

# Influence of Academic Mentorship Programmes on Lecturers' Productivity in Delivering Skill-Oriented Education in Public Universities in Rivers State

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**Chinonye, Gift Igoni<sup>1</sup>, Atuwokiki Sam Jaja<sup>2</sup>**

<sup>1,2</sup>PhD Department of Educational Management, Faculty of Education, Rivers State University, Port Harcourt, Rivers State

Email: [chinonye.igoni@ust.edu.ng](mailto:chinonye.igoni@ust.edu.ng)<sup>1</sup>, [atuwokiki.samjaja@ust.edu.ng](mailto:atuwokiki.samjaja@ust.edu.ng)<sup>2</sup>

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## Abstract:

This study investigated the influence of academic mentorship programmes on lecturers' productivity in delivering skill-oriented education in public universities in Rivers State. Guided by two research questions and two null hypotheses, the study adopted a descriptive survey design to examine the extent to which mentorship initiatives enhance teaching effectiveness and practical skill delivery. The population comprised 3,356 lecturers from three public universities: University of Port Harcourt (1,385), Rivers State University (1,585), and Ignatius Ajuru University of Education (386). Using Taro Yamane's (1967) formula at a 0.05 margin of error, a sample of 357 lecturers was determined. Proportionate stratified sampling ensured representativeness, with 147 lecturers from the University of Port Harcourt, 169 from Rivers State University, and 41 from Ignatius Ajuru University of Education, consisting of 140 male and 217 female lecturers. Data were collected using a validated instrument, titled: *Influence of Academic Mentorship Programs on Lecturers' Productivity in Delivering Skill-Oriented Education Questionnaire*, reviewed by experts in Educational Management and Measurement and Evaluation at Rivers State University, with a reliability coefficient of 0.81. Descriptive statistics, including mean and standard deviation, addressed the research questions, while hypotheses were tested using z-test statistics at the 0.05 significance level. Findings indicated that both peer mentorship programs and senior-junior lecturer mentorship programs significantly and positively influenced lecturers' productivity, particularly in enhancing skill-oriented instruction. The study recommended that public universities in Rivers State institutionalize academic mentorship programmes, ensuring regular, structured sessions, pairing experienced lecturers with junior colleagues, and setting clear objectives to promote practical, skill-based teaching and professional growth.

**Keywords:** Academic Mentorship, Peer Mentorship, Senior-Junior Mentorship, Lecturers' Productivity, Skill-Oriented Education

## Introduction

In recent years, the need for improving lecturers' productivity in Nigerian public universities has gained significant attention due to the growing demand for graduates equipped with employable and technical skills. The global shift towards skill-oriented education requires that university lecturers not only possess theoretical knowledge but also the practical capacity to translate academic concepts into real-world applications. Within this context, academic mentorship programs have emerged as a viable strategy to enhance teaching effectiveness, professional competence, and instructional innovation among lecturers [1]. Mentorship facilitates collaboration, experience sharing, and continuous learning, all of which are vital in promoting the delivery of education that aligns with industry standards and societal development goals (Adeyemi & Aluko, 2024). However, despite the recognition of mentorship as a tool for professional growth, many universities in Rivers State still experience inconsistencies in the implementation and sustainability of mentorship structures. The types of academic mentorship programmes on lecturers' productivity in delivering skill-oriented education in Public Universities include: Peer mentorship programs and Senior–junior lecturer mentorship programs.

Peer mentorship programs are structured professional relationships where colleagues at similar academic ranks or experience levels support each other's professional growth, instructional strategies, and skill development [2], [3]. In the context of public universities in Rivers State, these programs provide lecturers with platforms to exchange innovative teaching methods, practical experiences, and skill-based instructional strategies. Such interactions enable lecturers to refine their pedagogical approaches, align theoretical knowledge with practical applications, and collaboratively develop curricula that meet contemporary industry demands (Eze & Okonkwo, 2024). By fostering a culture of shared learning and constructive feedback, peer mentorship encourages continuous professional improvement, reduces instructional isolation, and enhances lecturers' confidence in implementing new teaching approaches, including experiential learning methods such as case studies, simulations, and field projects.

Peer mentorship programs on lecturers' productivity in delivering skill-oriented education is substantial, as these programs promote both pedagogical competence and practical teaching effectiveness [4], [5]. Lecturers engaged in peer mentorship are better positioned to adopt industry-relevant examples, design hands-on learning activities, and integrate current trends and technologies into their teaching, thereby producing graduates with skills that meet labor market demands. Furthermore, peer mentorship facilitates collaborative research and knowledge-sharing networks that enhance lecturers' scholarly output and instructional quality. In essence, these programs not only strengthen individual lecturers' professional capacities but also contribute to the overall quality of skill-oriented education in public universities by promoting a dynamic, innovative, and responsive teaching environment [6].

Senior–junior lecturer mentorship programs refer to structured professional relationships where experienced lecturers (senior) guide, support, and provide practical insights to less experienced colleagues (junior) within the academic setting. In public universities in Rivers State, these programs facilitate knowledge transfer, enhance teaching competencies, and promote professional socialization. Senior lecturers share real-world classroom experiences, industry-based knowledge, and research insights with junior lecturers, enabling them to contextualize theoretical concepts into practical applications. This mentorship approach fosters a culture of collaborative learning,

encourages reflective teaching practices, and equips junior lecturers with strategies for designing skill-oriented curricula that meet contemporary academic and industry standards.

Senior–junior mentorship programs on lecturers’ productivity in delivering skill-oriented education is profound [7], [8]. By engaging in mentorship sessions, junior lecturers gain exposure to contemporary pedagogical techniques, innovative instructional strategies, and practical tools that improve classroom delivery. Such programs also enhance lecturers’ ability to incorporate experiential learning methods, including internships, simulations, and case studies, thereby aligning theoretical knowledge with practical skills required in the labor market. Consequently, the mentorship fosters both individual professional growth and overall institutional capacity for producing graduates with relevant competencies, contributing to a disciplined, innovative, and skill-driven academic environment [9].

Academic mentorship programs, especially peer and senior–junior mentorship initiatives, play a crucial role in fostering lecturers’ professional development and productivity. Peer mentorship provides a platform where colleagues exchange innovative ideas, evaluate pedagogical strategies, and co-develop curriculum designs that emphasize employable skills. On the other hand, senior–junior mentorship enables less experienced lecturers to acquire academic and practical insights from seasoned mentors, promoting reflective teaching practices and academic excellence. Both forms of mentorship encourage collaboration and reduce professional isolation, which has been identified as a key barrier to teaching effectiveness [10]. Unfortunately, many public universities still lack formalized mentorship frameworks that systematically integrate these approaches into their staff development programs, limiting their overall impact on skill-based education delivery.

The relevance of mentorship in university education is further underscored by the continuous evolution of teaching technologies and learning methodologies in the 21st century. As universities strive to produce industry-ready graduates, lecturers are expected to adopt innovative teaching techniques such as problem-based learning, simulation, and collaborative projects. Mentorship programs provide the necessary professional support and guidance that help lecturers adapt to these instructional demands and maintain high levels of productivity. Through structured mentorship, lecturers can gain exposure to current educational trends, participate in collaborative research, and refine their instructional skills, thereby improving the quality of education delivered to students [11], [12]. The absence of such initiatives often results in inconsistent teaching quality and poor alignment between university training and the practical needs of employers.

Furthermore, the significance of mentorship programs extends beyond individual productivity to institutional efficiency. A mentorship-rich academic environment encourages teamwork, accountability, and innovation among staff, leading to improved institutional performance and educational outcomes. According to Umeh and Adebajo, mentorship fosters a culture of professional engagement that enhances lecturers’ morale and commitment to teaching excellence. In Rivers State, where universities face challenges such as limited funding, heavy workloads, and administrative bottlenecks, mentorship programs can serve as a cost-effective means of promoting continuous professional development and maintaining high instructional standards [13]. Thus, strengthening mentorship systems is vital for achieving sustainable academic growth and effective skill-oriented education.

Given the increasing emphasis on employability and practical education, examining the influence of academic mentorship programs on lecturers’ productivity in public universities in Rivers State is timely and essential. By assessing how peer and senior–junior mentorship initiatives affect

lecturers' ability to deliver skill-oriented education, this study aims to provide evidence-based insights for policy formulation and institutional reform [14]. Understanding these dynamics will not only enhance lecturers' performance but also contribute to the broader goal of improving the relevance and competitiveness of university education in Nigeria. Therefore, this study focuses on evaluating the extent to which academic mentorship programs influence lecturers' productivity in delivering skill-based instruction in public universities in Rivers State.

### **Statement of the Problem**

In the evolving landscape of higher education, public universities in Rivers State are expected to deliver skill-oriented education that aligns with the employability demands of the 21st-century economy. However, many lecturers still struggle to translate theoretical content into practical learning experiences that adequately prepare students for the world of work. The gap between academic instruction and industry relevance has persisted due to inadequate pedagogical exposure, limited collaboration, and insufficient mentorship support among lecturers. Academic mentorship programs, particularly peer mentorship and senior–junior lecturer mentorship, have been identified as essential mechanisms for improving lecturers' productivity through knowledge exchange, pedagogical innovation, and professional growth [15]. Yet, despite these potentials, inconsistencies in mentorship practices and lack of structured mentorship frameworks have limited their impact in public universities.

Furthermore, while mentorship programs are meant to foster collegial relationships that enhance teaching quality and academic performance, many universities in Rivers State lack formalized mentorship policies that sustain consistent interaction between experienced and less-experienced lecturers. This has resulted in disparities in instructional competence and reduced motivation among early-career academics. According to Nwosu and Adiele, the absence of institutionalized mentorship structures leads to fragmented knowledge transfer and diminished productivity in skill-based instruction. Peer mentorship, which should ideally encourage collaborative lesson planning, joint research, and the integration of innovative teaching techniques, often operates informally and without proper administrative support. Consequently, many lecturers remain isolated in their teaching approaches, struggling to adapt to emerging instructional technologies and competency-based education standards [15].

Additionally, senior–junior lecturer mentorship programs that could have provided professional guidance and continuous pedagogical improvement are underutilized or poorly coordinated in many institutions. This neglect undermines the cultivation of practical instructional competencies necessary for skill-oriented teaching. As observed by Iroegbu and Chiemeka, mentorship programs serve as a professional development tool that enhances lecturers' capacity to deliver quality education; however, inadequate institutional commitment, poor monitoring, and lack of incentives hinder their effectiveness. Therefore, it becomes imperative to empirically investigate the influence of peer and senior–junior lecturer mentorship programs on lecturers' productivity in delivering skill-oriented education in public universities in Rivers State, with the goal of identifying actionable strategies to strengthen mentorship practices and improve academic performance outcomes.

### **Purpose of the Study**

The purpose of this study was to examine the influence of academic mentorship programs on lecturers' productivity in delivering skill-oriented education in Public Universities in Rivers State. Specifically, the objectives of the study are to:

1. determine the extent peer mentorship programs influence lecturers' productivity in delivering skill-oriented education in Public Universities in Rivers State.
2. find out the extent senior–junior lecturer mentorship programs Influence lecturers' productivity in delivering skill-oriented education in Public Universities in Rivers State.

### **Research Questions**

The study was guided by the following research questions:

1. To what extent does peer mentorship programs influence lecturers' productivity in delivering skill-oriented education in Public Universities in Rivers State?
2. To what extent does senior–junior lecturer mentorship programs Influence lecturers' productivity in delivering skill-oriented education in Public Universities in Rivers State?

### **Hypotheses**

The study was guided by the following null hypotheses at 0.05 level of significance.

1. There is no significant difference between the mean opinion scores of male and female lecturers on the extent peer mentorship programs influence lecturers' productivity in delivering skill-oriented education in Public Universities in Rivers State.
2. There is no significant difference between the mean opinion scores of male and female lecturers on the extent senior–junior lecturer mentorship programs Influence lecturers' productivity in delivering skill-oriented education in Public Universities in Rivers State.

### **Methodology**

The study adopted a descriptive survey design. The population comprised 3,356 lecturers from the University of Port Harcourt (1,385), Rivers State University (1,585), and Ignatius Ajuru University of Education (386). Using Taro Yamane's formula, a sample of 357 lecturers. Using Proportionate stratified sampling technique, 147 lecturers were drawn from the University of Port Harcourt, 169 from Rivers State University, and 41 from Ignatius Ajuru University of Education. The sample size consisted of 140 male and 217 female lecturers from the three Public Universities in Rivers State. Data were collected using a questionnaire titled "Influence of Academic Mentorship Programs on Lecturers' Productivity in Delivering Skill-Oriented Education in Public Universities Questionnaire". The questionnaire consisted of two sections namely section A and B. Section A of the questionnaire was used to generate demographic information while section B consisted of questionnaire items addressing the research questions of the study. This section of the questionnaire was structured using a five-point summated rating response scale of: Very High Extent (VHE) = 5 points, High Extent (HE) = 4 points, Moderate Extent (ME) = 3Points, Low Extent (LE) = 2 points, Very Low Extent (VLE) = 1 point. The instrument was subjected to face and content validity by two experts in Department of Educational Management, Rivers State University. The reliability of the instrument was established using Cronbach Alpha method to establish the overall reliability index of 0.81. Mean and standard deviation statistics were used to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 alpha level of significance. The null hypothesis was rejected and the alternate hypotheses accepted when the computed value was greater than the critical value at the significance level of 0.05. On the contrary, the null hypothesis was also accepted and the alternate hypotheses rejected when the computed value is less than the critical table value.

## Results

### Presentation

**Research Question 1:** To what extent does peer mentorship programs influence lecturers' productivity in delivering skill-oriented education in Public Universities in Rivers State?

**Table 1.** Mean Ratings of Respondents on the Extent Peer Mentorship Programs Influence Lecturers' Productivity in Delivering Skill-Oriented Education in Public Universities in Rivers State

S/N	Questionnaire Items	Lecturers Male N= 140		Lecturers Female N= 217		Average mean	Std	RMK
		$\bar{X}_1$	Std <sub>1</sub>	$\bar{X}_2$	Std <sub>2</sub>			
1.	Peer mentorship encourages the exchange of innovative teaching methods, practical experiences, and skill-based instructional strategies among lecturers.	3.65	0.89	3.69	0.87	3.67	0.88	HE
2.	Through peer guidance and observation, lecturers refine their pedagogical techniques, making their lessons more skill-oriented and effective.	4.19	1.33	4.20	1.29	4.19	1.31	VHE
3.	Peer mentors often collaborate on research projects, publications, and grants, which boost overall academic productivity and innovation.	3.00	0.68	3.02	0.67	3.01	0.68	HE
4.	Continuous support and constructive feedback from peers build lecturers' confidence in implementing new teaching approaches and technologies.	3.07	0.78	3.09	0.78	3.08	0.79	HE
5.	Peer discussions and mentorship help lecturers align theoretical content with real-world applications, fostering skill acquisition among students.	3.00	0.75	3.03	0.74	3.02	0.75	HE
	<b>Aggregate Mean/SD for male and female lecturers</b>	<b>3.38</b>	<b>0.89</b>	<b>3.41</b>	<b>0.87</b>	<b>3.39</b>	<b>0.88</b>	<b>HE</b>

**Source:** Field Survey, 2026.

The results presented in Table 1 indicate that both male and female lecturers generally agreed that peer mentorship programs have a high extent (HE) of influence on lecturers' productivity in delivering skill-oriented education in public universities in Rivers State. The aggregate mean ratings of 3.38 (SD = 0.89) for male lecturers and 3.41 (SD = 0.87) for female lecturers, with an overall average mean of 3.39 (SD = 0.88), reflect a strong consensus that peer mentorship contributes positively to professional growth and teaching effectiveness. Specifically, lecturers reported that peer mentorship promotes the exchange of innovative instructional methods and practical experiences (Mean = 3.67), encourages the refinement of pedagogical techniques through peer guidance (Mean = 4.19), and supports collaborative research and feedback practices (Means = 3.01–

3.08). These findings suggest that mentorship fosters continuous professional learning, enhances the use of skill-based instructional strategies, and helps lecturers integrate theoretical concepts with real-world applications (Mean = 3.02). Overall, the data imply that peer mentorship serves as an effective platform for enhancing lecturers' competence, confidence, and productivity in providing students with industry-relevant and experiential learning experiences in Rivers State public universities [16].

**Research Question 2:** To what extent does senior–junior lecturer mentorship programs Influence lecturers' productivity in delivering skill-oriented education in Public Universities in Rivers State?

**Table 2.** Mean Ratings of Respondents on the Extent Senior–Junior Lecturer Mentorship Programmes Influence Lecturers' Productivity in Delivering Skill-Oriented Education in Public Universities in Rivers State

S/N	Items	Lecturers Male N= 140		Lecturers Female N= 217		Average mean	Std	RMK
		$\bar{X}_1$	Std <sub>1</sub>	$\bar{X}_2$	Std <sub>2</sub>			
6.	Lecturers share real-life classroom and industry-based experiences during peer discussions, enabling them to connect abstract theories with applicable skills.	3.70	0.88	3.75	0.84	3.73	0.86	HE
7.	Through peer mentorship, lecturers jointly review and update course content to include contemporary, job-relevant competencies that reflect real-world demands.	4.35	1.16	4.41	1.11	4.38	1.14	VHE
8.	Peer interactions encourage lecturers to incorporate case studies, simulations, and practical exercises that translate theoretical concepts into hands-on learning experiences.	3.68	1.61	3.74	1.48	3.71	1.54	HE
9.	Mentorship sessions often expose lecturers to current industry developments, helping them infuse relevant examples and modern skills into their teaching.	3.57	0.93	3.63	0.90	3.60	0.92	HE
10.	Peer mentorship promotes the adoption of experiential learning strategies such as problem-based learning, internships, and field projects that foster skill acquisition.	3.72	0.85	3.77	0.82	3.75	0.83	HE
<b>Aggregate Mean/SD for male and female lecturers</b>		<b>3.80</b>	<b>1.17</b>	<b>3.86</b>	<b>1.03</b>	<b>4.56</b>	<b>1.06</b>	<b>VHE</b>

**Source:** Field Survey, 2026.

The data in Table 2 reveal that both male and female lecturers perceive senior–junior lecturer mentorship programs as having a strong positive influence on lecturers’ productivity in delivering skill-oriented education in public universities in Rivers State. The aggregate mean ratings of 3.80 (SD = 1.17) for male lecturers and 3.86 (SD = 1.03) for female lecturers, with an overall average mean of 4.56 (SD = 1.06), indicate a very high extent (VHE) of agreement across respondents. This suggests that both genders recognize mentorship as a vital mechanism for improving teaching relevance and skill integration. Specifically, lecturers acknowledged that peer mentorship enables the sharing of industry-based experiences (Mean = 3.73), joint review of course content to align with job-relevant competencies (Mean = 4.38), and incorporation of case studies, simulations, and experiential learning strategies (Mean = 3.71–3.75). These findings imply that mentorship fosters collaboration, promotes curriculum innovation, and bridges the gap between theory and practice, thereby enhancing the development of practical, employable skills among students. Overall, the results underscore the importance of structured mentorship programs in sustaining academic productivity and aligning university instruction with 21st-century skill demands in Rivers State public universities.

### Hypotheses Testing

1. There is no significant difference between the mean opinion scores of male and female lecturers on the extent peer mentorship programs influence lecturers’ productivity in delivering skill-oriented education in Public Universities in Rivers State.

**Table 3. Z-test Analysis on the Extent Peer Mentorship Programs Influence Lecturers’ Productivity in Delivering Skill-Oriented Education in Public Universities in Rivers State**

Respondents	N	$\bar{x}$	Std	DF	z-cal	z-crit	LS	Decision
Male Lecturers	140	3.38	0.89					
Female Lecturers	217	3.41	0.87	355	0.31	±1.96	0.05	Accepted

**Source:** Field Survey, 2026.

The computed z-value of -0.31 is less than the critical z-value of ±1.96 at the 0.05 level of significance with 355 degrees of freedom, indicating that there is no significant difference between the mean responses of male lecturers (mean = 3.38, SD = 0.89) and female lecturers (mean = 3.41, SD = 0.87) on the extent peer mentorship programs influence lecturers’ productivity in delivering skill-oriented education in public universities in Rivers State. This implies that both male and female lecturers perceive peer mentorship programs as equally influential in enhancing their productivity, suggesting that gender does not play a determining role in how peer mentorship contributes to improving teaching outcomes and skill-based instruction.

2. There is no significant difference between the mean opinion scores of male and female lecturers on the extent senior–junior lecturer mentorship programs Influence lecturers’ productivity in delivering skill-oriented education in Public Universities in Rivers State.

**Table 4.** Z-test Analysis on the Extent Senior–Junior Lecturer Mentorship Programs Influence Lecturers’ Productivity in Delivering Skill-Oriented Education in Public Universities in Rivers State

<b>Respondents</b>	<b>N</b>	$\bar{x}$	<b>Std</b>	<b>DF</b>	<b>z-cal</b>	<b>z-crit</b>	<b>LS</b>	<b>Decision</b>
Male Lecturers	140	3.80	1.17					
Female Lecturers	217	3.86	1.03	355	-0.50	±1.96	0.05	Accepted

**Source:** Field Survey, 2026

The computed z-value of -0.50 is less than the critical z-value of  $\pm 1.96$  at the 0.05 level of significance with 355 degrees of freedom, indicating that there is no significant difference between the mean ratings of male lecturers (mean = 3.80, SD = 1.17) and female lecturers (mean = 3.86, SD = 1.03) regarding the extent senior–junior lecturer mentorship programs influence lecturers’ productivity in delivering skill-oriented education in public universities in Rivers State. This implies that both male and female lecturers share similar perceptions that senior–junior mentorship programs contribute meaningfully to enhancing teaching effectiveness and skill-oriented instructional delivery, irrespective of gender.

### **Discussion**

The findings in Table 3, revealed that the computed z-value of -0.31, which is smaller than the critical z-value of  $\pm 1.96$  at the 0.05 level of significance with 355 degrees of freedom, indicates no statistically significant difference between the mean ratings of male lecturers (mean = 3.38, SD = 0.89) and female lecturers (mean = 3.41, SD = 0.87) on the extent to which peer mentorship programs influence lecturers’ productivity in delivering skill-oriented education in public universities in Rivers State. This outcome suggests that gender has no substantial effect on lecturers’ perceptions regarding the benefits of peer mentorship in enhancing teaching effectiveness. Both male and female lecturers agreed that peer mentorship facilitates collaboration, exchange of innovative teaching methods, and improvement of pedagogical skills, thereby strengthening productivity and the ability to deliver skill-based instruction. This aligns with the findings of Ojo and Alade, who noted that peer-based professional learning communities foster inclusiveness and innovation in university teaching practices. Similarly, Okafor emphasized that mentorship, irrespective of gender, enhances lecturers’ instructional competence and promotes effective skill transmission among students. Thus, the result reinforces the idea that mentorship-based collaboration remains a crucial strategy for advancing academic productivity and sustaining educational quality in Nigerian public universities.

The result of the analysis in table 4, shows that the computed z-value of -0.50 is less than the critical z-value of  $\pm 1.96$  at the 0.05 level of significance with 355 degrees of freedom, indicating no significant difference between the mean ratings of male lecturers (mean = 3.80, SD = 1.17) and female lecturers (mean = 3.86, SD = 1.03) on the extent to which senior–junior lecturer mentorship programs influence lecturers’ productivity in delivering skill-oriented education in public universities in Rivers State. This suggests that gender does not determine how lecturers perceive the benefits of mentorship programs in fostering productivity and instructional quality. Both male and female lecturers acknowledged that senior–junior mentorship enhances professional growth,

promotes the sharing of practical teaching experiences, and strengthens skill-oriented pedagogical approaches. This finding aligns with the report of Adeyemi and Olasunkanmi, who emphasized that structured mentorship relationships in universities foster knowledge transfer and teaching innovation among academic staff regardless of gender. Similarly, Yusuf and Ekanem observed that mentorship bridges generational gaps in higher institutions, improving instructional competence and productivity through shared expertise. Therefore, the finding affirms that senior–junior mentorship programs remain a vital mechanism for promoting sustainable professional development and effective teaching across genders in Nigerian universities.

## **Conclusion**

The findings of this study revealed that both peer mentorship programs and senior–junior lecturer mentorship programs play vital roles in enhancing lecturers’ productivity in delivering skill-oriented education in public universities in Rivers State. Peer mentorship provides a collaborative platform for lecturers to exchange innovative teaching ideas, refine instructional strategies, and integrate real-world experiences into academic delivery. Through such interactions, lecturers gain exposure to new pedagogical methods, research collaborations, and practical learning techniques that improve classroom engagement and student outcomes. This collaborative culture not only promotes professional growth but also fosters a sense of shared responsibility among lecturers in achieving institutional goals of quality and skill-based education. Similarly, the results showed that senior–junior lecturer mentorship programs significantly contribute to bridging the experience gap between early-career and seasoned lecturers. Senior mentors guide their junior counterparts in curriculum development, classroom management, and the application of experiential learning models that enhance students’ employability skills. The absence of significant gender differences in both mentorship categories suggests that mentorship benefits are inclusive and universally appreciated among lecturers. Therefore, effective academic mentorship serves as a critical mechanism for improving lecturers’ teaching efficiency, promoting institutional excellence, and aligning university education with the dynamic demands of the 21st-century workforce.

## **Recommendations**

The following recommendations were made:

1. Based on the findings, university management should formally institutionalize peer mentorship programs through structured frameworks that encourage regular knowledge-sharing sessions, collaborative teaching innovations, and peer review of course content. This can be achieved by creating departmental mentorship committees responsible for coordinating peer engagement workshops and documenting best practices. Such formalized systems would ensure that lecturers continually exchange effective pedagogical techniques, refine instructional methods, and align their teaching with emerging skill demands in the labor market, thereby improving overall teaching productivity and student competence.
2. It is recommended that public universities in Rivers State establish robust senior–junior mentorship policies that pair early-career lecturers with experienced academics for guided professional development. These programs should emphasize hands-on pedagogical training, exposure to contemporary industry practices, and the integration of skill-oriented learning strategies. Management should also provide incentives such as recognition awards or promotion credits for active mentors, as this will motivate participation and sustain long-

term mentoring relationships that enhance teaching effectiveness and lecturers' productivity across disciplines.

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