

Mentoring of Students: An Effective Instrument for Educators in Tertiary Institutions in Nigeria

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Abstract

Mentoring or mentorship appears to be a powerful driver for career development, particularly for retaining students in their academic endeavours. Not much literary studies have been done on mentoring and its effectiveness in tertiary institutions in Nigeria. This study therefore, takes a cursory look at mentoring of students as an effective educational instrument or otherwise in tertiary institutions in Nigeria. To do this, the paper discussed mentoring; types of mentoring; stages of mentoring; mentoring skills, techniques, process and procedures; mentoring as an instrument for educators; gender and mentoring; benefits of mentoring for students in tertiary institutions and challenges of effective mentoring. The study utilised secondary data source to access information from journals, books and dailies. The findings revealed that mentoring was highly beneficial to all levels of students in tertiary institution of learning in any country including Nigeria. Mentoring could be an important tool for all educators in learning institutions, especially tertiary ones. Based on these findings, the study recommended that good and very effective mentoring sessions and activities should be included in the programmes of tertiary institutions in Nigeria and globally.

Keywords: Mentoring, instruments, educators, academic, benefits, information.

1. Introduction

Mentoring is a development relationship between a more experienced person and a less experienced partner. Mentoring could also mean a relationship in which a more knowledgeable person assists, guides, trains and supports a less knowledgeable person. It is an effective way of helping people to progress in their chosen careers. Mentoring is one of the oldest forms of impacting wisdom and empowering persons for success. Mentoring is also a process which involves communication and relationship (African Women in Agriculture, Research and Development, AWARD, 2013; Dawson, 2014 and Ogunlade, 2017). To Ofobruku and Nwakoby (2015), mentoring is a strategy for human resource management, yet, it is known as what improves people's performance in whatever they do. On the origin of mentoring, AWARD (2013), noted that according to Greek mythology, during the Trojan war, King Odysseus of Ithaca entrusted his son, Telemachus to his trusted, wise, loyal and sober friend who was actually the goddess Athena. Athena had earlier disguised herself in human form as mentor and an old friend of Odysseus. King Odysseus instructed Mentor to guide and tutor Telemachus into manhood and maturity why empowering him to develop the self-consciousness and skills required to fulfil his roles and responsibilities as prince/heir of a powerful heroic kingdom. Since then, this friend's personal name 'Mentor' had been adopted in English to mean someone who impacts wisdom

to others and shares knowledge with a less experienced person (Parsloe & Wray, 2000 and AWARD, 2013). Isibor, Akuso and Unobe (2016) opined that the libraries have critical role to play in enhancing the success of formal mentoring. They agreed that the factors capable of distracting student mentees are prevalent and persistent in nature and if left unchecked, they are capable of disarming even the most academically endowed student mentee from excelling.

A mentor, according to Ogunlade (2017), is a more senior personality who is a guide, wise-counsellor, tutor or a trainer. He or she is an experienced person appointed to help and advice a junior. A mentor is someone who takes the initial step and responsibility to help. A mentor encourages growth in the mentee's strengths; abilities. A mentor is someone who is assertive; well organised professional; approachable; trustworthy; someone that listens; a goal getter who provides constructive criticism; share similar values; motivates; advices based on experience; leads by example; reliable; who is empathetic; respectful; creates opportunity for others and opens doors. On the other hand, a mentee could then be described as someone being mentored. He can also be referred to as a protégé as a male, a protégée if a female. A mentor can be referred to as a godfather or a god-mother, especially in the political arena including students' politics in tertiary institutions. A mentor is responsible for providing support to and feedback on the individual under his/her charge (AWARD, 2013). Mentors and mentees could then be described as partners in a developmental process.

2. Types of Mentoring

Mentoring is of two types, namely informal and formal. Informal mentoring includes cultural and other social mechanisms for providing guidance of life choices, such as clubs and rites of passage. Informal mentoring has its place but leaves a lot to chance and often favour males more than females. This could be due to patriarchy, sexism and males' more expansive social mobility (AWARD, 2013). According to Blinn-Pike (2007), there were researches available for informal mentoring than there is for formal mentoring. However, researches indicated that benefits existed for both mentors and mentees. Informal mentoring is usually spontaneous. The goals of the mentorship are not specified and the outcomes are not measured. Access to the mentors by the mentees was always limited and this may be exclusive. Mentors and mentees self-select were based on personal attachment. Informed mentoring can last for a long time or a life time (Fagbenro-Byron, 2017). In tertiary institutions of learning, informal opportunities for mentoring undergraduates involves one on one relationship. Also, mentoring could be in groups. When students perceive that a mentor or lecturer is interested in their lives, they are drawn to such lecturer and what he could do to develop them. When guardians of students informally request for guidance for their children in the University, it is an opportunity for lecturers to mentor such students (Blinn-Pike, 2007; Farren, 2012; Ragins, Colton & Miller, 2015).

Formal mentoring is a relationship that gives wise and trusted guide (the mentor), a structured opportunity to intentionally share his/her professional skills and experiences and encouraged another person (mentee) to build confidence and appreciate excellence in performance. Formal mentoring is a protected relationship in which learning and experimentation occur through analysis, examination, re-examination, reflection, promising practices, situations, problems, mistakes and lessons (Blinn-Pike, 2007 and AWARD, 2013). Formal mentoring occurs in tertiary institutions in Nigeria between lecturers (mentors) and students (mentees). According to Fagbenro-Byron (2017), formal mentoring is driven by structured programmes. Goals are established from the beginning by the mentor and mentee; outcomes are measured. Access to the mentor is open to all who meet the criteria of the programme. Training and support are provided in mentoring. Mentors and mentees/protégées are paired according to their compatibility and areas of interest.

In universities and other tertiary institutions, formal student mentoring occurs. Here, faculties and departments often set up level coordinators where a faculty member is responsible for assisting the level or class to sort out their academic issues. This results in smooth running of programmes and some of these level coordinators do some mentoring services, and it fosters real mentoring. Also, such level coordinators monitor students till they graduate. Moreover, academic level coordinator gets a set of

mentees every new academic session as one set of students graduate. These academic level coordinators play the role of parenting and mentoring (Soremekun, 2017).

There are four modules of mentoring or mentorship. Firstly, traditional one-on-one mentoring where a mentee is matched, either through a programme or on its own. Secondly, distance mentoring or e-mentoring where two parties are at different locations. The third is group mentoring in which a single mentor is matched with a cohort of mentees. Fourthly, is the multiple mentoring where a mentee has many mentors. This could be very helpful because having more than one mentor would widen the knowledge of the person being mentored (Punch 2019; Johnson, 2015 and Johnson, 2019).

Mentoring gives several application possibilities. Mentoring or mentorship is useful for job orientation, where a mentor helps employee mentee to settle in his/her new job. It is also useful for career guidance where a mentor assists a mentee to review his/her career goals and plans. Mentoring could also help in skill development and technical guidance where a mentor helps a mentee to develop specific skills and technical competence. It also helps in professional development in which a mentor assists a mentee to grow in his/her profession. Mentoring equally helps mentees to create privileged relationship like confidante where the mentor is there for the mentee in whom the mentee can confide, rely lean on. Another privileged relationship that a mentee can enjoy from mentorship processes is good correspondent with the mentor in which he/she could share ideas and utilise as a role model (AWARD, 2013). Mentoring application helps in performance improvement, career development, counselling, knowledge and at times, sponsorship (Ogunlade, 2017). Mentoring is an integral part of acquisition of knowledge.

3. Stages of Mentoring

Mentoring relationship involves four stages according to Hay (1995) in AWARD (2013) which are: Stage 1 at which the mentor and mentee get to know each other. This involves invitation, orientation, creating an alliance, forming a bond and agreeing on contract. The contract includes professional procedure, personal and psychological. Stage 2 is when relationship is being established. This involves developing and nurturing honest trusting and sincere relationship based on open communication to empower. Here, mentees learn and grow; define professional goals and move toward translating plan to outputs. Stage 3 where mentee is driven toward maturity. Here, the mentor develops autonomy and independence; facilitates greater learning by challenging the mentee to be reflective and analytical in identifying potential options and in working toward goal ownership; shifting mentor's role from being supportive to being a devil's advocate, confronting, stimulating and challenging the mentee to devise a detailed plan of action with innovation and creativity and starting point for gradual evolution of mentor into a coach. Stage 4 is where mentorship is terminated and the mentee exits from the mentoring process. At this stage, the mentoring relationship terminates naturally as planned and goals are fulfilled; mentor and mentee regularly monitor benchmarks and indicators in anticipation of defining exit strategies. It is the final stage of transforming mentor into coach and the starting point of transforming the mentee into a mentor.

According to Otegbayo (2017), there are also four steps of mentoring which included writing a purpose statement; the career pillar; the research pillar and the skill pillar. The purpose of statement writing, involved the use of personal assets and expertise, creativity, enthusiasm, visionary, energetic, leadership and conflict management, inspiration, leadership, desired contribution to the mentee's development and life. It also involved the desired target individual; group and community that the mentor intended to commit interventions. The second step which was the career pillar involved allowing the mentee to think of his previous position and the position or maximum power he/she wished to attain. Both the mentor and mentee think of means of attaining the desired position. Step three which is the research pillar where knowledge is generated and disseminated for the achievement of the purpose of mentorship. It covers advancement in technical skills and knowledge qualification in tertiary institutions, professional qualifications, fellowship, research placements, and access to scientific literature, publications, short courses, conferences, membership of professional bodies. The

mentor and mentee discuss the qualifications including the processes required for the mentee or students to get to the next position of her career. The mentor goes through all the career positions or the stages earlier indicated and discussed with the mentee on what he/she could do to get to the desired position or status. The mentee is monitored until he/she has achieved the desired growth and improvement. The fourth step is the skill pillar which starts from the bottom of the mentoring process. Here, the mentor is expected to guide mentee on his/her career growth or advancement (Ibid). The two sets of steps by Hay (1995) and Otegbayo (2017) are very critical in mentoring students in tertiary institutions in Nigeria.

4. Effective Mentoring

A good mentor is someone who takes special interest in helping another person (mentee) into a successful profession. A good mentoring relationship is one that advances the educational and personal growth and development of student mentees. A successful mentor may not only be the mentee's adviser, he or she is also a guide, role model and colleague and make most of the vital role in the mentees' life (Palmer, 2019). For effective mentoring to happen according to Rajashi and Thomas (2013), the mentor must be clear about the relationship with the mentee; make the time for the mentee and establish regular meeting with the mentee; become the champion of the mentee's dreams; learn to listen; model key behaviours that would benefit the mentee; offer support to their mentee; challenge the mentees; give mentee praise when the need arise; be humble and let mentees know what they know or do not know; let the mentoring relationship grow with his or her mentee; enjoy the benefits of mentoring the next generation and future leaders. This can be very rewarding and interesting for the mentor.

Fagbenro-Byron (2017), opined that a good mentor must have self confidence, positive attitude and outlook, provide compelling vision of the future, motivate people to deliver the vision of the mentoring exercise, provide support and stimulation for the mentee, manage the mentee's performance effectively and be a good role model. A successful mentor is prepared to deal with population-variety concerns such as those relating to ethnicity, culture, sex and disability.

According to Ogunlade (2017), for an effective mentoring to occur, a mentor must take the initial step for developing relationship with the mentees; set goals; nurture the relationship; manage and encourage the mentee; teach; guide mentee in sourcing information on their course of study and research; respond to the needs of the student mentees; provide and make ideas within the reach of the mentees; counsel and be a good role model to the mentee. In the same vein, the mentee has some responsibilities of enhancing good mentoring. These include the ability of being receptive of all advice and suggestions offered by the mentor; allowing mentor to lead him/her; be polite and respectful; be an active listener; being inquisitive with decorum; preparing the goals and what motivates his or her chosen career; taking initiative with expectation of feedback; not being defensive; being appreciative; being considerate with respect for mentor's time; maintaining regular correspondence with the mentor; accepting correction; being ready to learn; being patient with the mentor who had other responsibility outside the mentoring relationship; being a risk taker; possessing ability and willingness to work as a team with the mentor; having a dream of success and being motivated towards overall growth and development. In other words, if both the mentors and mentees in tertiary institutions anywhere, especially, Nigeria is able to adhere to the foregoing, their mentoring endeavours and relationship would be successful progressive and effective.

5. Gender and Mentoring

Mentoring is very helpful to both male and female mentees and students. Mentors could also be either males or females. Mentoring is linked to a wide range of behaviours such as attitudinal, motivational, health-wise, career and relational issues. These evolved around gender issues for the purpose of

mentoring. Gender mentoring is vital because, according to Ogunlade (2017), mentoring should involve:

- i. promotion of gender equality in the society and institutions;
- ii. achievement of parity of enrolment of male and female students in learning institutions, especially, male dominated disciplines like medicine and other Science, Technology, Engineering and Mathematics (STEM) courses in tertiary institutions. Gender should also be mainstreamed into female dominated courses such as nursing, secretariat studies, catering services among others by encouraging male students to enrol for them;
- iii. promoting gender friendly curriculum in academic institutions;
- iv. management of sexual harassment among students, between lecturers and students and mentee/mentor relationship;
- v. elimination of gender based violence from tertiary institutions;
- vi. discouragement of cultural practices that allocate gender role which limited females' educational opportunities in favour of males;
- vii. assistance for the girl child in eliminating glass ceiling that obstruct the achievement of their full potentials;
- viii. gender management structure, budgeting and audit in establishments for effective mentoring activities.

Effective gender friendly mentoring could result in attitudinal change in handling gender issues. This would portray the relevance of gender equality in mentoring activities and programmes in establishments and institutions. Mentors would be armed with a good knowledge of gender issues and thereby assist in resolving inequality crises among mentees. According to Soremekun (2017), female lecturers have important role to play in mentoring female students. Female mentees see their female mentors as role models because they are always under pressure. Male student mentees should be mentored by male mentors so that their mentors would serve as their guide. Female mentors are expected to impress it on female student mentees of the necessity to face their studies so that they would excel and succeed in their academic endeavours. Female and male student mentees should be mentored on the choice of their future spouses. This is a very sensitive issue with far reaching but a necessity.

Several non-governmental organisations in Nigeria focused their mentoring activities on encouraging youths, irrespective of sex, to be involved in political leadership and peer-base mentoring. According to Fagbenro-Byron (2017), women find it difficult to get mentors because successful and highly powerful female mentors may resist mentoring another female due to fear of creating future competitors in workplace, politics and business. In view of specific laws that govern appropriate and acceptable behaviour in places of work, male mentors were reluctant to initiate mentoring of female mentees for fear of negative repercussions or false accusations. However, it is vital that irrespective of mentees' sex, they need professional mentoring experiences.

AWARD (2013) opined that female mentees should engage both male and female mentors because it is advantageous to do this. It was also indicated that the gender of mentors had no significant influence on the perceived benefits of the mentoring experience of mentees. Mentoring of females by male mentors enhances huge pool of knowledge and expertise that mentees miss out if they are mainly mentored by females. When a good mentor is engaged, they give their best, irrespective of their gender. Male mentors are good champions in mentoring. Most male mentors hold influential post and they therefore, serve as good ambassadors of effective mentoring. Male mentors displayed high potentials of effective mentoring. On the other hand, female mentors were able to have more free interaction with female mentees than male mentors could do. Bonding occurs faster between female mentees and female mentors. Moreover, female mentors understand most issues and corners that affect women only.

However, many risks are attached to female mentees being mentored by male or female. If males mentor female mentees, boundaries needed to be defined for a successful mentoring exercise to happen. There may occur, some inappropriate behaviour between male mentors and female mentees,

either in tertiary institutions or any other establishment. A lot of misunderstanding of actions could also occur from spouses/colleagues of both the mentors and mentees. Also, risks abound between female mentors and female mentees. This could result in limited availability of professionals and role models. Relationship between the same sex mentors and mentees could become too friendly leading to broken boundaries and chaos. There would be a misleading assumption that all female achievers are good role models and mentor. This may not be so (AWARD, 2013). It could be deduced here that it is more advantageous as a mentee to be mentored by same sex mentor than the opposite sex. However, both processes are bedevilled by certain risks. What is important is that both mentor and mentee should utilise their engagement circumstances to the fullest in order to achieve the best result for the mentees.

6. Mentoring as an Instrument for Educators

Mentoring is a developmental partnership through which a mentor/lecturer shares knowledge, skills, information and perspective in order to attain the professional growth of the student mentee. It is a personal enhancement strategy by which the mentor facilitates the development of another while sharing resources, expertise, attributes and proficiencies. Mentoring provides opportunity for the experienced individual to further enhance his /her skills and knowledge areas by continuing reassessing and building on the areas. Mentoring is learning as well as a teaching a process (Soremekun, 2017). Mentoring is therefore a tool for development and advancement of students of tertiary institutions in Nigeria and globally. Eytayo, Bamidele, and Aremu (2015) also discovered that mentoring was favourably perceived as a developmental tool in tertiary institutions.

Mentoring could serve as vital instrument for educators because mentors, lecturers or teachers are expected to show interest in developing their mentees' or students' careers and wellbeing. Educators and mentors have interpersonal as well as professional relationship with students that they mentor. Mentors advance students' academic and professional goals in directions most desired by student mentees. They also tailor mentoring styles and content to the individual student, including adjustments to accommodate differences in academics, culture, ethnicity, gender among others. Mentoring in tertiary institutions in Nigeria and globally is a powerful relationship for influencing human behaviour after the family and spouses (AWARD, 2013 and Soremekun, 2017). Academic mentors act as advisors when giving academic progress guide and assist students to understand the requirements necessary to complete their chosen major courses; inform them about appropriate course content; provide information on graduate school and career opportunities. Mentoring guidance, counselling services, programmes promote the personal, social, educational and career development of all students in tertiary institutions. These prevent students from participating in gang-type activities, truancy and dropping out of school. Good mentoring prevents female students from becoming a teenage parent. It also prevents students from using drugs and involvement in acts of violence or becoming a victim.

Mentors do the job of advisers, supporters, tutors, supervisors, trainers, sponsors and role models to students. Mentor or lecturers are advisers who have similar career interests and willingness to share their knowledge with students. As supporters, mentors provide emotional and moral encouragement. As tutors, they give students the required specific feedback on their performance. Mentors are supervisors because they monitor students' academic and professional progress (Soremekun, 2017).

As part of mentoring students and in view of the high difference between secondary system and tertiary education system, educators have introduced transitional activities to help to integrate students into tertiary education system through orientation of new students; delegation of a faculty as course advisor; establishment of Guidance and Counselling office and introduction of mentoring programme.

Mentoring is a cornerstone of students' experience, as well as a substantial component of the faculty. Project students are automatically mentees to educators who supervises their projects. Mentoring occurs when educators identify with students' aims and aspirations beyond academic pursuits. Mentoring a new student is different from the way a student at the end of his or her

programme, who is thinking of his career and how to get employment after graduation would be mentioned (Soremekun, 2017).

The overall goal of mentoring in tertiary institutions is for mentors to share their experience, scientific knowledge and networks with their mentees. They did these by providing the type of nurturing support that will allow mentees to grow within their fields, discipline and within their institutions which would encourage them to build their careers. At the same time, they are building strong leadership for their future (AWARD, 2013).

Most times, educators advise students to participate in mentoring relationship due to behavioural problems and difficulties with their school work. Mentors often meet with mentees in an academic setting to facilitate school work and also act as a supportive role models. Mentors are paired with students to raise their self-esteem, teach about native cultures and provide support for students in institutions (Community Education, 2001; Herrera et al, 2011).

Statistics have shown that institution based mentoring increases students' involvement in school activities. Mentoring in schools revealed improvement in classrooms and social lives of students. Mentors are matched with students who thereafter, work together, one on one throughout the academic year. The focus is on academic work, student mentees' interests and other activities. The expectation of mentors is to be positive role models that are supportive and encouraging. Such relationship helped to motivate student mentees to be successful on campus, thereby, reducing students' infractions and truancy (Pryce & Keller, 2012).

According to Adewumi (2019), as at 2018, Nigeria had 160 approved universities which included 43 Federal Universities, 48 State Universities and 79 Private Universities. There were 113 Polytechnics and 47 Monotechnics, 71 Colleges of Health Technology, 153 Government and Private Innovation Enterprise Institutions, 132 Technical Colleges, 82 Colleges of Education (including 22 Federal; 46 State and 14 Private ones). For these educational institutions to succeed in their endeavours, they need good mentoring as an educational instrument or tool to attain higher academic /all round achievements. To Fagbenro-Byron (2017), a good mentor in any tertiary institution must be self-confidence; have positive attitude/outlook; provide a compelling vision of the future; motivate students to deliver their visions; provide support and stimulation; manage students' performance effectively and be good role models to their student mentees.

The state of affairs in most tertiary institutions call for increased personal counselling and mentoring programmes in order to improve students' retention; their stability, acclimation in their new environment and improve the lots of low-achieving students. Academic mentoring programmes have been developed by some tertiary institutions in an effort to prevent the problems typically associated with transition from secondary schools. Individuals in effective mentoring relationships experience fewer adjustment problems, advance development at a faster pace. They are more productive and more responsible for the choices that they make.

According to Soremekun (2017), in an educational setting, student mentees keep their mentors abreast of new knowledge in addition to informing their mentors of new promising avenues for research. Sending successful new scholar mentees into fields increases mentors' professional stature. Mentors' networks are enriched. Assisting student mentees make professional and personal connections they need to succeed, would extend mentors' circle of colleagues. Good students would be attracted to their mentors/educators. Words would go round about who were the best mentors. Such popular mentors were usually the most likely to recruit and retain good outstanding student mentees. Since mentoring involves all the afore-mentioned developmental activities that assist both student mentees and lecturer mentors to have a successful academic endeavour, mentoring/mentorship could be termed a tool or instrument for educators. It is an instrument in tertiary institutions which could enhance students' high academic and personal growth.

7. Benefits of Mentoring for Students in Tertiary Institutions

Mentoring increases opportunities for collaboration, goal achievement and problem solving. Mentoring leads mentees to the right direction. Mentoring is an avenue for connecting mentors who have specific skills and knowledge with mentees who need or want the same skills and advantages to move up in work, skill level, life or academic performance (USC-Alumni Society Mentoring Programme and Crosby in Fagbenro-Byron, 2017). According to Eby, Allen, Evans, Ng and Dubois (2008), mentoring has significant motivational, behavioural, attitudinal, rational, career and health related benefits. The way mentees value these benefits depends on which of the different functions are performed by mentors. According to Form, Schlichting and Kaernbach (2017), mentoring for academic achievement and knowledge transfer is a vital benefit which further research also found to be very creative. Other benefits of mentoring include career, high potential development and diversity in mentorship.

Mentor/mentee relationship can result in a sense of security and belonging within an establishment or institution. This usually leads to success of the mentee. Many mentors have the opportunity to learn more about and empathise with mentees' experience and culture (Ragins, 1997 and Crutcher, 2007). According to Argente-Linare, Perez-Lopez and Ordone-Solana (2016), mentoring in education and tertiary institutions involves a relationship between two people where the mentor takes on supportive and advisory role for the mentee. Such relationship increases the development and growth of the mentees' skills and knowledge through the mentors' experience.

According to AWARD (2013), the report of AWARD's Monitoring and Evaluation (M&E) of 2008-2010 stressed the merit of mentoring. It is an essential part of mentees' progress and success. It enables mentees to learn and grow in a safe and protected environment. Mentoring process gives mentees confidence and keeps them motivated to make progress along their career paths.

8. Challenges to Effective Mentoring

Mentoring has some challenges that can hinder effective process of mentees mentorship. The barriers to mentoring include lack of trust and lack of appropriate gender based mentoring, especially for young women in mentoring. There was also insufficient research into youth mentoring in the Nigerian context (Okurame, 2007; Ogbogu, 2011 and Soremekun (2017), opined that mentoring challenges for new mentees included hindrance to new found independence; home sickness; loneliness and loss of old friends; problem of effective time management by new entrants who have other issues contending for their attention on campus. Other challenges were management of finances and problem of different teaching styles. Eyitayo, Bamidele, and Aremu (2015) found out that the challenges to effective mentoring are laziness and unresponsive attitude of mentees; self-withdrawal of junior members; pressure of mentors' administrative duties; lack of trust, lack of material resources, lack of formal structure to foster mentoring; arrogance or pride from mentees; over estimation of personal ability; patronising disposition of mentors and over-bearing attitude of mentors. These challenges can adversely affect the new mentees' academic development leading to other inability to meet University academic standards; inability to adapt to new social and academic environment; changes in personal goals; priority of other commitments; financial difficulty; incongruence between an institutions' orientation, approach and individual mentee's desires.

To Isibor, Akuso and Unobe (2016), the factors capable of distracting students are prevalent and persistent in nature and if they are not well checked, they are capable of disarming the most academically endowed student from excelling. Ogunlade (2017), noted that some challenges to effective mentoring were that student always shy away and were not forthcoming; lack or insufficient time; lack of counselling rooms to for efficient one-on-one mentoring; inadequate funding and resources.

There were also negative cultural values' perceptions. Women mentors felt guilty to leave their babies at home while their male mentors do not have challenges. Also, some cultures prohibit female visibility and public articulation or perfections. This forced young women to postpone building mentoring networks that required publicly and public appearance. These challenges, if not eradicated,

would adversely affect effective mentoring of students in tertiary institutions and professionals at their workplaces.

9. Conclusion and Recommendations

The paper concluded that mentoring was a very vital component for effective teaching and learning to occur in tertiary institutions and Universities. Effective mentoring could serve as an important tool or instrument for educators in tertiary institutions in Nigeria. The study revealed a list of benefits of mentoring for student mentees and staff mentors in tertiary institutions. Various challenges of mentoring were identified. Adolescents and students who overcame life's problems and successfully negotiated transition to adulthood were guided by strong and supportive mentors. Faculty staff of various tertiary institutions that represented their school rules and values assisted in making students to adjust to tertiary institutions. Such mentors were the best for students' mentorship in tertiary institutions in Nigeria. Through mentoring, students received advice, guidance, ideas and were provided useful feedback. Mentoring acted as secondary board of ideas or concern about school, career choices and provided mentees insight for important opportunities.

Mentorship also provided support to students on personal issues as appropriate, friends, pregnancy, victimisation and any form of harassment. Mentors were resource persons, champions, devil's advocate who assisted mentees to think through vital and critical decisions and strategies. The best mentoring method was the one-to-one relationship between mentors and mentees. Mentoring is the cornerstone of student mentees' experience as well as substantial component of their works in tertiary institutions and Universities. Mentorship further afforded mentees with useful networking contact opportunities in their future endeavours. The challenges of mentoring earlier identified in this paper could mar the use of mentoring as an effective tool by educators in tertiary institutions in the country. The feeling of anxiety and loneliness may result in poor study habits, studying alone, not seeking help nor knowing how to seek help. These problems made some mentees to fail or drop out of school in the first year. Some passively engaged in the ritual of academic activities having no particular direction, became susceptible virtually to evil vices. Effective mentoring requires mentors playing effective roles in the development of future colleagues.

Consequent upon the findings of the study, it recommended that management of tertiary institutions should integrate mentoring as part of University culture. Furthermore, faculty members should acquire more knowledge of the inherent challenges of mentoring students, how these challenges affect academic development and possible solutions. Mentors should not be aggressive, they should not be angry, threatening nor intimate their mentees. Mentors should be confident and direct in their mentoring by putting forward views in a very simple and clear form.

Lecturers should serve as role models and mentors to students in order to provide proper guidance. Mentees should be passive by accepting mentoring ideas and teaching from mentors without resistance. They should submit to suggestions of the mentors for effective mentoring to be achieved. Mentors and mentees should build an understanding of each other's cultures, communication styles and behaviours because these can go a long way in improving relationships and enhancing more success in an intercultural environment.

Conflicts often occur in mentoring. At such situations, both mentors and mentees should be accommodating, collaborative, compromising but avoid competing. This would resolve conflict and give birth to good and fruitful mentoring process in any tertiary institution.

On the whole, the success of an effective mentoring resides with the mentors and mentees. They should do all in their power to make mentoring achieve all the preset aims, objectives and goals of the processes.

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