Mentoring and Quality Service Delivery in Nigerian Public Universities: Does Organizational Culture Matter?

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The study sought to investigate the effect of mentoring on quality service delivery in Nigerian public Universities by adopting the cross-sectional survey research design involving the administration of a questionnaire on a sample of 1900 respondents. The structural equation modelling was used to estimate the specified model. The results showed that supervisory mentoring and career development mentoring significantly affect quality service delivery. Similarly, peer review mentoring and role modelling significantly positively affect quality service delivery. Our study shows that organisational culture moderates the relationship between mentoring and quality service delivery. The study recommends that the management of Universities in Nigeria should institutionalise mentoring programmes to support employee career development and encourage senior employees to take on the responsibility of role modelling so that younger employees could emulate their work attitudes and improve the quality of service delivery in the institutions. The study's result bears an important implication for public universities in Nigeria which must prioritize mentoring to foster the career growth of young faculty members and enhance quality service delivery.

INTRODUCTION

Mentoring has recently attracted a lot of attention in institutions because it influences workers' behaviour and work efficiency, especially as didactic training is not sufficient to translate theoretical knowledge into practice (Manzi *et al.*, 2017). As a result, most educational institutions in the world employ mentorship programs to suit their objectives as well as workers' developmental requirements. In the higher educational system, mentoring has been found to support staff development and learning (Fitzgerald and McNamara, 2021; Searby *et al*., 2015). With global competition in university ranking (Jones and Smith, 2022), rapid technological changes, the question of teaching and learning excellence (Stevenson *et al*., 2017), constrained resources, inadequate infrastructure, and incessant industrial stalemate amongst other challenges, higher educational institutions are always looking for methods to achieve so much with so little. Mentorship programs in the university system are designed to boost productivity and academic achievement. Consequently, mentorship has lately been revitalized in Nigerian tertiary institutions with the majority of them incorporating mentoring into the supervisory function to transform traditional supervision into a more effective intervention to improve the quality of service delivery and enhance competitiveness (Cancedda, 2014; Manzi *et al*., 2017). Mentoring plays a critical role in preparing highly qualified teachers and is a major determinant of success in teaching practice (Darling-Hammond *et al*., 2017; Izadinia, 2015). It benefits all parties engaged in the connection, including mentees, mentors, and the institution (Ellis *et al,* 2020; Tinoco-Giraldo *et al*., 2020). Organizational culture plays a vital role in the mentoring relationship (Hakro & Matthew, 2020; Kochan *et al*., 2015). Culture refers to the shared values, beliefs, identities, motives and meanings of important events within a particular people or society that are transmitted from generation to generation (Krami, 2018). It describes how activities are conducted in a company and why certain practices are passed down. Culture not only explains behaviour but also establishes limits and provides stability (Ritchie & Genoni, 2012). The task of integrating mentoring into a company is difficult in the absence of cultural alignment. To enhance cultural assimilation, there must be a strong alignment between the company culture and the mentoring endeavour (Krami, 2018; Ritchie & Genoni, 2012).

Effective service delivery is crucial for attracting customers and enhancing organizational productivity. Quality, speed, and efficiency are the key elements that contribute to achieving these objectives (Makanyeza *et al*., 2013; Roa, 2013). Thus, quality service delivery is essential for the competitiveness and survival of service-oriented organizations like universities. The fierce competition from private universities and tertiary institutions in neighbouring West African countries implies that Nigerian public universities must retool and up the skills of faculties to remain competitive (Okpa, 2019). The Nigerian Universities Commission (NUC), the regulator of university education in Nigeria is saddled with the responsibility of ensuring quality service delivery among Nigerian universities. To this end, the NUC develops Core Curriculum and Minimum Academic Standards (CCMAS) to ensure the maintenance of minimum

academic standards, conduct accreditation and approval of courses and programmes. The NUC also produce guidelines for setting up universities and monitors existing universities. These efforts aimed at improving the quality of service delivery by academics have not yielded the desired results such as higher global ranking for the majority of Nigerian public universities and enhancement of students' learning experiences (Mbon *et al*., 2019; Umemezia & Akenzua, 2017). A well-structured mentoring programme such as supervisory, career development, peer review, and role model mentoring can assist both the universities and faculties in several ways by enhancing faculties' effectiveness and overall performance (Ekechukwu & Horsfall, 2015).

This study is essential in Nigeria for the following reasons. First, due to the paucity of funds, in-service training such as workshops and conferences are no longer common features in Nigerian public universities. Moreover, most mentoring programmes in Nigerian Universities fail due to a lack of adequate organizational culture to support them. The absence of organizational support for mentoring programmes results in a lack of attention and commitment to improving it by the management of institutions. Second, there is a need to develop employee efficacy for quality service delivery to make public universities in Nigeria competitive globally. Third, increasing the capacity of new employees for quality service delivery requires bridging the gap between theoretical knowledge and practical knowledge. Fulfilling these objectives requires role modelling, an essential feature of mentoring. Lastly, while studies in other climes e.g. Lapointe & Vandenberghe, 2017) have researched mentorships, there is a dearth of literature on mentoring in Nigeria, especially in public universities. Against this backdrop, this study seeks to examine the effect of mentoring on quality service delivery in Federal Universities in Nigeria. Mentoring can be acquired through supervision (Eby & Allen, 2012; Ekechukwu & Horsfall (2015), career development (Braer & Simmons, 2018; Jeevan & Poonam, 2015), peer review (Onyemaechi & Ikpeazu, 2019; Nurul, 2014; Richard *et al*., 2015) as well as role modelling (Daniel, 2013).

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Mentoring is a procedure where a more experienced individual (usually, a professional and senior person) works as a mentor to supply several duties to the younger person (mentee) to get the job performed properly (Allen *et al*., 2019; Amadi & Abraham, 2021; Dominguez & Hager, 2013). Mentoring is strengthened by a corporate culture that values education; if education is not appreciated, training is suppressed, and mentoring attempts are harmed (Krami, 2018; Mubashar, 2016). An excellent mentorship program connects new workers and apprentices with someone who can offer their professional skills and expertise in an area, thus, supporting the professional development and growth of the new workers (Manzi *et al*., 2017).

The Social Learning Theory (SLT) is important to this study because mentoring involves one person observing, modelling and imitating the behaviour, attitudes, and emotional reactions of another to enhance service delivery. SLT explains how environmental and cognitive factors influence human behaviour and the learning process (Bandura, 1977). The theory highlights the importance of observation, modelling and imitation in any relationship involving human actors. SLT provides more information on role acquisition and behaviour imitation which occurs through modelling or observational learning (Bandura, 1977; Thambekwayo, 2012). The mentor plays the role of the model in the mentoring relationship and the protégé learns by watching and emulating the mentor (Makanyeza *et al*., 2013). The mentoring association is therefore a representation of how inexperienced employees observe and emulate the mentor's conduct. This enhances the employee's career development process and improves workers' effectiveness in service delivery (Piraeus, 2018).

Undoubtedly, the whole essence of mentoring is to achieve quality service delivery. Quality service delivery is the efficiency, consistency and speed of employees in delivering products and services to customer satisfaction and the accomplishment of organizational goals and objectives (Makanyeza *et al*., 2013; Roa, 2013). Providing excellent service delivery to the customer is important for organizational survival and growth and the workers who provide these services need to be properly mentored to improve

their innovativeness and creativity and enable efficient service delivery this service efficiently (Roa, 2013; Cherono & David, 2016; Hyung, 2017).

Supervisory Mentoring and Quality Service Delivery

Supervisory mentoring is the action of overseeing and managing employees in an organization to enhance their efficiency and capabilities, thus enabling them to discharge their duties effectively and contribute to the organization's productivity (Ekechukwu & Horsfall, 2015; Donna, 2016). Supervision can enhance outcomes by ensuring that workers focus on the major goal and objective of the organization while also improving their individual career growth and development (Eby & Allen, 2012). Supervisory mentoring aims to convey practical skills to workers via learning, reducing the need for supervision and allowing individuals to succeed while contributing to corporate sustainability through increased productivity (Gardner, 2012; Garvey & Alred, 2013). Mundia and Iravo (2014) find that supervisory mentoring increases mentees' commitment to the organization and hence the quality of service delivery. Moreover, Carter and Youssef-Morgan (2019) affirm that mentoring is important for improved performance of both employees and the organization. Given the foregoing, the following hypothesis is proposed:

H₁: Supervisory mentoring is associated with quality service delivery

Career Development Mentoring and Quality Service Delivery

Career development mentoring is the process of managing learning, work, and transitions to enhance the worker's career progression and growth and improve their efficiency and capabilities through training to impact new skills or prepare the employee for higher responsibilities (Braer & Simmons, 2018; Jeevan & Poonam, 2015).

Working with a mentor to foster a career helps workers to grow their career, while also improving their competence and effectiveness on the job (Mathis & Jackson, 2015; Piraeus, 2018). Thus, mentoring is significant in building the knowledge base of the organization as well as increasing workers' skills and innovativeness. This enhances the workers' career progression and dexterity and improves the quality of service delivery (Mathis & Jackson, 2015). Sedem & Ben (2017) asserted that career development mentoring has a significant effect on employees' performance. In the same vein, Lapointe and Vandenberghe (2017), find that career development mentoring has a significant effect on affective commitment, therefore, we propose that:

H₂: Career development mentoring is associated with quality service delivery

Peer Review Mentorship and Quality Service Delivery

Peer review mentorship is the process of having people in the same sector with similar skills evaluate work scientifically, academically, or professionally in order to improve productivity. It is a technique for upholding services, improving productivity and establishing trust by providing psychological and educational assistance (Reddy, 2017). Studies such as Onyemaechi and Ikpeazu (2019), Nurul (2014) and Richard *et al*. (2015) posited that peer review mentorship enhances the relationships among co-workers and improves service delivery and organizational performance. Similarly, Piraeus (2018) found that peer review mentoring enhances the working relationship and improves workers' effectiveness. Therefore, we hypothesize as follows:

H₃: Peer review mentoring is associated with quality service delivery

Role Modelling and Quality Service Delivery

A role model is someone whose behaviour, attitude, or accomplishment in the organization may be mimicked by newer employees to enhance their productivity. A role model exemplifies the beliefs, beliefs, and actions connected with that role and so stands out in such a manner that others appreciate and desire to be like them (Daniel, 2013; Nurul, 2014). Mentees often see their mentors as their role models and this

helps to shape mentees' behaviour and attitude in order to achieve the goals of the organization (Daniel, 2013; Ofobruku & Nwakoby, 2015). Extant literature such as Florence and Amos (2017) and Ojedokun (2011), shows that role model plays an important role in improving workers' performance by shaping the behaviours in line with the philosophy and culture of the organization which leads to better service delivery in the institutions. Yu *et al.*(2022) posit that role modelling is an important quality required in mentors whose actions are expected to impact mentees' performance. Therefore, we hypothesize that:

H_4: *Role modelling is associated with quality service delivery*

Organisational Culture and Quality Service Delivery

Corporate culture refers to a set of common principles, norms, beliefs and attitudes that lead to a company's distinctive societal and emotional philosophies and conducts (Alvesson, 2012; Kochan, 2013). A good institutional culture supports mentoring and enables the management of the institution to be committed to successful mentoring programs in the organization (Alvesson, 2012). Its effects on operations, ideology and processes of the organization impact mentoring effectiveness and service delivery (Joseph & Rick, 2013; Wanjiku & Agusioma, 2014). Organizational culture and the mentor's cultural background have been found to have a positive effect on the quality of service delivery, including assisting in upgrading learning and advancing development and professional success (Manuele, 2016; Tammy & Chris, 2015). Therefore, this hypothesis states that:

H_5: *organizational culture moderates the relationship between mentoring and quality service delivery*

METHODOLOGY

The research design employed for the study was a cross-sectional survey which relied on a questionnaire constructed to elicit respondents' opinions on the study variables as of October 2022. Employing the census sampling technique, the researcher selected the six public federal universities in the South-South (Akwa Ibom, Cross River, Delta, Edo, Rivers, and Bayelsa states) geopolitical region of Nigeria, as the unit of analysis for the study. Using the Krejcie and Morgan (1970) formula, a sample of about 1920 respondents was selected from the 28,449 staff of the six public universities. Exploratory factor analysis was conducted to establish the reliability and validity of the test items on the research instrument (Avwokeni, 2016; Hair, *et al.*, 2014), while the ordered regression model was used to estimate the study model (Wooldridge, 2013). The model for this study is specified as:

The model is specified thus:

$$QSD = f(SM, CDM, PRM, RM) \tag{1}$$

$$QSD = f(SM, CDM, PRM, RM, OC) \tag{2}$$

In econometric form, the model is depicted as:

$$QSD = \lambda_0 + \lambda_1 SM + \lambda_2 CDM + \lambda_3 PRM + \lambda_4 RM + \mu \tag{3}$$

$$QSD = \lambda_0 + \lambda_1 SM + \lambda_2 CDM + \lambda_3 PRM + \lambda_4 RM + \lambda_5 OC + \mu \tag{4}$$

$$QSD = \lambda_0 + \lambda_1 SM + \lambda_2 CDM + \lambda_3 PRM + \lambda_4 RM + \lambda_5 OC + \lambda_6 OC^*SM + \lambda_7 7OC^*CDM + \lambda_8 OC^*PRM + \lambda_9 OC^*RM + \mu \tag{5}$$

where: QSD = Quality service delivery, SM = Supervisory Mentoring, CDM = Career Development Mentoring, PRM = Peer Review Mentoring, RM = Role Model, OC = Organizational Culture, * = Interaction term, μ = Stochastic error term and λ= regression coefficients.

RESULTS AND DISCUSSION

Descriptive Statistics and Test of Normality and Multicollinearity

Tables 1 to 3 display the result of the preliminary data analysis namely: the descriptive statistics, normality test, test of multicollinearity and correlation analysis.

TABLE 1
DESCRIPTIVE STATISTICS

Variable	Obs.	Mean	Std. Dev.	Minimum	Maximum	Skewness	Kurtosis
Supervisory mentoring	1900	4.3538	.32551	1	5	-.626	-.602
Career development mentoring	1900	4.3785	.26641	1	5	-.201	-1.071
Peer review mentoring	1900	4.3659	.40840	1	5	-.135	-1.371
Role modelling	1900	4.3283	.34180	1	5	-.162	-1.020
Quality service delivery	1900	4.3967	.38383	1	5	-.692	-1.089
Organizational culture	1900	4.3959	.39255	1	5	-588	1.062

Source: Researcher's compilation, 2023

TABLE 2
RESULTS OF NORMALITY AND MULTICOLLINEARITY TESTS

Variable	Obs.	W	V	Z	Prob ›Z	VIF
Quality service delivery	1900	0.338	204.41	12.74	0.0000	-
Supervisory mentoring	1900	0.972	8.36	5.08	0.0000	1.528
Career development mentoring	1900	0.818	56.31	9.65	0.0000	1.612
Peer review mentoring	1900	0.957	13.00	6.14	0.0000	1.521
Role modelling	1900	0.953	14.39	6.38	0.0000	1.635
Organisational culture	1900	0.983	5.40	4.04	0.0003	1.906

Source: Researcher's compilation, 2023

TABLE 3
CORRELATIONS AMONG VARIABLES

Variables	1	2	3	4	5	6
Quality of service delivery	1					
Supervisory mentoring	.563[**]	1				
Career development mentoring	.569[**]	.598[**]	1			
Peer review mentoring	.539[**]	.598[**]	.597[**]	1		
Role model	.645[**]	.657[**]	.739[**]	.635[**]	1	
Organizational culture	.636[**]	.668[**]	.759[**]	.655[**]	.791[**]	1

Source: Researcher's compilation, 2022. **Correlation is significant at the 0.01 level (2-tailed).

Exploratory Factor Analysis and Test of Validity and Reliability

The result of the factor analysis carried out to ascertain the validity of the instruments is presented in Table 4 below. In examining the factor structure of the questionnaire, the Standardized Factor Loadings (SFL ≥.70), Average Variance Extracted (AVE ≥.50) and Composite Reliability (CR ≥.50) were used. Similarly, for the reliability of test items, Cronbach's alpha above 0.70 was used (Hair *et al*, 2014; Hill *et al*., 2015). The results indicated that supervisory mentoring had an SFL of 0.717 to 0.818, AVE of 0.541, and CR of 0.844.

Career development mentoring had an SFL of 0.791 to 0.889, AVE of 0.813, and CR of 0.781. Peer review mentoring had SFL of 0.829 to 0.893, AVE of 0.832 and CR of 0.862. The Role model had an SFL of 0.728-0.836, AVE of 0.879 and CR of 0.877. Similarly, the dimensions of the dependent construct (Quality Service Delivery) had SFL ranging from.714 and 0.896, AVE of 0.521 and CR of 0.872. Also, the moderating variable dimensions (organizational culture) had SFL of 0.729-0.865, AVE of 0.521 and CR of 0.827 respectively. Furthermore, Cronbach's alpha values for the variables of the study ranged from .757 to 0.872 and were satisfactory. The model goodness of fit was evaluated using RMSEA < 0.08, CMIN/DF < 3, CFI > 0.9 and GFI >0.9 (Hair et al., 2010). The table shows model indices as follows: RMSEA 0.058; CMIN/DF 2.831; CFI 0.954 and GFI 0.932 respectively and was acceptable. Also, the collinearity statistics in Table 7 showed Tolerance (>0.2) and (VIF <5.0) which are acceptable.

TABLE 4
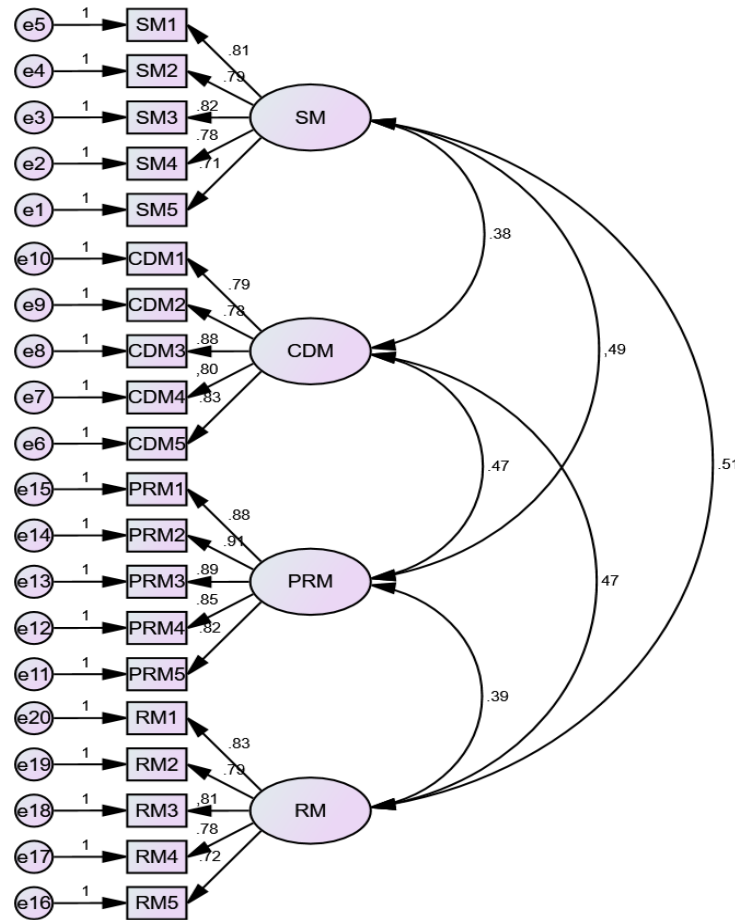**RESULTS FOR THE FACTOR STRUCTURES OF THE MEASUREMENT INSTRUMENT**

Variables	Items Codes	SFL	AVE	CR	Cronbach Alpha α	Collinearity Statistics	
						Tolerance	VIF
Supervisory Mentoring (SM)	SM1	0.818					
	SM2	0.792					
	SM3	0.821	0.541	0.854	0.832	.418	1.528
	SM4	0.781					
	SM5	0.717					
Career Development Mentoring (CDM)	CDM1	0.791					
	CDM2	0.782					
	CDM3	0.889	0.621	0.813	0.757	.451	1.612
	CDM4	0.802					
	CDM5	0.832					
Peer Review Mentoring (PRM)	PRM1	0.881					
	PRM2	0.916					
	PRM3	0.893	0.554	0.832	0.783	.423	1.521
	PRM4	0.854					
	PRM5	0.829					
Role Model RM)	RM1	0.836					
	RM2	0.792					
	RM3	0.814	0.573	0.879	0.769	.439	1.635
	RM4	0.785					
	RM5	0.728					
Quality Service Delivery (QSD)	QSD1	0.825					
	QSD2	0.896					
	QSD3	0.784	0.532	0.892	0.872	.422	1.531
	QSD4	0.792					
	QSD5	0.714					
Model fit indexes							
	CMIN/DF		RMSEA		CFI	GFI	
	2.831		0.058		0.954	0.932	

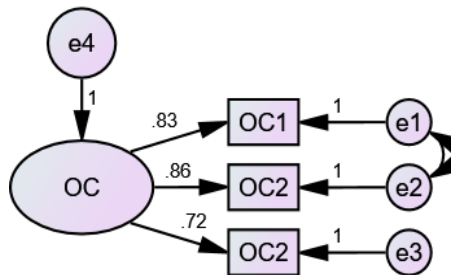Source: Researcher's compilation, 2022

Figure 1 shows the path diagram for the dimensions of mentoring in the research instrument. The diagram revealed that four constructs measuring mentoring (supervisory mentoring, career development mentoring, peer review mentoring and role model) all have SFL above .70. Similarly, Figure 2 presents the path diagram for organizational culture. The diagram indicated that measures of organizational culture were analysed and supported since all the SFLs were above .70

FIGURE 1
A PATH ANALYSIS OF THE QUESTIONNAIRE FOR DIMENSIONS OF MENTORING

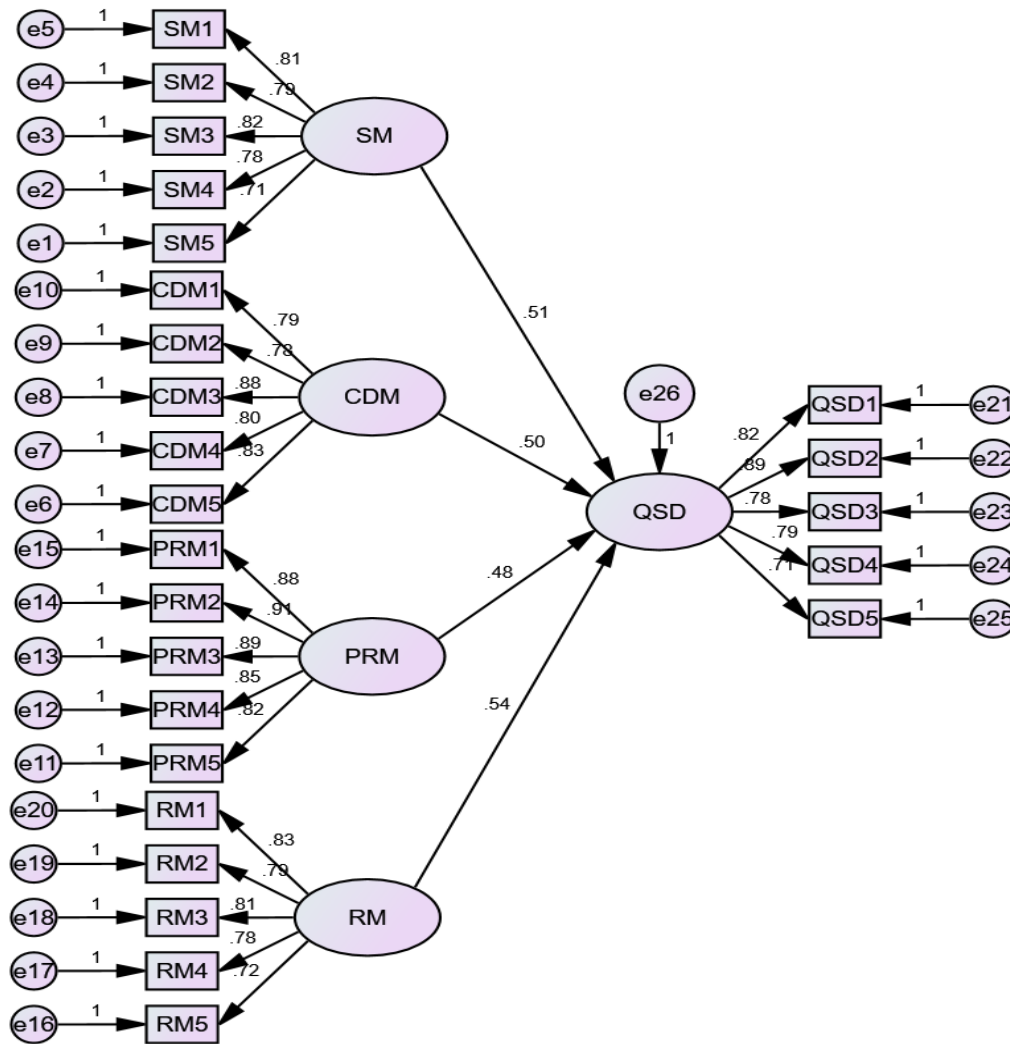*Source: Researcher's estimation, 2022*

FIGURE 2
PATH ANALYSIS FOR DIMENSIONS OF ORGANIZATIONAL CULTURE

Source: Researcher's estimation, 2022

FIGURE 3
STRUCTURAL PATH ANALYSIS FOR QUALITY SERVICE DELIVERY

Source: Researcher's estimation, 2022

In Figure 3 the structural path analysis for the constructs measuring mentoring (supervisory mentoring (SM), career development mentoring (CDM), peer review mentoring (PRM) and role model (RM), and quality service delivery (QSD) are displayed. The path diagram shows that the standardized beta weights of each of the dimensions of mentoring dimensions on quality service delivery were 0.51, 0.50, 0.48 and 0.54 for SM, CDM, PRM and RM respectively. The result implies that supervisory mentoring, career development mentoring, peer review mentoring and role modelling impacted the quality of service delivery by 51, 50, 48 and 54 per cent in that order.

Test of Hypotheses

Table 5 showed the results of the test of the hypothesis for the effect of mentoring variables on quality service delivery. The result indicated that hypotheses 1, 2, 3 and 4 embodying supervisory mentoring, career development mentoring, peer review mentoring and role modelling have a significant effect on quality service delivery (β = 0.51, 0.50, 0.48 and 0.54; p=0.00). The result indicates that a 1 unit increase in supervisory mentoring, career development mentoring, peer review mentoring and role modelling will

result in a 0.51, 0.50, 0.48 and 0.54 unit increase in quality service delivery. Thus, the study result shows that mentoring has a significant effect on quality service delivery.

Table 6 indicated the results of the hypotheses testing after the moderating variable organisational culture was included in the model. Thus, the results of H_5 showed that organizational culture has a significant effect on the relationship between mentoring and quality service delivery with standardized beta values of ($\beta = 0.38, 0.35$; and $0.48, 0.41$; p=0.00) respectively.

TABLE 5
RESULTS FOR THE TEST OF HYPOTHESES

Hypotheses	Constructs	Path	Constructs	Standardized beta (β)	t-stat*	Result
H_1	Quality service delivery	<---	Supervisory mentoring	0.51	6.2*(0.0)	Significant
H_2	Quality service delivery	<---	Career development mentoring	0.50	5.9*(0.0)	Significant
H_3	Quality service delivery	<---	Peer review mentoring	0.48	5.6*(0.0)	Significant
H_4	Quality service delivery	<---	Role model	0.54	6.6*(0.0)	Significant

Source: Researcher's computation (2022). * t-stat, p-value in parenthesis, significant at α < 1per cent.

TABLE 6
RESULTS FOR THE TEST OF HYPOTHESES WITH ORGANIZATIONAL CULTURE INCLUDED IN THE MODEL

Hypothesis	Construct	Path	Construct	Standardized beta (β)	t-value*	result
H5	Organizational culture	<---	Mentoring	0.48	5.9*(0.0)	significant
	Quality of service delivery	<---	Organizational culture	0.35	7.2*(0.0)	significant
			Goodness of fit indexes			
Model		CMIN/DF	RMSEA	CFI	GFI	P-value
Direct effect		2.842	0.052	0.935	0.925	0.000
Moderation		2.852	0.054	0.937	0.927	0.000

Source: Researcher's computation (2022). * t-stat, p-value in parenthesis, significant at α < 1per cent

Discussions

From the test of hypothesis one, the results showed that mentoring (supervisory mentoring, career development mentoring, peer review mentoring and role modelling) has a significant positive effect on quality service delivery ($\beta = 0.51$; p=0.00 respectively). This result shows that supervisory mentoring has a significant effect on quality service delivery. Supervisory mentoring enhances employees' ability to perform assigned tasks. This result is supported by Lapointe and Vandenberghe, 2017; Ekechukwu and Horsfall (2015); Eyitayo *et al*. (2015), and Nwakoby (2015).

The result of the test of hypothesis two shows that career development mentoring has a significant effect on quality service ($\beta = 0.50$; p=0.00). This result suggests that career development mentoring has a significant effect on the quality of service delivery. This result is supported by the findings of Jeevan & Poonam (2015) who indicated that career development mentoring enhances learning, work, and transitions

to enable worker better appreciate their work and improve their efficiency and capabilities. From the test of hypothesis three, it was found that peer review mentoring has a significant positive effect on the quality of service delivery ($\beta = 0.48$; p=0.00). The finding by Reddy (2017), Lapointe and Vandenberghe (2017) and Michael (2013) support the result that peer review mentoring increases workers' dexterity and efficiency in service delivery.

The test of hypothesis four shows that role modelling has a significant positive effect on the quality of service delivery ($\beta = 0.54$; p=0.00). Okediji *et al*. (2013) support this result that indicates that role modelling enhances the effectiveness of the mentoring relationship between mentees and mentors and helps the mentoring objective to be achieved effectively. Similarly, the finding is in tandem with the finding of Ojedokun (2011) who posited that role models play an important role in improving workers' performance by shaping behaviours in line with the philosophy and culture of the organization. Jeevan and Poonam (2015) found that role model enhances workers' conduct in the organization and that the presence of role models in an organization enhances the quality of service delivery.

This result of the test of hypothesis five implies that organizational culture moderates the association between mentoring and quality service delivery. The following model fit indices: RMSEA 0.052; CMIN/DF 2.842; CFI 0.935 and GFI 0.925 for the direct effect of the model, and RMSEA 0.054; CMIN/DF 2.852; CFI 0.937 and GFI 0.927 for the moderation model, indicate that the models satisfactorily meet the acceptable goodness of fit indexes and were valid and acceptable. The finding was supported by the study of Manuele (2016) who found that organisational culture, mentor's experience and mentors' educational qualification enhance the quality of service delivery. It is also supported by the finding of Tammy and Chris (2015) who asserted that an organisational mentor's culture enhances career growth and service delivery.

CONCLUSION, RECOMMENDATIONS AND PRACTICAL IMPLICATION

Conclusion

The study investigated the impact of mentoring on quality service delivery in Nigerian public universities and the moderating role of organizational culture. Four dimensions of mentoring were examined: supervisory, career development, peer review, and role modelling. The results supported all four hypotheses, demonstrating that mentoring significantly affects quality service delivery. Additionally, organizational culture moderates the relationship between mentoring and quality service delivery. The study concludes that effective supervisory mentoring, career development mentoring, peer review mentoring, and role modelling improve quality service delivery in the institutions under investigation.

Recommendations

In line with the findings, the study recommends that:
1. Management of Universities in Nigeria should put in place adequate mentoring programmes in all departments in the institutions to enhance service delivery by employees.
2. The management of Universities in Nigeria should encourage peer review mentoring in the institutions to enhance quality service delivery.
3. Senior and older employees in Nigerian Universities should be encouraged to find younger and new employees they could mentor to emulate their behaviour and attitudes towards work and increase the quality of services rendered by the institutions.
4. Management of Universities in Nigeria should ensure that mentoring programmes are embedded in their organizational culture and constantly emphasize positive influence on the mentee behaviours to enhance the quality of service delivery in the institutions.

Practical Implication of the Study and Limitations

Nigerian university administrators must prioritize mentoring to effectively foster the career growth of newly hired faculty members. This is a pivotal role that cannot be ignored and must be given the utmost attention. The limitation of this study that might affect the validity of the result is that the test items

measuring the constructs may not be the best measures of the factors. To resolve this challenge, we made sure the test items passed the construct validity and reliability tests.

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APPENDIX: RESEARCH INSTRUMENT

Mentoring Dimensions and Constructs

S/N	ITEMS	SA	A	U	D	SD
	MENTORING					
A	**Supervisory mentoring**					
1	Younger employees are assigned to senior and experienced employees to observe and learn from					
2	Older employees are assigned to oversee the activities of younger employees to enhance their efficiency.					
3	The supervisory mentoring programme in my institution helps the younger employee to develop effectively and contribute to organizational productivity.					
4	Supervisory mentoring helps young employees to develop their skills effectively.					
5	Supervisory mentoring helps the younger employee to garner knowledge and experience from senior employees to improve their productivity.					
B	**Peer review mentoring**					
1	Peer review mentoring in my institution encourages knowledge sharing among peers for improved productivity.					
2	Peer review mentoring allows colleagues in the same level or department to evaluate each other and offers support that enhances productivity.					
3	Peer review mentoring helps to build a relationship between colleagues to enhance workers' sense of belonging and performance.					
4	Peer review mentoring encourages employees to collect new and relevant information during group discussions among peers.					
5	During group discussions among peers in my institution, we tend to evaluate each other, organize ideas and share information.					

C	**Career development mentoring**					
1	Career training and development programmes are organized for younger and new employees to enhance their career growth.					
2	Career development mentoring enables senior employees to observe and direct the activities of new/younger employees to promote career growth and development.					
3	Career development mentoring builds confidence and enhances work efficiency.					
4	Senior employees in my institution guide newly employed staff to ensure quality service delivery.					
5	Career development mentoring helps workers to understand how to manage their career growth and development in my institution.					
D	**Role model**					
1	There are many role models whose conduct enhances employees' productivity in my institution					
2	The presence of role models in my institution helps to shape mentees' behaviour and attitude.					
3	Senior and older employees act as role models to younger employees in my institution to shape the behaviour of workers for improved productivity.					
4	Role models in my institution share knowledge and other information that help shape workers' behaviour					
5	Knowledge gained from role models is used to improve work productivity by the younger employee in my institution.					
	Moderating Variable and constructs					
	Organizational culture					
1	My organizational culture supports mentorship.					
2	Mentoring is a custom of my organization and it enhances workers' productivity					
3	The staff of my organization value and believe in mentorship.					

Quality Service Delivery

S/N	ITEMS	SA	A	U	D	SD
	Quality service delivery constructs					
1	Review and evaluation of my duties by my peers improve my service delivery					
2	I always put in extra effort and utilize my skills and knowledge acquired through mentoring to improve service delivery.					
3	The behaviour and attitude of my role model in the institution help me to improve the quality of my service delivery.					
4	I offer quality service delivery to enhance the productivity of my institution.					
5	Career training and development programmes in my institution enhance my service delivery.					