

CAPACITY BUILDING, MENTORSHIP AND ACADEMIC STAFF PERFORMANCE OF PUBLIC COLLEGES OF EDUCATION IN SOUTH WEST NIGERIA

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Abstract

Colleges of education play a pivotal role in training teachers for primary and secondary schools in Nigeria; however, the job performance of academic staff in these institutions has remained a growing concern among education stakeholders. Empirical evidence suggests that lecturers demonstrate low commitment to teaching, poor research output, and inadequate supervision of students, despite improved academic qualifications and increased government investment in education. While previous studies have focused on motivation, leadership styles, and training as factors influencing lecturer performance, the combined influence of capacity building and mentorship on academic staff job performance in colleges of education remains underexplored. Therefore, this study examined the influence of capacity building and mentorship on academic staff job performance in public colleges of education in Southwestern Nigeria. Descriptive survey research design was adopted. The population consisted of 2,876 academic staff and 17,247 Year Two students from three public colleges of education in Southwestern Nigeria, from which 274 academic staff and 1,166 students were sampled, totalling 1,440 respondents, selected through multi-stage sampling involving five techniques. Cronbach Alpha test on research instruments yielded coefficients of 0.87 and 0.78. Descriptive statistics and multiple regression were used to test the hypothesis at $p < 0.05$. Findings revealed that teaching performance was high while research output was low. Participation in decision making ($\beta = 0.321, p < 0.05$), training ($\beta = 0.255, p < 0.05$), and shared experience mentorship ($\beta = 0.240, p < 0.05$) significantly predicted lecturer job performance. It was recommended that college management improve research infrastructure, involve staff in decision making, and formalize mentorship programmes.

Keywords: Capacity building, mentorship, job performance, colleges of education, Southwestern Nigeria

Introduction

Colleges of education are among the key institutions charged with the responsibility of training teachers for primary and secondary schools in Nigeria. However, this goal of producing qualified teachers cannot be fully realized without the dedicated efforts of lecturers within these colleges. It is for this reason that lecturer performance remains a matter of critical importance. Onaolapo, Olajiga and Onaolapo (2019) define lecturer performance as the ability to combine skillfully the right behaviour toward the achievement of organisational goals and objectives. In the same vein, performance can be regarded as any behaviour directed toward task or goal accomplishment. Lecturers' job performance helps in the conversion of resources into educational outcomes using a model that relates the use of resources per students to arrange measures of the quality of education provided. Folunso, Adewale and Abodunde (2014) asserted that job performance of academic staff is important because good quality tertiary education is an important avenue towards nurturing teachers needed for Universal Primary Education (UPE); the experienced doctors, nurses and community

workers needed for better welfare and health facilities, the accountants, economists and journalists required for better private business and better governance.

Lecturer job performance refers to the measure of effectiveness with which lecturers carry out their designated roles and responsibilities within their workplace (Awodiji, Oluwalola, Ogbudinkpa & Awotunde, 2020). They further explained that job performance of lecturers in colleges of education is revealed in their teaching, research and community service and which later transform into quality of output in terms of the quality of students they produced at a particular point in time. Onoyase (2017) defined lecturers' job performance using the result dimension, thereby describing it as the extent to which academic staff members achieve educational outcomes expected of them. From the various definitions, there are three major functions to be performed by the lecturers in the colleges of education which are; teaching, research and community service.

The first of the major task of the lecturers in colleges of education is quality teaching. Agbionu, Anyalor and Nwali (2018) explains that the teaching role of lecturers involves preparing and delivering of lectures, supervision of students in industrial training, final year project, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Another important task of a lecturer in tertiary institutions is carrying out research. As a result of Alexander von Humboldt's academic revolution in the mid-19th century, scientific research became the second main function of universities and other higher institutions, yet closely connected to teaching. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. Community service is mostly called the third task, but is closely connected to the first and second tasks. This role involves rendering services both to the school and the community at large. Community service, as the third role of higher institution lecturer became a discussion issue in the late decades of the 20th century.

The state of job performance of the lecturers in colleges of education has been of a great concern to education stakeholders and researchers. It appears that the level of the job performance in colleges of education is low due to lack of commitment to teaching, inappropriate choice of teaching method and indifferent attitude in supervising students' project work. The students, whose academic performance depends on the job performance of lecturers in colleges of education, are not really getting the best they desire. Adi, Agbe, Odeh & Tyokyaa (2019) exposed that colleges of education system seems to have failed to produce students who can contribute in solving the problems of the society. He further explained that parents, students, government and employees have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools in spite of improved academic and professional qualification of employees and huge government investment in education.

Many researchers have worked on factors that appear to have contributed to the low job performance among lecturers in tertiary institutions with colleges of education inclusive, and these include; negative job-related attitudes, institutional factors, lack of motivation, poor leadership styles and training (Ikon and Chukwu, 2017; Idua, 2017) yet the problem remains. Hence, two probable factors would be interrogated in this study whether it could help to improve the situation. The factors are "lecturers capacity building" and "lecturer's mentorship". The reason for choosing this is that other factors such as motivation, leadership styles, have been examined by many researchers in order to improve the job performance of the lecturers in colleges of education, yet the problem remains. So, this study will interrogate lecturer capacity building and mentorship as probable factor that could influence the job performance of the lecturers in colleges of education in southwestern Nigeria.

Capacity building is aimed at equipping the staff of an organization with the functions to be able to discharge their professional responsibilities effectively for societal growth and development. It provides the staff with new knowledge, ideas and skills for institutional effectiveness. Lecturer capacity building programme helps the teaching staff to carry out their duties effectively; put the students in the right directions with skills and ideas needed for individual improvement; and improved capacity to contribute towards nation building. Meanwhile, staff members would be deriving great

benefit when they participate in human capacity building programmes (Madumere-Obike, Ukala & Nwabueze, 2015). Hence, capacity building needs of lecturers in the tertiary institutions include: new knowledge and skills to carry out their duties effectively, skills on research and development, ideas needed for knowledge creation and team spirits to deliver lectures appropriately. Capacity building programmes such as conference and in-service training. Conference refers a one-day or multiday event during which researchers present their work to each other. Conferences are an important way researcher stay connected to others in their field and learn about cutting-edge scholarship (Ibeme, 2020). In this study “training, participation in decision making, ICT capacity building” would be considered as the indices of capacity building.

Training, as a component of capacity building, plays a vital role in enhancing lecturer job performance in colleges of education. It is essentially a structured learning process through which employees acquire the knowledge, skills, and attitudes necessary for effective job execution and the achievement of organisational goals. Abiodun-Oyebanji (2019) in her study showed that training, promotion, incentive and job recognition jointly contributed to service delivery in Nigerian universities. Recognised as a core function of Human Resource Management, training is widely acknowledged as indispensable to organisational growth and competitiveness. For lecturers specifically, continuous training and retraining are essential to maintaining professional relevance and fulfilling the broader objectives of their institutions. Participative decision making is another capacity building strategy that enhances lecturer job performance. When lecturers are actively involved in institutional decisions, their commitment, job satisfaction, morale, and workplace efficiency improve significantly (Ugwu, Okoroji & Chukwu, 2019). Furthermore, lecturers whose contributions are valued and implemented feel motivated, engaged, and recognised as indispensable members of the institution rather than peripheral workers.

i. lecturer job performance in public colleges of education.

To examined the extent to which Mentoring is another variable considered in this study. It involves a structured guidance process through which an experienced person (mentor) supports a less experienced colleague (mentee) in professional and career development (Akpotu & Konyefa, 2018). Effective mentoring enhances lecturers' job satisfaction, productivity, and continuous professional growth, while also providing the psycho-social reinforcement needed to undertake institutional tasks (Ebisinkemefa & Lucky, 2022). Key mentoring practices that enhance lecturer job performance include active listening, shared experience, and co-supervision. Active listening fosters effective communication between mentor and mentee during professional interactions Shared experience enables mentees to learn from their mentors' past outcomes, equipping them with practical knowledge to complete tasks effectively. Co-supervision further strengthens this process by allowing younger lecturers to understudy senior colleagues in graduate project supervision, seminars, and conferences.

Previous studies have been conducted on academic staff job performance, most of these studies focused on the motivation, leadership style, training and development, with no attention given to the combined influence of capacity building (participating in decision making, training and I C T capacity building) and mentorship (active listening, shared experience and co-supervision) on lecturers' job performance in Colleges of Education in Southwestern, Nigeria. In view of this, this present study is expected to fill this gap by examining the combine influence of capacity building and mentorship on academic staff job performance in public Colleges of Education in Southwestern, Nigeria.

Objectives of the Study

- i. To ascertained the level of lecturers are expose to capacity building programmes in public colleges of education
- ii. To examined the extent to which young lecturers are expose to mentoring in public colleges of education
- iii. To investigated the relative influence of lecturer capacity building and mentorship on job performance in public colleges of education

Research Questions

- i. What is the level of lecturer job performance in public colleges of education?
- ii. What is the extent to which lecturers are exposed to capacity building programmes in public colleges of education?
- iii. To what extent do the young lecturers expose to mentoring in public colleges of education?

Research Hypotheses

H0₁: There is no significant relative influence of lecturer capacity building and mentorship on job performance in public colleges of education

Methodology

The descriptive survey research design was adopted in this study. The population of this study consists of 2,876 academic staff and 17,247 Year Two (200L) students drawn from three (3) public colleges of education in Southwestern Nigeria. The sample size for this study is two hundred and seventy-four (274) academic staff and one thousand, one hundred and sixty-six (1,166) 200-level students, making a total of one thousand, four hundred and forty (1,440) respondents. The multi-stage sampling procedure involving five sampling techniques was employed to select the sample size. Two self-structured research instruments were used to obtain quantitative data from the respondents comprising lecturers and students. The content and face validity of the instruments were ensured through expert scrutiny and validation by professionals in the field of education. The reliability of the instruments was established through a pilot study, and the data obtained were analysed using Cronbach Alpha, which yielded coefficients of 0.87 and 0.78, confirming the internal consistency of the scales on the questionnaires. The questionnaires were administered to the sampled population with the assistance of a co-researcher and two research assistants. Descriptive statistics were used to answer the research questions, while multiple regression was used to analyse hypothesis one.

Results

Research Question 1: What is the level of academic staff job performance (teaching and research) in public colleges of education in Southwestern Nigeria?

Table 1a: Students’ Rating on Level of Teaching Performance of Academic Staff in Public Colleges of Education in Southwestern Nigeria

(Mastery, and Clarity in the explanation of the subject matter) My Lecturers:	VH-4	H-3	L-2	VL-1	MEAN	S.D
has a good mastery of what he/she is teaching	624 (53.5)	459 (39.4)	44 (3.8)	39 (3.3)	3.43	0.722
enter their class at the right time (i.e. promptness)	725 (62.2)	346 (29.2)	55 (4.7)	40 (3.4)	3.51	0.742
have the right answer to every question asked in the class	589 (50.5)	442 (37.9)	86 (7.4)	49 (4.2)	3.35	0.792
N = 1166; Weighted X = 3.43						
(Methodology and Resources) My Lecturers:	VH-4	H-3	L-2	VL-1	MEAN	S.D
make use of interactive whiteboard/smartboard.	425 (36.4)	367 (31.5)	245 (21.0)	129 (11.1)	2.93	0.798
make use of Institution Virtual Library (Digital Library)	345 (29.6)	328 (28.1)	259 (22.2)	234 (20.1)	2.67	0.969
make use of computer-based Test (CBT) for assessment	361 (31.0)	290 (24.9)	287 (24.6)	228 (19.6)	2.67	0.975
N = 1166; Weighted X = 2.76						
(Teacher-Student Relationship) My Lecturers:	VH-4	H-3	L-2	VL-1	MEAN	S.D
treat students with courtesy and respect in the class	702 (60.2)	333 (28.6)	73 (6.3)	58 (5.0)	3.44	0.819
calls all students often to respond in the class	606	391	100	69	3.32	0.862

(participatory class)	(52.0)	(33.5)	(8.6)	(5.9)		
is always fair but firm	406 (40.0)	403 (34.6)	189 (16.2)	108 (9.3)	3.05	0.965
N = 1166; Weighted X = 3.27						
(Evaluation) My Lecturers:	VH-4	H-3	L-2	VL-1	MEAN	S.D
conduct tests for the students in every course they teach	556 (47.7)	394 (33.8)	102 (8.7)	114 (9.8)	3.19	0.958
mark the examination and process the result as an when due	397 (34.0)	380 (32.6)	225 (19.3)	164 (14.1)	2.87	0.908
invigilate examinations based on the standard set by the institution	616 (52.8)	414 (35.5)	75 (6.4)	61 (5.2)	3.36	0.821
N = 1166; Weighted Mean= 3.14						
Grand Weighted Mean = 3.15						

Source: Research survey 2025

Table 1a revealed the responses of students on the teaching job performance of lecturers in public colleges of education in Southwestern Nigeria. In terms of planning, mastery, and clarity, lecturers demonstrated good subject mastery ($\bar{x} = 3.43$), punctuality ($\bar{x} = 3.51$), and ability to provide correct answers to students' questions ($\bar{x} = 3.35$), yielding a weighted mean of 3.43, indicating a high level of performance. Regarding methodology and resources, lecturers utilized interactive whiteboards ($\bar{x} = 2.93$), digital libraries ($\bar{x} = 2.67$), and Computer-Based Tests ($\bar{x} = 2.67$), with a weighted mean of 2.76, also rated high. Furthermore, in terms of teacher-student relationship, lecturers treated students with courtesy and respect ($\bar{x} = 3.44$), encouraged participatory learning ($\bar{x} = 3.32$), and maintained fair discipline ($\bar{x} = 3.05$), resulting in a weighted mean of 3.27, rated high. On evaluation, lecturers conducted tests ($\bar{x} = 3.19$), invigilated examinations professionally ($\bar{x} = 3.36$), and processed results promptly ($\bar{x} = 2.87$), with a weighted mean of 3.14, rated high. The grand weighted mean of 3.15 across all four dimensions indicates that the overall teaching job performance of lecturers in public colleges of education in Southwestern Nigeria is high, reflecting commendable teaching efforts.

Table 1b: Lecturers' Level of Research Performance in Public Colleges of Education in Southwestern Nigeria

Research Output						
Publication Checklist in the Last 3 Years	7 and Above	4-6	1-3	NIL	MEAN	S.D
Chapters contributed to books and books of reading	49 (17.9)	76 (27.7)	121 (44.2)	28 (102)	2.53	0.902
Articles published in local journals	80 (29.2)	76 (27.7)	98 (35.8)	20 (7.3)	2.79	0.949
Articles published in international journals	41 (15.0)	58 (21.2)	82 (29.9)	93 (33.9)	2.17	0.928
Technical reports published	6 (2.2)	38 (13.9)	74 (27.0)	156 (56.9)	1.61	0.805
Authored books	21 (7.7)	51 (18.6)	75 (27.3)	127 (46.4)	1.88	0.972
Manuscripts submitted for publication	26 (9.5)	47 (17.2)	127 (46.4)	74 (27.0)	2.09	0.903
Books edited	21 (7.7)	40 (14.6)	84 (30.7)	129 (47.1)	1.83	0.947
Local conferences attended	73 (26.6)	55 (20.1)	126 (46.0)	20 (7.3)	2.66	0.952
International conferences attended	24 (8.8)	56 (20.4)	76 (27.7)	118 (43.1)	1.95	0.993
N = 274; Weighted Mean = 2.17						
Job Performance Weighted Mean = 2.66						

Source: Research Survey 2025

Note: X ranges from $0 - 1.49 = \text{Very Low}$; $1.5 - 2.49 = \text{Low}$; $2.5 - 3.49 = \text{High}$; $3.5 - 4.00 = \text{Very High}$.

The table presents the research performance of academic staff in public colleges of education in Southwestern Nigeria over the last three years. Findings revealed that most lecturers published articles in local journals ($\bar{x} = 2.79$), attended local conferences ($\bar{x} = 2.66$), and contributed book chapters ($\bar{x} = 2.53$). However, international research engagement was relatively low, as fewer staff published in international journals ($\bar{x} = 2.17$), submitted manuscripts for publication ($\bar{x} = 2.09$), and attended international conferences ($\bar{x} = 1.95$). Additionally, very few academic staff authored books ($\bar{x} = 1.88$), edited books ($\bar{x} = 1.83$), or published technical reports ($\bar{x} = 1.61$). The weighted mean of research output as a measure of job performance was 2.13, indicating that the level of research performance of academic staff in public colleges of education in Southwestern Nigeria is low. However, the overall weighted mean of job performance, which serves as the dependent variable, was 2.66, indicating a high level of general job performance. This implies that while academic staff performed commendably in teaching, their research output remained comparatively low, suggesting that teaching performance contributed more significantly to the overall job performance rating than research productivity.

Research Question 2: What is the extent to which lecturers are exposed to capacity building programmes in public colleges of education in terms of training, participation in decision making, Information and Communication Technology.

Table 2: The extent to which lecturers are exposed to capacity building programmes in public colleges of education.

Capacity Building						
Participation in Decision Making	GE-4	SE-3	LE-2	NA-1	MEAN	S.D
Devolution of power encourages me to freely participate in college activities	78 (28.5)	167 (60.9)	22 (8.0)	7 (2.6)	3.15	0.667
In my college, there are regular statutory meetings at all levels which increase the participation of members	116 (42.3)	135 (49.3)	14 (5.1)	9 (3.3)	3.31	0.717
In my college, academic staff are permitted to make suggestions concerning students' welfare	97 (35.4)	117 (42.7)	54 (19.7)	6 (2.2)	3.11	0.793
N = 274; Weighted Mean = 3.19						
Training	GE-4	SE-3	LE-2	NA-1	MEAN	S.D
I am allowed to go for professional courses to improve my skills	104 (38.0)	141 (51.5)	26 (9.5)	3 (1.1)	3.26	0.671
My Institution constantly sponsors staff for conferences	75 (27.4)	120 (43.8)	64 (23.4)	15 (5.5)	2.93	0.851
My institution provides frequent opportunities for professional growth of academic staff through workshop	79 (28.8)	141 (51.5)	52 (19.0)	2 (0.7)	3.08	0.709
N = 274; Weighted Mean = 3.09						
Information and communication technology	GE-4	SE-3	LE-2	NA-1	MEAN	S.D
ICT equipment is provided by my institution to make teaching more effective.	58 (21.2)	63 (23.0)	62 (22.6)	91 (33.2)	2.32	0.845
My institution encourages lecturer to use new technologies in the classroom.	158 (57.7)	85 (31.0)	12 (4.4)	19 (6.9)	3.39	0.863
My institution encourages lecturer to attend training on advanced ICT tools.	142 (51.8)	90 (32.8)	23 (8.4)	19 (6.9)	3.30	0.892

N = 274; Weighted Mean = 3.00

Capacity Building Grand Weighted Mean = 3.09

Source: Research Survey 2024

Note: X ranges from 0 – 1.49 = Not at All; 1.5 – 2.49 = Little Extent; 2.5 – 3.49 = Some Extent; 3.5 – 4.00 = Great Extent.

Table 2 examined the extent of staff capacity building of academic staff in public colleges of education in Southwestern Nigeria across three dimensions. Regarding participation in decision making, lecturers indicated devolution of power ($\bar{x} = 3.15$), regular statutory meetings ($\bar{x} = 3.31$), and freedom to make suggestions on students' welfare ($\bar{x} = 3.11$), yielding a weighted mean of 3.19, indicating participation to some extent. On training and professional growth, lecturers were allowed to attend professional courses ($\bar{x} = 3.26$), sponsored for conferences ($\bar{x} = 2.93$), and provided workshop opportunities ($\bar{x} = 3.08$), with a weighted mean of 3.09, also indicating enjoyment of training to some extent. With respect to Information and Communication Technology (ICT), institutions provided ICT equipment for effective teaching ($\bar{x} = 2.32$), encouraged the use of new classroom technologies ($\bar{x} = 3.39$), and supported attendance at advanced ICT training ($\bar{x} = 3.30$), producing a weighted mean of 3.00, indicating moderate ICT exposure and utilization. The grand weighted mean of staff capacity building across all three dimensions was 3.09, implying that lecturers in public colleges of education in Southwestern Nigeria enjoy staff capacity building programmes to some extent, with room for improvement particularly in ICT infrastructure provision and international research engagement.

Research Question 3: What is the level of mentorship (active listening, physical, and emotional) of academic staff in public colleges of education in Southwestern Nigeria?

Table 3: The extent to which young lecturers are exposed to mentorship in public colleges of education

Level of Mentorship						
Active Listening	VH-4	H-3	L-2	VL-1	MEAN	S.D
I maintain comfortable eye contact with my mentee, rather than looking at my phone, or computer.	127 (46.4)	95 (34.7)	46 (16.8)	6 (2.2)	3.25	0.811
I nod or use verbal affirmations to encourage the mentee to continue speaking.	128 (46.7)	128 (46.7)	12 (4.4)	6 (2.2)	3.38	0.675
I allow silences to exist, giving the mentee time to think and formulate their thoughts	123 (44.9)	127 (46.4)	15 (5.5)	9 (3.3)	3.33	0.727
N = 274; Weighted Mean= 3.32						
Shared Experience	VH-4	H-3	L-2	VL-1	MEAN	S.D
My mentor and I frequently share teaching materials, syllabi, or pedagogical approaches	133 (48.5)	94 (34.3)	42 (15.3)	5 (1.8)	3.30	0.792
I engage in co-teaching or classroom observation, followed by constructive feedback.	136 (49.9)	127 (46.4)	9 (3.3)	2 (0.7)	3.45	0.598
My mentor is open to learning from my new ideas or technical skills	123 (44.9)	134 (48.9)	9 (3.3)	8 (2.9)	3.36	0.687
N = 274; Weighted Mean = 3.37						
Co-Supervision	VH-4	H-3	L-2	VL-1	MEAN	S.D
My mentor and I have clearly defined our respective roles in the supervision process.	137 (50.0)	102 (37.2)	25 (9.1)	10 (3.6)	3.34	0.792
My senior co-supervisor helps me improve my mentoring skills, not just the task at hand.	180 (65.7)	79 (28.8)	9 (3.3)	6 (2.2)	3.58	0.665

We hold joint meetings with our students/researchers to ensure consistent guidance.	187 (68.2)	75 (27.4)	6 (2.2)	6 (2.2)	3.62	0.643
N = 274; Weighted Mean = 3.51						
Level of Staff Mentorship Weighted Mean = 3.40						

Source: Research Survey 2024

Note: X ranges from 0 – 1.49 = Very Low; 1.5 – 2.49 = Low; 2.5 – 3.49 = High; 3.5 – 4.00 = Very High.

Table 3 examined the level of mentorship of academic staff in public colleges of education in Southwestern Nigeria across three dimensions. On active listening mentorship, mentors maintained comfortable eye contact ($\bar{x} = 3.25$), used verbal affirmations ($\bar{x} = 3.38$), and allowed silences for mentees to formulate thoughts ($\bar{x} = 3.33$), yielding a weighted mean of 3.32, rated high. Regarding shared experience mentorship, mentors frequently shared teaching materials and pedagogical approaches ($\bar{x} = 3.30$), engaged in co-teaching with constructive feedback ($\bar{x} = 3.45$), and remained open to learning new ideas from mentees ($\bar{x} = 3.36$), with a weighted mean of 3.37, also rated high. With respect to co-supervision mentorship, mentors and mentees maintained clearly defined roles in the supervision process ($\bar{x} = 3.34$), senior co-supervisors helped improve mentees' mentoring skills ($\bar{x} = 3.58$), and both parties held joint meetings with students to ensure consistent guidance ($\bar{x} = 3.62$), producing the highest weighted mean of 3.51, rated very high. The grand weighted mean of staff mentorship across all three dimensions was 3.40, indicating that the overall level of mentorship of academic staff in public colleges of education in Southwestern Nigeria is high, reflecting a strong mentorship culture particularly in co-supervision practices.

Hypothesis Testing

H₀₁: There is no significant relative contribution of capacity building (participation in decision making, training and information and communication technology) and mentorship (active listening, Shared Experience, and Co-supervision) on Lecturers job performance (teaching and research) of public colleges of education in Southwestern Nigeria.

Table 4 Relative Contributions of Capacity building and Mentorship on Lecturers job performance of Public Colleges of Education in Southwestern Nigeria

Dependent Variable	Independent Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig
		B	Std Error	Beta contribution		
Lecturers Job Performance	(Constant)	31.599	4.136		7.640	0.000
	Participation in Decision Making	0.648	0.145	0.321	4.480	0.000
	Training	0.050	0.132	0.255	0.378	0.006
	Information and communication technology	-0.054	0.141	-0.023	-0.384	0.702
	Active listening	-0.375	0.201	-0.175	-0.863	0.064
	Shared experience	0.501	0.203	0.240	2.469	0.014
Co-supervision	0.185	0.197	0.076	0.942	0.347	

Source: Research Survey, 2025

Table 4 presents the relative contributions of staff capacity building and mentorship on lecturer job performance in public colleges of education in Southwestern Nigeria. The results revealed that

participation in decision making ($\beta = 0.321, P < 0.05$), training and professional growth ($\beta = 0.255, P < 0.05$), and shared experience mentorship ($\beta = 0.240, P < 0.05$) made significant contributions to lecturer job performance, with participation in decision making recording the highest contribution, while information and communication technology ($\beta = -0.023, P > 0.05$), active listening mentorship ($\beta = -0.175, P > 0.05$), and co-supervision mentorship ($\beta = 0.076, P > 0.05$) were not significant contributors, with ICT and active listening mentorship recording negative contributions to academic staff job performance in public colleges of education in Southwestern Nigeria.

Discussion of the Findings

The finding that teaching job performance of lecturers in public colleges of education in Southwestern Nigeria is high (grand weighted mean = 3.15) aligns with the view of Taiwo (2014), who asserted that lecturers' job performance is revealed in their teaching, research, and community service activities. Similarly, Agbionu, Anyalor and Nwali (2018) noted that the teaching role of lecturers involves preparing and delivering lectures, supervising students, and developing innovative teaching methods all of which were found to be performed at a high level in this study. However, the low research output (weighted mean = 2.13) is a concern, as it contradicts the expectation that research should be a core function of academic staff in tertiary institutions. This finding corroborates Adi, Agbe, Odeh and Tyokyaa (2019), who lamented that colleges of education appear to have failed to adequately fulfil all their academic responsibilities, with parents, students, and employers expressing dissatisfaction with institutional outputs.

The finding that lecturers enjoyed capacity building programmes to some extent (grand weighted mean = 3.09) is consistent with the position of Madumere-Obike, Ukala and Nwabueze (2015), who stressed that capacity building equips staff with new knowledge, skills, and ideas for institutional effectiveness and nation building. The moderate level of ICT exposure ($\bar{x} = 2.32$ for equipment provision) is particularly worrying, as it suggests that despite institutional encouragement to use technology, the physical infrastructure remains inadequate. Abiodun-Oyebanji (2019) whose study showed that training, promotion, incentive, job recognition, and job security jointly contributed to service delivery in Nigerian universities.

The high level of mentorship recorded (grand weighted mean = 3.40) reinforces the assertion of Akpotu and Konyefa (2018), who described mentoring as a structured guidance process that supports professional and career development. The particularly high co-supervision mentorship score ($\bar{x} = 3.51$) suggests that senior lecturers actively guide younger colleagues through graduate supervision processes, consistent with the findings of Ebisinkemefa and Lucky (2022) who established that effective mentoring enhances lecturers' job satisfaction, productivity, and continuous professional growth. The strong shared experience mentorship ($\bar{x} = 3.37$) further supports the value of experiential learning in the academic workplace, enabling mentees to acquire practical knowledge from their mentors' experiences to complete tasks more effectively.

The hypothesis testing revealed that participation in decision making ($\beta = 0.321$), training ($\beta = 0.255$), and shared experience mentorship ($\beta = 0.240$) made significant contributions to lecturer job performance, while ICT ($\beta = -0.023$), active listening mentorship ($\beta = -0.175$), and co-supervision mentorship ($\beta = 0.076$) were not significant. The highest contribution of participative decision making corroborates Ugwu, Okoroji and Chukwu (2019), who established that when lecturers are actively involved in institutional decisions, their commitment, morale, and workplace efficiency improve significantly. The significant contribution of training further supports Abiodun-Oyebanji (2019), who affirmed that continuous training and retraining are essential to maintaining professional relevance. The negative contribution of ICT and active listening mentorship, however, suggests that while these are important elements in theory, as noted by Harry, Gina, Elizabeth and Mellisa (2014), their practical impact on measurable job performance may be hindered by poor infrastructure and inconsistent implementation in public colleges of education in Southwestern Nigeria.

Conclusion

This study examined the influence of capacity building and mentorship on academic staff job performance in public colleges of education in Southwestern Nigeria. The findings revealed that while the overall teaching job performance of lecturers was high, research output remained low, indicating a

significant imbalance in academic staff performance. Lecturers were exposed to capacity building programmes to some extent, with notable gaps in ICT infrastructure provision, while mentorship practices were generally high, particularly in co-supervision. The hypothesis testing further established that participation in decision making, training, and shared experience mentorship were the most significant predictors of lecturer job performance, underscoring the critical role of inclusive institutional practices and structured professional development in enhancing academic staff effectiveness in public colleges of education in Southwestern Nigeria.

Recommendations

- i. College of education management should strengthen research infrastructure by providing adequate funding, journals, and research facilities to improve the low research output of academic staff and encourage greater participation in international conferences and publications.
- ii. Institutional management should actively involve academic staff in decision-making processes at all levels, and implement structured and formalized mentorship policies as participative decision making was found to be the highest contributor to lecturer job performance, thereby boosting staff morale, commitment, and overall productivity.
- iii. Colleges of education should prioritize the provision of functional ICT equipment and infrastructure, as inadequate facilities continue to undermine effective technology-enhanced teaching despite institutional encouragement to use technology.

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