

**MENTORING AND ORGANIZATIONAL PERFORMANCE OF GOVERNMENT MINISTRIES
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Ajuru University of Education, Port Harcourt, Rivers State, Nigeria****Abstract**

This study examined the relationship between mentoring and organizational performance measured by effectiveness and efficiency in government ministries in Rivers State, Nigeria. Anchored on Human Capital Theory and the Resource-Based View (RBV), the study adopted a cross-sectional survey design. The target population comprised 2,764 senior civil servants (Grade Level 08 and above) across 26 government ministries in Rivers State. Using Taro Yamane's formula, a sample of 316 usable respondents was obtained. Data were collected via a structured questionnaire and analyzed using Spearman Rank Order Correlation Coefficient. Results revealed that mentoring had a strong positive and statistically significant relationship with effectiveness ($r = 0.696$, $p = 0.000$) and a very strong positive relationship with efficiency ($r = 0.779$, $p = 0.000$). Both null hypotheses were rejected at $p < 0.05$. The study concluded that structured mentoring programs are critical drivers of organizational effectiveness and efficiency in public sector ministries. It recommended the institutionalization of formal mentoring schemes, integration of mentoring into performance management systems, and capacity building for mentors within government ministries.

Keywords: *Mentoring, Organizational Performance, Effectiveness, Efficiency, Government Ministries*

Introduction

Organizational performance remains one of the most critical constructs in management science and public administration scholarship. It refers to the degree to which an organization successfully attains its stated goals, deploys its resources optimally, and fulfills its mandate to stakeholders (Yang, 2007; Richard, Devinney, Yip, & Johnson, 2009). In public sector organizations, performance is not merely measured in financial terms but encompasses the ability to deliver quality services, achieve policy targets, and manage public resources with minimal waste (Van Wart, 2013). Government ministries, as the primary administrative units for policy implementation, face increasing pressure to demonstrate accountability, transparency, and measurable outcomes (Robbins & Coulter, 2018). In Rivers State, Nigeria, government ministries play a central role in translating state budgets and executive policies into concrete services for millions of citizens. Yet, chronic underperformance, characterized by slow service delivery, inefficient resource utilization, and poor achievement of ministry objectives, has remained a persistent challenge in the public sector (Ohaka, 2011). These challenges necessitate a strategic inquiry into the human resource practices that can sustainably improve institutional effectiveness and operational efficiency.

Mentoring, as a dimension of succession planning, has emerged as a significant lever for improving organizational performance. It refers to the influence, guidance, and direction given by experienced employees (mentors) to less experienced colleagues (mentees) with the aim of accelerating professional development, enhancing role competency, and transferring institutional knowledge (Ragins & Kram, 2007). Within organizations, mentoring programs create deliberate learning relationships that build the capacity of employees to perform at higher levels, thereby contributing to the overall performance of the organization. Eby, Allen, Evans, Ng, and DuBois (2008) demonstrated through a multidisciplinary meta-analysis that mentored individuals consistently exhibit higher job performance and greater organizational commitment relative to non-mentored peers. Similarly, Allen, Eby, Poteet, Lentz, and Lima (2008) found that mentoring enhances organizational citizenship behaviors, reduces role ambiguity, and strengthens skill

development — all of which are antecedents of organizational effectiveness and efficiency. In government organizations, where institutional knowledge is particularly critical due to bureaucratic complexity and long policy cycles, mentoring assumes even greater strategic importance.

Amidst the growing body of international research on mentoring and organizational performance, existing evidence is disproportionately drawn from private sector contexts, particularly financial institutions and manufacturing firms in developed economies (Bozionelos, 2004; Charan, Drotter, & Noel, 2011). The public sector in developing nations, especially Nigeria's government ministries, remains significantly underrepresented in empirical scholarship (Rothwell, 2016). This gap is particularly pronounced for subnational government structures such as state ministries, where administrative cultures, bureaucratic constraints, and resource limitations differ markedly from federal agencies and private firms. Additionally, most prior studies have focused on mentoring's impact on individual career outcomes — promotions, job satisfaction, and personal career development — without adequately measuring institutional-level performance outcomes such as policy implementation effectiveness and operational efficiency (Phillips & Connell, 2003). The current study therefore addresses this gap by empirically examining how mentoring practices relate to the effectiveness and efficiency of government ministries in Rivers State, Nigeria, drawing on primary survey data from senior civil servants.

The significance of this study lies in several dimensions. First, it responds to the need for evidence-based human resource policy in the Nigerian public sector, where mentoring programs are not yet systematically institutionalized. Second, it extends Human Capital Theory (Becker & Huselid, 2006) and the Resource-Based View (Teece, Pisano, & Shuen, 1997) to the Nigerian public administration context, demonstrating that investment in mentoring constitutes strategic human capital development that yields measurable organizational returns. Third, the study provides practical guidance for public sector administrators and policymakers in Rivers State and similar developing-country contexts seeking to improve ministry performance through human resource interventions. The remainder of this article is structured as follows: Section 2 presents the literature review and theoretical framework; Section 3 describes the methodology; Section 4 reports and discusses results; Section 5 offers conclusions and recommendations.

Statement of the Problem

Government ministries in Rivers State are constitutionally mandated to provide public services, implement government policies, and ensure efficient utilization of public resources. However, observed realities suggest that many of these ministries consistently fall short of their mandated objectives. Reports of poor service delivery, missed policy targets, and resource wastage have been widely documented in Nigerian public administration discourse (Fallon & Brinkerhoff, 2006; Ohaka, 2011). Central to these challenges is a human resource management deficit — particularly the absence of deliberate mentoring structures that can systematically transfer knowledge, develop competencies, and enhance the performance orientation of civil servants. Without structured mentoring, experienced civil servants disengage, institutional memory is lost at retirement, and newer employees are left to navigate complex bureaucratic roles without adequate guidance (Rothwell, 2016; Dessler, 2019).

Although succession planning literature has increasingly emphasized mentoring as a strategic HR tool (Rothwell, 2005; Garman & Glawe, 2004), empirical studies specifically examining the relationship between mentoring and the performance of government ministries in Rivers State remain scarce. Available studies have largely concentrated on private sector firms, federal government agencies, or academic institutions (Eby et al., 2008; Allen et al., 2008), creating a contextual vacuum that limits the applicability of their findings to Rivers State's subnational administrative context. There is also a paucity of studies simultaneously examining both effectiveness and efficiency as dual dimensions of organizational performance in the Nigerian public sector, with mentoring as the predictor variable. This dual focus is important because effectiveness and efficiency, while related, capture distinct dimensions of performance — the former concerned

with goal achievement and the latter with optimal resource utilization. This study was therefore designed to bridge this knowledge gap by providing empirical evidence on how mentoring relates to organizational effectiveness and efficiency in government ministries in Rivers State.

Literature Review

Concept of Mentoring

Mentoring is a dynamic, interpersonal developmental process in which a more experienced individual (the mentor) provides guidance, support, knowledge, and encouragement to a less experienced individual (the mentee) with the aim of accelerating the mentee's professional growth and organizational integration (Ragins & Kram, 2007). In organizational contexts, mentoring has expanded beyond informal, spontaneous relationships to encompass structured, formally institutionalized programs that serve strategic human resource objectives. The concept encompasses both career-related functions — including sponsorship, exposure, coaching, protection, and challenging assignments — and psychosocial functions such as role modeling, acceptance, counseling, and friendship (De Janasz, Dowd, & Schneider, 2018). Through these functions, mentoring equips employees with the knowledge, skills, and confidence required to perform at higher levels and transition into positions of greater responsibility.

Organizational mentoring has been conceptualized from multiple theoretical perspectives. Social Learning Theory (Bandura, 1977, as cited in Noe, 2020) underscores that employees acquire knowledge and behavioral competencies by observing and interacting with more experienced colleagues, making mentoring a critical vehicle for organizational learning. Social Exchange Theory (Eisenberger, Huntington, Hutchison, & Sowa, 1986) further explains that when organizations invest in mentoring relationships, employees reciprocate with higher commitment, reduced turnover intentions, and increased performance. Human Capital Theory (Becker & Huselid, 2006) views mentoring as a form of human capital investment that enhances employees' productive capacity, thereby generating returns at both the individual and organizational levels. These theoretical underpinnings collectively affirm mentoring's centrality in contemporary human resource management and its potential to drive organizational performance outcomes.

Organizational Effectiveness

Organizational effectiveness refers to the extent to which an organization successfully achieves its predetermined goals and objectives (Yang, 2007). It is a multi-dimensional construct that encompasses the quality of outputs, the degree of goal attainment, stakeholder satisfaction, and the capacity to adapt to environmental changes (Richard et al., 2009). In government ministries, effectiveness is often operationalized in terms of policy implementation success, quality of service delivery to the public, and the degree to which ministry programs achieve their intended developmental outcomes (Van Wart, 2013). Mott (2002) conceptualized organizational effectiveness as the ability of an organization to mobilize its centers of power for action, production, and adaptation, with effective organizations producing high-quality outputs and demonstrating resilience when confronted with challenges. For public sector institutions, effectiveness is particularly critical because it directly determines the quality of governance and the impact of government programs on citizens' lives (Fallon & Brinkerhoff, 2006; Robbins & Coulter, 2018).

Organizational Efficiency

Organizational efficiency is conceptually distinct from effectiveness, though both are core dimensions of organizational performance. While effectiveness concerns the achievement of goals, efficiency focuses on the optimal use of available resources — including time, personnel, budget, and materials — to achieve organizational outputs (Womack & Jones, 2003). An organization is efficient when it maximizes output relative to input, minimizing waste in all operational processes (Kaplan & Norton, 2004). In government ministries, efficiency is operationalized through indicators such as cost-per-service-unit ratios, administrative process cycle times, budget utilization rates, and

workforce productivity measures. Improving efficiency in public sector organizations requires not only financial discipline but also competent leadership, skilled employees, streamlined processes, and effective knowledge management — all of which mentoring can directly or indirectly support (Phillips & Connell, 2003; Huselid, 1995).

Relationship Between Mentoring and Organizational Performance

The relationship between mentoring and organizational performance is well established in management literature. Mentoring contributes to organizational performance through multiple mechanisms. First, it facilitates knowledge transfer: experienced mentors share institutional knowledge, procedural competencies, and strategic insights with mentees, reducing skill deficits and improving operational execution (Ragins & Kram, 2007). Second, mentoring enhances employee motivation and engagement by providing psychosocial support, career guidance, and recognition — all of which increase employees' commitment to organizational goals (Kahn, 1990; Macey & Schneider, 2008). Third, mentoring supports leadership development by identifying and nurturing high-potential employees who can assume greater responsibilities, ensuring continuity in institutional leadership (Charan et al., 2011). Fourth, mentoring reduces turnover by creating positive organizational relationships and demonstrating organizational investment in employee careers, which in turn stabilizes the workforce and preserves institutional memory (Phillips & Connell, 2003).

Theoretical Framework

This study is anchored on two theoretical frameworks: Human Capital Theory and the Resource-Based View (RBV).

Human Capital Theory, developed by Becker and extended by Huselid (1995) and Becker and Huselid (2006), posits that employees' knowledge, skills, and competencies represent a form of capital — human capital — that organizations can invest in to improve productivity and competitive performance. Mentoring, as a deliberate developmental investment, enhances human capital by equipping employees with the knowledge and skills required for effective performance.

The RBV (Teece et al., 1997) complements this perspective by arguing that sustainable competitive advantage — or in the public sector context, sustained performance advantage — derives from rare, valuable, inimitable, and non-substitutable organizational resources. A well-developed mentoring culture, which transfers unique institutional knowledge and builds organization-specific competencies, constitutes precisely such a resource. Together, these theories provide the conceptual foundation for expecting that mentoring will have significant positive relationships with organizational effectiveness and efficiency in government ministries.

Empirical Review

Allen, Eby, Poteet, Lentz, and Lima (2008) conducted a comprehensive review of mentoring research and found robust evidence that formal mentoring programs improve employee performance, organizational citizenship behaviors, and goal attainment across diverse organizational contexts. The study demonstrated that mentoring enhances role clarity, accelerates skill development, and strengthens the organizational commitment of mentees, all of which contribute to institutional effectiveness. The review further noted that organizational mentoring reduces role ambiguity and interpersonal conflict, thereby improving internal process efficiency.

Eby, Allen, Evans, Ng, and DuBois (2008) conducted a multidisciplinary meta-analysis comparing mentored and non-mentored individuals across 112 studies. The analysis revealed that mentored employees consistently outperformed non-mentored counterparts on indicators including job performance, organizational commitment, career satisfaction, and contextual performance. The magnitude of mentoring's effect on performance was found to be practically significant, underscoring the organizational value of systematic mentoring initiatives.

Ragins and Kram (2007) examined mentoring functions and their organizational outcomes in *The Handbook of Mentoring at Work*. Their analysis demonstrated that career-related mentoring functions — specifically coaching, sponsorship, and challenging assignments — are positively associated with mentee performance quality, promotion rates, and organizational effectiveness contributions. Psychosocial mentoring functions were found to enhance employee wellbeing and engagement, both of which indirectly improve operational efficiency by reducing absenteeism and turnover-related disruptions.

Phillips and Connell (2003) examined the strategic accountability dimensions of employee retention through mentoring and HR development. Their study demonstrated that organizations with structured mentoring frameworks experienced significantly lower turnover costs and higher operational efficiency, primarily because retaining experienced employees preserves institutional knowledge and reduces recruitment and retraining expenses. The authors concluded that mentoring is a strategic investment with measurable efficiency returns.

Huselid (1995) conducted a landmark study on the impact of high-performance work practices — including mentoring and leadership development — on organizational productivity, turnover, and financial performance. Using data from a large sample of organizations across industries, Huselid found that organizations implementing systematic HR development practices experienced significantly lower employee turnover, higher productivity, and improved financial performance. These findings affirm the link between mentoring-embedded HR systems and organizational efficiency.

Meyer and Smith (2000) examined the relationship between HR practices, employee commitment, and organizational performance. Their study demonstrated that mentoring-oriented HR practices positively influenced employee commitment, which in turn mediated improvements in organizational performance. The authors concluded that organizations investing in mentoring and developmental practices achieve higher workforce loyalty and improved performance outcomes.

Day, Fleenor, Atwater, Sturm, and McKee (2014) reviewed 25 years of leadership and leadership development research, finding that structured development programs — including mentoring-based leadership development — significantly improve both individual capabilities and collective organizational performance. The study emphasized that mentoring accelerates the development of leadership competencies that are directly linked to organizational effectiveness in complex institutional environments.

Snell and Bohlander (2013) reviewed strategic human resource management practices and their performance outcomes. Their analysis demonstrated that organizations integrating mentoring into broader talent management systems achieve higher productivity, stronger employee commitment, and greater institutional effectiveness. Mentoring was identified as a key component of sustainable talent pipelines that ensure leadership continuity and performance stability.

Avolio, Walumbwa, and Weber (2009) examined leadership development theories and their impact on organizational performance. Their study found that mentoring-embedded leadership development programs are associated with higher employee performance, stronger organizational commitment, and enhanced innovation. The authors emphasized that mentoring creates transformational leadership behaviors that cascade through organizations, improving institutional effectiveness.

Goleman, Boyatzis, and McKee (2013) demonstrated that emotionally intelligent mentoring and coaching practices create positive organizational climates characterized by higher engagement, effective teamwork, and improved performance outcomes. Their research indicated that mentoring contributes to organizational efficiency by reducing interpersonal conflicts, improving communication, and creating environments where employees operate at optimal capacity.

Garman and Glawe (2004) examined succession planning, including mentoring, in healthcare organizations and found that structured mentoring programs were positively associated with improved organizational performance, reduced leadership gaps, and better service delivery quality.

The study highlighted mentoring's role in ensuring continuity and institutional knowledge transfer, both of which underpin sustained organizational effectiveness.

Noe (2020) examined employee training and development systems, including mentoring, and found that organizations with structured developmental programs achieve consistently higher performance outcomes. Mentoring was identified as particularly effective in building the contextual knowledge and relational competencies required for complex organizational roles, thereby enhancing both individual and institutional effectiveness.

Bozionelos (2004) examined mentoring in the context of career success and found that mentored employees achieve higher professional performance, faster career progression, and stronger organizational identification. While the study focused on private sector contexts, its findings on the performance-enhancing effects of mentoring provide a theoretical basis for extending similar conclusions to public sector institutions.

Harter, Schmidt, and Hayes (2002) conducted a meta-analysis examining business-unit-level relationships between employee engagement, facilitated partly by mentoring, and business outcomes. Their analysis of 7,939 business units across 36 companies demonstrated significant positive correlations between employee engagement and performance outcomes including productivity, customer satisfaction, and efficiency. The study confirmed that mentoring-driven engagement translates into measurable organizational performance improvements.

Collings and Mellahi (2009) examined strategic talent management and its organizational performance implications. Their analysis found that organizations implementing systematic talent development practices — including formal mentoring — achieve superior performance outcomes relative to competitors. The study demonstrated that mentoring constitutes a critical component of high-performance talent systems that drive institutional effectiveness and operational efficiency.

Van Wart (2013) examined leadership development in public administration and its relationship with organizational performance. The study found that public sector organizations investing in leadership mentoring and developmental programs achieve higher administrative efficiency and improved policy implementation outcomes. The research underscored the particular importance of mentoring in government organizations where leadership continuity is essential for sustained performance.

Rothwell (2016) examined succession planning and its performance implications in both public and private sector organizations. The study found that formal mentoring programs, as components of succession planning systems, are positively associated with organizational effectiveness, workforce stability, and leadership continuity. Ministries and agencies with structured mentoring frameworks demonstrated stronger institutional performance and reduced disruptions during leadership transitions.

Kuvaas, Buch, Weibel, Dysvik, and Nerstad (2017) examined intrinsic and extrinsic motivation in relation to employee performance outcomes. Their study found that mentoring practices that emphasize intrinsic motivation — learning, growth, and skill development — produce more sustainable performance improvements than extrinsic incentives alone. The research supports the use of mentoring as a long-term performance investment that improves organizational effectiveness through enhanced employee motivation and capability.

Hausknecht and Trevor (2011) examined collective turnover at multiple organizational levels and its implications for organizational performance. The study found that mentoring-based retention practices, which reduce voluntary turnover, positively influence organizational efficiency by preserving productive institutional capacity and reducing replacement costs. Mentoring was identified as a key mechanism for maintaining workforce stability and operational continuity.

Dessler (2019) in his comprehensive human resource management textbook documented empirical evidence that organizations implementing structured mentoring programs experience measurable improvements in employee productivity, knowledge application, and institutional effectiveness. He argued that mentoring's performance effects are particularly strong in complex,

knowledge-intensive environments such as government ministries where institutional memory and relational competencies are strategic assets.

Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) examined the science of training and development and its organizational outcomes. Their review found that developmental interventions including mentoring significantly improve employee performance, knowledge transfer effectiveness, and organizational learning outcomes. The study demonstrated that organizations investing in systematic mentoring achieve both higher individual effectiveness and broader institutional performance improvements.

De Janasz, Dowd, and Schneider (2018) examined interpersonal skills development in organizational contexts, noting that mentoring is one of the most effective methods for developing the relational and communicative competencies required for high performance in complex institutional settings. Their research found that mentoring programs that emphasize both task-related skills and interpersonal development produce the most significant improvements in organizational effectiveness.

Marquardt (2011) examined action learning and its organizational performance outcomes, finding that mentoring-integrated learning programs achieve superior knowledge transfer and performance improvements relative to traditional training. The study demonstrated that mentoring creates iterative learning loops that continuously improve employee performance, contributing to sustained organizational efficiency and effectiveness.

Lussier and Hendon (2019) examined human resource management functions and their organizational outcomes, documenting that mentoring is among the most cost-effective HR interventions for improving both individual and organizational performance. Their analysis of mentoring ROI demonstrated that the performance gains attributable to mentoring programs typically exceed the costs of their implementation, affirming mentoring's strategic value in resource-constrained organizations such as government ministries.

Ohaka (2011) examined research methodology and organizational performance in the Nigerian public sector context, highlighting the pervasive performance challenges confronting government ministries and the role of human resource practices in addressing them. The study noted that systematic mentoring and developmental programs are among the most underutilized yet high-impact performance enhancement tools available to Nigerian government organizations.

Garavan, Carbery, and Rock (2012) examined talent development architecture and found that structured mentoring is a central pillar of effective talent development systems that produce measurable organizational performance improvements. Their research demonstrated that organizations integrating mentoring into comprehensive talent development frameworks achieve higher levels of institutional effectiveness and operational efficiency than those relying on ad hoc developmental approaches.

Hypotheses

H₀₁: There is no significant relationship between mentoring and effectiveness of government ministries in Rivers State.

H₀₂: There is no significant relationship between mentoring and efficiency of government ministries in Rivers State.

Methodology

This study adopted a cross-sectional survey research design, which is appropriate for investigating relationships between variables at a single point in time within a defined population (Saunders & Thornhill, 2009). The positivist philosophical paradigm underpinned the research, consistent with its quantitative orientation and the use of deductive hypothesis testing as the primary analytical strategy (Guba & Lincoln, 1994). The target population comprised 2,764 senior civil servants on Grade Level 08 and above employed across the 26 government ministries in Rivers State, Nigeria, as documented in the official records of the Rivers State Civil Service Commission

(2021). Using Taro Yamane's (1967) sampling formula at a 95% confidence interval and a 5% margin of error, a sample size of 349 was determined. Following data cleaning to remove incomplete and inconsistent responses, 316 questionnaires were deemed valid and used for analysis, representing a usable response rate of approximately 90.5%. A stratified random sampling technique was employed to ensure proportional representation across the 26 ministries, preventing concentration bias. Data were collected using a structured five-point Likert-scale questionnaire developed and validated through expert review (content validity) and pilot testing. Cronbach's alpha reliability coefficients for the key scales — mentoring, effectiveness, and efficiency — all exceeded the 0.70 threshold recommended by Hair, Anderson, Tatham, and Black (1998), confirming adequate internal consistency. The instrument measured mentoring using three items addressing role understanding, performance feedback, and collaborative problem-solving. Effectiveness was operationalized through three items covering policy objective achievement, quality of services, and programme implementation success. Efficiency was measured through three items assessing financial and material resource utilization, waste minimization, and budget-staffing rationality. Spearman Rank Order Correlation Coefficient (ρ) was employed for hypothesis testing, given the ordinal nature of Likert-scale data and the non-normal distributions observed in the preliminary normality tests (Trochim, 2006). The 0.05 significance level was adopted as the decision criterion for either accepting ($p > 0.05$) or rejecting ($p < 0.05$) the null hypotheses. All ethical protocols were observed, including informed consent, respondent anonymity, and voluntary participation.

Results

Descriptive Statistics

Table 1: Descriptive Statistics for Mentoring, Effectiveness, and Efficiency (N = 316)

| Variable | Min | Max | Mean | Std. Dev. |
|---------------|------|------|------|-----------|
| Mentoring | 1.00 | 5.00 | 4.08 | 1.10 |
| Effectiveness | 1.00 | 5.00 | 4.02 | 1.04 |
| Efficiency | 1.00 | 5.00 | 3.98 | 1.08 |

Source: Survey Data, 2025

Table 1 presents the descriptive statistics for the three study variables. Mentoring recorded a mean score of 4.08 (SD = 1.10), indicating that respondents generally perceived mentoring practices in their ministries as high. Effectiveness recorded a mean of 4.02 (SD = 1.04), while efficiency recorded a mean of 3.98 (SD = 1.08), both reflecting high levels of perceived organizational performance on these dimensions. These descriptive results suggest a generally positive orientation toward mentoring, effectiveness, and efficiency among senior civil servants in the sampled Rivers State government ministries.

Test of Hypothesis One: Mentoring and Effectiveness

Table 2: Spearman's Rho Correlation — Mentoring and Effectiveness (N = 316)

| | | Mentoring | Effectiveness |
|----------------|-----------------|-----------|---------------|
| Spearman's rho | Mentoring | 1.000 | .696** |
| | Sig. (2-tailed) | . | .000 |
| | N | 316 | 316 |
| | Effectiveness | .696** | 1.000 |
| | Sig. (2-tailed) | .000 | . |
| | N | 316 | 316 |

** Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2025

Table 2 presents the Spearman's rho correlation analysis for Ho1. The result shows a strong, positive, and statistically significant relationship between mentoring and organizational effectiveness ($r = 0.696$, $p = 0.000$). Since $p = 0.000 < 0.05$, the null hypothesis Ho1 is rejected. This indicates

that higher levels of mentoring practices — including guidance, performance feedback, role modeling, and career support — are strongly associated with higher organizational effectiveness in terms of policy objective achievement, service quality improvement, and successful programme implementation in Rivers State government ministries.

Test of Hypothesis Two: Mentoring and Efficiency

Table 3: Spearman's Rho Correlation — Mentoring and Efficiency (N = 316)

| | | Mentoring | Efficiency |
|----------------|-----------------|-----------|------------|
| Spearman's rho | Mentoring | 1.000 | .779** |
| | Sig. (2-tailed) | . | .000 |
| | N | 316 | 316 |
| Efficiency | | .779** | 1.000 |
| | Sig. (2-tailed) | .000 | . |
| | N | 316 | 316 |

***. Correlation is significant at the 0.05 level (2-tailed).*

Source: SPSS 21.0 Data Output, 2025

Table 3 presents the Spearman's rho correlation analysis for Ho2. The result reveals a very strong, positive, and statistically significant relationship between mentoring and organizational efficiency ($r = 0.779$, $p = 0.000$). Since $p = 0.000 < 0.05$, the null hypothesis Ho2 is rejected. This indicates that higher levels of mentoring practices are very strongly associated with higher organizational efficiency — including optimal financial and material resource use, minimal waste in administrative processes, and achievement of targets with reasonable staffing and budget allocations. The r -value of 0.779 is notably higher than the 0.696 obtained for effectiveness, suggesting that mentoring's contribution to operational efficiency is particularly robust in Rivers State government ministries.

Summary of Hypotheses Testing

Table 4: Summary of Hypotheses Testing Results

| Hypothesis | rho | p-value | Decision | Relationship |
|--------------------------------|-------|---------|----------|--------------|
| Ho1: Mentoring → Effectiveness | 0.696 | 0.000 | Rejected | Significant |
| Ho2: Mentoring → Efficiency | 0.779 | 0.000 | Rejected | Significant |

Source: Research Data, 2025

Discussion of Findings

The finding that mentoring has a strong positive and significant relationship with organizational effectiveness ($r = 0.696$, $p = 0.000$) aligns with a substantial body of empirical literature. Allen et al. (2008) reported that mentored employees demonstrate higher job performance and stronger organizational citizenship behaviors, both of which directly contribute to institutional effectiveness. Similarly, Eby et al.'s (2008) meta-analysis confirmed that mentoring improves performance and commitment by fostering skill development and role clarity — factors critical to achieving ministry policy objectives. The strong r -value of 0.696 suggests that mentoring is not merely a peripheral developmental tool but a central mechanism for driving effectiveness in Rivers State government ministries. This finding is particularly significant in the public sector context, where Bozionelos (2004) had primarily demonstrated mentoring's career-related benefits in private organizations; the current study extends this evidence to show that mentoring drives institutional goal achievement in bureaucratic public sector environments.

The very strong positive relationship between mentoring and efficiency ($r = 0.779$, $p = 0.000$) is equally compelling and represents the study's most notable quantitative finding. This result is consistent with Ragins and Kram (2007), who demonstrated that mentoring reduces

organizational inefficiencies through knowledge transfer and psychosocial support, leading to better operational processes. Phillips and Connell (2003) specifically found that mentoring lowers turnover costs and improves efficiency by preserving institutional knowledge — a finding directly mirrored in this study's public sector context, where experienced civil servants represent irreplaceable repositories of administrative expertise. The fact that the mentoring-efficiency correlation ($r = 0.779$) is stronger than the mentoring-effectiveness correlation ($r = 0.696$) may be explained by the more proximate pathway through which mentoring influences efficiency: direct knowledge and skills transfer from mentor to mentee enables immediate improvements in task execution quality, resource utilization, and process waste reduction, whereas effectiveness improvements may require more extended developmental periods before manifesting at the institutional level. Meyer and Smith (2000) similarly found that HR practices including mentoring enhance organizational commitment, which in turn mediates efficiency improvements. The overall pattern of strong, statistically significant results affirms that mentoring is a cornerstone of performance improvement in Rivers State government ministries, consistent with the predictions of Human Capital Theory (Becker & Huselid, 2006) and the Resource-Based View (Teece et al., 1997).

Conclusion and Recommendations

This study examined the relationship between mentoring and organizational performance — operationalized as effectiveness and efficiency — in government ministries in Rivers State, Nigeria. Based on data from 316 senior civil servants across 26 ministries, the study found strong positive and statistically significant relationships between mentoring and both organizational effectiveness ($r = 0.696$, $p = 0.000$) and organizational efficiency ($r = 0.779$, $p = 0.000$). Both null hypotheses were rejected, providing robust empirical support for the conclusion that mentoring is a significant driver of organizational performance in the Nigerian public sector. These findings affirm the theoretical positions of Human Capital Theory and the Resource-Based View and extend prior mentoring research to the underrepresented context of Nigerian state government administration. The study concludes that structured, systematic mentoring programs represent high-return investments for Rivers State government ministries seeking to improve policy implementation outcomes and operational resource efficiency.

Based on the findings and conclusions of this study, the following recommendations are offered:

1. The Rivers State Civil Service Commission and individual ministry heads should institutionalize formal mentoring programs by establishing Mentoring Coordination Committees within each ministry, with clear frameworks for mentor-mentee matching, structured interaction schedules, progress monitoring, and quarterly reporting.
2. Mentoring outcomes should be integrated into performance management systems so that mentors are rewarded for effective knowledge transfer and mentee development, thereby creating institutional incentives for sustained mentoring engagement.
3. Capacity building for potential mentors should be a priority; government ministries should train experienced civil servants in mentoring skills — including active listening, constructive feedback delivery, and developmental goal setting — through partnerships with administrative staff colleges and universities.
4. Given the particularly strong mentoring-efficiency relationship observed, mentoring programs should be explicitly designed to address operational processes, resource management, and workflow optimization, ensuring that knowledge transfer directly improves day-to-day administrative efficiency.

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