

WORKPLACE MENTORING AND EMPLOYEE PERFORMANCE IN SELECTED FEDERAL UNIVERSITIES IN SOUTH-SOUTH, NIGERIA.

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ABSTRACT

Workplace mentoring has remained one human resources tool that has over the years been deployed in helping new and inexperienced employees in the organisation to learn from established experienced personnel, imbibing critical skills in the process and enhancing professional and personal growth. This study examined the effect of workplace mentoring on employee performance of selected Federal Universities in South- South, Nigeria. The study adopted a survey research design with a population of 9406 from the University of Uyo, University of Cross River and University of Port Harcourt. A sample size of 368 academic staff was determined using the Krejcie and Morgan (1970) formula. Data was collected through a questionnaire and analysed using Ordinary Least Square (OLS) simple linear regression models. The results indicated that supervisory mentoring has a positive and statistically significant effect on employee performance. Also, peer mentoring showed positive and statistically significant effect on employee performance. Hence, it was concluded that workplace mentoring (supervisory and peer reviewed mentoring) is a strong and significant predictor of employee performance in federal universities in the South-South Nigeria. It was recommended that tertiary institutions should prioritise implementing standardized supervisory mentoring procedure and integrate peer mentoring into the university mentoring programmes to stimulate employee performance.

Keywords: *workplace mentoring, supervisory mentoring, peer mentoring, employee performance,*

INTRODUCTION

Studies have shown that despite numerous incentives and supportive policies aimed at improving the performance of employees in many organisations, both in the public and private sectors, performance level have not been commensurate with expected results. This has been attributed to poor mentoring in most organisations (Odunayo, 2022). Based on this, it has become clearer that if the corporate world, invest in mentoring of employee, it will stimulate healthy work relationship and performance will consequently improve (Agbiona and Chidozie, 2023). Mentoring is a process in which seasoned professionals offer direction, counsel, and assistance to less experienced persons to assist them in attaining their professional and personal objectives (Adeniyi et al., 2024). According to Akai, Uford and Udoh (2025), mentoring in tertiary educational institutions, has been frequently practiced with the aim of enhancing the growth of employees; most prominently for those who are either new entrants in the job or facing challenges in navigating their career progression (Malik and Nawaz, 2021), and ensure the growth of employees; most prominently for those who are either new entrants in the job or facing challenges in navigating their career progression (Malik and Nawaz, 2021). This mentoring is usually displayed in many perspectives, depending on the choice of the mentor and

the circumstances considered to be effective. This involves coaching, conversation and knowledge transfer, and wisdom to the mentees.

Today, mentoring is a known culture in academic institutions globally. Professors who are considered the most knowledgeable, skilful and highly experienced categories of academics offer mentorship to lower ranks especially from the position of Graduate Assistant and above. This takes the form of research, teaching, psychosocial support, publishing, conversation, coaching and exposing the mentees to participate in conferences, and most especially guiding them to achieve career advancement. The main objective of mentoring in the tertiary institutions is principally to support mentees to easily and quickly understand the intricacies of their job, to enhance personal development and undiluted commitment to the organisation.

Many studies have shown that mentoring may have a positive correlation on employee performance as well as job satisfaction of the employees. This is based on the notion that mentoring enables employee to be highly committed to achieving corporate goals while also charting the course of career advancement. Mentoring helps in the discovery of areas of development among employees and tailors mentees towards the part to actualise such goal (Ojeaga and Okolocha, 2020). As such, mentoring captures both formal or informal developmental partnership where employees receive information, command, advice and guidance from an experienced professional, usually within the organization, who has expertise and a strong desire to help others grow in their jobs (Agbionu and Chidozie, 2023).

However, it must be noted that there is, in many instances, lower performance issues in contemporary universities. This perhaps may be attributable largely to minimal or poor mentoring practices in the universities, despite mentoring being a well-established culture in academics. This has been due to the lack of commensurate incentives to the skilled and experienced personnel (mentors) that would have offered that mentoring services created serious challenges to the practice of mentoring (Akai & Uford, 2025). The negligence of adequate structure in pay incentive, fringe benefits, such as earned academic allowances, housing, research grants. There is also management's indifference towards mentoring; assuming that a good number of university staff are already well-learned in their different fields; thus, undermining the role of mentoring activities. The resultant effects of poor or low mentoring activities in the university can be seen in terms of poor product quality turnover (students'), jobs dissatisfaction, low morale, low commitment, absenteeism, low turnover intention to stay with the university and poor overall employee performance that affects both input and output.

It is based on this that this study examined the effect of workplace mentoring on employee performance in selected Federal Universities in South-South Nigeria. Specifically, the objectives of the study include to establish the effect of supervisory mentoring on employee performance; and examine the influence of peer mentoring on employee performance in the selected federal universities in South-South Nigeria. **LITERATURE REVIEW**

Overview of Workplace Mentoring

Workplace mentoring encapsulates the process of sharing experience, listening with empathy, developing insight through reflection, and professional friendship between mentors and their mentees (Sachdeva and Malhotra, 2015). The concept of mentoring entails all the dynamic connections that underlines the promotion of personal and professional development across different fields of human endeavour (Oyia *et al.*, 2019; Edem *et al.*, 2025). This is aimed at improving career advancement, job success and work-life balance in the organisation (Cross *et al.*, 2019). Mentoring is basically a human resources management intervention targeted at enabling younger or newer employees get career support, psychological support, and information sharing from more experienced colleagues in the organization.

Mentoring is further explained in terms of expected results. Based on this, mentoring entails a form of relationship between a junior or subordinate staff (mentee) and a senior person by virtue of which the mentor serves as a guide, counsellor, confidant, adviser and role model to the protégé (mentee) (Osemeke, 2020). Mentoring generally captures a scenario where the younger employee looks up to the senior person for advice on major strategic issues affecting his job performance. Studies have shown that employees who are mentored often stay longer with the organisation, as they feel nurtured and valued, and this instils a sense of belonging and the

genuine desire for them to pay back, thus contributing to the growth of the organization (Chatterjee *et al.*, 2021).

Many studies have shown that mentoring have significantly and positively influenced performance or productivity (Oladimeji *et al.*, 2020; Berger and Tracker, 2020; Allen *et al.*, 2024). These studies went further to showcase various advantages of workplace mentoring for both the mentor and mentee to include employee job satisfaction, improve capacity of employee decision-making, enhanced employee engagement, and sustenance of interpersonal relationship (Armstrong, 2018; Shermuly *et al.*, 2022; Allen *et al.*, 2024; Edem *et al.*, 2025). Likewise, a mentor enjoys the benefits of enhancing his leadership and coaching abilities, resulting in robust work performance.

In modern organisations, the effect of mentoring on performance of employees is no longer a subject of dispute but rather an established fact (Emoefe; 2016). Hence, it has been argued that effective workplace mentoring facilitates and simplifies task performance and employee growth (Neupane, 2015; Laffont, 2019). Workplace mentoring facilitates personal and professional growth of an individual by sharing and cross-checking the knowledge and insight that have been learned over the years (Arogundade, 2013). This makes mentoring a personal developmental activity aimed at bringing the more experience and skilled person together with less informed employees for the purpose of improving their knowledge and competencies over time. Mentoring deals with the process in which a superior officer instructs, counsel, guide, and facilitate the intellectual and/or career development of employees found to be less endowed with knowledge and skills (Michelle, 2017; Van Vianen, 2018). From these perspectives, mentoring is understood in the context of a matured and highly experience employees in any organisation, willingly sharing their skills and experience with the new or younger employees to keep on track regarding their job.

Supervisory Mentoring and Employee Performance

Right from the inception of mankind, groups of people have subjected themselves to supervision. Today, there is no doubt that the supervisor remains an important factor in the success of any organisation. Highly skilled supervisor is paramount for the academic and other institutions to survive in a competitive environment. Hence, supervisory mentoring is the process of overseeing and managing employees in organisation to achieve high level of efficiency and capabilities, in accordance with the goals and expectations of the organisation. From a traditional perspective, a supervisor is any person who is mandating and given the responsibility for planning and controlling the work of a group through close contact (Betts, 2000). In this context, supervisors are dedicated with vested authority to deal with matters such as engagement, transfer, reprimand and dismissal of staff under their control, giving

instructions on operations, coordinating processes and programmes, and recommending courses of action to management, among others.

From the modern perspective, the supervisor remains a key frontline manager, the person who can make or break top management plans (Thomson *et al.*, 2015; Bachkrova *et al.*, 2021; Curtis, 2022). This makes the supervisor to be the person that ensures perfection in the work process to achieve predetermined objectives (Islami *et al.*, 2018). This act of supervision is a crucial managerial and mentoring function that are not undertaken by mediocre. This makes supervisory mentoring to include both the act of managerial supervision and the function of helping the new or younger employee to learn the ways of the organisation, leveraging on it to enhance career and personal growth, as well as improve job performance.

Supervisory mentoring may yield spectacular outcomes on employee performance through various channels. This includes stimulating talent development and knowledge transfer/acquisition that catalyses improved productivity and performance in the organisation (Uford, 2017; Opara and Odu, 2019). As such, it has been reported that supervisory mentoring has notable and beneficial effect on staff performance in the tertiary institutions in across different geographical and organisational settings (Schlie and Warner, 2000).

Peer Mentoring and Employee Performance

Peer mentoring is a strategic management practice used by organisations for employee performance improvement. It refers to a process where two people of similar ages, experience levels, or both work together to help each other grow in their chosen career. In this arrangement, the relationship is less formal than a traditional mentoring relationship yet structured so that it is mutually beneficial. Hence, it may be considered a symbiotic relationship that emerges between two employees on the same level in the organisation, with each party benefiting from it in terms of career advancement, personal development, skills acquisition, and overall enhanced productivity. In organisations, peer mentors link their mentees to important resources by making available data about possibilities, assisting mentees in navigating their way in the company, and serve as liaisons to administration on issues impacting mentees (Terrion, 2012).

Peer mentoring programmes are often designed to target newly recruited employees as protégés' because the transitioning process in the organisation is an important phase to their career development and growth. In line with this, mentoring by peers can be particularly critical and essential to performance and growth of the employees. Peers' mentors have an edge over other mentors in that they are readily accessible and viewed as friendly, which encourages transparency and the establishment of confidence. Discounting the merits of peer mentoring, there is an inherent challenge of balancing the mentors' own individual and career interests with that of their mentees, as well as establishing and maintaining communication with their mentees (Colvin and Ashman, 2010).

Various studies have shown that peer mentoring has achieved greater success in academic settings faster than other forms of mentoring (Kalpazidou *et al.*, 2016; Connolly, 2017). This is so because mentees - mentor relationship is more relaxed and the influence of boss demanding compliance with some elements of command is drastically minimized. In many academic settings, especially in universities, peer mentors often end up chosen as role models given their undeniable degree of scholarly accomplishments, relational abilities, and reliability, just as a true interest in filling in as a coach, albeit the overall significance of these younger academics for the foundation of effective peer connections to be established (Colvin and Ashman, 2010).

Theoretical Framework

The theoretical support for this study is the Social Exchange Theory propounded by George Homans around 1958 (Cook *et al.*, 2013; Ahmad *et al.*, 2023). The main thrust of the theory is that social relationship is anchored principally on an exchange of benefits. The theory is majorly a psychological framework that offers explanation on social behaviour and interactions (Yin, 2018). The theory suggests that social relationships are formed and sustained on the principles of rewards and costs between two or more individuals. Rewards constitute anything that are valuable to the individual involved in the relationship, such as tangible gifts like watches, automobile or telephone and even emotional support. On the other hand, costs, are negative things that are associated with social interactions including stress, effort, punishment or disappointment. The theory highlights that individuals opt to engage in a relationship when they believe or perceive that in such a relationship, the rewards or benefits far outweigh the costs or disadvantage. This follows a natural course that an individual who benefited from a friend will certainly feel obliged to reciprocate similar gesture.

In aligning mentoring relationships in organisations, this theory holds that the mentor and the mentee go into a relationship with the hope of more benefits and less costs. Mentors are encouraged to put in all their efforts in mentoring their mentees because of the anticipated benefits from the mentees. The expected rewards are hoped to be of mutual benefits to both parties. These benefits may take the form of improved performance, personal fulfilment, and capacity building in competence and leadership. In like manner, the mentee benefits from support, good guidance and advice, as well as opportunities for growth that may help them achieve their objectives. It follows naturally that if both parties feel that the benefits received outweigh the costs associated with the mentoring relationship, they are most likely to maintain the relationship and continue to engage in more rewarding relationship that not only benefits them, both the organisation through improved productivity and performance.

Empirical Review

Edem *et al.* (2025) conducted a study that investigated the effect of mentorship practices and employee engagement in First Bank of Nigeria, Uyo, Akwa Ibom State. The objective of the study was to examine the effect of career coaching and skill development on employee engagement. The researchers adopted survey research design, using a sample of 135 respondents drawn from a population of 204 employees of First Bank of Nigeria, Uyo. The data collected using research questionnaire was analysed using multiple regression model. The results revealed that employee coaching has a significant effect on employee engagement. Also, skills development has a significant effect on employee engagement. The researchers concluded that mentorship practices have significant effect on employee engagement in financial institutions like First Bank of Nigeria Plc Uyo. The researchers recommended that there is a need to establish and expand organised career coaching programmes as a strategic initiative to increasing employee engagement in the bank.

Adeniyi *et al.* (2024) examined the effect of workplace mentoring on employees' performance in private universities in Abuja, Nigeria. The main objective was to determine the effect of pedagogy and psychological support on employee performance. A survey research design was used in the study. With a population of 2118 employees from various private universities, 370 participants were selected using the fisher formula. Questionnaire was the main instrument for data collections and analysed using the statistical regression technique. Results indicated that psychological support has a statistically significant relationship with employee's performance, while pedagogy does not demonstrate a significant relationship. The researcher recommended that private universities should encourage, develop and nurture such programmes to enhance job satisfaction and improve overall performance.

Agbionu and Chidozie (2023) examined the impact of mentorship and the performance of entrepreneurs in manufacturing firms in Anambra State, Nigeria. The aim was to ascertain the effect of talent development mentorship on employee performance. The researchers adopted a descriptive survey design. A sample size of 100, out of 100 entrepreneurs manufacturing companies. Data was collected using questionnaire which was directly administered by the researchers. Regression analysis was employed to test the hypotheses and the findings revealed

that knowledge transfer mentorship and talent development mentorship significantly affected employee performance in manufacturing firms in Anambra State. The researchers recommended that management should invest more on talent and intellectual capital as a firm's primary source of production and value, hence it shows a significant effect on employee performance.

Amanda and Akpana (2023) examined mentoring and employee productivity in organization. The main aim was to establish the influence of mentoring on the overall performance of an organization. The researchers adopted qualitative method and drew its arguments mainly from secondary data. Findings from the available literature revealed amongst others that mentorship programmes play an important role in employee performance and are through knowledge transfer and career development. The study recommended that organizations should create the atmosphere that encourage mentoring for the employees in the organization to enhance organizational longevity and employee productivity.

Jaja and Desmond (2022) investigated the effects of mentoring on employee performance. The researchers sought to ascertain the impact of mentorship on employee performance within the Malta banking industry. In this study, quantitative research approach was adopted, and data was collected via a field survey. A convenience sampling method was used in picking a sample size of 184 employees. Instrument for data collection was the questionnaire. Analysis of data was treated through descriptive statistics and sample regression analysis. Findings indicated that mentoring has a favourable and positive impact on the performance of employees in the Malta banking sector. The researchers recommended the promotion of mentorship programme as it enhance performance

Shambare *et al.* (2019) examined the relationship between mentoring and employee performance in South African hospitality industry. The main objective was to investigate the correlation between mentorship and employee performance within the hospitality industry. Quantitative research approach was adopted, and the data was gathered through a structured survey. The population of the study consisted mainly of employees within the South African hotels sector. From the population, a sample size of 200 participants was selected through the convenience sampling method. Data treatment was done through regression analysis. Findings indicated that mentoring has a robust influence on the performance of employees in the South African hotels sector. The researchers recommended that hotels in South Africa should deepen in encouraging mentorship programmes as a means of enhancing performance.

Neupane (2015) investigated the impact of coaching and mentoring on employee performance in the UK hotel industry. The researcher aim in this study was to examine the extent of employee performance in association to coaching and mentoring. The data was collected from a sample of 172 managers and supervisors who have worked as coaches or mentors in their respective hotels. The result revealed that coaching and mentoring are positively correlated to employee performance and both factors have significant effect on employee performance.

Agwu and Luke (2015) examined the impact of coaching and mentoring in the Nigeria Liquefied Natural Gas Company Ltd, Bonny. The objective was to examine the extent of mentoring on employee job skills, and development of their potential for better performance and reduce employee turnover. A survey method was adopted, and the data were collected through the questionnaire instrument. Stratified random sampling technique was used in selecting 370 employees for the study. Result showed that there is a significant positive relationship between mentoring and job performance and reduction in employee turnover. The researchers concluded that mentoring is a significant determinant of performance of employees in their assigned job roles.

METHODOLOGY

Survey research design was adopted in the study. This study was supported by quantitative methods, which enabled the researcher to pre-process, process, and analyze the data using scientific techniques. The data was collected through the administration of a structured questionnaire and was used to test the formulated research hypotheses. The study covered three

(3) selected federal universities in South-South Nigeria. These universities were purposively selected: the University of Uyo (Akwa Ibom), the University of Port Harcourt (Rivers), and the University of Calabar (Cross River). The population of the study, as gathered from the respective personnel records of these universities, was 9,406. This is presented in Table 1.

Table1:Selected Federal Universities Academic Staff Population

S/NO	Universities	AcademicStaffPopulation
1	UniversityofUyo,Uyo	1,521
2	UniversityofPortHarcourt	4,025
3	UniversityofCalabar	3,860
	Total	9,406

Source:Various Personnel Records of the Selected Universities(2025)

The sample size for this study was determined using Krejcie and Morgan's (1970) sample size determination table. Accordingly, a sample size of 368 was selected from a population of 9,406, as indicated in Table 1. Primary data were collected using a structured questionnaire. The questionnaire focused on items related to supervisory mentoring, peer mentoring, and employee performance, based on the perceptions of the 368 academics who were drawn from 30 selected universities using a simple random sampling technique aided by a table of random numbers. The reliability of the research instrument was established using Cronbach's Alpha method, with an overall score of 0.892 obtained for all the items in the questionnaire.

Model Specification

Simple regression models were used to depict the structural relationship between the variables in the study, as provided by the specific objectives in this study. The independent variables were supervisory mentoring (SM) and peer mentoring (PM), while the explained variable was employee performance (EP).

Research Hypotheses

The hypotheses in the study were specified accordingly:

Hypothesis One

H₀₁: Supervisory mentoring has no significant effect on employee performance in federal universities in South-South Nigeria.

$$EP=f(SM)$$

Model1

$$EP=\beta_0+\beta_1SM+\varepsilon_i$$

Equation1

Hypothesis Two

H₀₂: Peer mentoring has no significant effect on employee performance in federal universities in South-South Nigeria.

$$EP=f(PM)$$

Model2

$$EP=\beta_0+\beta_1PM+\varepsilon_i$$

Equation2

Where:

EP = Employee Performance

SM = Supervisory Mentoring

PM = Peer Mentoring

β_0 =Regression constant or intercept

β_1 = estimated regression coefficient of the independent variable

ε_i = error or random term

Data Treatment Techniques

Data collected was analyzed using both descriptive and inferential statistical techniques. The hypotheses formulated were tested based on the Ordinary Least Squares (OLS) regression results obtained through the analysis of the data using the Statistical Package for the Social Sciences (SPSS), version 27.0. All decisions regarding the statistical significance of the independent variables and the overall utility of the model were based on the obtained t-statistic and F-statistic values. All tests were conducted at a 5% significance level.

Findings

The empirical data collected in study were analysed to highlight the effect of workplace mentoring on employee performance. The results obtained were used in testing the research hypotheses in the study.

H₀₁: Supervisory mentoring has no significant effect on employee performance in federal universities in South-South Nigeria

$$EP = \beta_0 + \beta_1 SM + \varepsilon_i$$

Table 2: Regression Results on the Effect of Supervisory Mentoring on Employee Performance

Variable(s)	Coeff.	S.E.	t-stat	P-value
Constant	3.782	0.274	13.788	0.000
SupervisoryMentoring(SM)	1.028	0.017	60.831	0.000
R ² =0.920				
F-stat=3700.394				
Prob.(F-stat)=0.000				

Source: Author's Computation using SPSS 27.0 (2025)

The result in Table 2 showed that employee performance (EP) will remain positive, if there are no changes to supervisory mentoring practices in federal universities in South-South Nigeria ($\beta_0=3.782$, $SM=0$). However, a unit increase in supervisory mentoring will lead to an increase of 1.028 units in employee performance. This indicates that supervisory mentoring has a positive effect on employee performance. This direct effect is statistically significant at 5% significance level, with a computed t-statistic value of 60.831 and a probability value that is within the acceptable region ($p\text{-value} = 0.000 < 0.05$). Furthermore, the findings revealed R-squared (R^2) value of 0.920, indicating that 92.0 per cent of the variations in employee performance have been explained by supervisory mentoring. The unaccounted 8.0 per cent are attributed to other factors out side of this study and are depicted by the error term. The F-statistic value of 3700.39 and significance value of 0.000 ($p\text{-value} < 0.05$) demonstrates that the overall regression model was statistically significant at 5% level. The null hypothesis that supervisory mentoring has no significant effect on employee performance in selected Federal Universities in South-South Nigeria is hereby rejected.

H₀₂: Peer mentoring has no significant effect on employee performance in federal universities in South-South Nigeria

$$EP = \beta_0 + \beta_1 PM + \varepsilon_i$$

Table 3: Regression Results on the Effect of Peer Mentoring on Employee Performance

Variable(s)	Coeff.	S.E.	t-stat	P-value
Constant	4.050	0.392	10.334	0.000
PeerMentoring(PM)	0.826	0.020	41.846	0.000
R ² =0.845				
F-stat=1751.068				
Prob.(F-stat)=0.000				

Source: Author's Computation using SPSS 27.0 (2025)

Table 3 showed that employee performance (EP) will remain positive, if there are no changes to peer mentoring practices in federal universities in South-South Nigeria ($\beta_0=4.050$, $PM=0$). Regardless, a unit increase in peer mentoring will lead to an increase of 0.826 units in employee performance. This indicates that peer mentoring has a positive effect on employee performance. This positive effect relationship between the variables is statistically significant at 5% significance level, with a computed t-statistic value of 41.846 and a probability value that is less than 0.05 ($0.000 < 0.05$). The results further revealed an R-squared (R^2) value of 0.845, indicating that 84.5 per cent of the variations in employee performance have been explained by peer mentoring. The remaining 15.5 per cent of the variations are accounted for by other factors outside of this study and this is given by the error term. The F-statistic value of 1751.068 and significance value of 0.000 ($p\text{-value} < 0.05$) demonstrates that the overall utility of the regression model which is statistically significant at 5% level. The null hypothesis that there is peer mentoring has no significant effect on employee performance in selected Federal Universities in South-South Nigeria is thus rejected.

Discussion

On the effect of supervisory mentoring on employee performance in the selected federal universities in South-South Nigeria, there is significant positive effect of supervisory mentoring on employee performance. This implies that as supervisory mentoring increases, employee performance also increases. Conversely, as supervisory mentoring is neglected, employee performance dwindles in the organisation. This finding agrees with the findings in Jaja *et al.* (2022) and Agbionu and Chidozie (2023) who reported that supervisory mentoring ensures the transfer of knowledge which impacts positively on the performance of employees in the organisation. This is empirical evidence that higher levels of supervisory mentoring within an organization or team will positively affect overall employees' performance.

On the effect of peer mentoring on employee performance, peer mentoring showed a positive and significant effect on employee performance in the selected federal universities in South-South Nigeria. Hence, as peer mentoring increases, employee performance will likely increase. The findings imply that higher levels of peer mentoring within federal universities will positively affect overall employees' performance. This finding conforms to the disclosed results in Shambare *et al.* (2019), Adeniyi *et al.* (2024), and Edem *et al.* (2025) who all agreed that workplace mentoring practices in different dimensions affects employee productivity, employee engagement and employee performance positively.

Conclusion and recommendations

The results in this study unequivocally showed that supervisory mentoring and peer mentoring have significant and positive effect on employee performance in selected federal universities in South-South Nigeria. This implies that these two forms of workplace mentoring are significant predictors of employee performance in federal universities. It lends robust empirical support to the idea that when universities pay close attention to mentoring through the introduction of both formally and informally structured mentoring programmes, there is a strong possibility of enhancing the academic and professional performance of teaching staff. This highlights the critical role expected from prioritized mentoring programmes initiated and sustained by federal

universities, as a developmental human resource tool, that has the capacity to boost employee performance. Based on this, it is recommended that federal universities in the South-South Nigeria should create a formal and standardized supervisory mentoring programmes that are aimed at inculcating skills to improve performance of employees. Again, there is a need to integrate peer mentoring into established mentoring structures in the universities to promote symbiotic learning, encourage collaborations and catalyse professional growth among academic staff.

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