly recruited academic staff in order to equip them with needed information for them to function well as expected on the job and ensure maximum job performance of the staff.
3. There is need for experienced academic staff to mentor the

upcoming academic staff for the maintenance of educational culture in the areas of specialization of an academic staff, prevention of minimum standards required from going into extinction, helps in reducing possible mistakes by the upcoming academic staff and enhanced job performance of academic staff.

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APPENDIX I

Analysis of the Level of Academic Staff Job Performance in Southwest Nigerian Universities

S/N	ITEMS Academic staff in Southwest Nigerian Universities:	SA	A	D	SD	MEAN	REMARK
1	uses up-to-date teaching aids	235 (39.2)	341 (56.8)	24 (4.0)	0 (0.0)	3.35	High
2	has adequate knowledge of allocated courses	259 (43.2)	325 (54.2)	16 (2.7)	0 (0.0)	3.41	High
3	do complete course outlines and contents	248 (41.3)	346 (57.7)	6 (1.0)	0 (0.0)	3.40	High
4	has effective communication skills	287 (47.8)	297 (49.5)	16 (2.7)	0 (0.0)	3.45	High
5	conducts regular assessment of students	288 (48.0)	303 (50.5)	9 (1.5)	0 (0.0)	3.47	High
6	compute results in due time	311 (51.8)	268 (44.7)	21 (3.5)	0 (0.0)	3.48	High
7	supervises students' project	310 (51.7)	248 (41.3)	21 (3.5)	21 (3.5)	3.41	High
8	has maximum class control during lectures	275 (45.8)	304 (50.7)	21 (3.5)	0 (0.0)	3.42	High
9	is punctual at lectures	243 (40.5)	333 (55.5)	24 (4.0)	0 (0.0)	3.37	High
10	uses relevant ICT to teach students	194 (32.3)	379 (63.20)	27 (4.5)	0 (0.0)	3.28	High
11	attends seminars	199 (33.2)	377 (62.8)	24 (4.0)	0 (0.0)	3.29	High
12	participates in workshops	216 (36.0)	339 (56.5)	45 (7.5)	0 (0.0)	3.29	High
13	attends conferences	240 (40.0)	330 (55.0)	30 (5.0)	0 (0.0)	3.35	High
14	has required numbers of papers/publications for promotion	283 (47.2)	254 (42.3)	58 (9.7)	5 (0.8)	3.36	High
15	is consulted for books editing	149 (24.8)	283 (47.2)	127 (21.2)	41 (6.8)	2.90	Moderate

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16	serves as editor/reviewer in journal outlets	120 (20.0)	315 (52.5)	116 (19.3)	49 (8.2)	2.84	Moderate
17	contributes to knowledge through book writing	120 (20.0)	329 (54.8)	92 (15.3)	59 (9.8)	2.85	Moderate
18	contributes actively during internal seminars	158 (26.3)	401 (66.8)	36 (6.0)	5 (0.8)	3.19	High
19	has discovered new and related innovations	122 (20.5)	290 (48.3)	116 (19.3)	72 (12. 0)	2.77	Moderate
20	has presented papers at conferences	228 (38.0)	330 (55.0)	40 (6.7)	2 (0.3)	3.31	High
21	engaging in public lectures	156 (26.0)	273 (45.5)	127 (21.2)	44 (7.3)	2.90	Moderate
22	involvement in adult literacy	96 (16.0)	298 (49.7)	165 (27.5)	41 (6.8)	2.75	Moderate
23	serving as member of community development committee	151 (25.2)	345 (57.5)	78 (13.0)	26 (4.3)	3.04	High
24	serving as adviser to community group(s)	141 (23.5)	344 (57.3)	91 (15.2)	24 (4.0)	3.00	High
25	standing in as referee to community member(s)	126 (21.0)	317 (52.8)	135 (22.5)	22 (3.7)	2.91	Moderate
26	serving as signatory to related community development account(s)	101 (16.8)	250 (41.7)	213 (35.5)	36 (6.0)	2.69	Moderate
28	supporting less privileged in the community	88 (14.7)	256 (42.7)	177 (29.5)	79 (13. 2)	3.11	High
29	participating in public debates on media outlets	221 (36.8)	307 (51.2)	72 (12.0)	0 (0.0)	2.59	Moderate
30	worshipping and contributing to the development of choice religion organization(s)	173 (28.8)	317 (52.8)	103 (17.2)	7 (1.2)	3.25	High
31	being a member of voluntary organization(s)	190 (31.7)	350 (58.3)	60 (10.0)	0 (0.0)	3.09	High
32	Participating in community awareness/sensitization programmes	221 (36.8)	295 (49.2)	78 (13.0)	6 (1.0)	3.22	High

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APPENDIX II

Analysis of the Level of Orientation of Academic Staff in Southwest Nigerian Universities

S/N	ITEMS	SA	A	D	SD	MEAN	REMARK
1	I was given orientation when I first resumed in the university	154 (25.7)	238 (39.7)	108 (18.0)	100 (16.7)	2.74	Moderate
2	I was inducted into professional body of my discipline when I resumed in the university	118 (19.7)	157 (26.2)	178 (29.7)	147 (24.5)	2.41	Low
3	I was given a copy of the university "Code of Ethics"	217 (36.2)	214 (35.7)	118 (19.7)	51 (8.5)	3.00	High
4	I have a copy of the departmental handbook	317 (52.8)	245 (40.8)	29 (4.8)	9 (1.5)	3.45	High
5	I was informed of the goals of my department when I assumed my duty	250 (41.7)	212 (35.3)	83 (13.8)	55 (9.2)	3.10	High

APPENDIX III

Analysis of the Level of Mentoring Academic Staff in Southwest Nigerian Universities

S/N	ITEMS	SA	A	D	SD	MEAN	REMARK
1	I was nominated for conference presentation(s) by senior academics	142 (23.7)	198 (33.0)	166 (27.7)	94 (15.7)	2.65	Moderate
2	I have been given research topics to develop by senior academics	170 (28.3)	284 (47.3)	94 (15.7)	52 (8.7)	2.95	Moderate
3	I spend quality time with senior colleagues	207 (34.5)	268 (44.7)	106 (17.7)	19 (3.2)	3.11	High
4	I have publications co-authored with senior colleagues	309 (51.5)	225 (37.5)	46 (7.7)	20 (3.3)	3.37	High
5	I received regular follow-up on given tasks by senior academics	185 (30.8)	332 (55.3)	59 (9.8)	24 (4.0)	3.13	High
6	Senior academics practice active listening and support with me	198 (33.0)	288 (48.0)	94 (15.7)	20 (3.3)	3.11	High