

CORRELATIONAL INVESTIGATIONS OF CAREER EFFICACY AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR ON MENTORING BEHAVIOUR AMONG LECTURERS OF FEDERAL UNIVERSITIES IN SOUTHWEST, NIGERIA

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ABSTRACT

The purpose of this study was to examine the correlational investigations of career efficacy and organisational citizenship behaviour on mentoring behaviour among lecturers of federal universities in Southwest, Nigeria. Descriptive research design of correlational type was used in the study. 591 lecturers (respondents) were selected randomly from 3 federal universities in Southwest, Nigeria. The respondents were measured with validated scale of 0.82 reliability coefficient and the data obtained was analyzed using the Pearson Product Moment Correlation (PPMC) statistical analysis. Two research questions were raised and answered in the study. The result showed that there was significant relationship between career efficacy and mentoring behaviour among lecturers of federal universities ($r = .718$; $p < 0.05$) and there was significant relationship between organisational citizenship behaviour and mentoring behaviour among lecturers of federal universities ($r = .593$; $p < 0.05$). In view of these findings, the study recommended that the lecturers in the universities should be enlightened on the need to improve their level of career efficacy and organisational citizenship behaviour and that personnel/educational psychologists should always intensify their effort to organize seminars and workshops for the lecturers and other significant stakeholders in the society on lasting solutions to low mentoring behaviour.

Keywords: Career Efficacy, Organisational Citizenship Behaviour, Mentoring Behaviour, Lecturers and Federal Universities

INTRODUCTION

The university is an institution of higher learning that provides manpower needs to advance national development in both the public and private sector. Universities whether private or public are training grounds for students doing the comprehensive courses in order to translate theory into practice. They conduct training for all kinds of programmes or disciplines. Both government and private individuals fund public and private universities

respectively. University lecturers are currently facing many challenges in education and society, which may well affect their levels of job satisfaction (Kniveton, 2015). This raises concern regarding the attitudes of educators towards their work and their levels of job satisfaction or dissatisfaction (Steyn and Van Wyk, 2016). An earlier study by Kestetner (2018) showed that almost half of new educators leave the field during the first five years of their employment. This should be of great concern to all employers because unhappy and dissatisfied employees may mean poor performance and high staff turnover.

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Successful organisations depend on employees' willingness to exceed the expectations of the standard job description. Educational leaders desire to have a workforce of individuals willing to go the extra mile to make a difference. Barnard (2018) reflected more than 70 years ago on an individual's willingness to contribute collaborative efforts to the organisation as being crucial to its success. Schools are one example of organisations that depend on individuals' willingness to perform beyond expectations. Often, teachers and staff go beyond formal responsibilities of their positions and perform duties without the expectation of recognition or monetary compensation (Dipaola & Tschannen-Moran, 2019). For example, teachers may serve on interview committees to assist the principal in selecting new teachers and support staff. In doing so, input from the teacher team may cause the principal to feel more confident in hiring employees to advance the organisational mission.

The success of any organisation is also dependent on leaders who develop a vision, establish goals and strategic objectives, and ensure accountability for achieving goals (Fuller & Green, 2017; Louis, Leathwood, Wohlstrom, Anderson, 2010). In education, the academics serve as the school leader responsible for establishing goals, communicating the vision, and nurturing a culture focused on continuous improvement (Dipaola & Tschannen-Moran, 2019). Lecturers are expected to empower

students, establish environments in which teaching and learning are maximized, advocate for student and staff resources, and interact with members of the community (Zepeda, Bengtson, Parylo, Teitelbaum, & Shorner-Johnson, 2018).

Lecturers also depend on students to empower each other through their relationships, knowledge, and willingness to share instructional strategies (Adams & Forsyth, 2016). Effective mentoring behaviour knows how to develop students' capacity to improve teaching and learning, motivate school members to improve the organisation, and provide support for general operational procedures (Bell & Menguc, 2016; Darling-Hammond, LaPointe, & Meyerson, 2017). The success of a school is similar to other organisations in that the academics serve as the cornerstone for establishing the direction and maintaining a high performing school (Davis, Darling-Hammond, LaPointe, Meyerson, 2017).

While all schools experience a unique set of challenges, the urban school setting presents specific challenges for academics due in large part to social, economic, and political conditions (Cistone & Stevenson, 2016). In fact, Bloom and Erlandson (2018) argue that the urban school continues to evolve around the school as a social service agency, as well as an educational institution. Urban schools generally serve children in poverty, experience high mobility, have attendance and behavioural issues, see higher rates of illiteracy and criminal activity in the community, and lack adequate

social services. This study therefore examines correlational investigations of career efficacy and organisational citizenship behaviour on mentoring behaviour among lecturers of federal universities.

Career efficacy is the perceived capability of academics to perform academic tasks professionally and at the desired level. Previous research has also found that career efficacy is related to mentoring behaviour of academics and their competence as rated by school committee (Trentham, Silvern, & Brogdon, 2017). Recent findings have shown that career efficacy have a crucial role in affecting and sustaining their commitment to school and mentoring behaviour (Caprara, Barbaranelli, Borgogni, Petitta, 2019; Caprara, Barbaranelli, Borgogni & Steca, 2019). It is likely that mentoring behaviour accompanies career efficacy and contributes to sustain their efforts towards pursuing optimal scholastic attainments. As recently demonstrated by a study on over six thousand American academics, mentoring behaviour is positively related to career efficacy measured at the school district-level (Currall, Towler, Judge & Kohn, 2017). Although a large body of findings attests to the positive influence that both career efficacy beliefs and mentoring behaviour exert on performance in a variety of settings, including schools (Bandura, 1997; Judge, Thoresen, Bono & Patton, 2001).

Thomas (1989) acknowledges the challenges of building effective mentoring

relationships across dimensions of career efficacy. In addition to producing challenging interpersonal dynamics, career efficacy places a role in the type of mentoring relationships that occurs. Kram (1985) work on mentoring functions has significantly shaped how people look at the nature of interactions within developmental relationships. She found that mentoring interactions can be described as providing two primary functions: career (instrumental) support and psychosocial (emotional) support. Career functions include exposure and visibility, sponsorship, coaching, protection and access to challenging assignments. In contrast, psychosocial functions include role modeling, acceptance and confirmation, counseling and friendship (Higgins & Kram, 2001).

Organisational citizenship behaviour refers to the behaviour that is not directly recognized by formal reward system and in the aggregate promotes the efficient and effective functioning of the academic work. Organisational citizenship behaviours are evidenced when academics assist outside the normal school day; academics feel empowered through participation in decision making; academics participate in professional development and share with colleagues; and when academics perceive their school head to be supportive and innovative. The existence of these behaviours leads to strong, positive relationships between job satisfaction and citizenship behaviour (Bateman & Organ, 1983;

Williams & Anderson, 2015). Organisational citizenship behaviour and school head mentoring behaviour each have positive effects in schools. Exploring the relationship between organisational citizenship behaviour and mentoring behaviour may provide direction for improving student achievement, academic and school head performance, as well as the overall quality of schools across the nation. Given the importance of these constructs to schools, it is critical to explore theoretical explanations that make the case for their relationship.

Bogler and Somech (2017) argued that when an academic is empowered the academic feels effective and experiences a higher sense of mentoring behaviour. Similar to Dipaola and Tschannen-Moran (2019), Bogler and Somech (2017) did not identify a two-factor structure in organisational citizenship behaviour. They found that academics viewed their organisational citizenship behaviour in assisting students was also helping the organization resulting in a one factor or dimension organisational citizenship behaviour structure. Oplatka (2016) explored the personal and contextual determinants of organisational citizenship behaviour in schools through interviews with 50 academics, 10 school heads, and 10 supervisors from elementary and secondary schools in Israel. Respondents expressed beliefs about the major dimensions of employee organisational citizenship behaviour found in the existing literature, such as helping behaviour, civic virtue, and individual initiative.

Interestingly though, participants did not express organisational citizenship behaviour in terms of compliance, organizational loyalty, or mentoring behaviour. In the core of mentoring behaviour lies creative ideas, and it is the employees, alone or in groups, who will generate, promote, discuss, modify, and realize these ideas (Scott & Bruce, 2018). It is not surprising that innovative employees are becoming the main commodity of contemporary organisations (Huhtala & Parzefall, 2017), and therefore, the recruitment and development of such employees have been one of the main goals of any organisation.

Nonetheless, the gap in mentoring behaviour research lies in the lack of emphasis on the indirect effects of job motivation on mentoring behaviour although previous studies have shown the effects of work-family conflict on mentoring behaviour (Netemeyer, Boles, & McMurrian, 1996) and job satisfaction (Bhuiyan, Menguc & Borsboom, 2017; Wayne, Musisca, & Fleeson, 2016), the effects of mentoring behaviour on job satisfaction (Cam, 2001), as well as the effects mentoring behaviour on job performance (Carmeli, 2019; Witt, Andrews, & Carlson 2016). Some of them highlight the importance of several communication aspects, such as, communication efficacy (Kumar, & Uz Kurt, 2010), communication climate (Arif, Zubair, & Manzoor, 2012), leadership styles (Shakeri, Tahari, Dehghan, & Kavandi, 2012), and networking (Pittaway, Robertson, Munir, & Denyer, 2016) in changing human behaviour.

This study, therefore concentrates on the correlational investigations of career efficacy and organisational citizenship behaviour on mentoring behaviour among lecturers of federal universities in Southwest, Nigeria.

Statement of the Problem

Universities are established basically to achieve the goals of mentoring behaviour and provision of quality services to enhance the living standard of the people in any society. To achieve these goals, competent academics are required. Despite the increasing effects on mentoring behaviour among academic staff, there is still limited literature on human resource development issues in developing countries and increasing concerns from academics low quality of services in the University. It is further worth nothing that while much is known about the economics of mentoring behaviour in the developed world, studies of issues associated with mentoring behaviour in less-developed countries are rarely found. The existing studies in this relation have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of some factors on mentoring behaviour.

In recent years, particularly in Nigerian, lecturers have been widely encouraged to improve their academic contributions. This situation requires them to take more initiative when it comes to their academic mentoring behaviour. Such initiatives ultimately require a great amount of mentoring behaviour from each individual involved. Strong mentoring

behaviour among academic staff will eventually spread among students in the school, thus, promoting an innovative culture. As a rapidly developing nation, the needs for high quality learning institutions are increasing in Nigeria. The number of universities/colleges is increasing in the last few decades, manifesting a growing interest for such institutions. Considering this particular issue, this study therefore focuses on the correlational investigations of career efficacy and organisational citizenship behaviour on mentoring behaviour among lecturers of federal universities in Southwest, Nigeria.

Purpose of the Study

The main purpose of this study is to investigate the correlational investigations of career efficacy and organisational citizenship behaviour on mentoring behaviour among lecturers of federal universities in Southwest, Nigeria. Specifically, other purposes of the study include: to examine the significant relationship between career efficacy and mentoring behaviour among lecturers of federal universities and organisational citizenship behaviour and mentoring behaviour among lecturers of federal universities.

Research Questions

1. What is the significant relationship between career efficacy and mentoring behaviour among lecturers of federal universities?
2. What is the significant relationship between organisational citizenship behaviour and

mentoring behaviour among lecturers of federal universities?

Scope of the Study

The study examines correlational investigations of career efficacy and organisational citizenship behaviour on mentoring behaviour among lecturers of federal universities in Southwest, Nigeria. This study covers selected federal universities in Southwest, Nigeria.

METHODOLOGY

The research design used in this study is descriptive research design of *correlational type*. It is going to ascertain the effects of the independent variable (career efficacy and organisational citizenship behaviour) on the dependent variable (mentoring behaviour) without manipulations. However, it is carefully observed and recorded information as it naturally occurred at the time the study was conducted.

The population for the study comprises of all lecturers of federal universities in Southwest, Nigeria. The researcher covered selected Federal Universities namely: University of Ibadan, Ibadan, Oyo State; Obafemi Awolowo University, Ile-Ife, Osun State and Federal University of Agriculture, Abeokuta, Ogun State in Southwestern, Nigeria

Multi-stage sampling procedure was used in this study. The first stage involved randomly selection of 3 federal universities in Southwestern Nigeria (i.e, University of Ibadan, Oyo State, Obafemi Awolowo University, Osun State and Federal University of Agriculture,

Ogun State. The second stage deals with the selection of 5 faculties in each selected Universities through purposive sampling method. In each randomly selected faculty, 2 departments were selected in the third stage. Also, in each randomly selected department, 20 lecturers were randomly selected through balloting. On the whole, total number of lecturers (participants) selected for this study were 600.

Instrumentations

Career Efficacy Scale

Career self-efficacy scale developed by Hussain (2019) was used to measure the career efficacy of the participants. It has seven (7) items with response format ranging from strongly agree (4) to strongly disagree (1). Typical item in the scale include: *I know how to schedule my time to accomplish my tasks, I am good at research and writing papers and I know how to take notes of points in a lectures among others*. The original instrument has a split-half reliability of 0.78 and test-retest reliability of 0.80. The scale was subjected to localization and psychometric analysis. The test-retest approach was used and it yielded a reliability index of 0.83.

Organisational Citizenship Behaviour Scale

Organisational citizenship behaviour was measured using Williams and Andersons' (2015) OCB Scale. It is twenty (20) item scale with three subscales where participants were asked how they behave towards the organisation while performing their jobs. Responses were obtained using the four points

format ranging from strongly agree (4) to strongly disagree (1). As the item wording in this scale is provided for supervisor or peer description of a focal employee, it was modified for self-reports in this study. Sample items for OCBO include: *I come up with new and original ideas for handling work, I train or help others to perform their jobs better, I take a personal interest in other employees and I act impulsively on the spur of the moment among others.* The instrument had the Cronbach alpha coefficient of 0.81. The scale was subjected to localization and psychometric analysis. The test-retest approach was used and it yielded a reliability index of 0.79.

Mentoring Behaviour Scale

Mentoring behavioural initiation Scale developed by Carmeli (2019) was used as a measure of mentoring behaviour of respondents. It is fourteen (14) item scale with responses anchored based on four-point format ranging from strongly agree (4) to strongly disagree (1). According to Carmeli (2019), the scale has the Cronbach alpha coefficient of 0.85. The scale was subjected to localization and psychometric analysis. The test-retest approach was used and it yielded a reliability index of 0.85.

The instruments were administered to the respondents on the day approved by the departmental authorities of the University for the exercise. The researcher was assisted by 2 research assistants in administration and collection of the instruments. In each of selected departments of the institutions, the

administration and collection of instruments were done on the same day of administration. On the whole data collection lasted for 4 weeks. Out of 600 questionnaires distributed only 591 were properly filled and used for data analysis (U.I, 197; OAU, 198 and FUNAB, 196).

Pearson Moment Correlation Coefficient (PPMC) statistical method was used to analyse the data collected in this study. The PPMC was used to establish the relationship between the independent variables and dependent measure.

RESULTS

The results are presented below:

Research Question One: What is the significant relationship between career efficacy and mentoring behaviour among lecturers of federal universities?

Table 1: Significant relationship between career efficacy and mentoring behaviour

Variable	Mean	SD	DF	N	r	p	Remark
Career Efficacy	19.78	5.63	589	591	.718	.000	Significant
Mentoring Behaviour	31.58	11.12					

The table 1 above showed that there was significant relationship between career efficacy and mentoring behaviour among lecturers of federal universities ($r = .718$; $p < 0.05$). This means that career efficacy has significant influence mentoring behaviour among lecturers of federal universities.

Research Question Two: What is the significant relationship between organisational citizenship

behaviour and mentoring behaviour among lecturers of federal universities?

Table 2: Significant relationship between organisational citizenship behaviour and mentoring behaviour

Variable	Mean	SD	D	N	r	p	Remark
Organisational Citizenship Behaviour	21.49	7.26	589	591	.593	.001	Significant
Mentoring Behaviour	31.58	11.12					

The table 2 above showed that there was significant relationship between organisational citizenship behaviour and mentoring behaviour among lecturers of federal universities ($r = .593$; $p < 0.05$). This means that organisational citizenship behaviour has significant influence mentoring behaviour among lecturers of federal universities.

Discussion of Findings

The result of the first research question revealed that there was significant relationship between career efficacy and mentoring behaviour among lecturers of federal universities. This means that career efficacy has significant influence mentoring behaviour among lecturers of federal universities. In line with this finding, Trentham, Silvern and Brogdon (2017) found that career efficacy is related to mentoring behaviour of academics and their competence as rated by school committee. Recent findings have shown that career efficacy have a crucial role in affecting

and sustaining their commitment to school and mentoring behaviour (Caprara, Barbaranelli, Borgogni & Petitta, 2019; Caprara, Barbaranelli, Borgogni & Steca, 2019). It is likely that mentoring behaviour accompanies career efficacy and contributes to sustain their efforts towards pursuing optimal scholastic attainments. As recently demonstrated by a study on over six thousand American academics, mentoring behaviour is positively related to career efficacy measured at the school district-level (Currall, Towler, Judge & Kohn, 2017). Thomas (1989) acknowledges the challenges of building effective mentoring relationships across dimensions of career efficacy. In addition to producing challenging interpersonal dynamics, career efficacy places a role in the type of mentoring relationships that occurs. Kram (1985) work on mentoring functions has significantly shaped how people look at the nature of interactions within developmental relationships. She found that mentoring interactions can be described as providing two primary functions: career (instrumental) support and psychosocial (emotional) support.

The result of the second research question showed there was significant relationship between organisational citizenship behaviour and mentoring behaviour among lecturers of federal universities. This means that organisational citizenship behaviour has significant influence mentoring behaviour among lecturers of federal universities. In

relation with the study of Bogler and Somech (2017) who found that when an academic is empowered the academic feels effective and experiences a higher sense of mentoring behaviour. Similar to Dipaola and Tschannen-Moran (2001), Bogler and Somech (2017) did not identify a two-factor structure in organisational citizenship behaviour. They found that academics viewed their organisational citizenship behaviour in assisting students was also helping the organization resulting in a one factor or dimension organisational citizenship behaviour structure. Oplatka (2016) explored the personal and contextual determinants of organisational citizenship behaviour in schools through interviews with 50 academics, 10 school heads, and 10 supervisors from elementary and secondary schools in Israel. Respondents expressed beliefs about the major dimensions of employee organisational citizenship behaviour found in the existing literature, such as helping behaviour, civic virtue, and individual initiative. Interestingly though, participants did not express organisational citizenship behaviour in terms of compliance, organizational loyalty, or mentoring behaviour.

Recommendations

The following recommendations were made based on the findings of this study;

1. There is need for the management of the federal universities to develop enabling environment for need and development of teaching and non-teaching staff. This will help in improving the motivation and organisational citizenship

behaviour of workers and invariably enhance mentoring behaviour.

2. There is need to enlighten the lecturers in the universities on the effects of these factors (i.e. career efficacy and organisational citizenship behaviour) on mentoring behaviour, because these factors have great impact in their mentoring behaviour and other related activities in the university.

3. There is need for the lecturers to work on how to improve their level of career efficacy and organisational citizenship behaviour; this will help in curbing the low level of mentoring behaviour among lecturers of the universities.

4. Personnel/Educational psychologists should always intensify their effort to organize seminars and workshops for the lecturers and other significant stakeholders in the society on lasting solutions to low mentoring behaviour.

Conclusion

Base on the findings of this study, persistent low mentoring behaviour of lecturers of federal universities in Nigeria due to career efficacy and organisational citizenship behaviour should not continue indefinitely. There is hope that with the improvement of career efficacy and organisational citizenship behaviour, the situation can be changed for the better. The Mentoring Programme is of great value to the university and its teaching staff, because it develops the research capacity of both junior and senior staff, making for strong research teams within departments and schools. The pilot peer mentoring programme can

therefore be regarded as a success. However, as shown in the results, it is clear that although there are distinct benefits to the programme, the majority of academic staff simply do not have the time. It is proposed that the University investigates the possibility of providing mentors and mentees with teaching (or graduate) assistants to give them some free time. If suitable assistants can be found, they would certainly also benefit from working more closely with the mentors and mentees thereby receiving mentorship themselves. The study discovered that career efficacy and organisational citizenship behaviour influence significantly mentoring behaviour of academics. As such, it is very crucial to improve these factors so as to eradicate the persistent occurrence low mentoring behaviour not only among the academics but also non-academics in Nigeria.

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