



ISSN: 0975-833X

RESEARCH ARTICLE

WORKERS PRODUCTIVITY ENHANCEMENT IN NIGERIA: EVIDENCE ON MENTORSHIP IN
A NIGERIAN UNIVERSITY

*¹Ushie, E. M., ²Agba, A. M. D., ³Ingwe, R. and ⁴Igbaji, P. M.

^{1,2}Department of Sociology, University of Calabar, Calabar, Nigeria

³Institute of Public Policy and Administration, IPPA, University of Calabar, Calabar, Nigeria

⁴Department of Business Administration, Cross River University of technology, Ogoja

ARTICLE INFO

Article History:

Received 14th January, 2015

Received in revised form

06th February, 2015

Accepted 20th March, 2015

Published online 30th April, 2015

Key words:

Productivity,
Academic Publications,
Mentorship,
Abdication,
Responsibility,
Impartation,
Skills,
Knowledge.

ABSTRACT

The quest for increased productivity at firm level up to (sub) national (city and regional scale and country) is a challenge that has attracted the interest of academics from multiple disciplines: from management to administration of publics in both private, governments, civil society and non-government, community and faith based organizations. The issues have been examined theoretically through prisms of the classical management administration propositions to the modern (human relations and human capital) perspectives. In addition to clarifying underlying concepts and factors considered as drivers of enhanced productivity in this article. We employ the descriptive case study method to empirically study the mentorship scenario in the University of Calabar, Faculty of Social Sciences' journals published from the early 2000s to the early 2010s. Our findings show that there was neither a discernible trend indicating increase nor decrease of mentorship over the study period. However, mentorship of junior academics by their senior colleagues was poor throughout the study period with marked variation by years. Gross abdication of mentorship responsibility occurred in June 2009, coinciding with issuance of two issues of the faculty's existing journal. Serious abdication of mentorship responsibility occurred in three episodes (June 2009, and January 2010 and 2002), respectively, very serious abdication of mentorship twice: 2012 and January 2005. Mentorship was not reflected in the publications of 2011 and 2004. The implications of the foregoing findings for policy in the studied University's Faculty is that mentorship planning and management must be undertaken as an urgent and imperative strategy of imparting academic research skills, knowledge and experience for contributing towards enhancing productivity in the faculty, university wide and beyond – where similar failures are likely to be occurring.

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INTRODUCTION

From Classical Theories of Industrial Management to Human Relations Theory

The quest for increasing productivity in industrial establishments has remained a near-daunting challenge since the advent of disciplines concerned with management/administration. From the era of formulation of classical theories of industrial management, when the discipline's search for identity was formalised thereby raising it to the art and science that it is currently recognized to be and afterwards, interest in this has never wavered. Wide ranging principles of management, as contributed by numerous scholars

(theorists) – from Henri Fayol's fourteen *classics* to Frederick W. Taylor's *Scientific Management Theory*, among others, have demonstrated the excitement that the original incorporation of greater academic ideas into this fragment of knowledge has witnessed. Here, we only note the foregoing in a casual way because there is no need repeating points that have been elaborated elsewhere in this constrained space (see Laxmikanth, 2009: 103-130). A more stimulating debate on these viewpoints arose from the Hawthorne studies (experiments) of the 1920s and 1930s concerning the way the foregoing classical and modern management theorists underplayed and ignored social aspects of industrial management: that placed premium on understanding factors that were capable of causing workers to achieve increased performance (productivity). Captioned the *Human Relations Theory*, HRT, these studies that began with investigating the impact of improved lighting on workers performance generated increasing interest and expanded its scope to the extent of lasting from 1924 to 1932 – a period of nearly one decade

*Corresponding Author: Dr. E. M. Ushie,

Department of Sociology, University of Calabar, P.M.B. 1115, Calabar. Nigeria.

(Laxmikanth, 2009:130). Expansion of the Hawthorne studies moved through four phases concentrating on *illuminating* (1924 - 1927) towards emphasis on integrating impact(s) of *Mass Interviewing programme* (1928 - 1931) another phase focused on *Bank Wiring* (1931- 1932) and in between experiments concentrating on *Relay Assembly Test Room* were conducted in 1927. Of the three major features of the human Relations Theory articulated as follows: individual focus, Informal Organization and Participative Management; the latter deserves brief elaboration. Participative management has been regarded as an element possessing the following advantages:

- Facilitation of increased integration among workers and their superiors (supervisors) thereby enabling the former to influencing decisions usually taken by the latter;
- Contributing towards workers perception of these increased participation in collective/collaborative group work;
- Enhancing higher productivity;
- Improving the good feeling (pleasantness) of the work environment;
- Reducing feelings of workers as being excluded (i.e. alienated) from the industrial establishment by management;
- Increasing ownership of industrial establishment goals by the workers (Laxmikanth, 2009:131). To what extent have the new knowledge on industrial performance enhancement by the Human Relations Theories been applied towards resolving the challenge of low productivity in Nigeria.

The problem of low productivity in Nigeria's industrial environment has attracted the attention of scholars. Some local factors hampering increased productivity in Nigeria's public workplace were recently reported (Ingwe, Ikeji and Otu, 2010). As if confirming one of the factors of the *Human Relations Theories* that workers should not be *chiselers* (i.e. do too little work), the latter authors reported that there is a custom of discouraging putting in optimum performance in Nigeria. It is usually or commonly said that public sectors work is not one's father's therefore, one should not do too much of work (Ingwe, Ikeji, Otu, 2010). In this article, aspects of the participative management field concerning coaching, mentoring, management and appraisal of the former two, are examined. That is, coaching mentoring and appraisal represent extensions of participative management. It is observed that while employees' performance enhancement is the desire of every manager, yet strategies for achieving this objective are often deserted by management in Nigeria. Most managers over the years have placed emphasis on monetary and non-monetary incentives as major driver of workers job effectiveness (Agba and Ushie, 2010), undermining vital stratagems such as coaching, mentoring and effective employee appraisal. Where efforts are made to use these three-dimensional approach (coaching, mentoring, and effective appraisal), they are unwell practiced and as such cannot improve workers performance and kindle organizational effectiveness. Employee performance here entails how well a worker achieves his/her task (Obadan and Uga, 2000; Hose, 2011) as measured against fair, honest, translucent, quality and acceptable standards of satisfaction. It includes net effect of workers output as modified by role perception, traits, abilities, training, coaching, mentoring and staff expansion (Porter & Lawler, 1968; Kirkpatrick, 2006;

Wikipedia, 2011; Agba et al, 2011). Numerous studies have uninterruptedly shown the relationship between employees' performance, organizational efficiency and national output (Hall & Schneider, 1972; Porter, William & Smith, 1976; Becker, 1980; Dipboye et al, 1994). This suggests that the general outputs of workers in private and government establishments relate absolutely with the general socio-economic situation in the country. Agba (2007) and Agba et al (2011) have argued that the low commitment and performance of workers in the private and public sectors in Nigeria have more than ever before broadcast in manifestation of negative magnitudes such as deterioration in economic growth and colossal poverty. The operational ineptitudes of most public enterprises in Nigeria (Ibanga, 2005) elicited by poor application of employee coaching, mentoring and actual appraisal by managers and poor workers commitment (Ushie, Agba, Agba & Best, 2010), has repeatedly made these establishments trench pipes (Ullah, 2005), and privatization unavoidably becomes imperative option for the country (Ibanga, 2005; Agba, Ushie, Agba and Nkpoyen, 2010). It was visualized that privatization would upsurge outputs in privatized organizations (Jerome, 2008). The incessant ailing performance of most of the privatized enterprises is annoying (Subari & Oke, 2008; Agba et al 2010; Agba et al, 2011) and have raised a lot of debate among Nigerians on what could possibly be responsible for this inefficiency. Some have argued that negligence and corruption could be responsible for the unfortunate performance of the privatized organizations.

Human Capital Theory

This is another body of cumulative ideas that have been created to improve understanding of the way proper performance in an industrial establishment, be it small or big is prompted through skills acquired by workers in form of training. Human Capital describes either general or specific skills that workers obtain either through work experience or purposive training courses. Credited to Gary Beckers in the 1960s, the concept was used at inception to refer to the way wages were viewed as the reward (or outcome) of the skills possessed and input by workers in their work places (industry). The theory's application has had to contend with some contradictions: how this theory is retained under conditions whereby doubts of its relevance obtain. Among such contradictions are: industrial situations under which substantial variations in wages are paid to workers whose job descriptions and duties are similar; and conditions of national economic recessions during when industrial establishments refrain from lay off instead decide to retain existing workforce size irrespective of the letter's reception of high wages – that was fixed at non-recession factors/consideration, and *in spite of involuntary unemployment* (Law, 2006: 260). This theory directly relates to issues of training (employee coaching, mentoring and appraisal of performance in industrial establishments) that constitute element of this study. Therefore, the relevance of this theory for this study could not be disputed at this point. We shall include a capsule of empirical literature on mentorship in Nigeria's universities here. The empirical literature on mentoring in academic social sciences in Nigerian universities has been increasing within the past years. For example, David Okurame of the University of Ibadan's Department of

Psychology, surveyed the mentoring experiences of 48 academic social scientists reported that mentoring practice was poor: restricted to a few cases of informal relationships. The latter arose from either similarity in academic research interests and various relationships among senior academics (mentors) and their juniors (who later transform into the formers' protégés). Such relationships include mentors delegation of academic duties to their juniors; mentors supervision of their juniors research projects, joint supervision of students thesis research projects by both seniors and co-opted juniors, and mentors involvement (including supervision) of their juniors in participation in academic/professional conferences (Okurame, 2008).

Objectives of the Study

In response to the challenges enthroned by the foregoing theoretical expositions in the field of industrial productivity enhancement studies, namely understanding factors contributing towards increased performance in industrial establishments globally; we define the objective of this study as striving towards clarifying productivity enhancement scenario in Nigeria. The specific objective of the study is to empirically demonstrate the scenario of mentorship or lack/inadequacy of it in multidisciplinary social sciences in a Nigerian university (selected) case study: the University of Calabar.

Organization of the Study

The remainder of this article is organized into sections dwelling on specific subtitles headings as follows: we elaborate relevant concepts and approaches that are associated with employee coaching, mentoring, and performance appraisal universally as a means of fitting same into the Nigerian industrial management environment. We elucidate the relevant concepts/approaches including process consultation; development coaching and behaviour, while also providing their etymological foundations. We follow on by relating coaching to employee performance. Here, we highlight the function, potential and significance of coaching in organizational effectiveness. Afterwards, we explicate the concept/approach of mentoring and associated relationships among senior managers and other subordinates who require training as well as same activities undertaken. Another components of our study, is the elaboration of an effective appraisal and what an effective job schedule should constitute. We contribute to the empirical literature in the field by providing evidence -involving devising a method of measuring academic productivity- showing the extent of mentoring of junior academics by their senior counterparts (who are expected to be better skilled and experienced) in one of Nigeria's many faculties of social sciences, University of Calabar. Finally, we conclude the paper making recommendations.

Relevant Concepts and Approaches

There are a number of concepts or approaches in coaching and mentoring that emphasized either strategies for effective coaching and mentoring or the importance of coaching and

mentoring to employees and the organizations where they work. We attempted a few here. These include:

Developmental Coaching Approach (DCA)

S.W Kozlowski, S.M. Gully, P. P. McHugh, E. Salas and J.A. Cannon-Bowers (1996) developed DCA. It was advanced to supplement and connect the gaps in Process Consultation Approach (PCA). The approach (DCA) stressed the centrality of time and timing in coaching .DCA based her molds on two grounds: (1) that associates need help at different issues and at several stages of their development (2) that there are times in the career history of employees where they need more or less mentoring or coaching (Hackman and Wageman, 2005). Essential therefore coaching process should be a "learning session" where the coach and employees analysis the objective of the coaching, the progress made so far and perceives issues that need more attention as well as allocate proper time for the specific need. The learning process includes recognizing associate skills, role, and capacity in achieving set goals. Once the skills and other issues are recognized, the coach and employees would have to agree on time distribution for active coaching. This process continues throughout the course of coaching in the organization (Hackman and Wageman, 2005; Agba *et al*, 2011). Though DCA endeavors to bridge the information gap and borders found in PCA, it however failed to address the importance of motivation and other behavioural factors to coaching and mentoring (Agba *et al*, 2011).

Process Consultation Approach (PCA)

This approach has its origin from the works of E. H. Schein (1969). PCA underscored the prominence of effective communication/interaction in coaching and mentoring. The approach posits that interaction amid the mentor and mentee is essential for effective job performance in the work place. PCA advocates for interpersonal relationship among team members and between managers and employees; that members of the team (mentees) should be involved in analyzing group process to define how interaction between management and labour or better still how communication process between the coach and the trainee affects specific organizational goal or objective. The approach hypothesizes that employees could also analyze how interaction process between associates (labour-to-labour relations) affects organization goals. PCA also advocates for proper observation of the mentee by the mentor to identify specific areas that the associate need help (Hackman and Wageman, 2005; Agba *et al*, 2011). However, PCA principally snubbed the significance of feedback, timing, motivation and other behavioural variables and their influence on coaching, mentoring and appraisal (Agba *et al*, 2011).

Behavioral Approach (BA)

Behavioral approach has its demeanor from the works of R. Schwarz (1994) and J. L. Komaki (1998). BA posit that for operative coaching and mentoring to take place, coaches should deliver feedback machine to support associates to absorb more satisfactory mode of behavior that inspires team work in the organization. Coaching and mentoring here involves three key phases; the first is behavioral observation of associates; the

second is to define behavioral findings of associates while the third is to draw out coaching or mentoring strategies for behavior amendment of employees. BA also adopts the operant conditioning techniques, highlighting that "behavior is function of its consequences". This entails that coaching and mentoring should include 1. Provision of behavioral guidelines for associates; 2. Observe associates perform base on provided plans. 3. Provide performance exigency consequences for associates (Komaki, 1998; Hackman and Wageman, 2005). BA delivers a more all-inclusive guideline for operative coaching and mentoring in the 21st century organizations (Agba et al, 2011).

Literature review

Coaching and Workers Performance

Coaching refers to the regular on-the-job communications that take place amid the manager/supervisor and the worker with the ultimate aim of improving the job performance of the associate "as an individual and as a team member". It is a positive corrective measure adopted by managers to ensure employees' effectiveness. It is job oriented precise advice by the manager to the employee on "what to do and how to do it" (Kirkpatrick, 2006:93). It is behavioural procedures and approaches adopted by managers to improve the performance of their organizations (Kilburg, 1996; Peel, 2005; Agba et al., 2011). Coaching is typical in maximizing organizational and individual aptitudes. It is a tactical means of helping team members discern their hidden talents and actualized to the maximum their potentials. It promotes and brings positive change in associates' attitudes, values and behaviours towards the effective actualization of prospects goals (Kirkpatrick, 2006; Agba et al, 2011). Associates would only reach the topmost of their performance through successful employee coaching and mentoring experiences. Employee coaching upsurges productivity, buttresses organizational culture, and could be a treasured asset for human capital development. It is therefore the most efficient and sustainable strategy for both organizational development and long-term success. To gain the profit of on-the-job coaching requires an effective coach. A coach here could be the manager/work floor manager, supervisor, or the foreman (Kirkpatrick, 2006). Although coaching functions are fashioned by organizational content, context and goals (Borman and Feger, 2006) there are generally acceptable attributes of a good/effective coach that would enable an establishment achieves the maximum profits of on-the-job coaching. A good or effective coach should be able to maximize and utilize the potentials of the associate. The coach should be able to motivate workers and have effective communication skills to teach and be tacit. The coach must also possess excellent leadership qualities and should be able to be focused and chaperon others based on set up parameters, rules and guidelines. The coach should be able to make decisions under pressure and ensure its implementation (Kirkpatrick, 2006). A good coach gives room for self-development to acquire requisite knowledge for a given task (Bach and Supovitz, 2003; Agba et al, 2011). Large majority of formal organization in Nigeria especially in the public sector are yet to benefit from coaching; fundamentally, because most managers

are not applying the principles of coaching in the day-to-day running of their establishments. In some instance, managers lack the skills for effective coaching, thus they cannot maximize the potentials of associates for the overall benefit of the organization. The recurrent conflict between management and labour in Nigeria is not-unconnected with ineffective coaching. The ailing-performance of public enterprises and the adoption of privatization as a policy option by government in Nigeria correlate with lack of effective coaching of associates. This is because, coaching is vital in maximizing organizational and individual success (Agba et al, 2011).

Mentoring and Employees' Efficiency

Mentoring is the dealings between a less experienced worker (mentee) and a more experienced person (mentor). It is the face-to-face relationship between a superintendent worker and a greenhorn employee (Donaldson, Ensher & Grant-Vallone, 2000). Mentoring involve peer group, that is (workers of the same rank) convening to share experiences with the aim of enhancing their performance (Davis 2001; Agba et al, 2011). It include employee training system where a more experienced worker is assigned to act as counselor, or guide to a junior employee. Developing an employee and enhancing his/her performance through mentoring strategies encompasses a number of activities including:

- Find the critical shortages of the worker.
- Defining the means of addressing the paucity.
- Obtaining a shared empathetic from the employee on identified lack.
- Describing and executing plans to precise the specified deficiency.
- Assessing performance outcome because of the remedial measures.
- Providing response to the associate on his/her performance/progress (Minter & Edward, 2000; Agba et al., 2011).

An intricate mentoring programme could improve employee and organizational output (Kirkpatrick, 2006). It could indorse employees commitment in work organizations (Agba, Nkpoyen and Ushie, 2010). Mentoring offer means for career growth and development. This could boost employee withholding and reduce turnover in an establishment. Mentoring reduce employee frustration and enhance job satisfaction. An associate who is appropriately mentored would not be irritated on the job process and would have high job satisfaction. Mentoring allows for cordial relationship between management and employees or between mentors and mentees. It promotes assignment of responsibility and creates sense of fitting among employees in a given establishment. Mentoring has the capacity and potential of ornamental quality and quantity of associates and organization performance (Minter and Edward, 2000; Agba et al, 2011). Mentoring is scarcely practice in many establishments in Nigeria. *God-fatherism* or *God-motherism* is more practiced than mentoring. The implication is that, the benefits of mentoring elude workers, their organizations, and the entire nation. It is therefore common to observe frustration, dissatisfaction, and dwindling performance among workers in

Nigeria. There are number of reasons that could be responsible for poor mentoring in Nigeria, the first could be lack of awareness among managers of the benefits of mentoring. It could also be as a result of unwillingness of supposed mentors/supervisors to share their experience with mentees; because of the (mentors') desire to remain the only knowledgeable/skilled person (Lord) in their establishments (Agba *et al*, 2011).

Effective Appraisal and Job Performance

The high profile task that faces managers in many formal organizations in Nigeria is how to achieve maximum performance from workers. Kirkpatrick (2006) and Agba *et al*, (2011) have contended that, one of the sure ways of attaining highest performance from workers' is to efficiently appraise their performance. In other words, effective employee appraisal is one of the most significant tactics of increasing the confidence and productivity of workers. It is also a vibrant tool for enhancing the productivity of formal organizations. It enables management and employees' to have shared knowledge of "what has to be done," how to do it and the essential resources to execute the task (Agba *et al*, 2011). Effective performance appraisal (EPA) entails the proper, logical and intermittent review of employee's accomplishments in a given establishment or organization. Factory Improvement Programme, FIP (2011) posit that EPA is a process of evaluating the involvement of each associate to the growth and development of the organization. Billikopf (2006) and Kirkpatrick (2006) observe that, EPA is the whole range of activities of management, which includes important job dissection, normalization of performance, appraisal interview and on-the-job coaching of associates. This implies that not all duties and responsibilities of a worker are evaluated but the most important parts of the job. EPA involves drawing out of a standard or parameter for measuring the performance of associates. It includes appraisal interview between the exertion floor supervisor or manager and the employee.

Although consistency and cogency remains a major germ in associate appraisal, the right choice of instrument that reflects the goal of the organization and workers behavioural array is imperious. Manifold belvederes of employee's performance are also important. The process of appraisal should also be easy, efficient and ongoing/continuous not a yearly evaluation (Sheets, 2011; Agba *et al*, 2011). In Nigeria, public servants are appraised only when they put-in for elevation. In the university system for instance, lecturers are appraised every three years and is often done when they are due for promotion. It is therefore not uncommon to see establishments whose appraisals are geared towards elevations only and not for recital improvement of associates. Managers to victimize associates who are not in their good books use appraisals in most organizations. This drill of management obstructs performance efficiency of workers and defers organizational efficiency in the nation (Agba *et al*, 2011).

METHODS

We used descriptive research for implementing this study. We considered this method suitable due to several reasons, a few of

which follow. First, management science research that aim towards providing highlighting challenges in the nexus of elucidating the nature of management generally and market potentials of particular product(s), market demographics, consumer attitudes, have adopted descriptive research methods. It has been suggested that this has been the case in the UK where such marketing research has been undertaken (Laws, 2006:164). Extinct literature in the social sciences suggests that descriptive research is suitable for management science-based research generally including the present title (workers productivity enhancement in Nigeria). The method has been recommended for handling problems that are yet to receive considerable academic research attention as well as issues that do not necessarily involve the application of sophisticated quantitative techniques for analyzing data. It is convenient for investigating the status of phenomena and also for introducing challenges such that clues for identifying hypotheses for further studies that might require advanced quantitative analytical techniques (Ogunniyi, 1992).

Producing evidence on mentorship from measurement of co-authorship or collaboration in the University of Calabar's social sciences faculty journals: An approach

We device/present a novel but simple method of measuring and calibrating findings of measurement of mentorship geared towards academic publications in the University of Calabar's faculty of social sciences. We appreciate other studies (Okurame, 2008) which assess mentorship relationships and interests by focusing on delegation of academic duties to their juniors; mentors supervision of their juniors research projects, joint supervision of students' thesis research projects by both seniors and co-opted juniors, and mentors involvement (including supervision) of their juniors in participation in academic/professional conferences. However, findings of such assessments do not provide evidences of academic productivity that are strong enough for understanding output. Journals officially published by the faculty of social sciences present strong evidences of the output (productivity) of its academic staff and collaborations involved, as reflected in the ranks of authors of articles published. This justifies our decision to adopt this form of measuring productivity and mentorship. To elucidate on this approach, we define concepts involved. An experienced person in a field who provides specialized advisory services to less experienced colleagues over a period of transition to professional status. In this study, an academic mentor refers to a person adjudged to be qualified through the university determined criteria of either holding degrees and or practical research and publication tracks and other criteria (e.g. supervision of research projects undertaken by students and or staff). Specifically, academic staff of the rank described as those in development or training (i.e. undergoing higher degree courses – Masters and Doctorate or M. Philosophy) are excluded since they are still receiving training. Therefore, a mentor is of the rank of a senior lecturer, and senior (i.e. reader and professor) of course, authors of ranks junior to mentors were treated as persons under mentorship.

Data and Variables

We obtained/used data from secondary sources, namely: the faculty of social science in-house journal named – Nigerian

Journal of Social and Development Issues. The temporal scope of our data extraction and analyses covers issues of the above-mentioned journal published within the past five years i.e. from 2009 – 2012. Owing to factors constraining this study, we relied on issues of the journal that were easily available. That means that, we did not insist on using all issues of the journal that have been published each year but only one as were available. We excluded articles that were authored by persons that were not staff in the Faculty of Social Sciences, University of Calabar (Unical), Nigeria. This was justified by the difficulty in establishing the latest rank of such persons/authors since the journal did not specify the rank of the authors whose article it has been publishing. However, authors in other academic departments/faculties in Unical whose rank were known to us were included in our analysis. Mentorship function was also established by the position/placement of the authors' names in the introduction/preliminary part of the articles. The first placed author's name was considered/treated as leader of the study reported; second author as deputy and so forth up to the 8th author. Independent and self-starting authors refers to authors who were, at the time of the journal issues publication, did not qualify to be described as mentors as defined earlier. Titles of article considered were excluded since they were not the focus of the study. Single-authored articles were also excluded from the analysis because no mentorship is required for such studies reports. In each issue of the journal selected for this study, articles were numbered in ascending order from one (1, 2, 3... n). Mentors' abdication of responsibility: This refers to the terrible practice of academics of mentorship rank, as defined in this study, failing to support their junior colleague within one faculty/institution. This was counted in this study as articles whereby author(s) were of the mentorship rank and publishing alone or in collaboration with fellow mentorship-level academics.

RESULTS AND DISCUSSION

As the tables (1 and 2) show, this study found that the temporal intensity of mentorship as measured here by computing the difference between mentorship abdication and independent publication by junior academic staff in two journals of the Faculty of Social Sciences, Unical is described below. From the most recently released journals backwards (to 2003), a regular and/or orderly pattern of variation of mentorship intensity (increase or decline) over the years was not discernible.

This result reflects at least two possibilities or plausible academic environmental settings: first, is the absence of a written programme or plan for mentorship in the faculty. Second is a likely indifference of mentors towards any existing (un)written mentorship programme, as confirmed by further findings which follow. Mentorship was inexistent throughout the eight years covered in this trend study (2003 – 2012). However, its intensity varied by years and publication issues/releases. Gross abdication and serious abdication of mentorship responsibility, respectively occurred in 2009, when one of the two journals, issued twice (in January and June) in that later order. While gross abdication occurred only once, as already reported, serious abdication (SA) happened thrice in all: apart from its episode in June 2009, its other occurrences were in January 2010 and 2003, respectively. Very serious abdication occurred twice: more recently in 2012, in a kind of its inauguration as a terrible culture simultaneously with the premiere of yet another Faculty of Social Science Journal; its other episode was in January 2005. Non-happening of mentorship occurred twice in 2011 and 2004.

Relating findings of this study to the extant literature

The findings of David Okurame's aforementioned study applying survey to understand mentoring experiences of 48 academic social scientists reported that mentoring practice was poor. The general findings that mentoring was poor and restricted to a few cases of informal relationships maps closely with similar findings of our study as reported above. However, the focus of Okurame's study on nature of the mentoring relationships: resulting as he reported from similarity in academic research interests and various relationships among senior academics (mentors) and their juniors -who later transform into the formers' protégés; suggests the multidimensional character of this research area. The elaboration that such relationships results from many activities and interests presents some directions for extending further studies on this research area. That is further studies could interrogate or examine various mentors-protégés' relationships reported by Okurame in the University of Calabar or other Nigerian universities as a means of improving the geography of mentoring in Nigeria's academia. These relationships and interests includes: delegation of academic duties to their juniors; mentors supervision of their juniors research projects, joint supervision of students' thesis research projects by both

Table 1. Mentorship Scenario in the Social Sciences in the University of Calabar, 2003-2012

S.No.	Month/year issued	Volume of Journal	Issue No.	Size (No.) of mentor involvement	Total No. of articles	No. of articles applicable	Independent (self-starting/continuing study)	Mentors' abdication of responsibility/exclusionary publication	Increasing or declining mentorship remarks
1	June, 2012♣	1	1	2	16	2	2	4	Declining
2	Jan, 2011♣	8	1	2	12	1	Not determined	1	Neutral
3	Jan, 2010♣	7	1	0	7	0	1	2	Declining
4	June, 2009♣	6	2	3	7	3	0	3	Declining
5	Jan, 2009♣	6	1	1	8	1	1	2	Declining
6	Jan, 2005♣	5	1	0	7	0	0	2	Declining
7	Jan, 2004♣	4	1	1	10	1	2	2	Neutral
8	Jan, 2003♣	3	1	0	13	0	2	3	Declining

Sources: Authors/ compilation from various issues of the aforementioned journals, 2003-2012. Explanation: ♣ Multi-disciplinary Journal of Research and Development Perspectives launched recently, 2012; ♣ The Nigerian Journal of Social and Development Issues, 2003 – 2011 (8 years).

Table 2. Degree of Failure to Mentor Junior Academic Staff

S/N	Extent of mentor abdication: $K = (1 - h)$	K	Remarks
1	$4 - 2 = 2$	2	VSA
2	$1 - 1 = 0$	0	NH
3	$2 - 1 = 1$	1	SA
4	$3 - 0 = 3$	3	GA
5	$2 - 1 = 1$	1	SA
6	$2 - 0 = 2$	2	VSA
7	$2 - 2 = 0$	0	NH
8	$3 - 2 = 1$	1	SA

Explanation: Degree of mentorship (responsibility) abdication was calibrated to clarify degree of practice of mentorship or otherwise as follows: 0 = Not happening (NH), 1 = serious abdication (SA), 2 = very serious abdication (VSA), 3 = gross abdication (GA).

Sources: Authors computation from Table 1 above

seniors and co-opted juniors, and mentors involvement (including supervision) of their juniors in participation in academic/professional conferences. Some of the specific benefits that the few protégés gained from the limited mentorship included; gaining entry into research networks, reception of financial assistance, counseling and/or advice, and publication of articles.

Conclusion

An empirical study of mentoring of junior academic staff by their senior colleagues in the Faculty of Social Sciences, University of Calabar was undertaken in this project. It was measured by computing episodes of issues of two journals publishing multi-disciplinary research articles in Social Sciences and Humanities from 2003 to 2012 (eight years). The result showed that mentorship was not being practiced in the faculty during all the years and all the issues/ volumes of the journals studied. The extant literature on this title shows that coaching, mentoring and effective employee appraisal (three-dimensional approach) is archetypal in inspiring and hurrying employees' performance in industrial organizations. This three-dimensional approach validates and refines organizational actions as well as provide reaction to both associates and management on their progress and subsequent mechanisms to adopt. Astonishingly, most managers in Nigeria underscore the prominence of coaching, mentoring and effective appraisal in enhancing the effectiveness of workers and the operational efficiency of their establishments. This situation is even worst in the public sector where *god-fatherism* and *god-motherism* undermine the real essence of mentoring and coaching; and where employee appraisal is done every three or four years in anticipation of workers' promotion. Consequently, the monetary inducements and other motivational measures put in place by government in the public sector has not been able to successfully boost workers' productivity and reduce the declining outputs in public organizations. More worrisome is the incessant recessionary outputs of most privatized organizations. We do not emasculate these factors, but posit that the competence of privatized enterprises and other organizations alike can be upgraded through employees' performance enhancement which can be accomplished through proper coaching, mentoring and effective appraisal of workers. We posit that employees coaching, mentoring and effective appraisal is energetic and calculated to boost workers

performance in bedridden organizations in Nigeria. The paper observes that the three dimensional approach has long been deserted by managers in Nigeria; and where attempts are made, they are poorly applied. We argue that if maladministration and corruption is addressed in ailing establishments without ornamental the performance of worker through coaching, mentoring and real appraisal, such efforts would be fruitless. We therefore advocated among others, that managers in Nigeria should utilize coaching, mentoring and effective appraisal as instrument par excellence to boost employees' and organizational performance. The above findings implicate the knowledge of Nigerian managers and owners of industrial establishments about theories (especially human capital and human relations and their roles in performance and enhancement). Further studies hypothesizing the level of knowledge of workers and proprietors and application of such theoretical knowledge in industrial management represents academic efforts that deserve attention.

Limitations of this Study

By undertaking to provide evidence on mentorship scenario here we downplayed other vital factors in the nexus of employee coaching, among other strategies of improving the effectiveness of appraisal. These constitute scope for undertaking appropriately defined research programmes focused on providing evidence for policy in future investigations.

Implications of Findings for Academic Productivity Development Programme and Management

Mentors abdication of their responsibility to inculcate knowledge, experience and skills in multi-disciplinary social science fragments translates intituling of productivity in the disciplines concerned. For productivity in the social sciences to be effectively enhanced, there is need to put mentoring on the agenda of academic productivity planning and management as an urgent and imperative action. There is need for assessing mentorship by either adopting the methods/approaches applied here for understanding what has been happening in other faculties in the University of Calabar among other myriad universities in Nigeria and beyond especially in Africa, where human capital development remains a development challenge.

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