# MENTORING AND EMPLOYEE PERFORMANCE OF ACADEMIC STAFF IN THE FEDERAL POLYTECHNIC, ILARO, OGUN STATE

**JIMOH, Ibrahim B. & AKINTOLA, Esther M.**
Department of Office Technology and Management
The Federal Polytechnic Ilaro, Ogun state, Nigeria
Ibrahim.jimoh@federalpolyilaro.edu.ng & esther.akintola@federalpolyilaro.edu.ng
08065075070 & 08101612622

**Abstract**

*The study employed descriptive survey and quantitative research approach. The population of this study includes Academic Staff of Federal Polytechnic Ilaro, Ogun state. Simple random sampling method was used to administer questionnaire to 209 Academic Staff of Federal Polytechnic Ilaro. All variables in the questionnaire has Cronbach's alpha value of 0.932. Three hypotheses were tested using Pearson Correlation and regression. The result showed a very strong relationship between mentoring and employee performance of academic staff in Federal Polytechnic Ilaro. It also showed that all the sub-variables under mentoring contribute positively to employee performance. Career support contributing more than others with coefficient of 0.887 compare to others with 0.822 and 0.773 respectively. It was discovered on the completion of this paper that the quality of mentorship offered by the management has a great impact on employee performance. Career support, psychological support, knowledge transfer, significantly and positively influenced employee performance that is mentoring dimension are crucial to employee performance of Academic staff in Federal Polytechnic Ilaro. Among others it was recommended that organization should ensure good mentorship program so as to ensure high employee performance.*

**Keywords: Mentoring, Employees Performance, Public Organization, Career Support, Psychological Support, Knowledge Support**

## Introduction

In this complex, challenging and changing business world, managing human resources in order to sustain development of an organization is undoubtedly critical to the success of such organization. Employee performance is a steady exhibit of the kind of work conduct and results that are considered significant to help the organization's essential goals and wanted corporate culture (John, 2015). Representative execution is about the association understanding its motivation, meeting its objectives and targets productively and really through its workers. Associations, regardless of whether public or private have various types of assets, among which are human and material assets (Armstrong, 2015). The human resources are the workers of the associations without whom different assets become excess. Yarmohammadian (2006) states that Organizations are social frameworks where workers are the main variables for adequacy and productivity. Associations need compelling directors and representatives to accomplish their destinations and can't prevail without the workers' endeavors and better performance.

However, in a quest for guaranteeing that the organization is fortified with these accomplished and serious employees, managers use devices like training, motivation, and mentoring. Mentoring is an arrangement of semi-organized direction where one individual or a gathering shares their insight, abilities and experience to help others to advance in their own lives and perform better (Allen, 2017). Mentoring further includes rousing and engaging the other individual to recognize their own issues and objectives, and assisting them with tracking down approaches to settling or contacting them. It isn't by doing it for them or anticipating that they should do it the manner in which I made it happen', but by comprehension and regarding various approaches to working (Bozionelos, 2016). In a cutthroat business climate, organizations should track down imaginative ways of reevaluating their associations to line up with and respond to different clients and partners inside the business. Mentoring arises as an essential initiative capacity and pioneers who don't foster their representatives or advance improvement inside their associations subsequently harm their own endeavors to lead really (Zachary, 2015). Different choices are accessible to administrators to yield further developed employee performance in the working environment, such as psychological support, career support, knowledge transfer and training: each option is a characteristic of mentoring (Dodds, 2015).

Olsen (2016) opined that in knowledge economy, where the business climate is portrayed by disturbance and intricacy, knowledge is the fundamental wellspring of making both sustainable development and competitive advantage. It is subsequently important to see the value in the connection between mentorship and knowledge

identification, creation, transfer and use of knowledge to upgrade employee performance and capacity through securing of applicable abilities, knowledge and dynamic techniques. Roussean, (2015), stresses that knowledge and information move methodologies are manners by which new ideas and abilities are imparted and moved from a carefully prepared person to a less experienced individual to arrive at a particular objective.

Spreitzer (2017) express that Psychological support are set of inspirational musings or thoughts molded by a workplace and mirroring an individual's dynamic direction to their job. It has four parts: meaning, competence, self-determination and impact. Meaning refers to the significance of a task feeling of unique interaction to work (Zhang and Bartol 2018). Competence alludes to the degree which an individual is capable to execute an endeavor effectively with all his had abilities and capacities; Impact alludes to the degree to which an individual can impact the work finishing; Self-determination is how much an individual has power, autonomy and independence over his everyday work errands. Workers with significant degree of self-determination have the capacity to influence the people and organization more, emphatically. Mental help capacities embrace the job demonstrating, kinship, directing, acknowledgment, and affirmation of the mentee (Clutterbuck, 2015).

Career support is a deep-rooted series of exercises that add to an individual's vocation investigation, foundation, achievement and satisfaction (Dessler, 2015). Additionally, Career support work incorporates sponsorship, instructing, openness to significant contacts and assets, permeability, working with security of the mentee and task of challenging work to upgrade the employee performances (Noe, 2015; Kram, 2016).

**Statement of the Problem**

Organizations carry out mentorship programs without evaluating or measuring its impact on the employee's performances. Mentorship requires an organization time responsibility from the mentee and mentor and, in the event that these responsibilities are not respected, the relationship will not meet its objectives. Also, previous study carried out by (Ibrahim, Soufani, & Lam, 2015) uncover that, advantages of mentoring have not been recognized by both employee and their organizations which is most frequently upset by large numbers of issues, for example, anxiety toward retirement, apprehension about obscure, apprehension about letting completely go, feeling of dread toward death, absence of interests outside work, and a solid feeling of individual connection to the organization. The consequence of this issues or problem has led to poor employee performance and decline in the quality of services in many organizations. With regard to the techniques for proper mentoring, it should be noted that mentorship strategy must provide the employees with positive feelings and positive feelings for others. Therefore, the way out for mentoring on employee performance is for mentors to understand step by step instructions for assembling a confiding relationship, comprehending individual predispositions, and aiding mentees' learning to speak with mentees successfully. The board support ought to be urged to defeat inborn troubles related to mentorship. Finally, the administration of the organization is in this manner compelled to accept mentors and mentees relationship as key part of effective mentorship. This will diminish the deficiency experienced by the association as far as human resource capacity building required for the accomplishment of their employee performances and vision.

**Objectives of the Study**

This study focused on the impact of mentorship on employee performance among Federal Polytechnic Ilaro, academic staff.

Specifically the objectives are to:

i. Determine the impact of career support on employee performance of academic staff in Federal Polytechnic Ilaro.
ii. Ascertain the impact of psychological support on employee performance of academic staff in Federal Polytechnic Ilaro.
iii. Establish the impact of knowledge transfer on employee performance of academic staff in Federal Polytechnic Ilaro.

**Hypotheses**

To achieve the study's stated objectives, the following propositions were statistically tested:

**$H_{01}$:** Career support has no significant relationship with employee performance of academic staff in Federal Polytechnic Ilaro.

**$H_{02}$:** Psychological support has no significant relationship with employee performance of academic staff in Federal Polytechnic Ilaro.

**$H_{03}$:** Knowledge transfer has no significant relationship with employee performance of academic staff in Federal Polytechnic Ilaro.

**Methodology**

This study adopted the descriptive survey, using quantitative research approach. The population of the study comprised all academic staff of Federal Polytechnic Ilaro which amount to four hundred and thirty-eight (438) at the time of this study. Simple random sampling technique was used to select the sample size of two hundred and nine (209) by applying the Taro Yamane Statistical formula for determining sample size. The questionnaire used for the study was developed from the three (3) research questions formulated earlier.

The Cronbach's Alpha correlation and regression was used to determine the internal consistency of the questionnaire items, the reliability result of 0.932 shows that the questionnaire used was highly reliable. Simple linear correlation and multiple regression was used in analyzing the data collected for this study.

**Results**

**Hypothesis 1**

**$H_{01}$:** Career support have no significant relationship with employee performance of academic staff in Federal Polytechnic Ilaro.

*Table 2: Relationship between career support and employee performance of academic staff of Federal Polytechnic Ilaro*

| | | Career Support | Employee Performance |
|---|---|---|---|
| Career Support | Pearson Correlation | 1 | .887** |
| | Sig. (2-tailed) | | .000 |
| | N | 95 | 95 |
| Employee Performance | Pearson Correlation | .887** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 95 | 95 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

*Source: Researcher's Field Survey, 2021.*

Table 2 shows the relationship between career support and employee performance. It shows correlation coefficient of 0.612 with p-value of 0.000, which implies that the test is significant because the p-value is less than the significance value of 5%. Hence, the alternative hypothesis is accepted and we conclude that there is significant career support and employee performance.

**Hypothesis 2**

**$H_{02}$:** Psychological support have no significant relationship with employee performance of academic staff in Federal Polytechnic Ilaro.

*Table 3: Relationship between psychological support and employee performance of academic staff of Federal Polytechnic Ilaro*

| | | Psychological Support | Employee Performance |
|---|---|---|---|
| Psychological Support | Pearson Correlation | 1 | .773** |
| | Sig. (2-tailed) | | .000 |
| | N | 95 | 95 |
| Employee Performance | Pearson Correlation | .773** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 95 | 95 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

*Source: Researcher's Field Survey, 2021.*

In addition, to determine the relationship between psychological support and employee performance of academic staff of Federal Polytechnic Ilaro, correlation analysis was used. The correlation coefficient is 0.773 with p-value of 0.000.

Hence, the alternative hypothesis was accepted and we conclude that there is significant relationship between psychological support and employee performance of academic staff in Federal Polytechnic Ilaro.

**Hypothesis 3**

**$H_{01}$:** Knowledge transfer have no significant relationship with employee performance of academic staff in Federal Polytechnic Ilaro.

*Table 4: Coefficient determination of knowledge transfer and employee performance*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .822[a] | .676 | .673 | .85838 |

*Source: Researcher's Field Survey, 2021.*

Table 4 shows the coefficient of determination of knowledge transfer and employee performance, the result shows that there exists strong positive relationship between knowledge transfer and employee performance with regression coefficient of 0.822. Moreover, about 67.6% variation in employee performance could be attributed to knowledge transfer of academic staff and the standard error of the estimate is given to be 0.85838.

*Table 5: The F-value of knowledge transfer and employee productivity*

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 143.224 | 1 | 143.224 | 194.382 | .000[b] |
| | Residual | 68.524 | 208 | .737 | | |
| | Total | 211.747 | 209 | | | |

*Source: Researcher's Field Survey, 2021.*

From table 5, the sum of square regression is 143.224 and sum of square residual is 68.524. In addition, the mean square regression is 143.224 with mean square error of 0.737. The F-value is 194.382 and p-value of 0.000. This result indicates that the test is significant because the p-value (0.000) is less than the significant value of 5%. Hence we accept the alternative hypothesis and conclude that knowledge transfer have direct impact on employee performance.

*Table 6:* Regression coefficient table of knowledge transfer and employee performance

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.193 | .602 | | 3.643 | .000 |
| | Knowledge transfer | .587 | .042 | .822 | 13.942 | .000 |

*Source: Researcher's Field Survey, 2021.*

Table 6, indicates that in the absence of knowledge transfer, employee performance stands at about 19.3%. However, with every unit increase in knowledge transfer, there tends to be 58.7% unit increase in employee performance. The p-value for knowledge transfer is 0.000 which is less than the significance level of 5%.

**Discussion of Results**

The result of the findings shows a strong positive relationship between career support and employee performance of academic staff of Federal Polytechnic Ilaro. It is an indicator that the top level management supervise or mentor the academic staff towards career development. Career support covers the exercises frequently planned and urged by the board to foster its work force and guarantee that they improve and keep up with the organisation's competitive advantage (Okurame, 2013). The interest in career support made Yarmohammadian (2006) express that organisations are social frameworks where human resources are the main variables for adequacy and productivity. Organisations need successful directors and employees to accomplish its goals and cannot prevail without their staff endeavors and better performance.

The strong positive relationship between psychological support and employee performance of academic staff in Federal Polytechnic as shown by the result implies that mentorship programs and training has been designed to help employee psychologically for better performance. Hence, we conclude that there is significant relationship between psychological support and employee performance of academic staff in Federal Polytechnic Ilaro which indicates that the alternative hypothesis will be accepted. This however implies that organizations need to embrace the role

modelling, friendship, counselling, acceptance, and confirmation of the employee to improve their performances (Clutterbuck, 2004). This result is also in support of the findings of (Ofobruku & Sylvester, 2015), where they concluded that psychological support affects the performance of employee positively.

The result of the third hypothesis is an indication that the model is sufficient in relating the dependent variable (employee performance) with the independent variable (knowledge transfer). The extent to which members of an organization feel threatened about the knowledge of some situation in the organization can affect what they offer the organization in terms of performance which will have adverse effect on the employee performances, organsiation should try as much as possible to handle the uneasy and the lack of knowledge of some situation in the organization by improving the mentorship program on knowledge transfer while emphasizes more on the role social processes played on the important in the transfer of tacit knowledge among employees in an organization (Becerra & Sabherwal, 2001).

To sustain effective employees' performance, organisations should encourage mentorship program that is geared towards knowledge transfer, career and psychologicalsupport, which will result in better employees' performance for the organization to achieve its objectives.

**Conclusion**

To sustain effective employees' performance, organisations should encourage mentorship program that is geared towards knowledge transfer, career and psychological support. The conclusion was based on some of the vital fact as reveled by the result. Mentoring is important in every organization entity and that it is correlated to form effective employee performance and employees' commitment to corporate goals.

**Recommendations**

- Management, heads of departments, and heads of units in academia should continue to mentor employees through career support, knowledge transfer, and psychological support to improve employee performance in achieving organisational goals.
- The public or private employers have to proceed to take the trouble of mentorship severely as a way of enhancing on employees' overall performance to their organization. The implementation of a mentoring programme in business and organisations will go a long way toward achieving the much-needed stronger and more focused employee performance that will allow the organisation to achieve its goals.

**References**

Allen, T. D. (2017). Mentoring Relationships from the Perspective of the Mentor in B. R. Ragins & K. E. Kram (Eds.). The Handbook of Mentoring at Work: Theory, Research and Practice. – Thousand Oaks, CA: Sage Publication.

Armstrong, M. (2015). Armstrong's Handbook of Human Resource Management Practice. 11th Edition. – Kogan Page Limited, London.

Bozionelos, N. (2016). Mentoring and Expressive Network Resources: Their Relationship with Career Success and Emotional Exhaustion among Hellenes Employees Involved In Emotion Work. International Journal of Human Resource Management 17.

Clutterbuck, D. (2015) Everyone Needs a Mentor, 4thedn. London: chartered institute of personnel and development.

Dessler, C. M. (2015).A recipe for success in succession planning. Business Horizons, 49, 175- 177.

Dodds, A.C. (2012). Talent development mentorship: The ROI of Mentoring, coaching and other Employee programs.

John, A. (2015). Employee Performance Definition. Internet access: https://bizfluent. com/facts-7218608-employee-performance.

Kram, K.E (2016) Mentoring at Work: Developmental Relationships in Organizational Life. Glenview, IL: Scott, Foresman.

Noe, R. A. (2015).An investigation of the determinant of successful assigned mentoring relationship. Personnel psychology 41, 457-480.

Olsen, B. (2016). Managing and Organizing Innovation in the Knowledge Economy. European Journal of Innovation Management 2.

Roussean, M. (2015). Structured Mentoring For Sure Success. Oklahoma. Pennwell Books.

Spreitzer, J. G. (2017). ESOP's for liquidity and succession in engineering firms. Leadership and Management in Engineering, 4(3), 110-114.

Yarmohammadian, A. M., (2006). The exchange relationship between mentors and protégés: The development of a framework. Human Resource Management Review, 10, 177-211.

Zachary L.J. (2015). The Mentor'sguide: Facilitating Effective Learning Relationship. 2nd Ed. John Wiley & Soins.

Zhang, Y., & Bartol, K. (2018). The relationship between succession issues and business performance: Evidence from UK family SMEs. International Journals of Entrepreneurial Behavior& Research, 10(1/2):59-84.