
Mentoring the Junior Physical Education Academics in Nigerian Universities in the Face of Emerging Global Challenges

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Abstract

Mentoring has been of immense benefits to the Senior and Junior Physical Education(PE) Academics in the face of emerging global challenges as well as to their institution both in terms of professional advancement, teaching, scholarship or productive research and educational service delivery. However, lack of awareness of the enormous benefits of mentoring to both scholars and their institution to meet the emerging global challenges has been implicated for the inability of the senior academics to effectively mentor their junior colleagues, even in physical education. This paper shows the meaning of mentoring as a vital teacher professional development practice for meeting the global challenges, types and forms of mentoring, benefits of mentoring to the Senior PE Academic (mentor) and Junior PE Academics (mentee), as well as their institution. It discusses the challenges facing the PE academic mentor in mentoring others and recommends ways of improving the mentoring relationship among the senior academics in PE and their junior colleagues in Nigerian Universities so that they can be adequately prepared to address the emerging global challenges. It is on this basis that the conclusion and recommendations are made.

Key Words: Mentoring, Physical Education, University, Senior PE Academics (mentor), Junior PE Academics (mentee), Emerging, Global Challenges

Introduction

Nigerian Universities appear not to be doing effectively well in mentoring their Junior Academics (JAs) especially in the face of emerging global challenges,

even in Physical Education. This may be as a result of lack of awareness of the enormous benefits of mentoring to both scholars and their institution and lack of formal mentoring (Ogboju, 2011) or systemic deficiencies of the university administration in terms of absence of mentoring relationship-oriented issues (Anijobi-Idem & Archibong, 2012). As a result, the JAsin PE do not easily adjust to the university system in terms of new approaches, skills, techniques and methods in PE pedagogy, research, integration of advances in information communication and technology (ICT) and educational service delivery. There is need to pay serious attention to mentoring in the pre-service and in-service professional development of the PE teacher to meet the challenges of a fast changing society faced with threatening global challenges such as food crisis, financial crises, insecurity, domestic violence, war and internally displaced persons (IDPS), migration and other health related issues as HIV/AIDS, Ebola etc to mention but a few. Universities are strategically structured to assist the nation grapple with these new global challenges.

University, according to Akomolafe (2013) is a place where the Senior Academics (SAs) such as Senior Lecturers and Professors develop their teaching expertise over a lengthy period of time and attach much importance to scholarship, experience and development on the job. This teaching expertise is a height attained by academic staff in an attempt to gain adequate knowledge and skills regarding pedagogy, teaching style, methods and subject matter that enhance his teaching effectiveness. During this period, the SAs, according to Akomolafe, evolve their own teaching skills and abilities through informal and formal processes from which they share their expertise about teaching with the younger generation and still gain knowledge from them which may be regarded as mentoring.

The purpose of higher education as well as university education in Nigeria is the development of highly skilled manpower to drive the nation's economy (Obasi, 2013). The quality of teaching in universities makes an important difference in students' learning, their achievement in the face of the emerging global challenges and their life chances which ultimately determines the direction of national development (Cochran-Smith, 2003). According to Ferguson (1996), the teacher's expertise (including those of the university PE teachers), is the most important single factor influencing students' achievement. The quality of teachers' expertise to meet the emerging global challenges therefore depends on the quality of teachers' preparation process which is determined by the quality of curriculum for initial professional preparation programme (Umeifekwem&Ugwueze, 2013) as well as the mentoring experience available to them in schools and universities. There is therefore the need to expose the beginning PE teacher to mentoring for continuous professional development to meet these emerging global challenges through physical education.

Physical Education (PE) is defined as that aspect of education gained through organized physical activities (Abone, 2005). According to Ugwueze and Dada

(2012), PE is a part of education process which builds an individual through well selected and professionally conducted physical activities in appropriate environment deliberately designed for them. In this paper, the description by Ugwueme and Dada (2012) is adopted. Bower (2007) reported that one area of particular importance within academia where mentoring has played key role is in the place of skill development among beginning physical education teachers. When a beginning physical education teacher such as the JAs in PE, finds himself in a new job environment, he faces a lot of challenges and demands with his head, colleagues, students, parents and other members of the school community as well as new academic loads and challenges which if not well handled and properly guided by an experienced senior colleague might weigh him down in his new profession. The Junior Academic (JA) in PE needs to be mentored adequately, supported and encouraged in order to fit into the PE profession and be motivated to face the new academic challenges considering the enormous tasks to be accomplished in the field.

JA is the junior member of the academic staff in universities in Nigeria, an equivalent of a junior faculty in the US and other European countries. According to Obembe (2012):

“in Nigeria, academic positions are not classified as tenure. Rather, they are classified in terms of Professors, Associate Professors, Senior Lecturers, Lecturer 1, Lecturer 2, Assistant Lecturers and Graduate Assistants. Researchers from the rank of graduate assistants to lecturer 2 are usually designated as training positions” p. 2157.

The JA ranks stretch from the Graduate Assistant through the Assistant Lecturer, Lecturer II, to Lecturer I in the universities in Nigeria. The SAs are the Professors, Associate Professors (or Readers) and Senior Lecturers in Nigerian Universities. In this paper, the JA represents the junior academic position (mentee) while the SA represents the senior academic position (mentor). The JA is therefore at the beginning years of his academic career and needs to be adequately mentored.

However, the writers have observed from many years of academic practice in institutions of higher learning in Nigeria especially in the university system that many of the JAs in PE are not adequately mentored. Some of them receive guidance from fellow JAs who may not give appropriate guidance or accurate information needed. This may be the reason why many JAs in education as well as in PE cannot prepare good and current lecture notes to address new global trends, instead, they depend on the old and obsolete notes given to them by their lecturers (or Professors) many years ago which may have lost its relevance considering the emerging global challenges. Many of them may not have known how to write a proposal to access a research grant to support good scientific research that can stand the test of time. Some of them also lack confidence and are shy to get the right information and assistance from the SAs especially the professorsthat may not be easily accessible due to their tight schedules

(Akomolafe, 2013) and outside engagements. The effect is the production of many educators or PE specialists who lack the ability to demonstrate core abilities of teaching, specialized skills and techniques associated with PE and Sportsessential to meet the challengesof this age.

This paper discusses the concept of mentoring, theory of mentoring (example Uncertainty Reduction Theory), the types and forms of mentoring that can be used in professional preparation of the JAs in PE in Nigerian Universities so that the future generation will not find it difficult to resolve persistent challenges related to sustainable development and peace affecting human race. It x-rays the benefits of mentoring to the SAs, JAs in PE, and the Universities in Nigeria. It also discusses the challenges faced by SAs from mentoring the JAs in PE and recommended ways of mentoring the JAs in PE in Nigerian Universities in order to shape their knowledge and skills to face the global challenges especially as they relate to PE.

Concept of Mentoring

Mentoring is defined by Wright and Smith (2000) as a dynamic, reciprocal relationship within a working environment, involving an individual with more experience in a specific field (mentor) and a less experienced individual, often a beginner in that field (mentee). Johnson (2002) defined mentoring as a personal relationship between two professionals in which a more experienced (usually the older) faculty member or professional acts as a guide, role model, teacher and sponsor of a less experienced (usually a younger) graduate student or junior professional. It is also a developmental process involving element of coaching, facilitating, training and counseling, aimed at sharing knowledge and encouraging individual development (Renshaw, 2008).Mentee, Protégé and Mentoree would be used in this paper to mean the same thing, that is, the JA who is less knowledgeable, skilled and experienced than the SA in PE. In the context of this paper therefore, mentoring is a mutual beneficial professional relationship between the SAs and the JAs in PE built on their needs and overall growth as well as that of their university that will enable them tackle the global challenges in the environment.

From the above definitions and discussions, it can be deduced that mentoring:

- is a mutually beneficial, dynamic and reciprocal professional relationship;
- exists between two (or more) professionals in a field;
- involves one professional being more knowledgeable, skilled, experienced, powerful, senior, older and called a mentor;
- also involves the other professional being less knowledgeable, skilled, experienced, less powerful, junior, possibly younger and called either mentee, protégé or mentoree;
- relationship between the mentor and the mentee is designed and built on their needs to foster personal growth and career as well as professional development;

- involves the senior guiding, acting as a role model, teacher, counselor and sponsor to the junior professional;
 - involves working collaboratively towards achieving mutually defined goals such as addressing the emerging global challenges;
- Mentoring will be better understood when it is explained using a theory.

Uncertainty Reduction Theory

The Uncertainty Reduction Theory (URT) propounded by Falcione and Wilson (1988) is relevant to this paper and in discussing mentoring as it relates to the JAs in PE. Falcione and Wilson stated that newcomers experience high level of uncertainty during organizational entry process and are motivated through mentoring to reduce uncertainty in their work environment so that the environment becomes predictable, understandable, and ultimately controllable. This according to them is achieved through social interactions going on in the environment between the newcomer and the superior as well as his peers. When the uncertainty is reduced, the newcomer becomes more adept at task performance, satisfied with his job, likely to remain on his job and organization (Morrison, 1993), as well as to face the emerging global challenges.

By implication, the PE junior academic in the University is a newcomer and experiences a high level of uncertainty, problems and challenges on entry into the university academic system. Mentoring opportunities given to him to interact with the senior academics in a mutual relationship will help to reduce the level of uncertainty, equipping him to face his challenges and problems as well as improving his knowledge and skills in physical education and sports as well as in other subsidiary areas including addressing emerging societal challenges, resulting to professional growth and career development. The social interaction will also help the senior academic sharpen his knowledge and skills for future excellent educational service delivery. All these will lead to high academic standard required in PE profession for healthy educational competition among the universities within and outside the country and also shaping the knowledge and skills of future generations to face the emerging global challenges.

Types of mentoring

There are two major types of mentoring that the SA and JA in PE can be exposed to in the university. They are formal and informal mentoring (Tettey, 2006). Formal mentoring is described in line with its characteristics as a kind of relationship in which goals of the relationship is well established from the beginning by the organization or institution; whose outcomes are measured; access to mentoring is opened to all that meet the criteria; both the mentor and mentee are paired based on compatibility; training and support are provided in the mentoring and the mentor, mentee and the organization all benefit directly from the mentoring.

Informal mentoring is also described as the opposite of formal mentoring, in which the goals of the relationship are not specifically indicated; the outcomes are not measured; access to the mentoring relationship is limited and may be

exclusive; the mentor and the mentee are self-selected based on personal strong emotional bond that is unstructured and unpredictable and could last for a long time or even a life time; and the benefit is directly focused on the mentee while the organization benefits indirectly (Mentor/Mentoring Partnership, 2005).

Some individuals have lauded the flexibility of the informal mentoring; however, some others have argued that it is less successful in achieving desired outcomes. According to Tettey (2006), those in support of formal schemes argued in favour of the structured formats of interaction in the relationship as there is clear expectation, set time for meeting, and transmission of organizational culture, as against the uncoordinated and non-committal characteristics of the informal schemes. Irrespective of the direction of the argument, the SA and the JA in PE can be exposed to both schemes in order to achieve success in academic effectiveness and efficiency especially in addressing the global challenges.

Forms of Mentoring

Teachers and (even the PE teacher) on accepting a teaching position in a school, are often left on their own to succeed or fail within the confines of their own classroom, an experience likened to being “lost in the sea” (Johnson & Birkeland, 2003). Under this condition, there is need for these teachers to be guided or assisted through different forms of mentoring. Mentor and Mentoring Partnership (2005) identified the different forms of mentoring as, traditional mentoring, group mentoring, Team mentoring, peer mentoring, and e-mentoring. Traditional mentoring involves one-on-one mentoring that places one adult in a relationship with a young youth. They meet regularly at least four hours per month for at least a year. The mentor and the mentee are aware of the period expected in the relationship and adjust their expectations.

Group mentoring, on the other hand, involves an adult mentor forming a relationship with a group of up to four people. The mentor takes the role of the leader and meets regularly with the group over a period of time. The group participates in specified activities such as teaching activities or tackling an identified global challenge which could be chosen or designed by the mentor. The group share in conversation and learn by gaining personal experience.

Team mentoring involves many adults who work with small groups of young people having an adult-to-youth ratio not greater than one to four. The mentor can work with one mentee or a group of mentees (Mentor and Mentoring Partnership, 2005). The mentor can work together or separately and communicate regularly to share information and ideas. Williams (2000) indicated that team mentoring occurs when a leader is a mentor and develops the team through career coaching, psychosocial support and role modeling. The leader who happens to be the mentor does not always lead members rather members mentor each other. In team mentoring, Ambrose (2003) explained that expertise of one individual is available to multiple mentees at the same time.

In Peer Mentoring, Mentor and Mentoring Partnership (2005) stated that a caring youth develops a guiding teaching relationship with a youth based study or skill building activities and serve as a positive role model. Peer mentoring can cover a school year and requires support and close supervision where the mentor and mentee meet regularly and frequently. The mentor and mentee in this relationship are within the same grade, job or organization. They build a sense of community as they encourage colleagues in their professional growth and development.

Mentor and Mentoring Partnership also explained E-mentoring as an online mentoring or telementoring. It connects one adult with one youth online through the internet, at least once a week over a period of six months to a year. The mentor guides or advises the mentee in school or career-related areas. They can work on completion of a school project or discussing as future education and career options as well as promote social transformation in an innovative way towards a more just, peaceful and secured as well as sustainable world.

Benefits of mentoring to the SA in PE in the face of global challenges.

Mentoring is a valuable process in educational reform for veteran teachers(Genser, 1996)or the SAs in PE, (mentors). It is used by the teachers (or SAs) as a key professional development strategy to enhance teaching (Mtetwa&Thomson, 2000)and also inaddressing the impact of current global challenges. In mentoring relationship, mentors receive recognition and incentive (Little, 1990).Mentors, such as the SAs in PE, improve their teaching skills, reinforce the knowledge in the future practice and serve as a means of professional development on both professionalsas they continuein the mentoring relationship. Mentoring increases the motivation of the experienced SA and enables him to face the challenges associated with his profession as well as new challenges emerging in the globe.Mentor/Mentoring Pertnership (2005)stated that mentors, (such as the SAs in PE), can enjoy many benefits including gaining insight from the mentee's (such as the JAs in PE) background and history that can help in the mentor's professional and personal development; gaining satisfaction after sharing his expertise with others; re-energising the mentee's career; gaininan ally as he promotes the wellbeing of an organization or the society; and then the mentee may open up other areas within the profession that may increase the mentor's scope.

Benefits of mentoring to the JA in PE in the face of global challenges.

The qualification of a beginning teacher (such as the JA in PE) is enhanced through mentoring (Ryan, Hornbeck &Frede, 2004). This is because through mentoring, professional development activities of teachers are made available to teachers on a continuous basis (Tugel, 2004) thereby giving the JA opportunity for continuous professional growth and development in knowledge acquisition and skills development in PE as well as in handling current global issues and

challenges. Mentor/Mentoring Partnership (2005) enumerated the benefits of mentoring to the mentee to include: gains a lot from the mentor's expertise; receives critical feedback from the mentor in key areas such as interpersonal relationship, technical abilities, leadership skills etc; develops a sharper focus on things that will help him grow professionally; learns specific knowledge and skills necessary for personal goals and collaborative efforts towards meeting the emerging global challenges; is assisted to network with influential employees; exposed to knowledge about organizational culture and unspoken rules critical for success as he adapts faster to organisation's culture and has privilege to share his frustration as well as success with someone with a friendly ear.

Mentoring gives the JAs a strong start at the beginning of their career. It also educates the JA and trains him to fulfill his career goal and individual birth right (Onchwari, 2006). In mentoring relationship, mentees are exposed to teaching skills and the institutional school culture that may impact on the process (Head, Reinman&Thies-Sprinthall, 1992) and bring about global changes within educational system that can address global challenges.

Mentoring also offers (the JA in PE) skills, knowledge, strategies and professional support (through the SA), attained through planned and systematic initiatives (Taunehill, O'Sullivan &Nichroinin, 2006) which is referred to as professional development. Professional development of PE teachers and enhancement of students learning can therefore be achieved through mentoring in universities. Senior colleagues that are more experienced guide the juniors to identify their strength and weaknesses as well as support them to develop to their fullest through mentoring so that they are well equipped to tackle the emerging global challenges through the profession.

Mentoring creates a sense of collegiality (Dantonio, 2001) which allows less experienced teachers (like the JA in PE) feel safe to make mistakes, study themselves and share learning with each other to create excellence in their service delivery. Stone (1999) had also indicated that it assists the new teacher (or JA in PE) adopt forms of reflective practices that support best instructional strategies, which can be used to address emerging global challenges.

PE and Sports suffer from academic imbalance in gender representation. However, Tettey (2006) stated that mentoring can be used to attract and retain the underrepresented groups and female academics where their number is low. He also reported that the junior academics that benefited from mentoring relationships and programmes are more likely and inclined to mentor others thereby creating a self-sustaining pool of mentors overtime to face future challenges.

Benefits of mentoring to the University in the face of global challenges

When aSA in PE mentors the junior colleagues, it leads to the development of staff capable of facing the emerging global challenges and survival of their university. This is because mentoring contributes greatly to organizational and

institutional survival as well as plays significant role in retention, career and leadership development of staff in institutions or organizations (Murray & Owen, 1991). According to Wong and Premkumar, (2007), successful growth and productivity of workers (such as the SAs and JAs in PE) in an institution (like the university) are credited to a great extent on mentoring as it enhances employees skills and motivation in handling the challenges. Murray and Owen (1991) also stated that today's institution and organization is complex in which cost containment is emphasized, and mentoring is a low cost strategy very attractive for skill development of workforce to face any challenge.

Mentoring can be used for retaining key talent in an organization or institution (Katzenellenbogen, 1995) even in PE or Sports organization. This brings about stronger collaboration (as the talented staff relates with the new and younger ones), collegiality (such as academic sharing with colleagues), injection of experience, innovative ideas and overall efficiency necessary in addressing global challenges. When the more experienced academics are involved in mentoring and development of future academics, Matters (1994) reported that they give back something to the university, their base discipline and the larger society. Mentor/Mentoring Partnership (2005) indicated that organizations and institutions use their own employees rather than outside consultants as internal experts for professional and career development. This has a lot of cost implications as the experts tackle the emerging global issues and challenges.

Challenges facing the PE academic mentor in mentoring others and meeting global challenges

Literature evidence has revealed some challenges facing PE academic mentors in mentoring others especially as they attempt to meet global challenges. Lord, Atkinson and Mitchell (2008) identified and summed up some of the challenges to include heavy workload pressure and time, the demands in the role of a mentor, understanding and expectation, the status and categories of workforce, reluctance of the mentor or mentee to participate in mentoring, and culture in a work environment.

Heavy workload pressure and time has been identified as a major challenge in mentoring. Boyle, Lamprianou and Boyle (2005) noted that the education system does not allow enough time to support effective professional development. According to them, the system does not also ensure that the knowledge and skills are consolidated, implemented and shared with other teachers. This is also applicable to the academics in PE. The PE academics are expected to lecture, give continuous assessment, mark and record them, take students to practical classes, attend proposals, seminars and oral defense, departmental, faculty and university wide boards and committees among other numerous duties and responsibilities. They are therefore not left with sufficient time to attend to mentoring requirements that can assist them address global issues and challenges. This may be why Moor, Halsey, Jones, Martin, Stott, Brown, and Harland, (2005) stated that mentors had always reported of

experiencing some degree of difficulty with time and workload in their mentorship role. Simkins, Coldwell, Caillau, Finlayson and Morgan (2006) suggested that effective time management skill is required in mentoring in order to meet up with the mentoring programme. Hobson and Sharp (2005) supported this when they revealed that finding sufficient time to take part in mentoring is the major challenge facing practitioners (including the PE academic mentors). Warman and Jackson (2007) therefore stated that when there is workload pressure on mentors, they are less likely and willing to take to mentoring.

The demands in the role of a mentor is yet another challenge, many mentors do not have the confidence in taking up mentoring role (Robins, 2006), due to the demands associated with being a mentor. The mentor is faced with the challenge of having some knowledge of support skills (National Institute for Economic and Social Research, NIESR, 2005) and giving the mentees appropriate feedback (Robins, 2006) in line with the needs and personal features of the mentee. The mentors according to Simkins et al (2006) are also challenged to develop their own attitude and behaviour so that they can positively support and challenge that of the mentees to enable them effectively face global issues and challenges.

The role of mentoring and its expectation is relatively new within the education sector and more limited than in other sectors and therefore poses a challenge as a concept for educational professionals (Lord, Atkinson & Mitchell, 2008). According to them, it also poses a great challenge especially in gaining a shared understanding of mentoring and its implementation in solving emerging global challenges, even in PE. Simkins, et al (2006) reported the challenge of mismatch between the mentors and mentees and the associated conflicts in their expectations. This calls for a shared understanding of the focus and purpose of mentoring process to avoid role ambiguity. Jones, Nettleton, Smith, Brown, Chapman and Morgan (2005) stated that another challenge is that in teaching, there is standard assessment frameworks and a teacher mentor (such as the SA in PE) is required to exercise the role of an assessor which is potentially problematic in terms of conflicting loyalties. On the other hand, a challenge is also posed when there is variation in the perceptions of the mentors' role which varies across professions (Jones et al,2005). This is because some mentors in a particular profession see their mentoring role as predominantly advisory, other mentors in other fields may stress the need to act as a model teacher and supporters, some other professions may stress facilitating and teaching or coaching. This calls for a mentoring focus in the strategic use of mentoring.

Reluctance of the mentor or mentee to participate in mentoring process can also pose a challenge to PE academics in mentoring others. When there is lack of motivation and commitment on the part of the mentor, Robins (2006) stated that the mentee may be reluctant to participate in a mentoring programme. This is because motivation of the mentor and mentee are critical issues which influence mentor practice. When some teachers such as the SA in PE are not committed to

their responsibilities, Simkins et al (2006) observed that it could lead to reluctance on the part of the mentee to participate in the mentoring process which has the capacity to support effort in tackling the emerging global challenges.

The status and categories of workforce can create a challenge to PE academics in mentoring others. When an institution depends of part-time or short term agency staff, Warman and Jackson (2007) indicated that it can pose a challenge to mentoring especially when there is inability to recruit permanent staff or teachers (such as the SA in PE). They further indicated that there is need for an appropriate mix of more or less experienced workers in order to support newly qualified workers. The influence of gender balance on mentoring type according to Robins (2006), also affect the ability to adequately solve global problems and challenges with gender implications.

The culture in a work environment is another challenge that can influence PE academics in mentoring others especially in the face of global challenges. The structure of the teachers environment promotes a culture of isolation (Jones et al, 2005), which is pervasive in the teaching profession. Even the management of tension between needs and resources in a social work environment of the university can pose a great challenge (Warman and Jackson, 2007). There is also a challenge when mentoring is to occur within a context where it is seen as an active rather than a passive process, as this will according to Simkins et al (2006) determine whether mentoring will be established and maintained to address relevant global issues and challenges.

Mentorship and implication to PE in emerging global challenges

Mentoring has implication to physical education and sports in emerging global challenges such as in ICT and cyber-crime, Insurgency/Insecurity, climate change, domestic violence, health related issues such as coronary heart diseases, HBP, diabetes to mention but a few. Considering the role Physical education plays in the face of these emerging challenges, SA's in PE should provide the necessary mentoring needed to equip their junior colleagues to address these challenges.

Computer games as part of PE programme can assist the youths and adults to be focused in a meaningful activity rather than involvement in cyber-crimes and can also help them earn some legitimate income. Developing the skills needed to teach and learn PE using ICT also helps to facilitate the teaching and learning process of education in general.

Physical education activities, sports and recreational activities can be used to redirect the minds of individuals in Nigeria from involvement in unproductive activities such as taking part in insurgency which is associated with idleness. Idle minds are easily brain washed and recruited into this menace. Nigerian youths should be engaged in a more regular and meaningful sporting and recreational activities. This will discourage them from involvement in insurgency since they will not have sufficient idle moments to feature in it.

Employment opportunities can be created in sport where many youths can become coaches, athletes, trainers, officials etc at local, state and national levels. Physical education encourages individuals to walk and ride bicycle to work and other places of interest in order to keep fit. This exercise goes a long way in reducing emission from machines and automobiles which contribute to climate change.

Social benefit of Physical Education and sports impacts the well-being of families. When families go outtogether for sports events and recreational activities such as picnic, there is usually an increase in family bond thereby reducing family conflicts and domestic violence.

Physical education and sports provide opportunities for engaging in physical activities which helps to reduce incidents of some chronic health conditions such as coronary heart diseases, hypertension, diabetes, and to develop physical fitness and overall well-being of individuals. PE also provides opportunity for rehabilitation of demobilized individuals as s result of ailments.

Conclusion

University JAs generally and in PE specifically need improvement through mentoring to face the emerging global challenges and favourably compete with their counterparts across the globe. Mentoring is a ready tool to develop the future generation of academics to share knowledge, skills and expertise of the senior academics in education and PE with their junior colleagues in Nigerian universities to meet the current global challenges such as climate change, insecurity, and issues related to health including but not limited to coronary heart diseases, hypertension as well as the negative consequences of advances in information and communication technology (ICT), among others.

Expertiseof senior colleagues needs to be transferred to the junior practitioners through a transformative pedagogy such as mentoring so that the junior colleagues can tackle persistent challenges now and in the future related to national development and peace.This can be achieved through formal and informal mentoring programmes and adopting the different forms of mentoring such as team mentoring, peer mentoring, traditional mentoring and e-mentoring in order to promote social transformation directed towards a more just, secured and peaceful world.

Lack of awareness of the numerous benefits of mentoring in helping the academics to tackle the emerging global challenges through education has resulted to the reluctance of the SA in PE to mentor their junior colleagues. It has also led to the inability of the JAs to openly indicate interest and desire to initiate intention to learn from their senior colleagues. It has equally resulted to the unpreparedness of many university administrationsin Nigeria to institute a structured formal mentoring programme. Mentoring encouragesboth levels of academics to assist themselves in a mutually, beneficial, dynamic and reciprocalprofessional relationship essential for professional growth and career

development in education and PE for active participation in the transformation of the Nigerian society in the face of global challenges. It is on this note that the writers made some recommendations.

Recommendations

1. Nigerian Universities should provide the junior academic staff in PE with quality guidance through mentoring that builds long and productive career in the universities especially in the face of global challenges.
2. The JA in PE should not be haphazardly assigned to mentors but with due consideration of differences in gender and area of specialization.
3. The young and beginning JA in PE and their senior counterparts should be given orientation on the numerous benefits of mentoring to the SA and JA so that they can imbibe the culture of collaboration and practice of sharing expertise with their colleagues in the universities in order to adequately prepare them to address global issues and challenges especially as they relate to PE.
4. The young and beginning JA in PE and their senior counterparts should also be exposed to modern methods of research, teaching, current skills and techniques, strategies, systems, rules and regulations in PE for effective and efficient teaching and educational service delivery to meet up with the global challenges.
5. University SA in PE should attend training sessions or periodic workshops on mentoring as a guide to effective mentoring programme for their junior colleagues. This will help them to be abreast of the best practices in mentoring for effective guidance of the JAs.
6. Extension of retirement age of senior academics in PE especially the professors from 65 years to 70 years is a welcome development but should be especially directed to mentoring the younger academics to enable them handle greater responsibilities as tackling the global challenges.

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