

# **Mentorship as Catalyst for Improving Human Capital Formation of Women in Nigeria**

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## **Abstract**

This paper examines mentorship as a method of human capital formation for women. The level of development of any nation depends on the quality of its human resources. The educational gap between men and women in Nigeria is still very wide with women far behind. Human Capital Formation is expected to be a leveller and mentoring has been identified as an important factor in this regard.

The study adopted a descriptive survey method. Data was collected from 165 women in wage employment spread across two universities and two commercial banks. The results indicate that mentoring impacts positively on human capital formation of women. The two hypotheses tested indicated a positive relationship between mentorship, the level of human capital formation and attainment of leadership positions by women. The benefits of mentorship are immense. For mentees it includes easier networking and partnership opportunities, provision of a nonthreatening learning opportunity; improved self-confidence, developing business expertise and technical knowledge, challenge, support and reassurance. It also creates room for coaching; listening and reassurance. For the mentor, it includes increased motivation; challenge; new insights and perspectives; an opportunity for self-development; increased self-esteem and pleasure.

However, certain factors like a 'mismatch' between mentor and protégés, unrealistic expectations, breach of confidentiality, women (personal) factors, were found to inhibit women from effectively mentoring other women.

The paper recommends that older women must exhibit positive role modeling and mentorship to encourage up-coming women to gain and increase self-confidence and a deeper insight into how things work in different careers and vocations. The few already in high positions leadership must mentor and younger and upcoming ones.

**Key Words:** mentorship, catalyst, human capital formation, women

## **I. Introduction**

The development of a country is a function of the availability, organization and use of the resources in it. Great importance is attached to human capital formation as a means of speeding up economic growth. The higher the level of education, the greater will be the contribution of the worker to the national product. While physical capital refers to machinery, monetary sources and raw materials needed to attain national development, human capital has to do with the provision of a skilled labour force, which has received educational training. Human capital refers to the stock of competences, knowledge and personality attributes embodied in the ability to perform so as to produce economic value. It is the attributes gained through education and experience. Human capital is used in varied proportions with physical capital for the rapid growth of nations. Human capital can be improved through investments in it though, investments in human capital is irreversible. Unlike physical capital, human capital development is regarded both as an investment and consumption good. This is due to the fact that expenditure on human capital satisfies wants directly, in addition, to the role of formation and maintenance of human skills. Raw human beings can be transformed into productive 'human capital' by inculcating skills required by the economy and making individuals more productive, not only to the market place, but also in the household. It contributes to national growth through its ability to increase the productivity of the population of the labour force leading to increase in economic growth.

The developed countries have continued to be in the forefront of global technological breakthrough, including the electronic and computer revolution, due principally to the availability of various categories of brainpower and technical expertise. As a result of this too, the technological gap between the developed and developing countries is widening as many of the developing countries are finding it increasingly difficult to meet the basic needs of life (food, water supply and shelter). This confirms that the larger part of industrial development is got not from more capital investment but from investment in man and improvements brought about by improved men. Despite the massive imports of physical capital, there have not been accelerated growth rates due to the existence of under developed human resources. Innovation or the process of change from static or traditional society requires large doses of strategic human resources. Physical capital is more productive if a country possesses sufficient human capital. A dearth in the varied type of human capital results in physical capital not being productively utilized. While some growth is possible from increase in the conventional capital, even though the available labour force is lacking skills and knowledge, the growth rate will be seriously limited without the latter. To remove economic backwardness and instill the capacities and motivations to progress, it is necessary to increase the knowledge and skills of people. The need for investment in human capital therefore becomes of paramount importance. A shortage of appropriate skills and knowledge constitutes a limiting factor to economic growth.

A nation's population is usually almost divided evenly between males and females except under peculiar circumstances such as war or highly selective immigration which normally affect males more than females.

However, throughout the ages, the sharing of power, wealth, influence, employment etc. between men and women has never been close to equality. At one time, a woman's economic status was defined by that of her father or her husband. Women spent few, if any, years outside the parental or marital home. However, significant changes in marriage and divorce patterns have made it more and more likely that a woman either makes substantive contributions to the household income or provides the primary source of income for her and her children. A growing proportion of women never marry, and those who do marry do so later in life and are more likely to get a divorce. Women have entered the labor force in increasing numbers. A 1990 study by the Federal office of Statistics indicates that 31.6 percent of Nigerian women age 16 and older were in the labor force compared with 21.4 percent in

1972. Today, it is more likely than ever before that women will have primary responsibility for their economic status and that of their children. Given the increasing likelihood that a woman must bear some if not all financial responsibility for herself and her children, her prospects for employment and earnings have become central to the well-being of women and children. Even in the most advanced countries, gender inequality has remained a live issue.

This notwithstanding, the role played by women in national development in all facets of human endeavour has been quite notable. There has been considerable progress in developing women's capabilities, though their participation in economic and political decision making remains very limited. The status of women often changes when financial impoverishment disappears. When women become economically empowered, they can carry out activities which demonstrate financial independent, and they can develop the capacity to take decisions.

Mentorship is a [personal developmental](#) relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. The receiver of mentorship was traditionally referred to as a protégé or [apprentice](#) but with the institutionalization of mentoring the more neutral word "mentee" was invented and is widely used today. A mentorship is a supportive relationship established between two individuals where knowledge, skills, and experience are shared. Mentoring is a tool that organizations can use to nurture and grow their people. It can be an informal practice or a formal programme. Protégés observe, question, and explore. Mentors demonstrate, explain and model.

## **II. The Objectives**

This paper aims to: (i) examine mentorship as a method of human capital formation for women in Nigeria (ii) assess the level to which women in top managerial positions have been mentoring younger ones (iii) examine the specific benefits of mentorship as a method of human capital formation in increasing access by women to managerial positions (iv) highlight possible factors inhibiting women from effectively mentoring other women (iv) proffer possible solutions to the identified inhibitions.

## **III. METHODOLOGY**

The paper adopted a descriptive survey method to examine the role of mentorship as a catalyst for effective women human capital formation in Nigeria. 180 questionnaires were distributed to the participants in the study who are all women in the labour force spread across the two universities and two commercial banks selected for the study. 165 of the questionnaires were returned in usable conditions. The study aimed to capture women's, perception and experiences of mentorship both as mentors and as mentees. Based on the results of the analysis of the data collected conclusion was drawn.

## **IV. Literature**

### **i. Human Capital Formation**

Investment in human capital presumably increases versatility, mobility and awareness of unemployment opportunities, and the higher the level of education, the greater the contribution of the worker, to the national product. The consequences of education in the sense of skills embodied in people themselves are being treated as capital. Human capital is thus, the present value of past investments in the skills of people. In the very long history of economic thought, it has always been known that human beings are a very important part of the wealth of nations and consequently, interest has been shown in the economic aspects of education. Though in the process of economic growth, it is customary to attach more importance to the accumulation of physical capital, now it is increasingly recognized that the growth of tangible capital stock depends to a considerable extent on human capital formation.

Studies made by **Schultz, Harbison, Denison, Becker** and a host of others reveal that one of

the important factors responsible for the rapid growth of the American economy has been the relatively increasing outlays on education. They thus argue that the same amount of money invested in education, brings about a greater increase in national income, than that spent on dams, roads, factories or other tangible capital goods. The larger part of industrial growth is gotten not from more capital investment, but from investment in men and improvement brought about by improved men. Technological knowledge and skills form the community's immaterial equipment or intangible assets without which capital cannot be utilized productively. Education is therefore viewed as a national investment and the most valuable of all capital is seen as that invested in human beings. Ojo (1997) observes that studies conducted in the advanced countries like the USA, the defunct Soviet Union, Denmark and Japan during the period they achieved rapid economic growth showed a positive relationship between economic growths and the amount and type of education received by the labour force in these countries. Human capital played an eminent role in ensuring the recovery of some countries that suffered extensive destruction of infrastructure and factories during the world wars. Prior to this time, economists had failed to take cognizance of the influence of human capital in the production process and therefore underestimated its importance in post-war recovery. A very significant method of human capital formation especially at the management development level is mentorship.

## **ii. Mentorship**

There is a wide variety of interpretations of mentorship, depending on the context and the personalities involved. For instance Bullis and Bach (1989) sees mentorship as providing regular opportunities for individuals and groups, less experienced and more experienced, in training and service settings, to reflect together about their hands-on work. Bozeman and Fenney (2007) describes it as a protected relationship in which learning and experimentation can occur, potential skills can be developed, and the results measured in terms of competence gained rather than circular territory covered. Schlee (2002) views mentorship as a significant, long-term, beneficial effect on the life or style of another person, generally as a result of personal one-on-one contact. A mentor is one who offers knowledge, insight, perspective, or wisdom that is especially useful to the other person. The intention of a mentorship programme is that it should be an intentional, structured, nurturing, insightful, reflective and supportive process. It is primarily aimed at challenging the unknown elements in the learner. A mentorship is a supportive relationship established between two individuals where knowledge, skills, and experience are shared. The mentee is someone seeking guidance in developing specific competencies, self-awareness, and skills in early intervention. The mentor is a person who has expertise in the areas of need identified by the mentee and is able to share their wisdom in a nurturing way. In this relationship, the mentee has the opportunity to ask questions, share concerns, and observe a more experienced professional or parent within a safe, protected environment. Through reflection and collaboration between the mentor-mentee pair, the mentee can become more self-confident and competent in their integration and application of the knowledge and skills gained in the mentorship demonstrating best practice. The mentorship established between two individuals is unique to their needs, personality, learning styles, expectations, and experiences.

The practice of mentoring seems to have far off origins. In ancient Greece young males usually lived with more mature men at their side: in this way they could learn values. Usually the older men were friends or relatives of the young man's father. As Murray (2001) asserts, the same principles as those used in modern mentoring can be traced to the corporations of arts and professions dating back to medieval times: in such associations, which in those days dominated the commercial world, it was the custom to take on young apprentices who lived and worked with their master, the owner of the workshop. They learned skills and abilities thus becoming master craftsmen themselves capable of taking over the business. Through this system, skills were handed down from one generation to another without the risk of them deserting to rival associations. Okeke (2002) affirms that with the industrial revolution which brought about the standardization of work, production and training, this type of

relationship fell into disuse but the basic ethics survived: in this period an informal type of relationship between supervisors and gifted workers can be traced in factories: this enabled them to reach a better position. Kram (2005) observes that since the 1970s mentoring has spread across the globe mainly in training contexts. In the same years, it began to spread in an organizational sense as well. Cox (1997) described it as an innovation in organizational management. Since the 1980s mentoring has begun to extend and it is widely used in the working and training environment. In some places it has many applications in training students for teaching roles.

#### iv. Mentoring Techniques

A study of mentoring techniques most commonly used in business was published in 1995 under the title *Working Wisdom*. In the study, five major techniques or "wisdom tactics" were found to be used most commonly by mentors. **First** is accompanying which means making a commitment in a caring way. Accompanying involves taking part in the learning process by taking the path with the learner. **Second** is Sowing. Mentors are often confronted with the difficulty of preparing the learner before he or she is ready to change. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it. **Third** is catalyzing which involves the mentor choosing to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values. **Fourth** is showing which is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behavior. **Fifth** is harvesting. Here the mentor focuses on "picking the ripe fruit". It is usually learned to create awareness of what was learned by experience and to draw conclusions. Different techniques may be used by mentors according to the situation and the psychological mindset of the mentee.

Mentoring relationships can either be formal or informal. Informal relationships develop on their own between partners. Formal mentoring, on the other hand, is a structured process supported by the organization and addressed to target populations. In formal mentoring, matching of mentor and mentee is done by each choosing the partner in order to avoid creating a forced and inauthentic relationship. There are formal mentoring programmes that are values-oriented, while social mentoring and other types focus specifically on career development. Some mentorship programmes provide both social and vocational support. In well-designed formal mentoring programmes, there are programme goals, schedules, training (for both mentors and protégés), and evaluation. Mentoring relationships vary and can be influenced by the type of mentoring relationship that is in effect. That is whether it has come about as a formal or informal relationship. Again, several models have been used to describe and examine the sub-relationships that can emerge. For example, Buell (2004) describes how mentoring relationships can develop under a cloning model, nurturing model, friendship model and apprenticeship model. The cloning model is about the mentor trying to "produce a duplicate copy of him or herself." The nurturing model takes more of a "parent figure, creating a safe, open environment in which mentee can both learn and try things for him-or herself." The friendship model are more peers "rather than being involved in a hierarchical relationship." Lastly, the apprenticeship is about less "personal or social aspects... and the professional relationship is the sole focus."

There are several assumptions that form the foundation for a solid mentoring program. A basic assumption of mentoring is that deliberate learning is the cornerstone. The mentor's job is to promote intentional learning, which includes capacity building through methods such as instructing, coaching, providing experiences, modeling and advising. In addition, both failures and successes are powerful teachers. Mentors, as leaders of a learning experience, certainly need to share their "how to do it so it comes out right" stories. They also need to share their experiences of failure. Both types of stories are powerful lessons that provide valuable opportunities for analyzing individual and organizational realities. Next, leaders need to tell their stories, personal scenarios, anecdotes and case examples, because they offer valuable, often unforgettable insight. Mentors who can talk about themselves and

their experiences establish a rapport that makes them "learning leaders." Again, development matures over time. Mentoring that works taps into continuous learning that is not an event, or even a string of discrete events. Rather, it is the synthesis of ongoing event, experiences, observation, studies, and thoughtful analyses. In addition, mentoring is a joint venture. Successful mentoring means sharing responsibility for learning. Regardless of the facilities, the subject matter, the timing, and all other variables, successful mentoring begins with setting a contract for learning around which the mentor, the protégé, and their respective line managers are aligned.

Mentorship programmes are offered to support in programme completion, confidence building and transitioning to further education of the workforce. The experience of the mentor can help the mentee overcome hurdles in business easily, given that the mentor has faced similar situations in business himself.

#### **iv. Mentoring Women for Improved Human Capital Formation**

Human capital formation brings about enhancement of the quality of living: food, housing, health, clothing, transport, communication, entertainment and gainful use of leisure. If the vast majority of the women folk are educated, their personal development can be enhanced remarkably. Children and husbands also stand to gain tremendously. Women are likely to have more confidence in themselves and their ability to contribute effectively to national development. Education helps in the fulfilment of women's marital obligations. Ability to read about health care, nutrition, body changes, modern household equipment, etc. will improve the performance of her responsibilities to the home and society at large. An educated woman will be able to help her children with their school assignments. This will ensure blissful homes, well-educated and well-behaved children and contented husbands and an endowed nation. As regards National Reconstruction, educated women are usually better able to assist in nation building and reconstruction. A few women are currently holding powerful positions in our country and in the world. In the area of social development, the improvement of society could be effected through the development of the potentialities of the women folk. The 1978 General Conference of UNESCO meeting noted that:

*Increasing educational opportunities for women boosts equity and foster national development. The potential contribution of educated and trained women to labour force and the importance of their education in the improvement of family welfare and planning are factors still under-estimated in national development.*

It is also pertinent to mention here that the higher the level of education, the greater the likelihood that a women will stay in the labour force. Educated and gainfully employed women can assist their husbands in financing the home and the education of their children and consequently contribute to economic development. Williams (1997) opined that women development is the process whereby women develop the capacity, the ability to control and direct those things which affect them. Concern over the role of women in society, is no longer new in development discourse. Generally, it is accepted that for development of any kind to be successful, women who constitute a large proportion of the population should not be left out. There is also no doubt that both men and women have some potentials and rights to contribute meaningfully to the development of their countries throughout the world, Nigeria inclusive. Women now comprise a significant part of the labour force in Nigeria. While this is a significant achievement for women, equality between men and women does not simply begin or end with women's equal access to educational opportunities and work. Achieving full equality is far more complex. Women in wage employment in Nigeria continue to face a number of obstacles. Women are not equally represented either in the labour force especially at the top managerial positions. Several studies on women such as Olojede (2009), Mba (1989), Odejide (2003), Okojie (1990) have identified mentorship as an important factor in women empowerment and gender equality. Older women must exhibit positive role modeling and mentorship to encourage up-coming women to gain

and increase self-confidence and a deeper insight into how things work in different careers and vocations. The few already in high positions leadership must mentor and younger and upcoming ones.

#### **IV. Results and Discussion**

##### **i. Level of mentorship by women in top managerial positions.**

Mentorship, as earlier noted has been identified severally as one of the most effective ways of empowering women and improving their positions in society. Of the 165 women involved in this study, 112 (68%) admitted to having had a mentor at one time or the other in their careers. Many of the women interviewed had a mentor or other significant professionals who were instrumental to their career development and advancements. While this is good a lot more needs to be done since about 53(32%) claimed not to have received any form of mentorship. Women managers are therefore encouraged to mentor others. Mentorship for a woman is an invaluable resource as it gives her a sense of belonging and unity. It also provides additional boost. These mentoring relationships provide much substance for career growth, and benefit both the mentor and the mentee. The mentor gets to show leadership by giving back and perhaps being refreshed about their own work. The mentee networks, becomes integrated easier in an organization, gets experience and advice along the way. The organization receives employees that are gradually introduced and shaped by organization culture and operation because they have been under the mentorship of an experienced member.

##### **ii. On-Going Communication and effective Mentorship**

124(76%) of the respondents observed that regular communication is important in order to effectively maintain the mentor-protégé relationship. After the first meeting between mentor and the protégé has occurred, the role of the mentor in regard to coaching, counseling, facilitating, and networking will begin to take shape. Both parties should come well-prepared to all meetings so that the relationship can develop smoothly. Mentors should be asked to record a short summary of their experience with the young protégé, probably on a regular basis. The closer the communication, the more likely it is that the programme will be successful.

##### **iii. Learning Objectives and effective Mentorship**

An important element of the mentoring relationship is setting and facilitating clearly-defined learning objectives. The process may begin with a first meeting where both parties can discuss their expectations. More detailed objectives can be defined and adopted as the relationship evolves. At the first meeting start-up issues, expectations, and initial goals should be addressed. 129(79%) of the respondents indicated unrealistic expectations as a major inhibiting factor. Buell (2004) affirms that problems in the mentoring relationship can also occur if the protégé expects or demands too much from the mentor. It is important, therefore, that expectations are clearly-defined from the beginning. The protégé should not expect the relationship to meet every need, nor for it to continue indefinitely.

##### **iv. Benefits of Mentorship**

There are many benefits of mentorships. One is that networking occurs more easily and is a possible reason that those mentored tend to do well in organizations. As Pomper and Adams (2006) states, "joining a mentor's network and developing one's own is central to advancement." 106(65%) of the respondents indicated that organizing and maintaining an active network or support group often provides a place for them to discuss their common concerns and renew their energies. Such participation provides not only know-how, but also a network. The networking opportunities are supported by research. Miles (1983) suggests that because of women's minority status, the professional relationships and friendships a woman forms with other women may be of particular importance in helping her construct an identity, develop effective research strategies, and overcome feelings of isolation. 133(81%) of the women suggest that mentoring can be to groom up-and-coming women

deemed to have the potential to move up into leadership roles. Here the woman (protégé) is paired with a senior level female leader (or leaders) for a series of career-coaching interactions. A mentor does not have to be a manager or supervisor to facilitate the process. For the protégés the result is a nonthreatening learning opportunity and improved self-confidence. They also develop business expertise and technical knowledge, challenge, support and reassurance all of which increases the level of human capital formation and subsequently, the level of advancement of women. In addition it creates room for networking and partnership opportunities; coaching; listening and reassurance. For the mentor, the benefits include increased motivation; challenge; new insights and perspectives; an opportunity for self-development; increased self-esteem and pleasure. 104(63%) of the respondents observes that mentoring provides the opportunity to positively influence the next generation; increase peer recognition; and improve communication.

#### **v. Factors inhibiting women from effectively mentoring other women**

Mentoring relationships do not always succeed. Respondents identified several factors inhibiting women from effectively mentoring other women. 89(54%) of identified 'mismatch' between mentor and protégés as inhibiting effective mentoring. Where there is a mismatch between the mentor and the protégé one or both members of the relationship may feel uneasy with the other, or they may not be able to achieve the level of friendship necessary for rich communication. Under such circumstances it may be necessary to assign the protégé to a different mentor. Where the problem is identified early enough the change can usually be made in an amicable way with no hard feelings on either side. 97(59%) of the respondents indicated unrealistic expectations as another major inhibiting factor. This confirms the assertion of French (1998) that problems in the mentoring relationship can occur if the protégé expects or demands too much from the mentor. Expectations must therefore, be clearly-defined from the beginning. The protégé should not expect the relationship to meet every need, nor for it to continue indefinitely.

Another inhibiting factor identified is breach of confidentiality. 75 (46%) of the respondents indicated breach of confidentiality as a problem in women mentoring. To develop the type of relationship in which the mentor can be effective, she must first be perceived as trustworthy and able to keep confidences. Both parties in a mentoring relationship must typically realize and accept the fact that a high level of trust is essential in order for an effective relationship to develop. Codes of conduct regarding the confidential nature of the relationship should be clearly defined and understood by both parties at the beginning of the mentoring relationship.

Next are women (personal) factors. Some believe that women are their own worst enemies. 84(51%) of the respondents posit that there are women factors inhibiting mentoring relationships. Some women married to wealthy husbands are lackadaisical. Others lack proper education and are not making positive efforts to improve themselves. 78(48%) of the respondents believe that many women fail to accord fellow women leaders the respect they would male leaders. For mentoring to be successful there must be mutual respect and acceptance.

#### **Test of Hypotheses**

The study tested the two relevant hypotheses and the results are presented below:

Hypothesis 1

H<sub>0</sub>: There is no significant relationship between the level of mentorship and human capital formation of women.

H<sub>1</sub>: There significant relationship between the level of mentorship and human capital formation of women.

**Table 1 Relationship between the mentorship and the level of human capital formation of women.**

O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
66	55	11	121	2.2
71	55	16	256	4.65
28	55	-27	729	13.25
165				20.11

$X^2$  (cal.) = 20.11 df = 2.  $X^2$  tab at 0.05 level of significance = 5.99. Since the calculated  $X^2$  of 20.11 is greater than  $X^2$  table value, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ).

This implies that mentoring will significantly enhance the formation of human capital in women. Mentoring is an activity that can potentially promote human capital formation and development. Women now constitute about 40% of the Nigerian working population but aren't adequately active in leadership positions. Ojo (1998) observes that over the years the level of education of the Nigerian woman has improved and consequently quite a few of them have made it to leadership positions in their fields. Examples include the Nigerian Stock Exchange, the Internal Revenue Service. There are two past female Vice Chancellors of universities, and a current one; several are principals of secondary schools. Such women must make concerted efforts to mentor younger ones since they have passed through the same things. Mentorship for a woman is an invaluable resource as it gives her a sense of belonging and unity. It also provides additional boost. The women need to work extra hard, be role models to and mention younger women. Studies have shown that there is positive correlation between educational level, modern sector employment and continuous employment. In both developed and developing societies, males have been shown to be better educated than females. Education and human capital formation is the most important institutional barrier to female participation and advancement in the formal labour force. Both failures and successes are powerful teachers. Women mentors, as leaders of a learning experience, need to share their "how to do it so it comes out right" stories. They also need to share their experiences of failure. Both types of stories are powerful lessons that provide valuable opportunities for analyzing individual and organizational realities. Next, women mentors need to tell their stories, personal scenarios, anecdotes and case examples, because they offer valuable, often unforgettable insight. Mentors who can talk about themselves and their experiences establish a rapport that makes them "learning leaders."

## Hypothesis 2

$H_0$ : There is no significant relationship between the level of mentorship and attainment of leadership positions by women.

$H_1$ : There significant relationship between the level of mentorship and attainment of leadership positions by women.

**Table 2 Relationship between mentorship and attainment of leadership positions by women.**

O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
62	55	7	49	0.89
78	55	23	529	9.62
25	55	-30	900	16.36
165				26.87

$X^2$  (cal.) = 26.87, df = 2.  $X^2$  tab at 0.05 level of significance = 5.99. Since the calculated  $X^2$  of 26.87 is greater than  $X^2$  table value, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ). This implies that mentoring will significantly enhance the attainment of leadership positions by

women. Many of the respondents who were in managerial positions had a mentor, or major supervisor, or other significant professional who was instrumental to their decision to consider advancing into such positions. Women in leadership and managerial positions are therefore encouraged to mentor others. Women managers can use their own experiences and examples to demonstrate a skill or activity or coach younger ones. They can also show what they are talking about by their own behaviours. Mentorship for a woman is an invaluable resource as it gives her a sense of belonging and unity. It also provides additional boost. Also support groups for women should be encouraged. Mentors give information, good examples, and advice. The aim is to help train the less experienced women. It is considered that women who are mentored are twice as likely to remain on their jobs than those who do not receive mentorship. Again, development matures over time. Mentoring that works taps into continuous learning that is not an event, or even a string of discrete events. Rather, it is the synthesis of ongoing event, experiences, observation, studies, and thoughtful analyses. In addition, mentoring is a joint venture. Successful mentoring means sharing responsibility for learning. Regardless of the facilities, the subject matter, the timing, and all other variables, successful mentoring begins with setting a contract for learning around which the mentor, the protégé, and their respective line managers are aligned. The experience of the mentor can help the mentee overcome hurdles in business easily, given that the mentor has faced similar situations in business himself.

### **Recommendations**

Development derives from the efforts or abilities of man, innate, acquired and or developed to harness the resources of nature using his inventiveness, capital etc. not only for his current sustenance, but also for the improvement of his living conditions. It is not a goal that is desired or pursued for its own sake but it is the process and result of improving the wellbeing of people - not a category or some categories of people, but all persons within the national economy, the totality of the citizens. There should be support groups for women at work. There is the suggestion that if a woman wants to develop her mental capacity and achieve her dreams, she may have to deal with loneliness, and this increases at higher levels. For mentorship to be effective, careful consideration must be given to the 'match' between mentor and protégés. Matching of mentor and mentee should be done by each choosing the partner in order to avoid creating a forced and inauthentic relationship. Mentoring programmes should be values-oriented, and focus specifically on career development. The programmes should be well-designed providing programme goals, schedules, training (for both mentors and protégés), and evaluation.

Again, expectations must be clearly-defined from the beginning. Codes of conduct regarding the confidential nature of the relationship should be clearly defined and understood by both parties at the beginning of every mentoring relationship to avoid breach in confidentiality. Women themselves must wake up and be ready to work extra hard to develop themselves. Those that lack proper education and skills must make positive efforts to improve themselves. Women must also learn to accord fellow women who are leaders as much respect as they would male leaders.

### **Conclusion**

Women play a central role in development. They are the principal producers of food, the managers of household resources, and the custodians of family welfare. Women especially in Africa face a variety of legal, economic, and social constraints. Women's participation in the formal sector employment in Nigeria is low, but the number has been on gradual increase over the years. Studies have shown that there is positive correlation between human capital level and modern sector employment. In both developed and developing societies, males have been shown to be better educated than females. Hence, human capital formation is the most important institutional barrier to female participation and advancement in the formal labour force.

Effective mentorship programmes are of immense benefits both to the protégés and the mentors. For the protégés it provides a nonthreatening learning opportunity; improved self-confidence; development of business expertise & technical knowledge; challenge; support and reassurance; networking and partnership opportunities; coaching; as well as listening and reassurance. For the mentor, the benefits include increased motivation; challenge; new insights and perspectives; an opportunity for self-development; increased self-esteem & pleasure; the opportunity to positively influence the next generation; increased peer recognition; and the opportunity to improve communication.

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