

## EFFECTIVE MENTORING PRACTICES, JOB DEVELOPMENT AND JOB ENGAGEMENT AMONG LECTURERS IN LAGOS STATE PUBLIC UNIVERSITIES



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### **Abstract**

*Lecturers are the key elements in the Universities. Effective mentoring practice on lecturers in universities is the ability to raise their job development and job engagement especially young and newly employed lecturers, to higher standards. The study examined the effective mentoring practices, job development and engagements among lecturers in the public Universities in Lagos State, Nigeria. The study has three research questions and three hypotheses and the study adopted descriptive research survey design. 200 participants were selected using simple random sampling technique in selecting the samples for the study. Participants information was collected via a self- designed questionnaire. The data collected was analysed using the application of the Analysis of Variance statistical tool. The research hypotheses were tested at 0.05 level of significant and the hypotheses formulated were rejected. The findings revealed that mentoring practices in the public Universities have significant influence on the job development and job engagement of lecturers. It was also recommended that lecturers in the public universities in Lagos State, Nigeria should expose themselves to academic tutelage such as conferences, workshops and orientation courses in order for them to be properly in tune with their job development and job engagement.*

**Keywords:** *Mentoring Practices, Lecturers' Job Development, Lecturers' Job Engagement, Tutelage, Training*

### **Introduction**

There has been an increased recognition of the economic potential of university education which has indeed, been identified to be central to the creation of intellectual capacity on which knowledge, production and utilisation depend for the promotion of lifelong learning practice. The lecturers in the universities are the key elements that are responsible for the innovations, production of qualified manpower and taking care of many societal challenges. Uzoka, Igwe and Ekwerike (as cited in Giwa, 2021), reported that the development of lecturers through the application of mentoring practices in the universities in Nigeria, appears to have been on the downward trend. This can be due to the poor quality of graduates output from the universities for many years which is of great concern. If this trend is allowed to continue, the production of manpower required for the private and public sectors in the country may not be visible in the near future. Lecturers in the universities in Nigeria are faced with many challenges such as how to bring into existence a system of university education that would bring about outstanding excellence, current and laudable innovations, among others. This is because university management seems to be lagging behind in the area of developing and upgrading lecturers' skills, competence and knowledge to meet the changing conditions of their job engagement in the

universities (Ekpoh and Ukot, 2018). The university management is expected to be flexible and uphold the highest professional staff development through training, research grants, membership of professional association and mentoring practices through academic networking and academic tutelage.

Thus, professional staff development is imperative to lecturers' job engagement in public universities. According to Ekpoh, Edet and Nkama (2013) in Iyiegbuniwe (2021), professional staff development is a potent way of updating lecturers' skills, abilities, expertise and knowledge for improvement in their teaching, learning and research conduct. Professional staff development is a systematic method of enhancing and improving the skills, knowledge and competence of lecturers in order to achieve teaching and learning objectives. Lecturers' professional development entails updating and staying current on new techniques for teaching methods, classroom management, student assessment, discipline, dealing with demanding lecturers work loads of extra duties, motivation of students, and dealing with individual differences, among others. The lecturers in public universities in south west virtue of little or no opportunity to participate in professional programmes. Odden, Archidald, Fermaniach and Gallager (as cited in Ekpoh, Edet and Nkama, 2013) assert that professional development alters lecturers' job techniques, which is associated with job engagement declining performance.

Training programmes in the universities appears to be indispensable to lecturers' job engagement in the universities in south west Nigeria. Kum, Cowden and Karodia (2014) views training programmes as techniques, methods and pedagogical skills to improve professional staff development, skills and boost their moral, thereby making them effective and increase their productivity on the job development and engagement. Training is the acquisition of knowledge, skills and competences to foster the existing pedagogical skills and knowledge of staffs in an organisation (universities) as a result of teaching of practical skills and knowledge that relates to specific useful and relevant competences. It is very important and critical for staff development in the universities because once the staffs are equipped with requisite skills, they are bound to be highly productive and they render quality services. There are internal and external training that take place in universities or organisations. Internal training are educational programmes, workshops, conferences/ seminars on new relevant pedagogical skills, information technology (IT), virtual teaching and learning among others which are developed, organized and conducted within the university itself by an internal trainer who is a member of university, to enhance, strengthen and develop the pedagogical skills, knowledge and competences of the staff, but this kind of training must be relevant to the job roles and responsibilities of the staffs or participants. This training can focus on institutional policies, teaching methodologies, administrative procedures and some campus-specific skills.

External training involves educational programme, workshops, conferences/seminars, new packages on information communication technologies, professional development programmes among others which are facilitated by external organisations, experts or institutions and which are organized by university. This kind of training programmes furnishes specialized knowledge, skills, expertise's and competences that may not available internally but they enhance the growth and development of the recipients. Most times it focuses on industry- specific trends, professional certifications, leadership development research activities and specialized technical skills by industrial experts, certification programmes (e.g. project management, information technology (IT), certificate international collaboration programmes, professional development courses among others). External expertise is used in providing relevant new knowledge and skills to lecturers, by involving international institutions or professional organisations to deliver high-quality training that meets professional standards and current best practices in research, teaching and learning in public universities. Also, research is critical to professional staff development in the universities. One of duties of lecturers in university is to conduct research. Research is a new knowledge or the process of making use of existing knowledge to bring about a new relevant innovation and create quality productivity. Conducting research in the public universities involve much time and fund therefore research grants are inevitable. Research grants are critical to professional staff development in public universities in Nigeria and they are the financial awards made available for lecturers' career growth and development in the public universities in Nigeria by funding agencies, institutions, governments, corporations, or foundations to promote

research projects conducted by researchers and scholars to enhance repaid development in any nation in the world, Nigeria inclusive. However, the issue of access to research grants in universities by lecturers has recently drawn undue attention. It can be seen that lecturers in most universities in Nigeria are unable to build their research reputation with potential grant donors due to financial issues that will facilitate collaborations and partnerships (Bako, 2015). In Nigeria, this is worrisome because some public universities are yet to train and enhance the academic prestige and credibility of their staff. This is due to the fact that the grants are competitive and awarded based on the quality, significance, and feasibility of the proposed research. Some lecturers require adequate training in alienated from the process and procedures for applying and winning research grants which will enhance their growth and career advancement on their job. This financial issue has consequently resulted in low research productivity and poor career advancement of most lecturers in public universities (Donwa, 2016). And this may make such universities not to meet the requirement of 21st century demands. In addition, it discourages lecturers' knowledge creation and dissemination with prestigious grant linkers like Academic hive, Google Scholar, Research Gate, LinkedIn, ORCID Account, Scopus and Author Aid among others (Undie, 2015). Research grants play an important role in advancing knowledge, promote innovation, and solve societal challenges across diverse fields. Research grants help in providing financial support and resources which assist researchers to pursue high quality groundbreaking researches, publish findings in academic journals, and contribute to the society.

### **Research Questions**

1. What is the influence of mentoring practices on lecturers' job development in public Universities in Lagos State, Nigeria?
2. To what extent will mentoring tutelage influence lecturers' job engagement at public Universities in Lagos State, Nigeria?
3. What is the influence of mentoring and training can influence lecturers' job engagement at the public universities?

### **Research Hypotheses**

The study formulated the following null hypotheses.

There is no significant influence of mentoring practices on lecturers' job development in public universities in Lagos State, Nigeria.

There is no significant influence of mentoring tutelage on lecturers' job engagement in the public universities in Lagos State, Nigeria.

There is no significant influence of mentoring and training on lecturers' job engagement in the public universities in Lagos State, Nigeria.

### **Review of Relevant Literature**

The review of related and relevant literature was done as follows:

### **Concept of Mentoring Practices**

Mentoring practices is a relationship in which a person (mentor) who is usually more knowledgeable, experienced and often more senior helps another (mentee or a newly employed person) with regular guidance, advice, feedback and confidential discussion, so that he or she becomes more self-aware, knowledgeable, confident, and develop their potential and capability. Mentoring is an art of guidance, advice, and friendly relationship between a professor or senior lecturer to young newly-employed lecturers' or less experience lecturers in the universities. A mentor is a person who is more knowledgeable, experienced and reliable in the universities who gives less experienced person or young newly-employed person (mentee) help and advice over time. This relationship in which the highly knowledgeable and experience helps guide and direct a less knowledgeable person is called mentorship and the process involved is called mentoring. Mentoring can also be considered as an enhancement strategy through which one person facilitates the development of another by sharing and disseminating known resources, ideas, learning, expertise, values, skills, perspectives, attitudes, proficiencies and

professional competences. This makes it possible for mentees or young newly- employed lecturers to build skills and knowledge while attaining, goals for their career development (kinge,(2015), Defense logistics Agency,2018).

Ekechukwu and Horsfall (2015) attests that mentoring in universities is to make available adequate support of professional development of young newly- employed lecturers' careers and foster excellence in their research, teaching and learning, academic leadership among others. Peretomode (2017), noted that mentoring is not only providing advice for more effective work or handle a specific issue in the universities, but mentoring is useful in improving and enhancing the perspectives, enriching the experience skills, knowledge, and expertise of lecturers, its effectiveness in universities in Nigeria, has just recently been recognized. The extents to the mentor reaching out to the personal interest of the mentee observing and ensuring that the mentee develops relevant skills, talent, expertise, knowledge and experiences required to succeed for a successful career that contributes to the effectiveness of the university.

Mentorship is an important training and development tool for upward professional advancement in the universities in Nigeria. It is a fundamental form of human development where one person invests time, energy and technical know-how in assisting the growth and ability of another person. Gosh & Reid Jnr (2013) and Power (2017) pointed that the importance of mentoring programme because it enables the universities to capitalize on its key resource, lecturers by strategically developing their talent, improving their productivity and quality of their services at reduced cost. This also shows that university management cares about professional growth and development of its' lecturers and the university management are willing to invest time and resource necessary to help lecturers succeed in their careers. This results to lecturers having higher job satisfaction and higher commitment to their job engagement in their universities and low turnover of lecturers and high-level loyalty to their universities.

### **Concept of Professional Staff Development**

Professional staff development refers to the continuous process of improving the knowledge, pedagogical skills, and abilities of lecturers and other staff within the universities or profession. Staff development plays a critical function to ensure the quality of teaching and learning by emphasizing reform, restructure or transformation in the universities. Awodiji (2018) noted, professional Staff development as the most important vehicle in efforts to bring about much-needed change in the universities. Professional staff development can be inform of instructional development, instructional training, academic development, faculty development, faculty training, career development, educational training, pedagogical training among others.

New skills are gained through staff development training. It is the procedure and practice that helps to develop the relevant competences, values, traits, experiences and pedagogical skills of professional staff in universities whereby lecturers can upgrade their teaching capabilities concerned with large groups, small groups or tutoring individual and in advising students. Professional staff development is important in universities because it opens opportunity for career advancement, assist in honing existing skills and learning new ones, possession of additional industry certificate, showing expertise in the field of study and it open new experiences indicating an enthusiasm about continuous growth among lecturers. Development of staff is becoming increasingly important in the universities as it attempts to maintain competitiveness and productivity recognizing career management as a component of strategic human capital formation in a dynamic environment Omotoyinbo (2020)

This helps to removes deficiencies and inabilities, among lecturers in the universities to retrain displaced workers, to train in workplace safety, to develop management personnel, and for career development (Quick & Nelson, 2011). Development of staff helps greatly in retention rates, boast staff confidence in the work, high productivity, job satisfaction, innovative strategies among others. Development of staff professionally strengthen pedagogical skills which are relevant for the advancement, update and upgrade career growth and development.

### **Concept of Lecturers' Job engagement**

Engagement is the involvement, commitment, enthusiasm, passion, absorption, zeal, dedication and energy applied by an engaged professional individual (lecturer) in a university. It is a situation that commits lecturers, intellectual and physical ability to the course of achieving the aims of the universities. Hakim and Viswesvaran (2015) views, job engagement as the amenable to persevere in a course of action. In this description, Meyer (2016) explained job engagement as a strength that bonds a lecturer to a course of action in the universities. In other words, it will not be out of place to view job engagement as the inclination of lecturers to ply productive energy and sincere loyalty to their universities. This involves a strong desire of the lecturers to stay on the job, having the desire to carry out their given duties and to accept universities goals and values. Abdullah and Ramay (2011) delineate job engagement as a center and desire of allegiance of lecturers to a given duty and to university with which he works. Also, Akpan (2013) described lecturers' job engagement as the scope to which a lecturer associates with his/her universities and its goals and the amenable to stay in the universities. From the forgoing, it can be deduced that job engagement is not contradiction or an imaginable course of action but rather an expression of productive strength, energy and efforts geared towards achieving the set aims and objectives of the university.

### **Mentoring Practices and Lecturers Job Engagement**

Afolabi et al. (2015) investigated mentoring among lecturers of ObafemiAwolowo University, Ile-Ife Nigeria. The primary goal of this study was to examined the perception of mentoring by the lecturers, ascertain the form and extent of mentoring, examine how existing mentoring relationships were initiated, identify the challenges experienced by mentee and mentors and finally examine the influence of job status and years of service on the perception of mentoring by the lecturers. The study's sample consists of 200 lecturers from 13 faculties of the university. The study made use of all lecturers in the university as their population and through purposive sampling, a sample of 200 lecturers from the 13 faculties of the university were selected. The study found that 86% of the lecturers sampled were involved in a mentoring relationship, 93% were favourably disposed towards mentoring as a developmental tool. The study identified some challenges associated with mentoring relationships which include self-withdrawal of junior members, laziness and unresponsive attitudes of mentees, balancing conviction with the expectation of a mentor, and inadequate attention from a mentor. The study also found, that there was no significant difference between the perception of respondents to mentoring based on job status and working experience. The study found that mentoring relationships exist among lecturers of Nigerian universities.

Peretomode and Chukwuma (2012) conducted a study on the relationship between manpower development and lecturers' productivity in the Delta State University Abraka Delta State, Nigeria. The primary goal of this study was to highlight the relationship between manpower development and lecturers' productivity. The population was made up of lecturers from Delta State University Abraka. The study sample consists of 1021 lecturers, 205 of them responded to the survey. The study adopted the ex-post facto design. The instrument used for collection of data was "Manpower Development and Lecturers' Productivity Questionnaire" (MDPLPQ). A Five research questions and one hypothesis guided the study. The data were interpreted using Pearson product moment correlation statistic and multiple regression statistics. The study reveals that manpower development improves lecturers' productivity in the universities.

### **Research Methodology**

This study adopted the descriptive survey research design. The design was considered suitable because it generates data for the purpose of describing and interpreting existing relationship among the variables of the study. This research was conducted in Lagos State, Nigeria, which consisted of 27 (twenty-seven). The target population of this study consisted of all the 2 (two) Universities located in Lagos State, namely: University of Lagos and Lagos State University and all the respondents (lecturers) in the two Universities to collect necessary information in this study. The sample size of the study comprised 200 selected participants from the two Universities under review. The study applied the

confidence level of 95% and the confidence interval of 2.5 on the population figure of 200 participants using Digeebird Statistics sample size to obtain 200 (as the minimum sample size for the study). Therefore, the designated sample size used for this study is 200 lecturers made up of 100 (One hundred) males and 100 (One hundred females). The multi-stage sampling procedure was applied in selecting the total participants in the study. It involved a combination of stratified sampling in which the sample size of each stratum was proportionate to the population size of the stratum, meaning that each stratum has the same sampling fraction and random sampling. At the first stage, all the public Universities were stratified based on ownership (Federal and State). At the second stage, proportional sampling technique was used to select six public Universities which 38% of the total number of universities and may be considered sufficient to explain the characteristics of the entire population. The use of proportionate sampling technique was applied in order to draw separate conclusion for each public University. Then, the six selected Universities were stratified into Faculties through the proportional sampling technique; this is to ensure that the selection procedure is bias-free and easy to administer without compromising representativeness and to allow the application of inference. The data obtained from the field were analyzed using the descriptive and inferential statistical tools at 0.05 significant level. One-Way Analysis of Variance (ANOVA) was used to test all the null hypotheses.

### Data Analyses and Interpretation of Results

The null hypotheses formulated in this study were tested at 0.05 level of significance using the Analysis of Variance (ANOVA) statistical tools at 0.05 level of significance.

Hypothesis One: There is no significant influence of mentoring practices on lecturers' job development in public universities in Lagos State, Nigeria. The one-way analysis of variance technique was used to test the hypothesis. The results were presented in table 1.

Table 1: One-Way ANOVA of influence of mentoring practices on Lecturers' job development in the public universities.

Group	N	X	SD	
Mentoring practices	58	23.23	8.34	
Conferences	47	18.73	7.51	
Workshops	45	14.88	6.48	
Lecturers' job engagement	50	24.67	11.04	
Sources of Variation	Sum of	Degree of	Mean	F-ratio
	squares	freedom	squares	
Between Groups	600.77	2	300.385	
Within Groups	1802.31	197	914.88	4.64*
Total	2403.08	199	12.08	

\*Significant at 0.05; df = 2 and 198; Critical F = 3.05

Table 1 result showed that a calculated F-value of 4.64 is greater than the critical F-value of 3.02 given 2/198 degrees of freedom at 0.05 level of significance. This result led to the conclusion that that the null hypothesis is rejected, while the alternative hypothesis is accepted, meaning that there is a significant influence of mentoring practices on job development among lecturers' job engagement in the public Universities located in the Lagos State, Nigeria.

Hypothesis Two: The second hypothesis stated that there is no significant influence of mentoring tutelage on lecturers’ job engagement in the public universities. The one-way analysis of variance (ANOVA) technique was used to test the hypothesis. The results were presented in table 2.

Table 2: One-way ANOVA of influence of mentoring tutelage on lecturers’ job engagement

Group	N	X	SD	
Mentoring Tutelage	60	31.41	18.33	
Counselling	55	28.52	13.98	
Lecturers’ job engagement	85	43.62	21.92	
Source of Variation	Sum of	Degree of	Mean	F-ratio
	squares	freedom	squares	
Between Groups	954.02	2	477.01	
Within Groups	1908.04	117	163.08	
Total	2862.06	119	24.05*	

\*Significant at 0.05, df = 2/198; Critical F =3.05

Table 2 result showed that a calculated F-value of 24.05 is significantly greater than the critical F-value of 3.05 given 2/198 degrees of freedom at 0.05 level of significance. This result led to the conclusion that the null hypothesis is rejected, while the alternative hypothesis is accepted, showing that there is a significant influence of tutelage on the job engagement of lecturers in the public universities in Lagos State, Nigeria.

Hypothesis Three: There is no significant influence of mentoring on and training on lecturers’ job engagement in the public universities in Lagos State, Nigeria. The One-way analysis of variance was used and the results are shown in Table 3.

Table 3: Influence of mentoring and training on lecturers’ job engagement in the public universities

Group	N	X	SD	
Mentoring and training	69	32.32	15.85	
Conferences	65	25.56	13.87	
Lecturers’ job engagement	66	27.34	14.77	
Source of Variation	Sum of	Degree of	Mean	F-ratio
	squares	freedom	squares	

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Between Groups	853.16	2	426.58
Within Groups	1935.52	117	16.54
Total	2788.68	119	23.43*

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\*Significant at 0.05,  $df = 2/198$ ; Critical  $F = 3.05$

Table 2 result showed that a calculated F-value of 23.43 is significantly greater than the critical F-value of 3.05 given 2/198 degrees of freedom at 0.05 level of significance. This result led to the conclusion that the null hypothesis is rejected, while the alternative hypothesis is accepted, indicating that there is a significant influence of mentoring and training on the job engagement among lecturers in the public universities in Lagos State, Nigeria.

### **Discussion of Findings**

The findings in this study were discussed hypothesis by hypothesis using the authorities' postulations and positions to address the issues raised in the findings.

Hypothesis one states that there is no significant influence of mentoring practices on lecturers' job development in public universities in Lagos State, Nigeria. At the end of subjecting this null hypothesis to statistical testing using the ANOVA statistical tool, the result showed that there is a significant influence of mentoring practices on lecturers' job development in public universities in Lagos State. The finding came as a result of the F-ratio being greater than the F-critical which led to the rejection of the null hypothesis. This implied that effective mentoring practices can promote lecturers' academic job development in the universities under review in Lagos State. This assertion is corroborated by Craft (2019) who opined that it is imperative for academic mentors to be on ground for academic counselling and guidance to be effective in the tertiary institutions of learning in any country be it the developed countries or the developing ones. Therefore, the kind of mentoring practices that would be engaged in the Universities by the experienced mentors should be that of give-and-take scenerior which is for the benefit of all in the higher institutions. Also, Humes, Nelly and Burnes (2016) supported this observation by saying that effective mentoring practices in the school is capable of bringing up a synergy between the lecturers and their students in the institutions under review and so on.

Hypothesis two stated that there is no significant influence of mentoring tutelage on lecturers' job engagement in the public universities. At the end of the testing of the hypothesis, the finding revealed that there is a significant influence of mentoring tutelage on lecturers' job engagement in the public universities. This finding was supported by Iroegbu and Onyeji (2020), who said that many academic mentors today are not duly recognized in the Universities where they exist and practice the act of mentoring for the benefit others such as lecturers and students alike. These researchers believe that if proper mentoring is carried out in the Universities, lecturers and others who receive these mentoring practices would be able to further the mentoring practices by mentoring other stakeholders in the school. According to Tobsman (2019), effective mentoring tutelage is good for the school efficiency and for the betterment of teaching and learning processes in the Universities in Nigeria.

Finally, the third hypothesis stated that there is no significant influence of mentoring and training on lecturers' job engagement in the public universities. The hypothesis found that there is a influence of mentoring and training on lecturers' job engagement in the public universities. This implied that the mentoring and training go hand in hand, It also, shows that mentoring and training if effectively carried out, can assist in shaping the teaching and learning situations in the tertiary institutions in Nigeria. As Druminners (2015) puts it, effective mentoring practices are very good in enhancing lecturers' academic careers. For example, in an institution where there are effective mentors, the young lecturers who are coming up the stage would receive the benefit of mentoring in the school. The researcher equally is of the opinion that practicing effective mentoring in any higher institution

could be a veritable means of bringing up effective lecturers who in turn, bring up other would-be lecturers for effective schooling in Nigerian society. This assertion is supported by Rollands (2020) who opined that if lecturers are provided with the necessary support system by their seniors in the business of lecturing, it will result to efficiency in the higher institutions in any country or nation. The researcher went on to state that, if young lecturers did not get proper support system through mentorship practices from their senior or experienced ones, in terms of exposures to proper trainings such as conferences, workshops and orientations courses, the young lecturers would not properly grab the effectiveness of the art of teaching and learning in the Universities or the society in general

### Conclusions

Based on the data analyses in this study, the following results were obtained that: There is a significant influence of mentoring practices on lecturers' job development in public universities in Lagos State, Nigeria, there is a significant influence of mentoring tutelage on lecturers' job engagement in the public universities and that there is a significant influence of mentoring and training on lecturers' job engagement in the public universities. This concludes the fact that the use of mentoring practices in the Universities, is necessary to promote lecturing process and thus, improve the learning process which is one of the core reasons of institutional teaching and learning and education in general.

### Recommendations

Based on the results and conclusions reached in this study, it is recommended that: Mentoring practices at the University level should henceforth, be a priority in order to enable lecturers to develop more and become teachers of note. This is because, effective mentoring in the Universities is capable of bringing about a new vista of development amongst lecturers in the ivory towers. Tutelage or tutoring by a mentor (an experienced person) to the less experienced person (the mentee), should be encouraged in the higher institutions in our country for effectiveness in lecturers' job performances in the Universities in Nigeria.

Also, mentoring and training are very key to the promotion of lecturers' work engagement in any institution. By exposing lecturers to training processes such as workshop, conferencing, orientation courses and so on, would enable the lecturers to be in proper tune with the trending events in the teaching and learning processes in the public Universities in Nigeria.

Government, through the Ministry of Education, should in any case, ensure that mentoring is infused or enshrined into the education curriculum in the tertiary institutions in Nigeria. This would enable lecturers in the Universities and indeed, teachers in the other higher institutions of learning in Nigeria.

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