

DISSERTATION ABSTRACT

Doctor of Philosophy in Leadership

Adventist University of Africa

School of Post Graduate Studies

Title: INFLUENCE OF MENTORSHIP ON DEVELOPMENT OF
LEADERSHIP SKILLS AMONG YOUNG FUTURE LEADERS IN
ONDO STATE, NIGERIA

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The development of the required leadership skills by young future leaders is very important to addressing the lack of efficient and effective leadership to achieve planned socio – economic development in both private and public sectors at the national and state levels in Nigeria. This has been identified by some studies on leadership skills in Nigeria. However, nothing seems to have been done on factors that influence the development of leadership skills among young future leaders, especially, in Ondo State, Nigeria. Therefore, this study examined the influence of mentorship on the development of leadership skills in young future leaders in Ondo State, Nigeria. An exploratory mixed research design was employed for the study. The total number of universities engaged in the study was six comprising one federal university, three state universities and two private universities. The targeted

population for the study was 396 respondents out of which 358 questionnaires were successfully returned representing 90.4% return rate. Both descriptive and inferential statistics were used to analyse the data.

The results revealed that at 0.05 level of significance, leadership skills are practised by young future leaders as evidenced by the p-value of 0.000. Furthermore, the result revealed that mentorship is received for leadership skills by young future leaders with p-value of 0.000. The result also showed that received mentorship significantly influence leadership skills practised by young future leaders with a p-value of 0.000. In addition, since the p-value is 0.000, the result indicated that demographic and socio-economic characteristics of the mentors significantly influence leadership skills practised by young future leaders. In this same vein, the result showed that the demographic and socio-economic characteristics of the mentees independently influence the leadership skills practised by young future leaders with a p-value of 0.003. It was also discovered that with a p-value of 0.000, the frequency of meetings, duration of meeting and mentorship style each independently have significant influence on leadership skills practised by young future leaders. The study concluded that mentorship plays a crucial role in the development of leadership skills among young future leaders.

Through this relationship, young future leaders can develop the needed leadership skills like communication, decision making, problem solving, taking risks, emotional intelligence, strategic visioning, motivating and inspiring others for effective and efficient leadership. Consequently, the study recommended that all relevant bodies should urgently incorporate mentorship courses into the curriculum of higher institutions and provide the enabling environment for mentorship to flourish in all sectors.

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INFLUENCE OF MENTORSHIP ON DEVELOPMENT OF LEADERSHIP
SKILLS AMONG YOUNG FUTURE LEADERS
IN ONDO STATE, NIGERIA

A dissertation

presented in partial fulfillment
of the requirements for the degree

Doctor of Philosophy
Organization Leadership

by

Ayodeji Ajayi

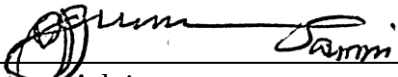
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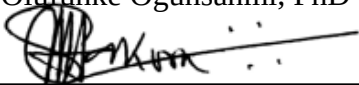
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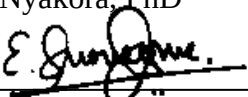
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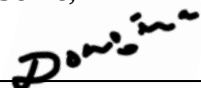
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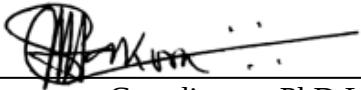
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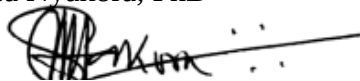

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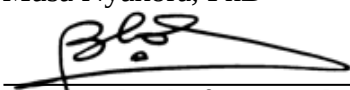

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This work is first dedicated to the Almighty God, the Author of all good knowledge, wisdom and understanding, who has been there for me right from the beginning of this programme and through whom this achievement has been made possible. In addition, I dedicate this work to my late parents Elder and Mrs. Daniel Aborisade Ajayi and all my elder brothers and sisters, who at one time or the other, contributed to my academic pursuit at various levels.

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TABLE OF CONTENTS

LIST OF TABLES	ix
LIST OF ABBREVIATIONS	x
ACKNOWLEDGEMENTS	xi
CHAPTER	
1. INTRODUCTION	1
Background of the Study	1
Statement of the Problem	11
Purpose of the Study	12
Research Objectives, Questions and Hypothesis	13
Specific Research Objective	13
Research Questions	14
Research Null Hypothesis	14
Conceptual Framework	15
Leadership Skills	16
Demographic Characteristics of Mentors	16
Socio-economic Characteristics of Mentors	17
Duration of Mentorship	17
Mentorship Style	18
Mentorship Received for Leadership Skills	18
Mentorship Influence on Leadership Skills	19
Significance of the Proposed Study	22
Rationale of the Proposed Study	22
Justification of the Proposed Study	22
Study Scope	23
Study Limitation, Delimitations and Assumptions	25
Operational Definition of Key Terms	26
Chapter summary	27
2. REVIEW OF LITERATURE	30
General Literature Review	31
Mentorship in Literature	31
Definitions of Mentorship	32
Types of Mentorship Relationship	34
Formal Mentorship	34
Natural Mentorship	35

Peer Mentorship	36
Situational Mentorship.....	37
Supervisory Mentorship.....	37
Trainee Instituted Mentorship.....	38
Pillars of Mentorship.....	38
Interest.....	38
Investment.....	38
Involvement	39
Inculcation.....	39
Inspiration	39
Key Components of Mentorship.....	40
Open Communication and Accessibility	40
Goals and Challenges.....	40
Passion and Inspiration	41
Caring Personal Relationship.....	41
Mutual Respect and Trust	42
Exchange of Knowledge	42
Independence and Collaboration.....	43
Role Modelling	43
Benefits of Mentorship	43
Benefits of Being a Mentor.....	44
Benefits of Being a Mentee.....	44
Potential Problems in Mentorship Relationships.....	45
Definitions of Leadership	46
Leadership and Leadership Skills	48
The Leader's Character.....	50
Courage	50
Temperance.....	51
Wisdom and Prudence	52
Justice.....	53
Optimism.....	53
Integrity.....	54
Humility	55
Compassion.....	55
Organizational Change and Leadership Development	56
Mentorship in the Nigeria Society	61
Theoretical Literature Review	63
Adult Developmental Theory	63
Kram's (1983) Mentoring Phases	67
Kegan's (1982) Developmental Theories	68
Empirical Literature Review.....	69
Age of Mentee.....	70
Age of Mentor	70
Mentorship Style.....	71
Duration of Mentorship.....	72
Educational Qualification of Mentor	73
Educational Qualification of the Mentee	73
Gender of the Mentor.....	74
Gender of Mentee	74
Leadership Skills Practised by Young Future Leaders	75

Mentorship Received for Leadership Skills by Young Future Leaders....	76
Mentorship Influence on Leadership Skills Practised by Young Future Leaders	77
Characteristics of Mentors that Influence Leadership Skills Practised by Young Future Leaders	78
Demographic and Socio- Economic Characteristics that Influence Leadership Skills Practised by Young Future Leaders	79
Influence of Duration and Mentorship style Employed by the Mentors on Leadership Skills Practised by Young Future Leaders	80
Summary and Research Gap	81
 3. METHODOLOGY	 84
Research Philosophy and Approach	84
Location of the Study	86
Target Population.....	87
Study Population.....	87
Sample Size Determination.....	88
Inclusion and Exclusion Criteria.....	88
Sampling Procedure and Techniques	89
Data Collection Methods and Procedures.....	90
Instrument Pre – Testing and Testing for Validity And Reliability.....	91
Data Analysis Techniques and Procedures	92
Data Analysis	93
Ethical Considerations	95
Chapter Summary	96
 4. RESULTS AND DISCUSSION	 97
Study Area Setting	98
Response Rate	98
Demographic Characteristics of Respondents	99
Research Objectives.....	100
Objective 1	100
Hypothesis 1.....	102
Focus Group Discussion Results	102
Summary of Findings.....	104
Objective 2	105
Questionnaire Results	105
Hypothesis 2.....	107
Hypothesis 3.....	113
Focus Group Discussion Results	114
Summary of Findings.....	116
Objective 3	117
Hypothesis 4.....	120
Focus Group Discussion Results	121
Summary of Findings.....	122
Research Question 4	123
Hypothesis 5.....	126
Focus Group Discussion Results	127

Summary of Findings.....	128
Objective 5	129
Questionnaire Results	129
Hypothesis 6.....	134
Focus Group Discussion Results	135
Summary of Findings.....	137
Discussion Based on Research Questions.....	140
New Improved Framework	147
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	150
Summary	150
Findings.....	151
Conclusions.....	153
Recommendations.....	154
Suggestions for Further Research	157
REFERENCES	158
APPENDICES	169
A. INFORMED CONSENT FORM.....	170
B. QUESTIONNAIRE.....	171
C. FOCUS GROUP DISCUSSION (FGD)	179
CURRICULUM VITAE.....	181

LIST OF TABLES

Table 1. Universities in Ondo State, Nigeria	87
Table 2. The Questionnaires' Distribution among the Samples Space.....	90
Table 3. Leadership skills practiced by young future leaders.....	100
Table 4. One Sample T - Test	102
Table 5. Types of Mentorships Received for Leadership Skills.....	106
Table 6. One Sample Proportion Test (Binomial Test)	107
Table 7. Mentorship and Relationship Impact	108
Table 8. Influence of Mentorship on Leadership Skills Practiced.....	110
Table 9. Chi-Square Test of Independence	113
Table 10 Characteristics of Mentors	117
Table 11. Leadership Skills Assessment.....	119
Table 12. Two-way ANOVA on influence of mentor's characteristics on leadership skills.....	120
Table 13. Characteristics of Mentees	124
Table 14. Overall Leadership Skills Assessment.....	125
Table 15. Two-way ANOVA on influence of mentee's characteristics on leadership skills.....	126
Table 16. Mentorship Duration and Style.....	130
Table 17. Influence of Duration and Mentorship Style	132
Table 18. Two-way ANOVA on influence of mentorship duration and style on leadership skills	134
Table 19. Efficient and Effective Leadership at National and State Levels	138

LIST OF ABBREVIATIONS

AAUA	Adekunle Ajasin University, Akungba
AU	Achievers University
CEOs	Chief Executive Officers
CV	Curriculum Vitae
EU	Elizade University
FCT	Federal Capital Territory
FGD	Focus Group Discussion
FUTA	Federal University of Technology, Akure
GDP	Gross Domestic Product
IERC	Institutional Review Committee
MLDF	Mentorship- Driven Leadership Development Framework
NBS	National Bureau of Statistics
OAUSTECH	Olusegun Agagu University of Science and Technology
OPEC	Organization of Petroleum Exporting Countries
UNIMED	University of Medical Sciences
UN	United Nations
VABEs	Value, Assumptions, Beliefs and Expectations

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CHAPTER 1

INTRODUCTION

Background of the Study

The quest for credible, efficient, effective and skilful leadership all over the world has been on the increase for many decades. Be it in the private or public sectors, the major challenge has been that of leadership. Religious organizations around the world are not left out in this quest because they are also facing similar challenge. It is the expectation of all these organizations as well as nations that success would be recorded in their various spheres of life. However, the success or failure of any organization, state or nation largely depends on the type of leadership put in place. This is very clear from the statement of Blackaby and Blackaby (2001), who asserted that the greatness of an organization will be directly proportional to the greatness of its leadership. This is further corroborated by Adeyemo (2012) who posited that the rise and fall of nations depends on the type of leadership in place.

Looking at the global community, there are cases of countries that have enjoyed good leadership and prosperity due to the impact of having credible leaders. Here is a kind of leadership that translates to better development. A good example is Singapore. While Singapore was under the leadership of Lee Kuan Yew between (1959-1990), the story of the country changed for good such that his leadership transformed a Third World country (Singapore) to a

First world status (Adeyemo, 2012). According to Adeyemo, very few people gave Singapore any hope of survival during her independence in 1965; but today,

Singapore is credited with the best airline in the world, the busiest seaport and the fourth largest real income in per capital in the world. With this type of prosperity being enjoyed by Singapore, the story of the country would not be complete without mentioning the name of Lee Kuan Yew.

In the business world, the names Warren Buffet and Bill Gates would readily come to mind as leaders who have distinguished themselves as efficient and effective leaders with the needed skills to drive their organizations to success. These two world renowned business leaders have not only impacted their organizations positively but have done the same in the lives of many around the world (Raj, 2024). The author continues by saying the success story of Bill Gates would not be complete without mentioning his legendary mentor in the person of Warren Buffet. The contributions that have been made globally by these two leaders cannot be underestimated. As old as Warren Buffet is, he still remains very relevant in an ever-changing world impacting the lives of the younger generation. Raj (2024) concludes that the kind of powerful partnership between Warren Buffet and Bill Gates teaches the relevance of mentorship in achieving success and credible leadership.

Another notable leader that is worthy of mention is Oprah Winfrey. She was born in 1954 in a rural environment in Mississippi and had an unpleasant upbringing characterized by hardship and poverty (Sequel, 2023). Despite this bad beginning, Sequel (2023) asserts that Oprah Winfrey was able to distinguish herself at the age of 19 by becoming the youngest and first African – American woman to anchor a television news program in Nashville. Eventually when she met Maya Angelou in 1986, her life was never the same again. Sequel concludes that the meeting of these two women was a coming together of determination, shared experiences and deep mutual respect that would later develop into a mentorship relationship that defines

Oprah Winfrey's life permanently. Today, the success story of Oprah Winfrey would not be complete without mentioning the name of this great mentor – Maya Angelou.

For bad leadership, the name Adolf Hitler of Germany would easily come to mind. This type of leadership is synonymous with various kinds of evil. Kershaw (2000) in his comment described Hitler as a typical representation of modern-day political evil. Known globally as one of the most terrible leaders of the twentieth century, and being the German dictator from 1934 to 1945 when millions of people lost their lives (Kershaw, 2000). Mattone (2022) linked him to the following:

- The genocide he committed led to the death of about 50 million people during World War II.
- He was responsible for the collapse of Germany.
- He used his authority during his reign to encourage his followers to do evil.
- He was responsible for the Holocaust.
- He used his influence to destroy many people under spell.

The terrible experience of Germany under the leadership of Adolf Hitler cannot be forgotten very easily.

It should be recalled, that from the continent of Africa, especially before independence, some countries were led by those who were determined to free their people from colonial oppression and take back their land from the foreigners. Among them was Kwame Nkrumah of Ghana. However, Adeyemo (2012) posited that:

Nkrumah was not a lone voice in the wilderness of political negotiation and armed struggle against imperialism. The brave efforts and commendable sacrifices of the late Mzee Jomo Kenyatta (Kenya), Mwalimu Julius Nyerere (Tanzania), Patrick Lumumba (Congo DR), Nnamdi Azikwe (Nigeria),

Leopold Senghor (Senegal), Emperor Haile Selassie (Ethiopia), Kamuzu Banda (Malawi), Samora Machel (Mozambique), Walter Sisulu (South Africa), Houphouet Boigne (Ivory Coast), and Kenneth Kaunda (Zambia) can never be forgotten in African history. (p.2)

Furthermore, the writer opined that the major objective of all these leaders was how to liberate Africa at all means and make their countries better than they met it. After the exit of all these leaders, the quality of leadership for some of these countries has been on the decline.

Unlike the leaders that fought for the independence of their countries who were interested in the overall wellbeing of their citizens, many of the current leaders in Africa are only interested in their own wellbeing and those that helped in getting them to power. Just recently, a former Minister of Education in Nigeria Ezekwesili (2023) attributed the challenges in Africa affecting the development of economic activities to bad leadership. According to Ezekwesili, if Africa must be transformed, the continent must not sit back and be expecting those who have instituted this bad leadership to miraculously change to good leaders; if this is not done, Africans would wait for ever and this generation cannot afford to do such. Commenting on this same issue, a Kenyan activist, Mwangi (2023) opined that the biggest problem in Africa is that of leadership. According to him, so much attention has been given to religion at the expense of development; this must be urgently addressed. The concern of these authors is also the concern of many other well-meaning Africans who are genuinely interested in the development of the continent.

One of the greatest challenges facing the Nigerian nation today is that of leadership- finding capable hands with the necessary leadership skills to move the nation forward (Achebe, 1983). Based on this, significant effort must be made to use

the few successful leaders available to develop the young people coming behind who are potential leaders.

De pree (1989) asserted the continuous development and maturation of its leaders to be one of the significant needs of the society. From his own mentoring experience as a mentor and mentee, De pree believed that mentoring, which is a give and take relationship, is the most effective way to guide people with leadership gifts toward achieving their potential. This is talking about leadership succession.

Huges, Ginnett, and Curphy (2009) stated that leaders can be developed by way of education or experience. To make the best use of such experiences is so vital to developing leadership skills. Development of this leadership depends not only on this kind of experience but also the way potential leaders use them to foster growth. Barma (1997) concluded that some of the world leaders who have experienced great success, failed miserably at this succession plan and so their life accomplishment collapsed not too long after their departure. That is why the effect of mentoring in putting in place a succession plan cannot be overemphasized. Having all these in view, the role of mentoring in such a succession plan must be taken seriously.

A leadership expert, Druker (1992) asked CEOs of many companies the following questions:

- Are we attracting people we are willing to entrust this organisation to?
- Are we developing them so that they are going to be better than we are? as
- Are we holding them, inspiring them and recognising them?
- Are we building for tomorrow we make out decisions about people today?

Giving the right answers to all these questions will in no small way produce good and credible leadership to direct the affairs of any organization. Erickson (1998) posited that, “It is good to always fill each vacancy with people better qualified than

those we had before” (p.304). In many organisations in Nigeria, leaders do not really comply with the above statement; instead, they choose those with lower qualifications and skills so that the incoming ones will not be threat to them. In fact, mediocrity is celebrated in Nigeria to the detriment of the overall development of the nation.

However, in order to experience the much-needed development, the good and wise leaders according to Barna (1997) will prefer to have strong, effective and challenging people around him or her than the risk of being served with mediocre. In this regard, when a leader is surrounded with people with latent skills waiting to be developed, a good leader will invest all the available resources to developing them for the overall benefit of that organisation.

A nation like Nigeria is urgently and seriously in need of this kind of mentoring relationship between the good and credible leaders and the young people who are potential leaders.

Here in Nigeria, the leadership situation is similar to many other third world countries in Africa facing similar problem of leadership. A good observation about the current state of leadership will show a contradiction between the available resources of the country, and the living conditions prevalent in the land. (Asaju, Arome & Mukaila 2014).

Writing from the Nigerian context and looking at the way the country has been led in the past, Achebe (1983), affirmed that the twentieth century is already lost, do we want to see our children also lose the twenty first century? He concluded “God forbids!” (Pg.3) The understanding of people like this writer is that due to bad leadership, the Nigerian nation has been underdeveloped during the last century and every necessary effort must be put in place to bring the problem to an end.

The greatest critical challenge facing the nation is that of leadership (Anekwe, 2020). According to Anekwe, past and present leaders in Nigeria seem to have failed in providing the needed quality leadership which is the kind of leadership that possesses the needed or required ingredients to function very well. This kind of leadership is needed to address the numerous challenges facing the country. By implication, any other problem been faced like corruption, insecurity, high rate of unemployment, lack of basic infrastructural facilities and many others has been caused by bad leadership that happens when a leader fails to support his or her team or organization. Nigeria is the largest black nation in the world and also the most populated in Africa. This is so because one out of every four Africans as well one out of every five person of African origin is a Nigerian. (Galal, 2023). It is also blessed with abundant human and natural resources. As at January 2023, the United Nations Population Dashboard (2023) puts the nation's population at 223.8 million. Out of this number, the Nigeria Bureau of Statistics (2023), records the poverty rate at 63 percent which translates to 140,994,000. Writing in the same direction, Babalola (2010), believed that leadership deficit is the foundational problem about the high level of poverty in Nigeria even while living with sufficient resources. This leadership deficit happens when behaviours that do not allow one to lead effectively override the good behaviours. What this means is that, over the years, past leaders have not been able to adequately utilize the abundant resources to the benefit of the larger percentage of the citizens. Babalola further explained that a good way to identify a poor country like Nigeria is to look at the type of leadership in place and one would see leadership challenges. This should be a concern to serious minded Nigerians.

With the emergence of the oil boom in the early 1970s in Nigeria on the backdrop of being rated by Organization of Petroleum Exporting Countries (OPEC)

as the 6th largest producer of crude oil in the world, (OPEC Annual Statistical Bulletin 2023), many of the state governors have now gone to sleep only waiting for federal allocation at the end of every month. This has led to laziness in many of these leaders thinking that such allocation can keep government running successfully. However, with increasing population every day, the reality is that this monthly allocation being received from the federal purse can no longer sustain all government responsibilities. The implication of this, is that leaders should begin to think outside the box so as to look for additional resources to be able to take care of the citizens. This requires a better type of leadership. Another dimension that has been introduced to this lack of good leadership which is that kind of leadership that acts with courage, integrity, respect, self-awareness, resilience and compassion is the high level of brain drain being experienced in many professions. At every available opportunity, some of the best qualified professionals are moving to other countries especially in Europe and America with better working environment. This has led to Nigeria losing many of her qualified capable hands to other countries. For instance, the UK Medical Council Database (2023), records that the number of Nigeria medical doctors registered in the United Kingdom have doubled that of 2017 with more than 10000 registered. If this trend continues, very soon, Nigeria will be running short of qualified medical doctors. However, this is just one instance out of many other professions facing similar challenge.

A critical observation will reveal that the present democratic structure put in place in 1999 for the nation is yet to solve the problem in that it is not only too expensive to run, but also very wasteful. In a system where political office holders earn so much money without considering the situation of the economy but when civil servants and other categories of workers are asking for better pay, then, the issue of

no money will come up. These and many more are unacceptable and unfair to the system. Politics is now so lucrative in Nigeria that most people are interested in going into it (Adebayo, 2023). If this kind of system should continue, the much-needed development in the nation will not be possible.

As the largest black nation in the world (United Nation Populations Dashboard, 2023) blessed with abundant human and natural resources, there is no reason for this lack of credible and skilful leadership being experienced. This type of leadership inspires the trust, respect and confidence needed to put the leadership skills into action. The situation is even made clearer by the exceptional performances of some Nigerians in the diaspora who left the nation years ago because of this same problem of bad leadership. However, when people like that were still around in Nigeria, nothing was known about them. Many of the young people today are still interested in going to other countries of the world with better conducive environment immediately after their secondary school or university education. This is not good for the development of the country.

According to Alechenu (2013), former Nigerian President Olusegun Obasanjo believes that lack of effective leadership that involves the ability to be able to successfully influence and support a team or a group of people has robbed the nation of meaningful developments over the years. Obasanjo further opines that though we have many Nigerians, there are very few good leaders; these leaders are those who know what should be done, talk about it, and do something to achieve it. Such leaders courageously hold themselves accountable for their actions and decisions.

This should call for concern for all well-meaning Nigerians. Leadership has also failed in Nigeria to pull all the resources together for the overall development of the nation. (Anekwe, 2020). Anekwe asserts that this lack of effective leadership has

led to the rush for converting state resources to personal use among many leaders. Earlier than this, Omolayo (2006), affirms that good leadership is the essential oil needed to put the wheel of government into motion without any difficulty. This means that where ever there is lack of good leadership, government or the organization would not be able to run adequately and thereby not been able to achieve its desired goals. In his book *Things Fall Apart*, a popular Nigeria writer Achebe (1983) pointed out that:

The trouble with Nigeria is simply and squarely a failure of leadership. There is nothing basically wrong with the Nigeria character. There is nothing wrong with the Nigeria land or air or anything else. The Nigeria problem is the unwillingness or inability of its leaders to rise to the responsibility and the challenge of personal example which are the hallmarks of true leadership.

(p.3)

However, for this unfortunate trend not to continue, the nation must intentionally search for leaders with necessary skills required to move the nation forward. This kind of leadership cannot be experienced just by chance; deliberate efforts must be put in place to making sure that necessary leadership skills are acquired by those potential leaders before they assume leadership positions. By doing this, credible and effective leadership needed to drive the nation forward would be experienced very soon.

One of such deliberate efforts to intentionally develop leadership for the future is mentoring of young future leaders especially those within the age 18-25years that is the target of this research. Mentoring is quite important for the good leadership (Peretomode & Ikoya, 2019). The authors opine that mentoring and sustaining its

relationship would contribute in no small way to solving the challenges facing Nigeria today.

It is therefore because of this major challenge that the researcher conducted a study on the Influence of mentorship the independent variable (IV) on development of leadership skills the dependent variable (DV) among young future leaders in Ondo state, Nigeria with the aim of contributing to solving the problems of credible and effective leadership that has been facing the state for many decades.

Statement of the Problem

There is a growing awareness in Ondo state about the need to prepare effective future leaders who are capable to contribute to the socio-economic development of the state. Despite the different actions targeted at fostering leadership skills among young future leaders, there is still a limited understanding of how mentorship can particularly impact the development of leadership skills. The negative comments usually made by majority of the citizens in regard to leadership and the low Gross Domestic Product (GDP) in Nigeria according to National Bureau of Statistics (NBS, 2023) in Nigeria seem to be some of the reflections of this challenge. The National Bureau of Statistics (NBS, 2023) confirmed that the Gross Domestic Product (GDP) of Nigeria fell from 3.52 percent to 2.31 percent during the first quarter of 2023 due to non-availability of cash in circulation. This happened when the government as at that time was trying to change the old currency to new ones. During the same period, foreign investments in Nigeria dropped by 35 percent while 28 states in the country attracted no foreign investment at all (NBS, 2023). These are further reflections of this challenge.

Furthermore, the recent establishment of Dangote refinery in Lekki, Lagos State which was originally planned to be situated in Ondo State but later taken to

Lagos State could be a further prove to this inadequate purposeful leadership which is that type of leadership that encourages and inspires others to put in their best and helps the organization develops a culture of growth and positivity. Another cause for concern in Ondo state is that it houses a large Bitumen deposit (a black viscous mixture of hydrocarbons) used in road surfacing and roofing that is yet to be explored. Shibayan (2017) puts the total deposit at over 42 billion tonnes; the largest in Africa and the second largest in the world. The root problem of this unfortunate situation is also nothing but lack of good leadership which involves that kind of leadership which acts with courage, integrity, self-awareness, respect, resilience and compassion over the years. Interestingly, Ondo State is the place for this research study.

This challenge of inadequate purposeful and credible leadership might have been experienced because people just find themselves in leadership positions without being equipped with the necessary leadership skills due to lack of mentorship. There is the need to evaluate the extent to which mentorship programs can influence the development of leadership skills of young future leaders in the state as well as describing the major factors of mentorships that are most effective. The study seeks to address this gap by evaluating how mentorship impact the development of leadership skills among young future leaders in Ondo state, Nigeria and to provide the necessary awareness that can accompany the design and implementation of mentorship strategies that are more effective. Hence, the study investigated the influence of mentorship on the development of leadership skills among young future leaders in Ondo state, Nigeria.

Purpose of the Study

The purpose of the study is to generate evidence that can be used to develop policies, strategies and programs in mentorship for the development of leadership

skills among young future leaders in private and public sectors from one generation to another in Ondo State, other states, and national level in Nigeria.

Research Objectives, Questions and Hypothesis

Before stating the specific research objectives and specific research questions, the main research objective and main research question are here presented:

The main research objective of the study is to determine the influence of mentorship on development of leadership skills among young future leaders in Ondo State, Nigeria.

To what extent does mentorship influence development of leadership skills among young future leaders in Ondo State, Nigeria?

Specific Research Objective

The following specific research objectives and specific research questions are hereby derived from the main research objective:

- 1) To determine the leadership skills practiced by young future leaders in Ondo State, Nigeria.
- 2) To measure the extent to which received mentorship influence leadership skills practiced by young future leaders in Ondo State, Nigeria.
- 3) To compute the extent to which demographic and socio-economic characteristics of mentors influence the leadership skills practiced by young future leaders in Ondo State, Nigeria.
- 4) To compute the extent to which demographic and socio-economic characteristics of the mentees influence the leadership skills practiced by young future leaders in Ondo State, Nigeria.

- 5) To determine the extent to which duration and mentorship style employed by the mentors influence the leadership skills practiced by young future leaders in Ondo State, Nigeria.

Research Questions

- 1) What leadership skills are practiced by young future leaders in Ondo State, Nigeria?
- 2) To what extent does receive mentorship influence leadership skills practiced by young future leaders in Ondo State, Nigeria?
- 3) To what extent do demographic and socio-economic characteristics of mentors influence the leadership skills practiced by young future leaders in Ondo State, Nigeria?
- 4) To what extent do demographic and socio-economic characteristics of mentees influence the leadership skills practiced by young future leaders in Ondo State, Nigeria?
- 5) To what extent do duration and mentorship style employed by mentors influenced the leadership skills practiced by young future leaders in Ondo State, Nigeria?

Research Null Hypothesis

HO₁: Leadership skills are NOT practiced by young future leaders in Ondo State, Nigeria.

HO₂: There is NO mentorship received for leadership skills by young future leaders in Ondo State, Nigeria.

HO₃: Received mentorship does NOT influence leadership skills practiced by young future leaders in Ondo State, Nigeria.

HO₄: Demographic and Socio-economic characteristics of mentors have NO influence on the leadership skills practiced by young future leaders in Ondo State, Nigeria.

HO₅: Demographic and Socio-economic characteristics of mentees do NOT influence the leadership skills practiced by young future leaders in Ondo State, Nigeria.

HO₆: Duration and mentorship style employed by the mentors do NOT influence the leadership skills practiced by young future leaders in Ondo State, Nigeria.

Conceptual Framework

The need for the development of leadership skills cannot be under estimated in every organization be it private or government in our society today. It is also crucial to the total wellbeing of any state or country. This type of leadership that is needed for efficient and effective performance at all levels cannot exist in isolation; it is related in one way or the other to some other factors. These factors are called variables and because they influence the development of leadership skills in young future leaders (dependent variable), they are called independent variables.

Mentorship is a vital component of leadership skills development, particularly among young individuals who aspire to make a positive impact in their communities and beyond (Kram, 1985). In regions like Ondo State, Nigeria, where leadership skills are essential for social progress and economic growth, mentorship plays a crucial role in shaping the next generation of leaders. This conceptual review explores the relationship between mentorship development and the enhancement of leadership skills among young future leaders in Ondo State, Nigeria. It examines key variables, including leadership skills, demographic and socio-economic characteristics of mentors, duration of mentorship, and mentorship style, and their influence on leadership skills development within the Nigerian context.

Leadership Skills

Leadership skills encompass a wide range of competencies and attributes essential for effective leadership; including communication, decision-making, problem-solving, emotional intelligence and strategic visioning. In Ondo State, Nigeria, where leadership is crucial for addressing social, economic, and political challenges, young individuals must develop these skills to lead positive change in their communities. Mentorship provides a unique opportunity for young future leaders to acquire and refine their leadership skills through guidance, support, and practical experience (Sosik & Godshalk, 2000). By engaging with mentors who possess leadership expertise and real-world experience, mentees can gain valuable insights and develop the confidence and competence needed to navigate complex leadership roles.

Demographic Characteristics of Mentors

The demographic characteristics of mentors, as age, gender, educational background, and professional experience, play a significant role in shaping the mentorship process and its impact on leadership skills development among young individuals. Mentors who share similar demographic characteristics with their mentees may foster stronger connections and rapport (Ragins & Verbos, 2007), thereby facilitating more effective communication and learning. Additionally, mentors from diverse backgrounds bring unique perspectives and insights that can enrich the mentorship experience and broaden young people's understanding of leadership across different contexts. For example, female mentors can serve as powerful role models for young women aspiring to leadership roles, challenging gender stereotypes and promoting inclusivity in leadership development initiatives.

Socio-economic Characteristics of Mentors

The socio-economic status of mentors also influences the mentorship process and its outcomes on leadership skills development among young future leaders in Ondo State, Nigeria. Mentors from diverse socio-economic backgrounds may offer valuable insights into navigating challenges and leveraging opportunities in various professional and community settings (Higgins & Kram, 2001). Additionally, mentors with higher socio-economic status may provide access to valuable resources, networks, and opportunities for young individuals to enhance their leadership capabilities and career prospects. However, it is essential to ensure that mentorship programs are accessible to individuals from all socio-economic backgrounds to promote equity and inclusion in leadership development initiatives.

Duration of Mentorship

The duration of mentorship is a critical factor in determining the depth and sustainability of leadership skills development among young future leaders in Ondo State, Nigeria. Short-term mentorship programs may focus on specific skills or projects, providing targeted guidance and support within a limited time frame. These programs are valuable for addressing immediate needs and goals, such as preparing for a leadership role or launching a community project. In contrast, long-term mentorship relationships offer opportunities for ongoing learning, personal growth, and professional development over an extended period. These relationships allow mentees to develop deeper connections with their mentors, receive continuous feedback and support, and navigate complex leadership challenges with confidence. The duration of mentorship should be carefully tailored to the needs and goals of both mentors and mentees (Kram, 1985); balancing depth of engagement with practical considerations such as time constraints and resource availability.

Mentorship Style

The mentorship style adopted by mentors significantly impacts the effectiveness of leadership skills development among young future leaders in Ondo State, Nigeria. Different mentorship styles, such as coaching, advising, role modelling, and sponsorship, offer unique approaches to supporting mentees' growth and learning (Higgins & Kram, 2001). A collaborative and adaptive mentorship style that aligns with the preferences and learning styles of mentees can foster a positive mentorship experience and facilitate meaningful skills development. For example, mentors who adopt a coaching approach may empower mentees to set goals, identify strengths and areas for improvement, and take ownership of their leadership development journey. In contrast, mentors who serve as role models and provide practical guidance and advice can inspire mentees to emulate their leadership behaviours and strategies. By tailoring their mentorship style to the individual needs and preferences of mentees, mentors can maximize the impact of their mentorship relationships and cultivate the next generation of leaders in Ondo State, Nigeria.

Mentorship Received for Leadership Skills

Mentorship received specifically for leadership skills development involves targeted guidance and support aimed at enhancing mentees' leadership capabilities. This type of mentorship goes beyond general advice or support and focuses on providing mentees with the tools, resources, and experiences necessary to excel in leadership roles. Eby & Allen (2002) has come up with some key aspects of mentorship received for leadership skills which are:

1. **Hands-on Experience:** Effective mentorship programs often provide mentees with opportunities for practical, hands-on experience in leadership roles. This could involve assigning mentees to leadership responsibilities within projects,

organizations, or community initiatives, allowing them to apply theoretical knowledge in real-world settings and develop essential leadership competencies through experiential learning.

2. Leadership Training: Mentorship programs may include structured leadership training sessions or workshops designed to equip mentees with the knowledge, skills, and strategies needed to succeed in leadership roles. These training sessions may cover topics such as communication skills, team management, decision-making, conflict resolution, and strategic planning, tailored to the specific needs and goals of mentees.

3. Exposure to Challenges: Mentees benefit from exposure to diverse challenges and scenarios that test their leadership abilities and decision-making skills. Mentors may deliberately expose mentees to complex problems, ambiguous situations, or organizational dilemmas, providing them with opportunities to develop resilience, adaptability, and problem-solving capabilities under pressure.

4. Constructive Feedback: Mentorship involves providing mentees with constructive feedback and guidance to help them identify areas for improvement and leverage their strengths. Mentors offer insights, perspectives, and recommendations based on their own experiences and expertise, empowering mentees to reflect critically on their leadership practices and make informed decisions for continuous growth and development.

Mentorship Influence on Leadership Skills

The influence of mentorship on leadership skills encompasses a wide range of cognitive, affective, and behavioural outcomes that shape mentees' growth and development as effective leaders. Eby & Allen (2002) has identified some ways in which mentorship influences leadership skills which are:

1. Increased Self-Confidence: Mentorship fosters mentees' self-confidence and belief in their abilities to lead and make a positive impact. Through supportive relationships with mentors, mentees gain validation, encouragement, and affirmation of their leadership potential, empowering them to step outside their comfort zones and take on new challenges with confidence.

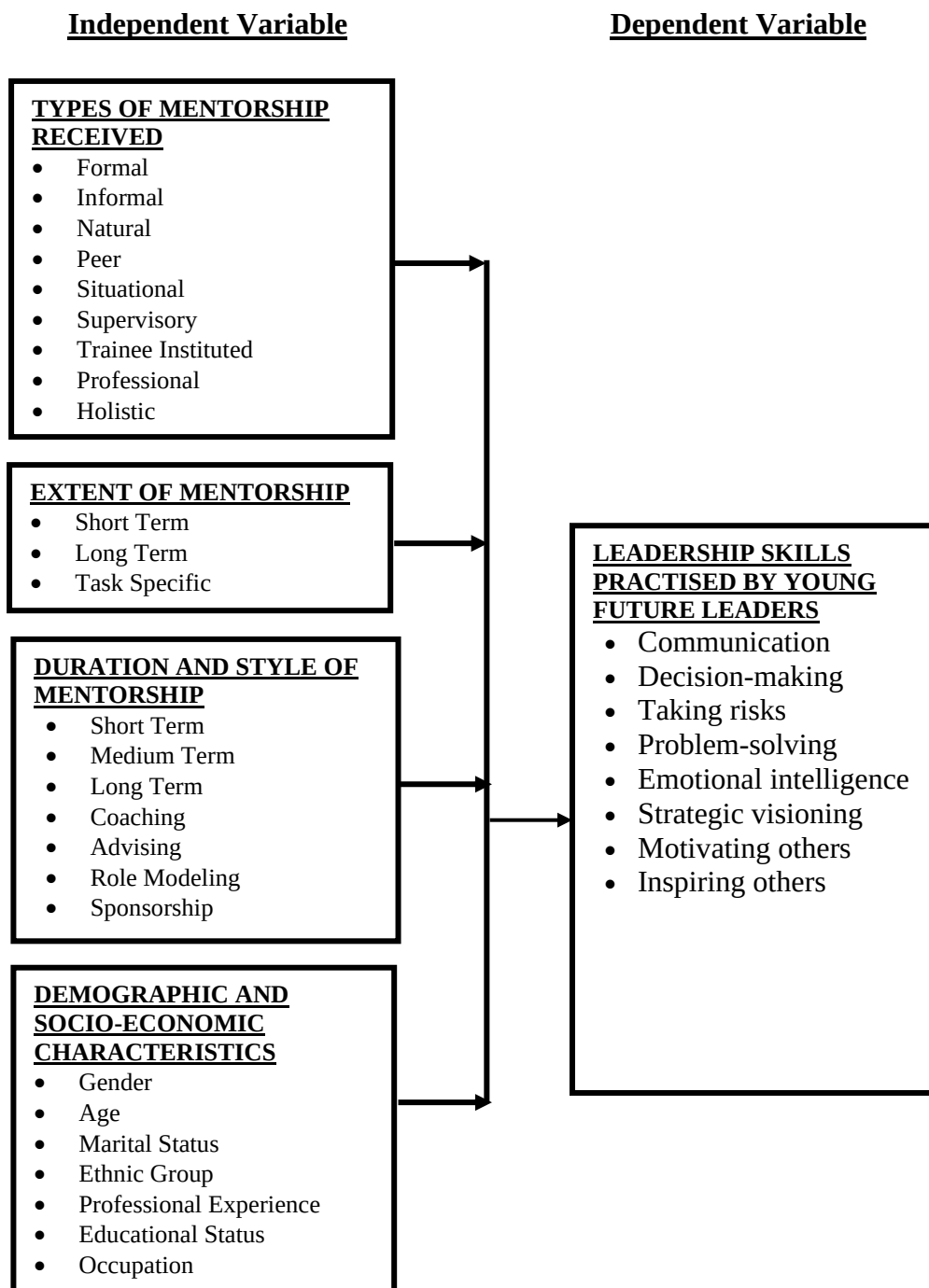
2. Enhanced Self-Awareness: Mentorship encourages mentees to engage in self-reflection and introspection, leading to greater self-awareness and understanding of their strengths, weaknesses, values, and aspirations as leaders. Mentors serve as sounding boards and mirrors, helping mentees gain clarity about their leadership styles, preferences, and areas for personal and professional growth.

3. Development of Practical Skills: Mentorship facilitates the acquisition of practical leadership skills that are essential for success in various domains, including decision-making, communication, conflict resolution, and strategic thinking. Mentors provide mentees with opportunities to practice and refine these skills in real-world contexts, offering guidance, feedback, and support along the way.

4. Cultivation of Leadership Identity: Mentorship plays a pivotal role in shaping mentees' leadership identities and aspirations, influencing how they perceive themselves and their potential contributions to society. Mentors serve as role models and embodying leadership qualities and values that inspire mentees to strive for excellence and make a difference in their communities.

Figure 1

A Conceptual Framework of Development of Leadership Skills practised by Young Future Leaders



Source: Researcher's Construct (2024).

Significance of the Proposed Study

The significance outlines the broader importance of the research within the larger context of Nigeria. Mentorship has been acknowledged globally as a pivotal factor in shaping the trajectory of young individuals. However, within the specific context of Ondo State, Nigeria, where the dynamic interplay of culture, education, and socio-economic factors uniquely influence youth development, understanding the impact of mentorship on leadership skills is paramount. This study is significant as it aims to provide insights that inform targeted mentorship programmes, contributing to the holistic development of young future leaders who can actively contribute to the socio-economic progress of Ondo State and beyond.

Rationale of the Proposed Study

The rationale provides a logical basis for research, explaining why the study is being conducted. Ondo State, characterized by its rich cultural diversity and youthful population, is poised for sustainable growth. Recognizing the transformative potential of mentorship, it is imperative to investigate the specific ways in which mentorship influences the leadership skills of young individuals in this region. By delving into this subject, we can pinpoint the nuanced factors that contribute to effective mentorship within the local context, offering tailored insights that can inform mentorship programme design and implementation for optimal impact.

Justification of the Proposed Study

The justification addresses the practical and ethical considerations, explaining why the study is feasible and ethically sound. Conducting this study in Ondo State is justified by the pressing need to bridge the leadership skills gap among young future leaders. By exploring the dynamics of mentorship, the research aims to provide

evidence-based recommendation for policymakers, educators, and community leaders to enhance existing mentorship initiatives or introduce new programs. This study adheres to ethical principles, ensuring participants' confidentiality, voluntary participation and cultural sensitivity. Furthermore, it aligns with global goals for youth development, contributing valuable insights that can be scaled beyond the local context.

Study Scope

The study scope basically refers to the extent to which the research work will be conducted. It is to define the various aspects to be taken into consideration in the research. It is very important because it focuses the research to that which is practically achievable within a given time period. Without it, it is always difficult to know the endpoint of the research work since no boundary had been set and also makes answering research questions too open ended.

The scope of the study is limited to development of leadership skills among young future leaders because that is where the main interest of the researcher is and the area that is practically achievable within the limited period of time available for the proposed study. The study focuses on leadership skills of young future leaders and not just leadership because without those skills, it becomes almost practically impossible for any leader to be able to influence other people toward achieving some specific goals and direction.

The following scopes were considered in this study:

Concept Scope: The concept scope offers a thorough framework for comprehending the complex impact of mentoring on the growth of leadership abilities in aspiring young leaders within the mentorship-leadership nexus. It takes into account individual, interpersonal, organizational and social dimensions.

Content Scope: The content scope provides a comprehensive framework for exploring the multifaceted influence of mentorship on leadership skills development among young future leaders. It covers individual, interpersonal, organization, and societal dimensions within the mentorship-leadership nexus.

Variable scope: The research can explore a variety of element and dimension to better understand the impact of mentoring on the development of leadership qualities in young, aspiring leaders.

Geographical Scope: The geographical scope of the study was limited to the various universities both private and government in Ondo state. This was the case because of the limited time available to complete the work and because the state is blessed with enough universities that are required comprising both young future leaders and mentors.

Target Scope: The target scope of the study involves young future leaders in various universities in Ondo State who are expected to be mentored towards future quality, effective and efficient leadership. This category of young people is the main focus of this study.

Time Scope: The time scope covered the period of time within which the study was conducted. The study was completed within a period of five weeks. Here, the central phenomenon remains stable because the variables were not altered.

Theoretical Scope: The theoretical scope identifies the main theories that was used to adequately guide the study. Searching through different literature, the main theories applicable are the Adult Development Theory of Daniel Levinson and associate, Kram (1983) mentoring theory and Kegan's (1982) Developmental Theory. All of these are adequately explained in the theoretical literature review.

Study Limitation, Delimitations and Assumptions

Nigeria is a very large nation both in population and land covered. As mentioned earlier on, as at January 2023, the United Nation (UN) puts the population at 223.8 million with a total land mass of 923, 763km². Today, the nation has 36 states and a Federal Capital Territory (FCT) in Abuja. There are also 6 geo-political zones; one in the west, two in the east, one in the middle belt and the remaining two in the north.

However, the study was limited to Ondo state being one of the states in the south western part of Nigeria. The reason for this is to bridge the leadership skills gap among young future leaders in the state and also because it is sufficiently large enough that it accommodates six different universities. The study was also limited to potential young future leaders scattered across the six universities in Ondo State, Nigeria. The target areas were the Federal University of Technology in the state capital Akure, Elizade University, Ilaramokin, Achievers University, Owo, University of Medical Science, Ondo, Adekunle Ajasin University, Akungba Akoko and finally Olusegun Agagu University of Science and Technology, Okitipupa. The reason being that the target group for this research (18-25years) are majorly students in these institutions of higher learning and some are even searching for jobs. Another limitation was the fact that each state has its own peculiarities as well as orientation that may distinguish them from others. So, future studies may like to look at more states.

The assumptions included that the results or responses from these young people in this particular state will also be very similar to any other states in Nigeria. It was again assumed that the result generated from the study will be useful to bridge the

leadership skills gap in Ondo State. Another assumption was that the young people are at least undergraduate students and so knowledgeable enough to understand the questions that were asked because the issue of lack of good and credible leadership in Nigeria is a common phenomenon that has direct impact on them.

Operational Definition of Key Terms

Age. It is the period of time that an individual has been existing or alive. This would be known from their various age range.

Duration of Mentorship. It is the length of time the mentorship relationship will last or the period of time between the beginning and end of the mentorship relationship. This would be measured in months or years from the beginning to the end of the mentorship relationship between the mentor and mentee.

Educational Qualification of Mentor. The level of acquired knowledge from various institutions needed by any mentor to be able to function effectively in any mentorship programme. To be known through the educational level of the mentor.

Educational Qualification of the Mentee. The level of acquired knowledge from various institutions needed by the mentee to be able to understand any mentorship programme administered. This would be determined by the current educational level of the mentee.

Gender of the Mentee. It is the sex of the mentee, either male or female. This to be known through the information in the questionnaire.

Gender of the Mentor. It is the sex of the mentor, either male or female. Also to be determined through the questionnaire.

Leadership Skills. They are the essential tools, behaviours and capabilities needed by a person so as to be successful at motivating and directing others to a shared goal. To be determined through the question designed for the mentee.

Mentee/protégé. A mentee/protégé is the inexperienced young person age 18-25years under the guidance and tutelage of the mentor with the aim of developing his/her leadership skills. This would be known also from the questionnaire.

Mentor. A mentor is the experienced credible and skilful leader who oversees the overall development of the inexperienced young person through teaching, coaching, counselling, encouraging, sponsoring and modelling with the aim of making him/her a future credible and skilful leader. This questionnaire would identify him or her.

Mentorship. It is a comprehensive relationship through which a credible and skilful leader identifies the potential in a young person age 18-25years and committed to helping that individual develop into a future leader through teaching, coaching, counselling encouraging, sponsoring and modelling. This would be determined through the responses given by the respondents.

Types of Mentorships. The various established ways or systems by which mentorship programmes are being administered. All these are to be known through the various types as listed in the questionnaire.

Young Future Leaders. For this research, young future leaders are both male and female youths that fall within the age bracket 18-25years. This would be determined by the age range in the questionnaire.

Chapter summary

In the first chapter of this study, the research gives a holistic view about the urge for good, credible, effective, efficient and skilful leadership in every organization and government around the world. Starting from the global community to the continent of Africa and the national level, the challenge remains the same. The different states government in the country are not left out from this challenge of failed leadership. The study identifies the statement of the problem as “lack of efficient and

effective leadership to achieve planned socio-economic development in private and public sectors at the National and State levels in Nigeria.” While the purpose of the study “is to generate evidence that can be used to develop policies, strategies and programs for efficient and effective leadership for development in private and public sectors from one generation to another in Ondo state, other states and national level in Nigeria.”

In addition, there are five research objectives apart from the main research objective which “is to determine the influence of mentorship on development of leadership skills among young future leaders in Ondo state, Nigeria.” Furthermore, there are five research questions that are enumerated apart from the main research question which “is to what extent does mentorship influence the development of leadership skills among young future leaders in Ondo state, Nigeria.” The five null hypotheses, are clearly stated; they are expected to help in providing solutions to the statement of the problem. Next is the conceptual framework that is suitable for the study. Furthermore, in this chapter, the significance, rationale and justification of the study are clearly defined. While the significance is to outline the broader importance of the research within the larger context of Nigeria, the rationale is to provide a logical basis for the research which is explaining why the research was conducted. The justification of the study addresses the practical and ethical consideration, explaining why the study is feasible and ethically sound. In looking at the scope of the study, seven different aspects of the scope are identified which are concept scope, content scope, theoretical scope, variable scope, geographical scope, target scope and time scope. Further scoping of the proposed study is provided by study limitations, delimitations, and assumptions. It ends with the operational definitions of key terms as used in the study.

In chapter two, the study deals with literature review. This literature review embraces the general literature review that is divided into several sub headings. The theoretical literature review deals with three different theories suitable for the research. While the empirical literature review talks about what other researchers had written on similar issue. The conceptual frame work suitable for the study is also presented. The chapter ends with summary and the research gap.

CHAPTER 2

REVIEW OF LITERATURE

This chapter examines a theoretical review of literature on concepts that are essential to this research study and other related studies that are relevant to this work. Starting from mentorship as discussed in different literatures to definitions of mentorship and types of mentorship relationship. The review looks at pillars of mentorship, components of mentorship and the benefits of mentorship both to the mentor and the mentee. In addition, different definitions given by different authors to leadership are considered along with the leader's character that is so essential to leadership development. Furthermore, organisational change and leadership development would be examined. Also, the review explores mentorship and development of leadership skills and mentorship in the Nigeria traditional society. The theoretical review discusses three major theories applicable to the research work. These are Adult Developmental Theory, Kram's (1983) Mentoring Phases and Kegan's (1982) Developmental Theories. While the empirical literature review delves into what other studies had found out about how these variables influence leadership skills practiced by young future leaders. Starting from leadership skills down to the influence of duration and mentorship styles employed by the mentors. This chapter ends with summary and research gap.

General Literature Review

Mentorship in Literature

The word mentorship originates from the Greek word having the same meaning as enduring. Mentor as a term date back to Homer's popular poem the odyssey (Krams, 1985; Priestholdt, 1990; Ramsey, Thompson & Brathwaite, 1996; Smith, Mc Allister, & Crawford, 2001). From this poem, mentor was the name given to a trusted counsellor that took care of the son of Odyssey called Telemachus during the time Odyssey was not around at home. Due to

the very supportive, loving and caring environment provided by the mentor for Odysseys' son, mentor in this age has come to mean a person who advices, guides, encourages and inspires another person during an extended period of time (Vance & Olson, 1998).

In his own study on mentoring relationships, Zoy (1984), gave a holistic definition of a mentor. He reported that he is a person who oversees the career and development of another person, usually a junior, through teaching, counselling, providing psychological support, protecting, and at all times promoting sponsoring.

From the above definition, he classified the functions of the mentor into four; as (a) Teacher (b) Counsellor (c) Interviewer and (d) Sponsor.

Fields (1991) stated that:

As a teacher the mentor instructs the mentee about the job to be done and gives career guidance. As a counsellor the mentor provides psychological support and acts as a confidence builder to the mentee. As an interviewer, the mentor provides access to resources and protection for the mentee. As a sponsor, the mentor facilitates promotions either directly or indirectly. (p.257)

Whereas a mentor does all these mentioned above, in contrast to these, the mentee or protégé is the one seen to be under the guidance and care of the mentor. The protégé is the young person who lacks the necessary experience and expertise in such mentoring relationship. Its meaning comes from the French verb “protégé” that is to protect (Ramsey, et al. 1996.) These days, the two terms have been used interchangeably in different literature.

Definitions of Mentorship

Different writers have used different definitions in describing mentorship. However, for the sake of this study, just few would be mentioned.

Presholdt (1990) defined mentorship as “an intentional, insightful, nurturing process that fosters growth and development in a protégé” (p.20). Carmin (1988) described mentorship as “a complex, interactive process, occurring between individuals of different levels of experience and expertise which incorporates interpersonal or psychological development, career and/or educational development, and socialization functions into the relationship” (p.10).

Kram (1985) wrote that mentorship is “---a relationship between a young adult and an older, more experienced adult that helps the younger individual to navigate in the adult world and the world of the work” (p.2). To affirm the other definitions already stated, Levinson (1996) defined mentorship as “a relationship which the two participants conjointly initiate, form, sustain, benefit and suffer from and ultimately terminate” (p.239). This means that both the mentor and the mentee are fully involved in the process of mentoring. Also, mentorship makes available a better form of leadership which is important to developing leaders for the future that could be essential in building a great nation (Reid, 2018). By this definition, mentorship is indispensable in moving an organisation or a nation forward in achieving their goals.

As result of mutual agreement or formal assignment taking place between a mentor and the mentee, a mentoring relationship develops. Murray (2002) affirmed that mentoring benefits both the mentor as well as the protégé in three different components of cognitive, behavioural and affective.

Levinson, Darrow, Klein, Levinson & Mckee (1978) identified the mentee or protégé as a novice, younger and less experience person than the mentor. For Levinson, et al. (1978) a common setting for such mentoring relationship to develop is the work environment. However, whether formally or informally, such a mentoring relationship can develop.

For the formal, Chao, Walz & Gardner (1992) discovered that both the mentor as well as the mentee are working together due to what is expected in job component. In the informal, the writers stated that the two of them involved in the relationship, that is the mentor and the mentee because of commonalties will seek to relate to each other and seek the other person out.

Even though, majority of the benefits goes to the protégé in this mentoring relationship, the mentor also gains, such gains according to Wright & Wright (1987) are the recognition that the mentor will enjoy among his or her peers as one that contributes to the development of young people. Also, when the protégé listens to the mentor and begins to show qualities that interest the mentor, then, there is a feeling of gratification. However, as pointed out by Wright & Wright (1987), there could also be some negative parts of mentoring, especially when the mentor becomes overbearing on the mentee or maybe he or she becomes too dependent on the life of the mentor. Bozeman & Feeney, (2007) stated that the one who wants to learn may be a male (mentee) or a female (protégé).

In the past, history have recorded some very popular mentor-mentee relationship; Prestholdt (1990) reported that of “Socrates and Plato, Merlin and King Arthur, Haydn and Beethoven, Sigmund Freud and Carl Jung...” In the nursing profession, Fields (1991) also recognized Sir Sidney Herbert as the mentor of Florence Nightingale who is generally accepted as the founder of modern-day nursing. According to him, he was the one that opened the door of opportunity for Nightingale to work during the Crimean war as a professional nurse.

Types of Mentorship Relationship

The Washington University of Saint Luis has come up with the following academic classification of mentorship which are:

Formal Mentorship

According to Cunningham (1993), formal mentorship programmes are those in which an organization matches or assigns mentors and mentees, giving them top management support with additional extensive orientation programme, clearly stated responsibilities for each party, giving them established duration and contact and let them understand the realistic expectations from the relationship. With research emphasizing the associated benefits attached to both formal and informal mentoring, there is however an increasing recognition for the potential that formal mentoring has for becoming dysfunctional mentoring relationships (Scandura, 1998; Scandura & Williams, 2002).

Eby, McManus, Simon and Russell (1998) described dysfunctional mentoring relationship in which mentees are experiencing and reporting having dissimilar attitudes, values and beliefs in assigned mentoring relationships.

Reigns & Cotton, (1999) revealed that formal mentors are often selected by the mentees based on their competence though this kind of mutual respect, friendship and attraction found in informal mentoring may be lacking. There are also cases of mismatches that do occur in formalised mentoring relationships and these may as well result in such relationships being characterized by discontent, anger, jealousy, resentment, sabotage, deception or harassment (Scandura & Williams, 2002). In cases like these, adequate measures must be put in place to address all these unwanted situations.

However, the time spent together between a mentor and the mentee seems to be less than informal mentoring relationship since the purpose of many formal mentoring relationship is to advance task-oriented and career-oriented goals for the mentees and this also result in reduced Psychosocial and modelling role (Gray, 1988: Scandura & Williams, 2002).

Seibert (1999) believed that on the negative side, the development of formal, facilitated mentoring can involve considerable time, effort and cost on the part of the organization. Appelbaum *et al.* (1994) stated that this may also be responsible for why few mentoring programmes have succeeded in organizations because of the process involved in matching often seen as forced pairing. Other problem identified with this method include unrealistic high expectations from the mentees and the lack of competence and training of mentors (Rigsby, Siegal & Spiceland, 1998). This is to show that no single method is perfect.

Natural Mentorship

In natural mentorship, it is usually initiated by the mentor (usually senior) in reaching out to the mentee (usually junior). In some cases, as presented by Bottomley,

natural mentorship develops when a young person identifies an older person as a mentor, unlike the formal mentoring relationships, where the mentor and the mentee are formally matched together.

In becoming a natural mentor, Michigan State University has come up with the following qualities:

- a. Consistent presence because such relationship requires that there should be regular contact between the two,
- b. Ask questions to know what the young person thinks and listen to answers,
- c. Honour confidentiality so that the relationship would not be damaged by revealing secrets,
- d. Be an unconditional fan by believing in the mentee even when he/she does not believe in himself/herself, and not to give up when mistakes are made by the mentee and,
- e. Be an Advocate by helping the mentee remove barriers that may be preventing him/her from meeting the desired goal.

Peer Mentorship

It is a form of mentorship that usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee). Examples of this include an experienced student working as a peer mentor to a new student in a school, an experienced health worker peer mentoring a patient toward lifestyle changes.

It is also used to provide individuals that had suffered from any kind of specific life experience the needed chance to learn from those that have recovered or had been rehabilitated from such an experience. Peer mentors are good at providing education, recreation and support opportunities to mentees. Burge (2006)

acknowledged that the peer mentor can also challenge the mentees with new ideas and encourage the mentee to be courageous to move forward not minding the initial setbacks in life. Bozeman & Feeney (2007), observed many peer mentors are selected based on qualities like sensibility, and reliability.

However, some critics of this type of mentoring relationship had insisted that there are only few consistent studies that had been done indicating the results of such mentorship beyond good feelings experienced among the peers and the development of friendships.

Situational Mentorship

Situational mentorship prevents “getting stuck” by using a preferred mentoring style while mentors stop dominating mentees or expecting them to figure out what to do when they cannot, the mentees also stop being too dependent on the mentor’s wise counsel. In building this type of mentoring program, the traditional approach of pairing or matching a mentor and mentee is turned inside out by adding several more mentors and mentees. By this, a situational mentoring team or group is in place. The foundation to situational mentorship is based on the management concept of situational leadership, developed by Paul Hersey and Ken Blanchard. One of the practical strengths of situational leadership is that it takes development level of the mentee into consideration. When properly applied, this style leads to a win-win situation for the mentor, mentee and the organization.

Supervisory Mentorship

In this type of mentoring, the advisor also cuts as the mentor and direct supervisor. However not all supervisors are comfortable with being a mentor and

many of them are not good at doing it. In this regard, there is the possibility of conflict of interest between the mentor and the mentee.

Trainee Instituted Mentorship

Under this style, the young person is giving the opportunity to nominate potential mentor from the existing social networks as part of their participation in a formal mentoring program. It also allows for training the young people in skills and leadership competencies. It usually begins with an interaction with a chosen mentor and later develop into a mentoring relationship – build bridges.

Pillars of Mentorship

Like many other relationships, mentorship have some specific pillars on which it stands. These pillars are very key to the existence of any mentorship relationship. Without these pillars, mentorship cannot function adequately and achieve its desired results. While some other authors have written about four pillars, Piellusch (2015) has identified five major pillars of mentorship. These are:

Interest

The mentor must intentionally generate interest in the life and positive development of the mentee. Piellusch (2015) affirms that his own mentorship tales started when he was “blown away” through the interest shown to him by his mentor. According to him, the mentor has exposed him to the necessary coaching, encouragement and great advice; but the most essential message received was the “meta message” of the mentor taking such interest in his life. This is evidence about the importance of interest in mentorship.

Investment

Many authors on mentorship believe that not only interest should be shown by the mentor on the mentee, but also investing quality time. Among these authors are Cuomo (2020), Washington (2006) & Dungy (2010). These authors posit that the needed quality time is so crucial to the success of the mentorship relationship.

Involvement

The next pillar is involvement. Because mentorship is about relationship between a mentor and a mentee, it cannot exist without the involvement of the mentor. Washington (2006), describes this involvement that is needed in our lives as “a certain push or “that helping hand” (p. 8). He affirms that the success stories of many people could not be detached from the special guidance they have received and internalized in their lives.

Inculcation

No matter the level of interest, investment and involvement from the mentor to the mentee, unless the mentee inculcates the series of leadership skills he or she is being exposed to, the needed results would not be achieved. Dungy (2010) posits that the relationship between the mentor and the mentee requires a team work; unless the receiver (mentee) inculcate the ideas of the passer (mentor), such relationship would not work.

Inspiration

The ability of the mentor to be able to inspire the mentee cannot be underestimated in mentorship. Piellusch (2015) affirms that a significant factor between the relationship of a life changing mentorship and that which is of low quality is the inspirational ability of the mentor. According to him, though not all mentorship relationships result in prominence, but all mentorship can make lasting

impression for the future in respect of how low key and unrecognized it may be provided the mentor can inspire. This means without inspiration; the mentorship would not achieve the desired goals.

Key Components of Mentorship

Just like there are pillars upon which mentorship stands, there are also key components of effective mentorship relationship that has been established over the years. Eller, Lev & Feurer (2013) has identified eight of these key components as shown below:

Open Communication and Accessibility

Like other relationships that involve two or more people, mentorship cannot function without open communication and accessibility. The communication between the mentor and the mentee should not only be opened but also be regular. Any of the two could be the sender or receiver. Crisp & Cruz (2009) affirmed that both active and empathic listening are key to mentorship. If accessibility is lacking, the communication would be grounded. In the study carried out by Eller, Lev & Feure (2013), it was revealed that mentees need freedom of expression, mentors that are not difficult to communicate with and such mentors must be willing to create time for the mentee in his or her busy schedule. However, the communication should not involve destructive criticism but constructive. Mentors who become critical in communication lead to problematic mentee results (Ehrich et al. 2004). Other things to be involved in the communication are regular feedbacks and interactive sessions of questions and contributions.

Goals and Challenges

The need for setting goals and having new opportunities through challenges in mentorship cannot be underestimated. Badura (1997) opined that setting goals is a way of developing a sense of personal efficacy. Just like some other human endeavour that is meant to result in better performance, there must be set goals from the beginning of the relationship to define what is expected to be achieved. Corner (2021) affirmed that the mentee must be given SMART goals by the mentor. This means that the goals must be specific, measurable, achievable, relevant and time bound. As the mentee is exposed to different challenges, new opportunities would emerge that would help to find solutions to these challenges.

Passion and Inspiration

For success to be achieved in many human endeavours, one must be driven by passion. This is a strong desire for success from both the mentor and the mentee in the relationship. For the mentorship to achieve the desired result, there must be a strong enthusiasm from the two participants. The mentor must love what he or she is doing very well so as to be able to effectively transmit it to the mentee; while the mentee in return must be passionate about it for such to be meaningful. In the study carried by Eller, Lev & Feurer (2013), mentors described this kind of relationship as shared enthusiasm, infectious and passionate. Also, Pinnock (2007) posited that in addition to friendship and guidance, mentors should provide inspiration. It drives the mentee to be willing to achieve the desired goals.

Caring Personal Relationship

The necessity for the mentor to exhibit a caring personal relationship is so crucial to mentorship. From the fact that mentorship tends to develop certain skills in

the mentee, a good personal and caring relationship would help to bring the two together. This kind of friendship is needed for the bonding that should exist between the two for driving the relationship. Enrich et al. (2004) reported that friendship is a positive result for the mentees. In a study conducted among medical students, friendship was also seen as a key component to mentorship (Hauer, Teneram, Deche & Aaguar, 2005). This kind of friendship with good mutual understanding is capable of making the relationship lifelong.

Mutual Respect and Trust

Whereas it has been mentioned that the mentor is usually the older, more skilful and more knowledgeable out of the two participants, it is ideal that there should be mutual respect and trust between the mentor and the mentee. Haggard & Turban (2012) identified trust and respect as relational obligation for mentorship relationship. When the views of the mentee are respected by the mentor, there is the tendency that the mentee would love to put in more effort so as not to disappoint the mentee.

Exchange of Knowledge

Knowing fully well that no one is an island of knowledge, the mentorship relationship should lead to exchange of knowledge between the mentor and the mentee. Though it is the mentor that wants to develop the skills and knowledge of the mentee, there are certain skills and knowledge that the mentor may also learn from the mentee. Especially now in a technologically driven world, the mentee may have better technological skills that can benefit the mentor. In this kind of situation, the mentor must be humble enough to submit himself or herself to this training. The more experienced mentor should be able to help the mentee to apply the various classroom

or theoretical knowledge to experiences in the real world. Ehrich et al. (2004); Lechuga, (2011) posited that early mentorship studies and recent literature reviews had shown that career/vocational functions of mentorship involve exchange of knowledge. At the end of the mentorship relationship, both the mentor and the mentee would have been better instructed.

Independence and Collaboration

The ability to be able to think independently is very relevant to mentorship relationship. Lechuga (2011) asserted that mentors should allow and provide mentees' independence. By thinking independently, the mentee is giving room by the mentor to make mistakes which would be corrected along the way by the mentor. This would allow the mentee to understand the processes better. In this kind of situation, the mentee would not make the same mistake in the future. Collaboration comes into play when the two participants work together as a team. From the study conducted by Eller, Lev & Feurer (2013), one mentee opined that mentors should see the mentee not as a student but a colleague. This kind of situation would promote the effectiveness of the relationship.

Role Modelling

To lead by example and be a good role model is very important in mentorship. The idea of just imparting theoretical knowledge and skills would be of no effect if the mentor fails to show them in practise. Kram (1983) affirmed that role modelling is a psychosocial function in the mentorship relationship. Instead of being a teacher or boss, the mentor needs to model and guide.

Benefits of Mentorship

Mentorship is capable of providing many benefits not only for the mentees but also for the mentors. Having a good understanding of these benefits would not only help private and public organizations to attach great importance to it but also help anyone to decide whether to become a mentor or a mentee. Birt (2023) has come up with twenty-four different benefits of mentorship; twelve for the mentors and twelve for the mentees.

Benefits of Being a Mentor

- It boosts interpersonal skills.
- It strengthens knowledge.
- It expands network.
- It gives recognition.
- It establishes leadership skills.
- It adds to the mentor's qualifications.
- It is a learning opportunity.
- It builds confidence.
- It helps to gain new perspective.
- It provides sense of fulfilment.
- It offers self-reflection opportunities.
- It strengthens organization.

Benefits of Being a Mentee

- It supports growth.
- Mentors serve as source of knowledge.

- Setting of goals.
- It helps maintain accountability.
- It offers encouragement.
- It helps make connections.
- Mentors are willing to listen.
- Mentors are trusted ally.
- It brings constructive feedbacks.
- Mentors provide guidelines.
- Mentors Have Relevant Experience.
- Mentors are Free Resource.

Potential Problems in Mentorship Relationships

Over the years, many potential problems have been identified that can hinder the career development of either the mentor or mentee in the mentorship relationship which are:

- Mismatch between the mentor and the mentee.
- Lack of time.
- Mentee expects a personal gain with the mentor's work.
- Bridge of confidentiality - The reputation of the mentee could be tarnished if there is bridge of ethics committed by his/her mentor.
- Unrealistic Expectations.
- Lack of top Management support.
- Neglect of mentee.
- Communication.

- Ambiguous relationship that can make a mentee to be too much dependent on a mentor asking for non-essentials instead of career advice and good counsel.
- Mentor manipulating a submissive mentee and overly controls him/her.

Definitions of Leadership

Within the last few decades, many definitions had been given to leadership. Due to the many definitions given by different writers to leadership, for the sake of this research, some definitions will be given.

Maxwell (2002), a leadership expert stated, “everything rises and falls on leadership’ (p.8).

Beach (2006) understood leadership as “the art of producing appropriate change in an organisation’s external environment, its function and structure, its culture, and its practices in pursuit of survival and prosperity” (p.14). From this definition, there are six basic responsibilities to be met by the leaders as they work with others in their organisations. These are:

- To understand the internal and external environments of the organisation,
- To create visions of that desirable future,
- To design the plan that will move the organization to that envisioned future,
- Integrating the various arms in implementation of the plan and also monitor progress,
- To institutionalize the achieved changes and as well make,
- Continuous change an integral part of the culture in the organisation (p. 9).

Collier and Williams (2004) defined leadership as “the ability to influence someone in a direction that you think is important” (p.25).Kpena (2000) asserted that

“leadership is the process of directing another person’s behaviour for the accomplishment of certain objective” (p.13). Another author Casay (1989) defined it as the process of guiding, directing and also commanding others so as to achieve a desired goal or vision. Such leader knows where the group should be and takes it there.

The one that captures the attention of the researcher most was given by Maxwell (1995) that “leadership is influence” (p.8). This is the ability to influence other people toward achieving some specific goals and directions.

Looking at all these definitions, Kotter (1996) while trying to differentiate between leadership and management found this significant difference out, that what keeps a complicated system of people and technology to run smoothly in an organisation is management, but leadership is the set of process that creates the organization in the first place and adapting significantly to the changing circumstances. It defines clearly what the future should be by aligning people with the vision and inspiring them to making it happen even with the challenges.

Clawson (2006), gave a divergent definition different from what other authors observed. He stated that self-leadership is the bedrock of leading others. Anyone who cannot lead himself/herself cannot lead others. For him, the beginning of self-leadership is about learning the way to manage one’s own energy to higher levels. Three levels have been identified by him that are involved in affecting human behaviour; visible behaviour, conscious thought and semi-conscious thought. He reported that, “at level three people hold a set of values, assumptions, beliefs, and expectations (VABEs) about the way the world is or should be” (p.33). This set of people measure others from this perspective.

He further said that there are three components in leadership; the first is the ability to influencing others, the second is the willingness needed to carry out the influence and the third is exercising the influence in such a way that people respond voluntarily.

Clawson (2006) combined the three components by asserting that “Leadership is the ability and the willingness to influence others so that they respond voluntarily” (p.26). However, a major challenge in a place like Nigeria is the willingness to voluntarily respond to leadership. In the process of carrying out their duties, leaders do not settle for the status quo, they want things to be done better unlike managers that settle for the status quo. On this basis it seems leaders are more important than managers. Blackaby & Blackaby (2001) posited that “the greatness of an organisation will be directly proportional to the greatness of its leaders” (p.31). This fact cannot be denied by anyone because the leaders put in place such standards expected from their followers and act as the platform needed for them to operate.

Leadership has also been defined as the process by which an individual always exercise more influence than other people to achieve better things (Ogunmilade, Nwoko & Akhigbe, 2017). This definition also sees leadership as influence like some other authors.

Leadership and Leadership Skills

Maxwell (2002), candidly believed that everything increases or decreases based on leadership. This means that the success or failure of any nation, organization or establishment depends largely on the kind of leadership put in place.

Adeyemo (2009) agreed with this that:

Leadership is the measure of any nation, institution organization. If the people in leadership are intellectually and morally bankrupt and moribund, chances

are that the nation, institution or organization will be unprogressive and backward. But where there is dynamic, visionary, altruistic and integral leadership, you will find that the followers are forward-looking, engaging, committed and generally optimistic. (p.1)

The story of Botswana is a good example of the above statement about visionary leadership. Writing in this same vein, Adeyemo (2009), posited that the leadership in that country shortly after independence was able to translate the various mineral resources discovered including diamond, nickel and copper to the benefit of the whole country so much that Botswana is now rated as one the richest nations in Africa. However, Botswana is not the only country with such mineral resources; there are many other countries including Nigeria blessed with abundant minerals but unable to experience the type of prosperity being enjoyed by Botswana.

The opposite of this experience of Botswana has been the case of Nigeria and even many African countries. For many years even after independence in 1960, Nigeria is still struggling with development. How could one explain it that the nation can still not provide stable electricity for her populace? There are even many villages without the presence of any social amenity. There are millions of unemployed graduates roaming the streets on a daily basis. These and many other problems have led to high level of kidnapping and other crimes in the nation. Kidnapping on its own has become business in all the 6 geo-political zones that make up Nigeria; whereby when people are kidnapped, these criminals usually ask for a ransom to be paid by the relatives of those kidnapped before releasing them. Even, in some unfortunate cases, these criminals still kill the victims after collecting the ransom. All these could be traced to bad leadership.

With all these problems facing Nigeria, Adeyemo (2009) agreed that such are due to the ineptitude in leadership and management. For many centuries Engstrom (1989) observed that even though people have always seen leadership to be inherited or passed from one generation to the other, the emergence of the renaissance that blew away the feudal system brought a new concept of leadership. This new concept sees leaders now being trained and developed.

Also, as recorded in the Scripture, leadership skills of young potential leaders were developed under the guidance of their mentors. When the latent skills of younger people are developed, they are likely to become effective and credible leaders. Maxwell (2002) reported that when it comes to leading others, there are more people with potentials to be developed than natural leaders. Here is another reason why mentors must be intentional in promoting and developing their mentees. When this is done, the organizations where such potential leaders find themselves in the future would be better for it.

The Leader's Character

The needed change and development required to drive any nation or organisation does not come by accident. One cannot continue to do same thing all the time and yet be expecting different results. In order to get the desired result, one must do things differently. This part of the review takes a look at the leader's character and the strength that are crucial to development and getting the desired results.

Courage

Johnson (2018) affirmed that “courageous leaders acknowledge the dangers they face and their anxieties. Nonetheless, they move forward despite the risks and cost” (p.72). For any nation or organisation to move forward and get the needed

results, courageous leadership must be put in place. Such a leader having many dangers in mind still moves ahead to act for the overall interest of such nation or organisation.

Comte-Sponville (2001) recognized courage as overcoming fear so as to do the right thing. As courageous leaders are needed, so also courageous followers. This kind of courage is associated many a times with acts of bravery and even heroism. Having a comrade leading an organisation that attacks the injustice being meted to an individual or group of people not even minding the possibility of arrest is a good example.

Leaders with courage are mindful that their actions attract risk but still continue to perform such roles to the best of their ability. Without courageous leadership, no meaningful growth can take place in any nation or organization.

Chaleff (2003) a management consultant recognized five dimensions of courageous leadership; they are courage to assume responsibility, courage to serve, courage to challenge, courage to participate in transformation and courage to leave especially when such leaders are not willing to change. All these equip the followers to meet the challenges involved in their role.

Temperance

According to Johnson (2018), a temperate person settles for the middle ground between denying self and indulging self. It is not bad to enjoy life but a temperate person will not be controlled or enslaved by it. He said further that temperance is identifying one's limit and living within it. In temperance, moderation is key to everything one does. The leader must have the ability to control whatever he or she does, including emotions and pleasure. Unfortunately, cases abound showing that many leaders score low in this character. The uncontrolled desire of some leaders for

money and power have destroyed their organisations that were once known for good performance.

Wisdom and Prudence

Johnson (2018) argued that to promote the common good of an organisation both in the short- and long-term wisdom draws on knowledge.

This virtue is indispensable to leaders that are responsible for decision making on behalf of their organizations; this is so crucial because it is their decisions that will determine the collective fate of others.

Interari (2005) stated that wise leaders of organizations are usually involved in six practices (as cited in Johnson, 2018). They are skilful at thinking arising from wide range of experiences in making complex decisions, high emotional capacity in being sensitive and empathetic to other peoples' differences by respecting them and high collaboration in working with others and seeking their benefit. Others are engaging with the organisation and the outside world so as to be proactive and be able to adapt to changes, reflective and demonstrating deep sense of their values and aspiring to pursuing well intentioned principles with the hope of making themselves, their organisations and the world better.

Prudence according to Kolp, A. and Rea, P. (2006) is "a form of wisdom that enables individual to discern or select the best course of action in a given situation" (as cited in Johnson, 2018, p.75). Prudent leaders before taking any action have the long-term effect of those actions in mind. This will make them to be very careful so as not no to put their organizations into any unnecessary risks.

Justice

Everyone is expected to be just in their relationship with others; however, for leaders, it takes a more serious dimension. There is a moral obligation for leaders to take the interest of the whole organisation into consideration before taking any decision.

Johnson (2018) stated that leaders that are motivated by justice believe that everyone deserves the same opportunity, whatever their skills or status. Double standard is not allowed in justice; the rules must be the same to everybody; fair enough to benefit all. Any leader with personal biases cannot be said to be just; and any injustice and inequality must be corrected by the just leader.

Some of the ways of practising justice as highlighted by Johnson (2018) are:

- Going above and beyond the minimum requirements set by the leader or followers.
- To set up an equitable hiring, promotion as well as compensation processes in your organisation.
- To make fairness a criterion for all ethical decisions made.
- To consider everyone (both inside and outside the group) to be impacted by your decisions.
- Work so as to guarantee the rights of all followers and address inequalities.

Optimism

As stated by Carver and Scheier (2005), optimistic leaders expect positive outcomes in the future even if they are currently experiencing disappointments and difficulties. Johnson (2008) acknowledged that leaders like this show more confidence than pessimistic leaders, “who expects that things will turn out poorly” (p.77). Leaders with this character are likely to remain firm and resolute even in

periods of adversity. The writer further said “when faced with stress and defeat, optimists acknowledge the reality of the situation and take steps to improve” (p.77). This is a very good attitude expected of leadership that can turn things around positively.

Integrity

Blackaby and Blackaby (2001) while studying leadership, stated that integrity is to be consistent in one’s behaviour no matter the circumstance even in unguarded moments. According to Kouzes and Posner (1993), “the ultimate test of leaders’ credibility is whether they do what they say” (p.185). Any leader who says one thing and does another is said to lack integrity. In other words, character exhibited must conform to anything said.

Gone are the days when followers are not aware of the personal life of their leaders; so when evaluating the performance of such leaders, no one thinks of their personal lives. However, these days that have changed such that followers usually beam their searchlight on the personal lives of their leaders.

Leadership experts across the world have come to the conclusion that integrity is foundational to any leadership success. Depree (1992) agreed that “integrity in all things precedes all else. The open demonstration of integrity is essential; followers must be wholeheartedly convinced of their leader’s integrity. For leaders, who live a public life, perceptions become a fact of life” (p.10).

Unfortunately, in many places today including Nigeria, many leaders lack integrity. Some are not consistent in their ways of life while others say something in public but do the opposite in their private lives. However, when leaders exhibit integrity, it will not be difficult for people to follow them. Johnson (2018) again identified four ways of practising integrity as:

- To make truth a moral imperative, that is to be truthful in every situation.
- Admitting mistakes publicly and encouraging others to do likewise.
- See yourself as a person of integrity and doing one's best to behave as such.
- To promote trust through transparency, consistency and the concern for the followers.

Humility

Humility is a virtue that cannot be underestimated in the lives of people especially leaders. Looking at the recorded failure of many popular leaders across the world that fall from top to bottom; there is a strong argument for leaders to be humble. Morris, Brothridge and Urbansk (2005) believed that for true humility, one must strike a balance between having an overly low and overly high opinion about self. Humility is different from having a low self-esteem or even under estimating one's potential as some people think. Johnson (2018) identified three components that make up humility which are self-awareness, openness and transcendence.

Self-awareness involves being able to assess yourself from strength and limitations objectively; openness is knowing one's weakness and transcendence informs leaders that there is a greater power than self. On this basis, Johnson (2018) believed leaders are likely to be less power corrupt.

Compassion

A successful leadership cannot overlook the act of being compassionate. Johnson (2018) agreed that leaders with compassion will value other people regardless of if they get anything back from them. What is paramount in their mind is

serving others and themselves, leaders recognise their obligation to the wellbeing of their followers.

He went further to give a good illustration of a compassionate leader in the person of Eunice Shriver Kennedy. Though she was born into a wealthy family that included John Kennedy, one time President of America and two other brothers Robert and Ted, who also became senators. She did not use that opportunity for self but to improve the overall development of those living with mental limitation. Eunice with her compassion, convinced her brother John Kennedy when he became the president to set a machinery in motion to study those living with developmental disabilities. That initiative led to the creation of National Institute of Child Health and Human Development. She used her estate to camp the intellectual disable and also used her resources to cofound the Special Olympics. That games designed for the physically challenge started with just 1000 contestants but now boast of more than 2,500,000 athletes all over the world.

Organizational Change and Leadership Development

As earlier stated, change is very crucial for any meaningful development to take place. The society is changing and so leadership cannot be the same; for the needed leadership to drive the nation and other organizations forward, change is imminent. This change starts from the leadership. Kotter (1996) believed this major change is often said to be impossible without the active support of organization's head. No successful change can take place without the active involvement of the leadership. Beach (2006) in his very instructive definition reported leadership as the art of producing the appropriate changes in the external environment of an organization, its function and structure as well as its culture and practice in pursuit of

survival and prosperity. Leadership on its own is about change. Anyone who wants to be a leader must be a change agent. However, Barna (1997) described it as not arbitrary change because such change can bring about huge price. For organization change to be promoted, leaders must know where the necessary changes will take place within the structures and the changes' limitation (Beach, 2006.)

No leadership can be successful without change; Towns (1997) agreed with this when he wrote that "all leaders confront change". Such a change involves leaders moving the followers from where they are to where they are supposed to be. He believed that if the followers are not willing to change then leadership becomes difficult.

This concept of leadership change is a very challenging task in the sense that it has both positive and negative sides. Positive when innovation comes that leads to better results in the organizations and negative when there is overthrow of the government of a nation.

Kotter (1996) in his study of organizational change identified eight errors that are commonly made in organization change efforts and their consequences as

- a) Allowing too much complacency,
- b) Failing to create a sufficiently powerful guiding coalition,
- c) Underestimating the power of vision,
- d) Under communicating the vision by a factor of 10,
- e) Permitting obstacles to block the new vision,
- f) Failing to create short term wins,
- g) Declaring victory too soon and finally,
- h) Neglecting to anchor changes firmly in the corporate culture.

After studying all these eight errors commonly associated with organizational change efforts, Kotter (1996) went further to outline another eight stages that can bring about successful change of different magnitude in any organization as:

- Establishing a sense of urgency,
- creating the guiding coalition,
- developing a vision and strategy,
- communicating the change vision,
- empowering broad-based action,
- generating short-term wins,
- consolidation gains and producing more change, and
- anchoring new approaches in the culture.

To effect this change, Beach (2006) acknowledged six responsibilities of leaders needed to carry out organisational transformation as:

- **Assessment:** Leaders must work along with others in the organization in order to assess the external and internal environment and specify the needed change.
- **Culture:** A must for the leaders to work with others in the organisation to understand its culture, core beliefs and values that are shared by the organisation's members that guide their actions on its behalf as well define their expectations about the actions of those around them. Leaders must work with others to change the culture appropriate if culture impedes progress.
- **Vision:** Leaders must work with others in the organization to create a vision or a reasonable story about the organizations' future in the light of the constraints its environment and culture impose and articulate the goal

agenda that follows from that vision. Acceptance of the vision must be promoted throughout the organization.

- **Plan:** Leaders must work with others in the organization to design a plan for moving the organization toward the envisioned future and to promote understanding throughout the organization of how the plan will address the goal agenda in pursuit of vision. A person or group will define the task and make assignment while providing resources to implement change.
- **Implementation:** Leaders must work with others so as to maintain momentum during implementation planning and to monitor progress in order to discover and correct weakness in the plan.
- Leaders must work with others to institutionalize achieved changes and help members accept on going changes as a moral aspect of the organization and its activities. Celebration is important because it puts an official seal on the changes that have made and thanks everyone for their buy-in and hard work (pp.10-59).

Before leaving this section, it is ideal to look at development of leadership skills of some present National and State leaders in Nigeria who started early during this age bracket of 18 – 25 years of age.

Barrister Ibrahim Jimoh born on 24th of February, 1967 in Igbotako, Okitipupa, Ondo State. Okafor (2015), posits that Ibrahim Jimoh recognised his leadership and business potential early in life and did everything possible to develop them. According to Okafor, before the age of 20, Jimoh was already developing his leadership skills at Federal School of Arts and Science, Ondo, Ondo State. This determination for leadership success has helped him to achieve so much in life. Okafor says further that while some of his colleagues were still trying to compile their

curriculum vitae (CV), Ibrahim was already planning laying the solid foundation for his conglomerate. All these organizations belonging to him are involved in recruiting young people every year for employment. Today, he is a Senator representing Ondo Senatorial district in Ondo State, Nigeria and one of the contestants for the 2024 governorship election in the state.

Yusuf Adebisi became the youngest lawmaker since 1999 in Oyo state when he was elected into the state House of Assembly at the age of 25 (Sokoya, 2019). For him to be able to be elected at the age of 25, it is believed that he started developing his leadership skills earlier than that age. Sokoya opines that as young as he has imbibed the spirit of leadership by service. Born into a family where his father is also a politician, it is not unlikely that such an environment has contributed to his love for politics. Starting his leadership skills early in life has also helped him in other parts of life like his venturing into business in the area of fishery, charcoal and poultry. Sokoya concludes by saying that, presently, Yusuf Adebisi exports smoked fish to United States and United Kingdom.

Another notable young leader in Nigeria who started developing his leadership skills early is Dr. Bosun Tijani the current Minister of Communication, Innovation and Digital Economy who was born in Agege, Lagos State on November 11th, 1976. He had his secondary school education at Abeokuta Grammar School, Abeokuta, Ogun State and later got admitted to University of Jos, Plateau State, Nigeria (Abiodun,2023). He was just 21 years old by the time he became the National Director of International Association of Students in Economics and Business (AIESEC); a non – governmental organization run by youths affiliated to the United Nations (Abiodun). It is not unlikely that he started developing his leadership skills from here and just after six years later, the author says Tijani became a Business

Development Manager at DeliveryKing and later chosen to be Development Lead (Africa) at Hewlett Packard (HP) an American technology company. Since then, Tijani has been growing and currently he is a federal minister in Nigeria.

A young lady worthy of mention in this category is Rukayat Shittu. She was born on June 6th, 1996 and hails from Asa Local Government Area of Kwara State, Nigeria. With her determination to excel in leadership, according to the Kwara State House of Assembly, she became the first female Senate President of the Congress of National Open University of Nigeria before the age of 25. The State House of Assembly further says, she was already a Head Teacher in one of the Nursery and Primary Schools in Ilorin the state capital in 2015 when she was just 19 years old. After undergoing many leadership training seminars and workshops between 2016 and 2022, she contested for one of the seats in the State House of Assembly and won the election in 2023 making her the youngest State law maker in Nigeria (Igwe, 2023). The exploit and achievement of this young lady within a very short time at her early years are worthy of emulation to other aspiring young future leaders.

Mentorship in the Nigeria Society

A look at the Nigeria society will reveal that leadership development always had been part of the various professions. As far back as the mid-seventies, Fafunwa (1974) who was a foremost educator and Former Education Minister in Nigeria revealed that even before the advent of the Colonial System, all the different ethnic groups had their own distinctive cultures, traditions, languages and indigenous systems of education. Even though they all had educational aims and objectives in common, but their methods differed from place to place as dictated by their social, economic and geographical circumstances.

He further observed that a look at the old Nigeria society, the guiding principle was functionality. Education is regarded by the society as a means to an end and not an end in itself. Education was an immediate induction in to the society and preparation for adulthood. Children and adolescents were engaged in participatory education through imitation, recitation and demonstration particularly during ceremonies and ritual. This indigenous education was therefore an integrated experience that combined both physical and intellectual training along with character-building disciplines. Fafunwa (1974) reported that they “were intricately interwoven; they were not divided into separate compartments as it is the case with western education” (p.3). Unlike the western world, Africans use to see everything as a whole and not fragments.

In the Nigerian traditional societies, different professionals were raised like farmers, hunters, waiters using these methods. Practical tests relevant to each profession were taken at different stages of education by the students.

The father becomes the male child’s first mentor in this condition and other subsequent mentors also put on a patriarchal posture. However, this kind of practice is gradually fading away with the influence of individualism from the West.

Roberts (2000) discussed mentoring from the Nigeria perspective of relationship and observed eight necessary attributes thus:

- A process form
- An active relationship
- A helping process
- A teaching and learning process
- Reflective process
- A career and development process

- A formalized process
- A role constructed by or for a mentor.

These eight attributes could be very effective if used within the context of the people's culture. For the present-day Nigeria nation, a more effective way of mentoring young people for leadership responsibilities could be achieved using this indigenous method and adjusting it within the context of the contemporary world. The world is changing very fast, so also the Nigeria nation. So, if the needed leadership to drive the nation forward must be experienced, then, credible leadership at all levels must join hands together to do the needful in the area of mentoring of young future leaders.

Theoretical Literature Review

As earlier mentioned during the theoretical scope, this study will be guided by three major theories. These theories were specifically designed for mentoring relationship and they focus on the different developmental stages of the individual involved in the mentoring relationship. They also define the role of mentorship in relation to the different stages of development.

Adult Developmental Theory

The first is the adult developmental theory of Daniel Levinson and associates. According to Levinson (1978, 1996), in the development from youth to adulthood, men and women transit through a series of age-related phases. In this study mentoring was found to be a major factor in their evolvment especially in accomplishing the Dream (Levinson, et al; 1978) The Dream is a picture of the type of life that the young man hopes for and aspires to on getting to adulthood. Levinson (1996) stated

that, mentoring in its truest form “supports the evolution of the Dream” (p.39) and the role of the mentor is to “support and facilitate the *realization* of the Dream” (p.98).

Levinson’s theory is selected on the fact that it specifically addresses mentoring relationships of men and women during the different phases of life. Knowing fully well that leadership involves both men and women, Levinson’s inclusion of both genders will be crucial for the findings in mentoring towards leadership skills development.

Even though, it is an old mentorship theory, it is very much applicable to the situation here in Ondo state, Nigeria because it emphasizes that life is filled with transitions and during these periods composed of career changes, mentoring plays a key role in assisting individuals navigate challenges, develop needed skills and also gain new and better perspectives. In today’s world including Ondo state, people will continue to change careers and experience personal growth where mentorship remains a critical mechanism to assist individuals move through these different phases.

A recent study in support of this theory is Self - Regulation and Developmental Milestones. In their study, Bush, H. & Hofer, J. (2012), demonstrated that self - regulatory capacities influence the successful resolution of developmental crises, such as intimacy and generativity. That action control promotes generative concern, enhancing one’s purpose in life. These findings align with that of Levinson that emphasizes developmental stages and transitions.

With the use of biographical interviewing methods, a pattern was discovered by the researchers in adult development on individual’s life associated with age couple with other periods or phases. According to these researchers, the different phases of adult transition are Early Adult Transition (17-22), Early Adulthood (22-40), Mid-Life Transition (40-45), Middle Adulthood (45-60), Late Adulthood

Transition (60-65), and Late Adulthood (65 and above). The Early Adulthood with Middle Adulthood are further subdivided into another three categories.

While the Early Adulthood consists of entering the adult world, Age 30 Transition and settling down, the Middle Adulthood is composed of entering middle adulthood, Age 50 transition, as well as culmination of Middle Adulthood.

To adequately describe a combination of the early adult Transition, Entering the adult world, and the Age Thirty Transition, the novice phase became the term to describe their combination. However, it is this Novice phase excluding the Age Thirty Transition that is of interest to this research.

Characteristically, the Novice phase is that period in which the individual enters the adult world. The four tasks of this phase are:

- Forming a Dream that will be given the right place in the individual life structure,
- Forming mentor relationships,
- Forming an occupation and
- Forming love relationships, marriage and family.

Having in mind that the purpose of this research work is mentoring in the development of leadership skills of young people 18-25years, only the first two tasks are applicable to this study. The third task of forming an occupation will be addressed in the forming of the Dream task.

This dream is that reflection of the kind of life each individual aspires for on getting to adulthood. In this study, Levinson *et al.* (1978) reported that “in its primordial form the Dream is a vague sense of self-in-adult-world” (p.91).

The real task is the transformation of the dream from nothing to something, from obscurity to lucidity. This task is that whatever the dream maybe, the young

person should accurately find the way to fix it into his or her own life; without this, this Dream will only be a mirage. The authors wrote, “[T]hose who build a life structure around the Dream in early adulthood have a better chance for personal fulfilment” (p.92).

For the “realization of the Dream”, a mentor is the one to facilitate it. Levinson et al. (1978) stated that for the enhancement of the skills and intellectual development of the young man, the mentor acts as teacher, he serves as sponsor by using his influence to facilitate his entry and advancement. In addition, he, also initiate the young man into a new occupational and social world thereby introducing him to the various values, customs, resources and the cost of character needed for the dream to be realized. This role of the mentor could be seen as one that has psychosocial-support; to this end, the author reported that the mentor must share the dream of the young man, believing in him so as to advance his development. By giving his blessings and assisting him to define the newly emerging self in such a newly discovered world and creating an enabling environment for the young man to work, then the young man can experience a satisfactory life structure that will make the dream a reality.

The duration of this relationship for the mentees varies from one youth to the other. Levinson *et al.* (1978) agreed the average duration time that a mentoring relationship can last is two to three years even though some may extend from eight to ten years. Surprisingly, the authors’ research revealed that at times such intense mentoring relationship ended with strong conflict and feelings on both sides.

One of the assumptions of Levinson’s theory that is of interest to this research is that the different phases being experienced by people from infancy to old age are generally universal within the same social group.

Kram's (1983) Mentoring Phases

It is one of the most frequently quoted and also one of the longest standing theories about mentoring. According to Kram (1983), this mentoring relationship are of four phases, namely, Initiation, Cultivation, Separation and Redefinition. The role of the mentor will assume different forms at different developmental stages. In other words, the mentoring relationship takes different shapes or varies from Initiation phase to Cultivation phase to Separation phase and finally the Redefinition phase.

- **Initiation Phase** - The period of time when both the mentor and mentee form expectations and are close enough to know each other. It is usually from six months to a year.
- **Cultivation Phase** - This is the time when the relationship has matured and the mentor is ready to provide the needed career and psychosocial support to the greatest degree. It occurs from a period of two to five years.
- **Separation Phase** – During this phase, the mentee is ready to seek autonomy and greater independence from the mentor. It is a period of time when the relationship experiences structural and or emotional changes and takes between six months to two years.
- **Redefinition Phase** – Here is the last phase when the relationship ends or changes. The mentor and mentee are ready to move into a different level that may be characterized by better interpersonal interaction or be ready to terminate the relationship. It has no time limit.

It is also still relevant here in Ondo state, Nigeria because in modern professional environment, mentoring has become more flexible and adaptive. The theory helps explain the reason why mentoring relationships evolve over time and how both mentors and mentees can adapt to changes in their career and personal lives.

It is particularly relevant today now that mentorship in many workplaces happen through different communication platforms.

In a study conducted, 178 mentees are in agreement with Kram's sequence about the four different stages (Chao, 1997). When the mentee is receptive to the contributions of the mentor, there is career development through the activities of the mentor like coaching, sponsorship, protection, psychosocial support through modelling, acceptance and confirmation, friendship and counselling. The developmental plan opens opportunities for growth within organizational boundaries. As the mentees continue their academic or career development, the expectations of the mentees may likely change (Mc Gowan et al., 2007). Due to this, the kind of support expected from the mentors may likely change from that of mentorship to others (Polluck, 1995). In line with this, Chao posited that a mentee in the initiation stage confirmed receiving less mentorship in their career and psychosocial life than in other stages of mentorship. All these findings are in line with Kram's mentorship theory.

Kegan's (1982) Developmental Theories

Kegan's theory of adult development outlines five distinct stages of development which are:

- Stage 1 – Impulsive Mind (Early childhood)
- Stage 2 – Imperial Mind (Adolescence, 6% of adult population)
- Stage 3 – Socialized Mind (58% of adult population)
- Stage 4 – Self – Authority Mind (1% of the adult population)
- Stage 5 – Self Transforming Mind (holistic worldview)

This particular theory is also much relevant here in Ondo state, Nigeria because it addresses how mentorship can guide individuals through various complex

and emotional challenges. It supports the idea that mentorship is not just about imparting skills and knowledge, but also develops deep personal growth. A recent study in support of this says that, usually, people are in interaction between one stage and the other with different individual (Mallel, 2017). This means that one can be with a partner in one stage and be with a co-worker in another stage. Mallel opines that the most important thing is to be conscious of which stage one is, when and with who. It is then that one can intentionally work to change his or her thought, perspective, actions and feelings.

Another recent study to support Kegan's theory is Constructive Development Theory in Professional Identity Formation. In their study, Lewin, L., McManamon, A., Stein, M. & Chen, D. (2019), affirm that Kegan's model has been utilized to understand personal and professional identity formation, especially in fields like medicine.

Kegan believes that the mentor is as well in a particular developmental stage of his or her life and career; this must be taken into consideration anytime the mentoring relationship would be set up. The implication of this is that, if the mentor is also interested in promoting himself or herself, he or she may not be favourably disposed to the mentorship so as not to jeopardise his or her goal. However, if the mentor is at the point of giving back to the society or sector, then, he or she will be very comfortable in going to the relationship.

Empirical Literature Review

Empirical literature review also called systematic literature review, examines earlier empirical studies carried out so as to produce the needed answers to the research topic. Instead of arriving at different facts or reports from various theories and beliefs, empirical research depends on observation and measurement to come up

with conclusions. Before the review of empirical literature, here are the variables as presented:

Age of Mentee

The age of the mentee which is the period of time that such individual has been in existence may possibly influence the development of leadership skills in young people. Having the general understanding that the mentor is the older, more experienced and more skilful person in the relationship, so, the mentee is younger than the mentor. There may be few cases where the mentee is relatively too young to cope with what is required in such relationship; in this case, then, the mentee would have to wait a little longer to reach the age of maturity needed for such relationship to flourish and achieve its desired results. However, if it is a relationship where the mentee is older than the mentor, it is possible for the mentor to bring along a new perspective and dynamism into the relationship. This may be true for our present society that is changing rapidly and driven by technology. Henley (2022), opines that to be able to catch up and become more adaptable in a fast-changing world, it could be better to have an older mentee. In this type of relationship, the mentee should be humble enough to understand that the desired result in the relationship is more important than the issue of age.

Age of Mentor

The age of the mentor which is also the period of time the individual has been living may possibly influence the development of leadership skills in the mentee. The mentor is generally seen to be the older, better positioned, more experienced and skilful in the mentorship relationship. However, that is not always the case now. There are cases where the mentor is younger than the mentee. Kumar (2023), asserts

that it is not about age or the level of position, but about the skills, wisdom and knowledge to be transferred. This means that, age should not be a problem in the mentorship relationship. Gordon (2023), asserts that age should not be an obstacle in contributing positively to the success of others. According to the author, the important things are experience, knowledge and skills that one is bringing to the relationship. A younger mentor would not only help with the latest technology but also provide very good information about the culture of the workplace (Henley, 2022). This can eventually make the relationship to be mutually beneficial to both the mentor and the mentee (Gordon, 2023). When this happens, both the mentor and the mentee would be happy that the reason for mentorship relationship has been achieved.

Mentorship Style

There are different styles of mentorship that has been discovered over the years. For this study, the styles discovered by Washington University of Saint Luiz are considered which are:

- Formal Mentoring
- Informal
- Natural Mentoring
- Peer Mentoring
- Situational Mentoring
- Supervisory Mentoring
- Training Instituted Mentoring\

All these various styles are to be further discussed in the next chapter of this study.

However, the particular style to be used is also determined by the what is to be achieved. For example, Situational mentoring is effective when one is trying to develop a particular skill or solve a particular problem in the mentee (Sullivan,

2023). One needs to understand what the mentoring relationship is out to accomplish before knowing which style to use.

Duration of Mentorship

This is the period of time the mentorship relationship is expected to last. This should also be considered as one of the factors likely to influence the development of leadership skills in the mentee. The duration varies from one phase to the other. Ryan (2023), has come up with four different phases of mentorship relationship which are:

- Phase 1: Foundational (1- 2 months)
- Phase 2: Progress (2 – 5 months)
- Phase 3: Analysis and Revision (5 – 9 months)
- Phase 4: Dormancy (9 + months)

These four phases combined together make up the duration of mentorship in every situation. Adding all these together, the duration of every mentorship relationship should be from 18 months and above.

Ryan (2023) has also come up with four major factors that can influence the duration of this mentorship which are:

- Specific goals
- Availability
- Learning style
- Relationship Dynamics

These four factors determine the duration of the mentorship relationship. This means that the duration depends on the specific goals to be achieved, the availability of both the mentor and the mentee, the style of learning and the relationship dynamics in place between the two.

Educational Qualification of Mentor

The educational qualification of the mentor can also influence the development of leadership skills in the mentee. It is generally believed that the mentor is better equipped educationally more than the mentee. This is because the type of experience, knowledge and skills that the mentor is bringing into the relationship could be linked to educational qualification. With the understanding that this research is to be conducted in a university community, the educational qualifications of the leaders are as follows:

- First degree
- Post graduate diploma
- Second degree
- Doctorate degree
- Professorship

The study is to look out if the educational qualification of the mentor influences the development of leadership skills in the mentee.

Educational Qualification of the Mentee

The educational qualification of the mentee also has the tendency to influence the development of leadership skills in the mentorship relationship. In the university environment, there are different categories of students. While some are secondary/high school graduates, some are direct entry students already possessing diploma certificates (ordinary or higher) and others are post graduate students. This study is to determine if the educational qualification of the mentee influences the development of leadership skills.

Gender of the Mentor

The study is also out to consider if the gender of the mentor has an impact on the development of leadership skills. Some studies had been conducted in the past to observe gender differences in mentor – mentee relationships. In other words, does having a male or female mentor has any effect on the mentorship relationship? What gender should a male and female mentor be looking for in the mentee? In a study conducted by Lin et al. (2021), for people in gender dissimilar relationship, only very few preferred gender similarity relationships. The study concludes that there was no statistical difference between the female same gender relationships and the gender – dissimilar relationship.

Gender of Mentee

Finally, this study is to investigate the influence of gender of the mentee in the development of leadership skills. In a study carried out by Fowler, Gudmundsson & O’Gorman (2007), female mentees were found to be provided with more career development facilities than their male counterparts; also, female mentees were given more role modelling opportunities than male mentees. During the course of this study, the result is to show if the above findings are also true in the university community.

Each of these independent variables have one relationship or the other to determine the leadership skills development in young future leaders. The study claims that mentorship of young people age 18-25years old influences positively the leadership skills more than those not mentored. Mentorship of young people becomes the independent variable, while development of leadership skills in young future leaders is the dependent variable. To find out more about this phenomenon, a

statistical analysis will be used to determine if the association between mentorship and leadership skills is significant or not significant.

Here is the empirical literature review.

Leadership Skills Practised by Young Future Leaders

In contemporary studies, leadership is understood to be the ability required to set goals independently and involve other people so as to be able to achieve common goals (Grigoropoulos & Grigoropoulos, 2020; Kratzer et al., 2008). There is no field or area of life that leadership is not required. From Eysenck's self-assessment of mental states and methods for identifying communicative and organizational abilities, for young future leaders to be able to perform optimally later in life, such abilities must be shown in different area of lives as they are growing (FarajAllah et al., 2018). With a study that involved 196 students, using the student's t – test to identify significant differences between leadership skills practised by young future leaders and the expected performance. The result showed an average of 26.71(from a possible 50 points) on the pre-test and 37.01 on the post -test. Thereby showing a significant increase from weakly expressed to strongly expressed. From the post-test results, for both communicative and organizational tendencies, the difference was statistically significant ($p = 0.023$ and $p = 0.027$ respectively).

From the series of leadership studies that had been carried out in the past especially in Agricultural programs, research reveals that young people even at the secondary school level can increase their leadership skills through involvement in various leadership organizations and activities while in school and in the community. From such programs, leadership skills that increased include communication, team work, decision making, interpersonal relations, self – understanding and self –

management (Wingenbach and Kaler, 1997). This was further corroborated by Murphy & Johnson, (2011) who opined that as the young future leaders grow in their confidence to lead, the possibility to be involved in leadership activities also increase. Murphy & Johnson continued by saying that leadership opportunities available in the early life will be the foundation through which the development of future leadership would be built. Other results also reveal that young future leaders enjoy the opportunities given to them when they are adequately supported (Crooks et al., 2010).

Mentorship Received for Leadership Skills by Young Future Leaders

There are various types of mentorship relationships that has been identified over the years. In this study, six different types had been earlier mentioned which are formal, natural, peer, situational, supervisory and trainee instituted. All these types of mentorships are applicable in their own various settings. Scandura (1998) posited that informal mentorship normally produce better results than the formal mentorship that usually comes with mixed support. In a particular survey study on formal and informal mentorship in a technology company having a four-year-old mentorship program consisting of 24 mentors and 30 mentees for formal and 87 mentors and 16 mentees for informal, the results showed that the formal mentorship produced less communication and psychosocial support than the informal mentorship relationship (Fagenson – Eland, Marks & Amendola, 1997). That only relatively little is known about the effectiveness of mentorship on the development of leadership skills should not be surprising because it parallels the lack of knowledge that exist in the larger domain of development of leadership (Lester, Hannah, Harms, Vogelgesang & Avolo, 2011). In line with this, DeRue & Wellman (2009) had earlier affirmed that only very

little is known about the process through which individuals develop their skills and abilities that are needed to lead effectively.

However, notwithstanding the limited amount of research that has been conducted in this particular area, there are some independent and meta-analytic research in support of better leadership performance due to various training targeted towards management and leadership development (Edens & Bell, 2003; Burke & Day, 1986; Collins & Holton, 2004). In line with this submission, Burke & Day (1986) posited that from meta-analysis, that the training of general management was seen to be averagely very effective in performance improvement when measured by the results of the objective. From a more recent meta-analysis study, effect sizes of 0.35 – 1.37 (d statistics) was reported for leadership training effectiveness depending on the type of result (Collins & Holton, 2004). To support this, Avolio, Reichard, Hannah, Walimbwa and Chan (2009) wrote about the same effect sizes and ranges for a wider range of intervention in leadership development. It was the conclusion of Collins & Holton (2004) that young future leaders could be impacted positively from the various training and development given to them.

From the above evidence, there seems to be sufficient empirical justification to do more study on the influence of mentorship received for leadership skills development by young future leaders.

Mentorship Influence on Leadership Skills Practised by Young Future Leaders

The researcher's review of empirical studies in this particular area did not yield any published work. However, despite the lack of empirical research specifically targeting on the influence of mentorship on the development of leadership skills of young future leaders, there are ample evidences that mentorship do contribute

positively to leadership development. Mellor, Barclay, & Kath (2006) discovered a correlation that exist between the efficacy of junior leaders to serve as stewards and the encouragement given to them by their leaders. Some of the major duties of mentors are to provide psychosocial support for the mentees, assisting them to present the support in a positive way, helping them to identify their actions and assist the validation of the mentees (Kram, 1985). DeRue & Ashoford (2010) affirmed that to solidify the identity of a leader requires the endorsement from other people like one's mentor, colleagues and followers. As the mentors increase the mentees' sense of competence, self – esteem and efficacy, the mentees will be better encouraged and get more comfortable to explore their leadership skills and to attempt to be in leadership positions even in the absence of their mentors (Lester, Hannah, Harms, Vogelgensang & Avolo, 2011). This is a very positive and welcome development.

Characteristics of Mentors that Influence Leadership Skills Practised by Young Future Leaders

Just like the previous sub – section above, the researcher's review of empirical studies did not reveal any work that has been done in this particular area. This lack of empirical studies makes this type of research very relevant now and in the future. However, in a particular study, American Speech Language – Hearing Association has come up with eleven major characteristics of mentors that can impact leadership skills of mentees. These are:

- Good listener
- Flexible
- Value diversity of perspectives
- Knowledgeable
- Able to give constructive feedback

- Honest and candid
- Able to network to find resources
- Successful in career
- Willing to devote time to develop others
- Eager to learn
- Non-judgmental

All these characteristics according to the association play crucial roles in the leadership skills practised by young future leaders.

Demographic and Socio- Economic Characteristics that Influence Leadership Skills Practised by Young Future Leaders

The relationship between demographic and social – economic characteristics that influence leadership skills is yet to be given the necessary attention in empirical studies. Generally speaking, these demographic and social – economic characteristics are important variables in social research and psychology (Alenazi, Muenyohn & McMurray, 2017). These characteristics include gender, age, marital status, ethnic group, income, educational status and occupation. Brandt & Laiho (2013) examined the difference between male and the female gender as it relates to leadership in Finland. In their quantitative study comprising of 283 males and 176 females working at different locations, the results revealed that leadership performance was influenced by the gender of the respondents. It was confirmed that the behaviour of a leader was different from males to females. In other words, females' respondents revealed better tendency to show exhibit rewarding and enabling behaviour while their male counterparts were showing challenging behaviour.

In their own findings, Snaebjornsson & Edvardsson (2013) supported the above submission and concluded that gender and nationality did influence the

relationship between the leaders and the workers. It was then suggested that further study is needed to examine the nationality and other variables on leadership performance because such study is still very limited. However, from the study conducted by McMurray et al., (2010) about the influence of demographic characteristics on leadership performance in religious organizations, the result revealed no major difference in relation to gender or education level in leadership performance.

Occupation seems to be the most widely used to measure social – economic characteristics (Bornstein, Hahn, Suwalsky & Haynes, 2003; Bradley & Corwyn, 2022; Conger & Donnellan, 2007; Elo, 2003; Ensminger & Forthergill, 2003). This is because it gives essential information about the occupation of people and this is connected to their education and income.

From the above reviews, one can say that demographic and social – economic characteristics can influence leadership skills practised by young future leaders. Therefore, it is essential to examine the influence of demographic and social – economic characteristics on leadership skills practiced by young future leaders.

Influence of Duration and Mentorship style Employed by the Mentors on Leadership Skills Practised by Young Future Leaders

There seems to be lack of empirical studies about the influence of duration of mentorship on the leadership skills practiced by young future leaders. The researcher's review of different literature could not produce any empirical study already conducted in this particular area. This lack of empirical studies makes this kind of research more compelling now and in the future.

Very few empirical studies could be identified in the way mentorship styles influence the leadership skills practiced by young future leaders. One of such studies

reveals that both formal and the informal types are applicable depending on the purpose of the mentorship. The traditional method also called the informal method styles are generally more popular in academic environment (Angeloque et al., 2002). This type describes a relationship that is asymmetrical, one – to – one, unidirectional where a less experienced or junior person is attached to a more experienced person so as to provide the needed guidance and support (Blackwell, 1998). Blackwell concludes by saying that this informal style is more effective in schools and organizations.

With these very few empirical studies on this area, there are still more opportunities available to conduct such research now and in the future.

Summary and Research Gap

Much has been written on mentorship within the last few decades based on information gathered from relevant literature. From the popular poem of Homer (The Odyssey) where the original meaning of mentorship was derived to current definitions and meaning given to the relationship, so much has been said. Being a complex relationship, the different types of mentorships are clearly explained so as to know the best type for every particular situation. The pillars of mentorship that without them the relationship will not function are properly stated along with the key components. In addition, the various benefits to be derived both for the mentors and mentees from such relationship including the potential problems are given adequate mention, even though the benefits are much more than the potential problems as shown in different literature.

Furthermore, literature is replete with adequate information on leadership especially now that many people are interested in the importance of good, effective and efficient leadership. The different definitions given to leadership are properly

stated and the relationship that exists between leadership and the character of the leader is not left out. Leadership cannot exist in isolation; so, the way it affects organization and the development of leadership skills that is the major interest of the researcher are adequately captured. Three different theories appropriate for the study are stated and properly explained before the empirical literature review that embraces the various research objectives.

Many leadership scholars and authors have touted the importance of mentorship on the development of leadership. However, only few studies had been done to empirically determine if mentorship do impact or influence the development of leadership skills positively. And if so, what are the various independent variables that do contribute to this development. Particularly, nothing is yet to be done by empirical study on how leadership skills are influenced by mentorship, characteristics of mentors that influence leadership skills practised by young future leaders and how duration of mentorship also influence the leadership skills practised by young future leaders. While literature totally support the importance of mentorship in the development of leadership, nothing seems to have been done about its influence in the development of leadership skills in Ondo state, Nigeria. Also, not much has been done in mentorship in Nigeria; so, there are still opportunities for more research to be done in many other states in the country. The gap being filled by this study is the influence of mentorship in the development of leadership skills among young future leaders in Ondo state, Nigeria. The findings from this study must be reported to encourage the appropriate authority to develop policies, strategies and programs for efficient and effective leadership for development both in private and public sectors from one generation to the other in Ondo state, other states and the national level in Nigeria.

The next chapter provides the research methodology applicable to the study. This methodology captures the research philosophy and approach suitable for such study. The various locations of the study scattered across Ondo State, Nigeria are properly described along with the determination of the sample size. Next in the third chapter are the inclusion and exclusion criteria that clarify those who are qualify and not qualify to participate in the study. Sampling procedures and techniques, data collection methods and procedures used to carry out the study are carefully stated. The instrument designed for the study cannot be used without testing its validity and reliability. So, the different methods of doing these are included. Finally discussed are data analysis techniques and procedures, data analysis and ethical consideration.

CHAPTER 3

METHODOLOGY

This section of the work describes the research methodology. It specifically gives a clear description of the research philosophy, research approach and research design. The locations of the six selected universities for the study are described accurately in order to have a good understanding of these universities. Target and study population along with how the sample size was determined are properly explained. This sample size was determined using Yamane's formula. The inclusion and exclusion criteria, sampling procedures and techniques are also described.

Other aspects given attention in this chapter are data collection methods and procedures which involved the way by which data were received from the respondents through the administration of questionnaires. In addition, this chapter describes instrument pre- testing and testing for validity and reliability, trustworthiness, data analysis techniques and procedures, data analysis, ethical consideration and finally chapter summary.

Research Philosophy and Approach

A research philosophy is the frame work that guides the way the research must be conducted based on ideas about the reality and the nature of knowledge (Collis and Hussey, 2014). There are four main types of research philosophy that has been identified and discussed in the works of many authors around the world. These are:

- Positivism research Philosophy

- Interpretivism research Philosophy
- Transformative research Philosophy
- Pragmatic research Philosophy

For this study, positivism research philosophy was used because it gives room for the researcher to objectively observe reality. The research approach is quantitative methodology and of the descriptive survey type. Data were collected from the questionnaires administered to the respondents in all the six universities across the state. The data were for the purpose of describing and interpreting the prevalent state of mentorship and how it has influenced the development of leadership skills among young future leaders. This approach enabled the researcher to compute the extent to which some variables affect the development of leadership skills.

Research design according to Ghauri et al., (1995) is the comprehensive plan for linking the conceptual research problems to the relevant and feasible empirical research. Research designs are also the various procedures for collecting, analysing, interpreting and reporting data in various research studies. This study adopted an explanatory sequential research design because the design integrates both quantitative and qualitative data collection and analysis. This research method involves collecting quantitative data first, followed by qualitative data to explain or elaborate on the quantitative results. The explanatory sequential design is particularly useful when researchers need to explore quantitative findings in more depth. By using this approach, researchers can gain a more comprehensive understanding of complex phenomena and address research questions that cannot be fully answered by either quantitative or qualitative methods alone. The quantitative data is collected first, followed by qualitative data. This design is used when you want to further explain a set of quantitative data with additional qualitative information.

Location of the Study

The locations of the study are scattered over the six different universities both government and private in Ondo state, Nigeria. The first one is Federal University of Technology located in the state capital, Akure. It was established in 1981 by the Federal Government of Nigeria in her pursuit to create universities that specialized in producing qualified graduates with the needed practical and theoretical knowledge of modern-day technologies. Next is Elizade University; a privately owned university located at Ilaramokin just about twenty kilometres from the state capital. It was established in 2013 by a foremost industrialist Chief Micheal Ade Ojo with the aim of contributing to the development of the educational sector in Nigeria. Achievers University another privately owned university is the next location of the proposed study. It was established in 2007 by Dr. Bode Ayorinde and situated at Owo about fourth five kilometres away from the state capital. Currently, the university is under the ownership of the founder and other notable personalities.

Another location is Ondo State University of Medical Sciences based in Ondo city. It came into existence in 2015 and is owned by the Ondo State government. It was established to run purely medical based courses and the first of its kind in Nigeria to be accredited by the National Universities Commission. Also, there is Adekunle Ajasin University located at Akungba Akoko about seventy-five kilometres away from state capital. It was originally established in 1982 as Obafemi Awolowo University by the Ondo State government. Just three years later, the name was changed to Ondo State University and by 2004, the name was changed again to Adekunle Ajasin University so as to immortalize the late governor of the state. The final location of this proposed study is Olusegun Agagu University of Science and Technology at Okitipupa, Ondo State. It was established in 2008 also by the Ondo

State government under the then leadership of the state governor Dr. Olusegun Agagu that the university is named after due to his immense contribution toward the establishment of the university.

Target Population

The target population is the entire group to which the study's findings are meant to apply. It consists of all young future leaders in Ondo state, Nigeria, other states in the country and even beyond who can be mentored through various mentorship programmes so as to help them develop holistically in their various leadership capacity, thereby contributing to the social-economic development of Ondo state and even beyond.

Study Population

This is the subset of the target population that the researcher would be able to reach. It consists of young future leaders within the various government and private universities scattered across Ondo state, Nigeria. For this study, the study population from the various universities and their location are as follows:

Table 1

Universities in Ondo State, Nigeria

	Town	University	Type	Students' Population
1	Akure	Federal University of Technology	Federal	15,000
2	Ilara-mokin	Elizade University	Private	1500
3	Owo	Achievers University	Private	1,000
4	Ondo	University of Medical Science	State	1,000
5	Akungba Akoko	Adekunle Ajasin University	State	20,000
6	Okitipupa	Olusegun Agagu University of Science and Technology	State	5,000
Total				43,500

Source: University websites (2024).

Sample Size Determination

Here is the specific group selected from the study population to participate in the research. Therefore, the sample size for the study was determined using Yamane's formula

$$n = \frac{N}{1 + Ne^2}$$

$$N = \text{Study Population} = 43,500$$

$$e = \text{At 95\% level of significance} = 0.05$$

$$n = \frac{43500}{1 + 43500(0.05^2)}$$

$$n = \frac{43500}{109.75}$$

$$n = 396.35$$

$$n \approx 396$$

Sample size= 396 students.

Inclusion and Exclusion Criteria

The inclusion criteria are the key characteristics of the target population used by the researcher to answer the research questions. These are the major factors that allow an individual to participate in a study. Examples include demographic and geographical characteristics. For this study, the inclusion criteria are that the participants are current students in these selected universities and their ages should be between 18 and 25 years. On the other hand, the exclusion criteria are those characteristics used to identify potential research participants that were not allowed to be involved in the study. They are the various factors that disqualified anyone from participating in the research. In some cases, there were people who qualified in the inclusion criteria but have additional attributes that could interfere with the outcome of the study. In such case, they were excluded. Examples are ethical consideration in

not being able to give informed consent and being a minor. Other exclusion criteria are young people who are not students in the various selected universities in Ondo State. Those that are not educated enough to understand the questions to be answered were also excluded.

Sampling Procedure and Techniques

The sample is to consist of 396 participants who are students scattered across the six universities selected for this study in Ondo State. Out of these participants, 139 are to be sampled in Federal University of Technology, Akure, 6 in Elizade University, Ilara-mokin, 9 in Achievers University, Owo, 9 in University of Medical Science, Ondo, 185 in Adekunle Ajasin University, Akungba Akoko and finally 49 in Olusegun Agagu University of Science and Technology, Okitipupa. This is a proportionate stratified sampling where the population is divided into different strata or subgroup (universities) and the sample size from each stratum is selected in proportion to its size relative to the total population. The various sample sizes are true reflection of the total number of students in the study population. The universities with very large study population got larger sample sizes, those with smaller study population received less.

The sampling design for the focus group discussion (FGD) ensures that the participants are representative of the target population. A purposive sampling approach is used by selecting individuals based on specific characteristics relevant to the research objectives. The sample size typically ranges from 6 to 12 participants per group. The sampling frame consisted of student in each institution.

Table 2*The Questionnaires' Distribution among the Samples Space*

Town	Universities	Percentage from population (%)	Total questionnaire to be administered to students
Akure	Federal University of Technology	35.0%	139
Ilara-mokin	Elizade University	1.6%	6
Owo	Achievers University	2.3%	9
Ondo	University of Medical Science	2.3%	9
Akungba Akoko	Adekunle Ajasin	46.7%	185
Okitipupa	Olusegun Agagu University of Science and Technolgy	12.1%	48
Total		100.0	396

Data Collection Methods and Procedures

This study used questionnaire as the tool for data collection. The research instrument was administered personally by the researcher with the help of google form to all the students across the six different universities in Ondo State selected for this study. The participants randomly selected were given the questionnaires on line through the google link sent to them. All the participants were assured of the confidentiality of their responses as stated in the questionnaire and that the data to be collected are to be strictly and purposely used for research to determine the influence of mentorship on leadership skills among young future leaders in Ondo State, Nigeria.

In addition, the participants were assured that the findings are expected to generate evidence that can be used to develop policies, strategies and programs in mentorship for the development of leadership skills among young future leaders in both private and public sectors from one generation to the other in Ondo State, other states and the national level in Nigeria. At the end of the exercise, the questionnaires

were submitted on line to the researcher. Inter-rater biases were minimized by providing clear and objective criteria for evaluation to the research assistant and exposing him to these criteria and training him about what is expected to be done.

Seven participants were randomly selected for the Focus Group Discussions (FGDs) representing all the six universities selected for the study. As advised by the Methodologist, each university selected for the study must be represented in the discussion. With the understanding that six universities were involved in the study, that means at least six participants must take part in the discussion. However, one more participant was added from Adekunle Ajasin University, Akungba Akoko having the largest sample size thereby making a total number of seven participants. Focus Group Discussions (FGDs) were audio recorded; with participants' consent to capture the full discussion. In addition, notes were taken to ensure accuracy in capturing the content. Data collection focused on capturing direct quotes, examples, and any emerging themes related to mentorship, feedback, leadership, and peer support.

Instrument Pre – Testing and Testing for Validity And Reliability

The pre – testing of the instrument was carried out by subjecting the draft questionnaire to a thorough review by an expert (the Methodologist) to simulate the formal data collection process in case there may be any practical problems associated with the instrument. After the thorough review, necessary corrections were made before going to the field to administer. To test the validity of the instrument, it was subjected to face, content and construct validity first by the supervisor and later by the Department of Organizational Leadership. The content validity was to ensure all relevant aspects of mentorship and leadership skills development were covered. While

the construct validity was to verify that the instrument measures the theoretical constructs of mentorship and leadership skills. This was done through factor analysis.

To confirm the instrument's construct validity, pilot study was carried out on 30 students that were randomly selected from the sampling frame. The sampling frame consisted of students in Achievers College of Nursing, Ijapo, Akure. This was to provide more reliable estimates of the instrument. The value of the validity coefficient determined the validity of the instrument. The Cronbach's alpha test for testing the reliability of research instrument was adopted in testing the instrument for the study. Any value above 0.70 typically reveals an acceptable internal consistency. This is to measure how consistently the items on the instrument evaluate the same construct. The Cronbach's alpha test gave a value of 0.76 which is greater than 0.70 and this reveals an acceptable internal consistency. The pilot study results showed no significant issue. Hence, the pilot study result is deemed sufficient for the full study.

Data Analysis Techniques and Procedures

Both descriptive and inferential statistics were used. The descriptive statistic is to report the characteristics of the data presented by the participants through the questionnaires, summarise the multiple data set and produce the quantitative knowledge about the data with the help of graphical representation. It also showed the average or mean, percentage and frequency of the data set. On the other hand, inferential statistics was employed to make inferences based on the data available from the sample population. This was achieved through random sampling from the larger population. The conclusions drawn from the sample was now applied to the larger population.

Proportion Test, Chi-square and Analysis of variance were used to test the hypotheses and investigate the significant difference in the development of leadership

skills based on the independent variables. To determine the relationship existing between the various variables, regression analysis was used. This is to establish if any correlation exists between the dependent variable, in this case, the development of leadership skills among young future leaders and the other independent variables which are factors that may influence the dependent variable. The aim of this regression analysis was to determine how one or more variables can influence the dependent variable in order to identify possible trends and patterns. The regression model took a linear relationship. All the hypotheses were tested at 0.05 level of significance.

The analysis of the Focus Group Discussions (FGDs) focused on identifying common themes, unique insights, and variations in participants' experiences and perceptions. Key themes emerged around mentorship structures, peer support, the influence of socio-economic and demographic factors, and personal growth.

Data Analysis

To achieve the first objective, a quantitative analysis was adopted. Frequencies and percentages were calculated for each response option to gauge the overall rating of communication ability and to understand the distribution of responses regarding seeking feedback and their comfort with taking risks.

To achieve the second objective, a quantitative data analysis method was used to gain insights into the influence and effectiveness of mentorship on leadership skills development by calculating frequencies and percentages for each response option to understand the distribution of responses. Cross-tabulations were done to explore relationships between variables, such as the influence of mentorship on leadership skills development and the frequency of applying mentorship guidance in leadership activities. Calculate averages or mean scores for questions like the observed

improvement in leadership skills since receiving mentorship to understand the overall perception of respondents.

To achieve the third and fourth objectives, frequencies and percentages were calculated for each response option for some of the questions to understand the distribution of responses regarding the age, gender, ethnic background, educational level, occupation, socio-economic status of mentors, and the perceived leadership skills acquired from them.

To achieve the fifth objective is to analyse the distribution of the responses; descriptive statistics like frequency distributions with percentage were used. Exploring how the duration of the mentorship relationship impacts the depth of leadership skills development, a qualitative analysis, such as thematic analysis or content analysis was conducted to identify common themes or patterns in the responses.

To achieve the sixth objective, a quantitative analysis was adopted. Frequencies and percentages were calculated for each response option so as to gauge the effectiveness of leadership in achieving planned socio-economic development in Ondo State, Nigeria.

Numerical values were assigned to the ordinal Likert scale in respect to their order of magnitude. Descriptive statistics and some parametric tests such as mean, standard deviation and analysis of variance were applied for a more robust statistical analysis. The scales were applicable to interval and ratio scales when the difference between each response option is equal and with multiple points to provide a more nuanced understanding of attitudes, making it easier to justify treating the data as interval or ratio.

Ethical Considerations

The earlier arrangement of writing letters of permission to the authorities of the six universities where the research was conducted for the needed approval to administer the questionnaires to the students was no longer required because the questionnaires were administered through goggle form. Each student declared his or her interest in participating in the study. It was also clearly stated in the questionnaires that anyone who wishes to withdraw his or her participation at any time is free to do so. The purpose and benefits of the study were well explained to the participants.

These include that the findings of the study could be relevant in providing data on the knowledge and understanding of influence of mentorship of young future leaders in the development of leadership skills in Ondo State and other states in Nigeria. Leaders both at private and government organizations would understand the relationship that exists between mentorship and development of leadership skills among young future leaders. Among the benefits also is that the findings of the study could be useful to curriculum planners in higher institutions in Ondo State and other states in Nigeria to see ways of improving and expanding the contents of their curriculums to accommodate mentorship programs in their various courses.

In addition, various organizations both private and government may through this study understand why some potential young future leaders lack the necessary skills required in their jobs. Having this understanding, it would enable all stakeholders in leadership at all levels to take mentorship seriously and devote more resources to it. All of these are geared toward contributing to the holistic development of young future leaders who can actively contribute to the social- economic progress of Ondo State and beyond.

Furthermore, the participants were assured of their safety during the period of their participation. The participants' declaration of interest was promoted without anything attached. Another ethical consideration for the researcher was to take personal responsibility for the protection of the data both in soft and hard copies. The researcher also made sure the confidence reposed in him is not betrayed. Finally for ethics clearance, the work was submitted to the Institutional Ethics Review Committee (IERC) along with the letters of informed consent and the research instruments for the required approval.

Chapter Summary

In this chapter, a detailed description of the methodology including the research philosophy and approach are presented. The methodology allows the researcher to be able to illustrate the influence of mentorship in the development of leadership skills among young future leaders in Ondo state, Nigeria. Also captured in this chapter are the research design, location of the study, target and study population and sample size determination. Other outlines discussed are inclusion and exclusion criteria, sampling procedures and techniques, data collection methods and procedures. In addition to these are how to test the validity and reliability of the instrument, data analysis techniques and procedures, how the data was analysed and finally ethical consideration.

CHAPTER 4

RESULTS AND DISCUSSION

This is the main contribution of this research study. It presents the results of the study rooted on the research questions and research objectives presented in Chapter One and as well provides the reasons for accepting or rejecting the research hypothesis. The chapter begins with the response rate which was the proportion of the respondents who actually participated in the study in relation to the total number of students in the sample. It shows the degree of success obtained from the sample and the probable reasons for the rate of response. This is followed by the demographic characteristics of the respondents which revealed the type of people involved in this study by presenting such general characteristics as age, gender, educational level, occupation and ethnic background by using frequencies and percentages.

Next in this chapter are the results and discussions based on the research questions and research objectives. The presentations and discussions of the results are organized according to the research questions, research objectives and hypothesis in that order. Each of the hypothesis is tested based on the results and this is followed by a statement of acceptance or rejection of the hypotheses.

Finally, is the proposed model or framework based on the results of this study. It is an improved framework emanating from the final results of this study.

Study Area Setting

This study was conducted in Ondo State, Nigeria, focusing on the influence of mentorship on the development of leadership skills among youth future leaders. Ondo State, located in southwestern Nigeria, has a strong educational sector with several universities playing a crucial role in academic and leadership development. The research specifically targets students from six universities: Federal University of Technology, Akure (FUTA), Elizade University (EU), Achievers University (AU), University of Medical Sciences (UNIMED), Adekunle Ajasin University (AAUA), and Olusegun Agagu University of Science and Technology (OAUSTECH). These institutions were selected due to their diverse academic offerings and commitment to leadership development across various fields. By focusing on students in these universities, the study provides a comprehensive understanding of how mentorship influences leadership growth in different educational and professional contexts.

Response Rate

The study targeted a total sample of 396 respondents for the questionnaire. However, 358 questionnaires were successfully administered and returned, resulting in the response rate of approximately 90.4%. This high degree of success recorded in the response rate cannot be detached from the constant reminder being given to the students in their various universities by the researcher. Another possible reason maybe that the students saw the relevance of the study to their overall leadership development. In addition to the survey responses, 7 participants took part in a focus group discussion, providing qualitative insights to complement the questionnaire data. This combined data collection approach enhances the dept and reliability of the study's findings. The analysis of the study was done with 95% level of significance i.e. the null hypothesis will be rejected when p-value is less than 0.05.

Demographic Characteristics of Respondents

The demographic characteristics of the respondents like age, gender, ethnic background and educational level are already taken care of in table 4.11. From the demographic profile, which gives a true picture of the respondents, a greater majority of the young future leaders (55.3%) are within the age range of 20 – 25 years old; another 28.5% are below 20 years of age, indicating that a significant part of the respondents (83.8%) are young adults or late adolescents. The remaining are 9.2% for ages 26 – 30, 2.2% for ages 31 – 35 and finally 4.7% for ages 35 or more.

For gender distribution, 54.2% are male while the remaining 45.8% are female. This suggests a relatively gender balanced outcome. Ethnically, the majority of the respondents (86.9%) are of the Yoruba extraction. This may be not be unconnected to the fact that the research was conducted in Ondo state located in South – west Nigeria who are predominantly Yoruba. This is followed by Igbo ethnic group (9.2%) and the remaining 3.9% for other ethnic groups like Hausa, Edo and Idoma.

The largest respondents (61.5%) have a Bachelor degree, 24.6% with some college qualifications, a small proportion (6.7%) with Master's degree, 1.1% with Doctorate degree and the remaining 6.1% had completed secondary school. This indicates that a larger proportion of the respondents are recent graduates and prospective graduates.

Social economically, the majority of the respondents (52%) identified as low – income, 43.9% as middle - income and a small proportion of 4.2% as high – income category.

Research Objectives

Objective 1

To determine the leadership skills practiced by young future leaders in Ondo State, Nigeria.

a. Questionnaire Results

Table 3

Leadership skills practiced by young future leaders

	Very poor (%)	Poor (%)	Average (%)	Good (%)	Very Good (%)	Mean	Std. Dev.
How would you rate the frequency of your clear articulation of your ideas and thoughts to your peers	3 (0.8)	4 (1.1)	124 (34.6)	161 (45)	66 (18.4)	3.78	0.780
How would you evaluate your capacity to engage in active and empathetic listening	2 (0.6)	12 (3.4)	79 (22.1)	133 (37.2)	132 (36.9)	4.06	0.879
Rate your level of confidence in making decisions under pressure.	4 (1.1)	28 (7.8)	135 (37.7)	111 (31)	80 (22.3)	3.66	0.948
Rate your willingness to take calculated risks in your projects or tasks	3 (0.8)	31 (8.7)	117 (32.7)	122 (34.1)	85 (23.7)	3.71	0.952
How would you rate your ability to effectively identify and analyze problems	8 (2.2)	17 (4.7)	103 (28.8)	155 (43.3)	75 (20.9)	3.76	0.913
How would you rate your ability to establish long-term goals for yourself or for people around	8 (2.2)	21 (5.9)	100 (27.9)	134 (37.4)	95 (26.5)	3.80	0.971
Assess your proficient in understanding and managing your emotions in stressful situations	11 (3.1)	21 (5.9)	126 (35.2)	123 (34.4)	77 (21.5)	3.65	0.980
Assess how effective you are at motivating your peers and people around you to perform at their best	5 (1.4)	14 (3.9)	80 (22.3)	139 (38.8)	120 (33.5)	3.99	0.918

Source: Field Survey, 2025

This analysis responds to the research question: What leadership skills are practiced by young future leaders in Ondo State, Nigeria?

The self-assessment data provides key insights into their competencies in communication, decision-making, problem-solving, goal-setting, emotional management, and motivation.

Communication Skills: Participants demonstrated moderate to high confidence in articulating ideas (Mean = 3.78, SD = 0.780), with 45% rating themselves as "Good" and 34.6% as "Average". This suggests that while many feel capable of expressing their thoughts clearly, a significant proportion may still need improvement in clarity and persuasiveness. Active and empathetic listening emerged as a strength (Mean = 4.06, SD = 0.879), indicating that respondents are effective at understanding and engaging with others—an essential leadership trait.

Decision-Making and Risk-Taking: The ability to make decisions under pressure scored 3.66 (SD = 0.948), with responses spread across "Good" (31%) and "Average" (37.7%). This reflects a moderate level of confidence, though some may struggle with high-stakes decision-making. Willingness to take calculated risks had a slightly higher mean of 3.71 (SD = 0.952), suggesting a balanced approach to risk-taking—an important skill for leadership growth.

Problem-Solving and Goal-Setting: Participants showed strong problem identification and analysis skills (Mean = 3.76, SD = 0.913), indicating confidence in addressing challenges effectively. Long-term goal setting scored 3.80 (SD = 0.971), reflecting a strategic mindset—a crucial aspect of visionary leadership.

Emotional Management and Motivation: Managing emotions under stress had the lowest mean (3.65, SD = 0.980), highlighting challenges in emotional regulation that could impact resilience in leadership roles. However, motivating peers received a

high mean score of 3.99 (SD = 0.918), with most respondents rating themselves as "Good" or "Very Good," emphasizing their ability to inspire and influence others positively.

Hypothesis 1

H_0 : Leadership skills are not practiced by young future leaders. (Mean=3.4)

H_1 : Leadership skills are practiced by young future leaders. (Mean>3.4)

Table 4

One Sample T - Test

	Test Value = 3.4					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mean	7.605	7	.000	0.40125	0.2765	0.526

Source: T-Test Result

Decision: The null hypothesis (H_0) was rejected because the p-value (0) is less than the significance level of 0.05, indicating that the results are statistically significant. This means there is strong evidence to support the claim that leadership skills are indeed practised by young future leaders in Ondo State. Rejecting the null hypothesis suggests that leadership skills are actively developed and practiced.

Focus Group Discussion Results

The respondents demonstrated a rich repertoire of leadership skills, which can be categorized into intrapersonal, interpersonal, and practical competencies. These skills are not only reflective of their personal growth but also indicative of the unique social and cultural dynamics shaping their leadership journeys. Intrapersonal skills, such as self-awareness, self-control, and self-improvement, are frequently emphasized. Many

young leaders showcase a profound understanding of their strengths, limitations, and emotional states. They engage in reflective practices to identify areas for growth and actively work on developing their potential. Resilience and perseverance also emerge as critical skills, enabling these leaders to navigate challenges and remain focused on achieving their objectives. For instance, one respondent shared how mentorship helped him identify his weaker areas and stronger attributes, stating:

“I think the mentorship has been able to show me where I am lacking, where I need to work on, and where my stronger self is and also work on my weaknesses to be able to become stronger.”

Respondents placed significant emphasis on building trust, fostering teamwork, and promoting tolerance. Collaboration is another key component of their leadership style, with many highlighting the benefits of working in groups. One respondent observed:

“We work in groups because we believe that there are more things that can be achieved as a group than an individual person can achieve.”

Another said:

“As the group leader, I took it upon myself to carry the group along with whatever I do given that we are in it together, we all have to participate. In the process, I learnt how to designate work to other people based on their ability, not what I think they should be able to do.”

Networking is another critical interpersonal skill, allowing young leaders to build and sustain meaningful professional and personal relationships, which further support their leadership endeavours. Practical skills such as decision-making, conflict management, and public speaking are prominently practiced among these leaders. They are faced with decision-making which involves analysing complex situations,

weighing various options, and taking actions that align with both organizational goals and ethical considerations. Public speaking emerges as a fundamental skill, with many respondents demonstrating confidence in articulating their ideas and inspiring their peers. One respondent shared:

“We are taught how to deliver public speech and being able to be bold in communicating with other people in the environment and in general spaces.”

Practical applications of learned skills are evident as these young leaders prioritize tasks effectively and translate knowledge into action.

Collectively, these leadership skills highlight the adaptability and readiness of respondents to navigate and excel in diverse environments. Their ability to balance intrapersonal growth, interpersonal relationships, and practical applications underscores their potential to contribute meaningfully to leadership at various levels.

Summary of Findings

Quantitative Findings: Young future leaders in Ondo State demonstrated significant leadership skills in areas such as communication, decision-making, problem-solving, emotional intelligence, strategic visioning, and motivation. The highest ratings were for "active and empathetic listening" (mean = 4.06) and "motivating peers" (mean = 3.99). Skills like emotional regulation under stress received a lower rating (mean = 3.65), suggesting that while overall leadership abilities are strong, emotional management may require more development.

Qualitative Findings: Participants emphasized intrapersonal skills (e.g., self-awareness, self-control) and interpersonal skills (e.g., trust-building, teamwork). Respondents highlighted how mentorship and personal experiences helped them navigate challenges, develop resilience, and build confidence. Mentors also helped clarify strengths and weaknesses, leading to practical leadership applications.

These findings contribute to the existing body of knowledge on leadership development by highlighting the critical role of mentorship, personal experiences, and structured leadership training in shaping young leaders. The quantitative results suggest that young future leaders in Ondo State already exhibit strong leadership skills, particularly in communication and motivation, but may need additional support in emotional regulation under stress. For universities and organizations seeking to develop leadership programs, these findings underscore the need to integrate mentorship-based approaches that focus on both intrapersonal and interpersonal skill development. Institutions should design leadership curricula that not only enhance decision-making and strategic visioning but also emphasize emotional resilience and stress management. Additionally, organizations can leverage structured mentorship programs to help young leaders identify their strengths and areas for improvement, ensuring a more holistic leadership development process. Overall, this reinforces the idea that leadership development is multifaceted, requiring both formal training and experiential learning through mentorship and real-world challenges. Universities and organizations can use these insights to refine their leadership initiatives, ensuring they equip young leaders with the necessary skills to navigate complex environments effectively.

Objective 2

To measure the extent to which received mentorship influence leadership skills practiced by young future leaders in Ondo State, Nigeria.

Questionnaire Results

Table 5*Types of Mentorships Received for Leadership Skills*

	Yes (%)	No (%)
Have you participated in any formal mentorship programs	171 (47.8)	187 (52.2)
Have you experienced an informal guidance that occur naturally	273 (76.3)	85 (23.7)
You received guidance as a result of a particular situation happening	274 (76.5)	84 (23.5)
Have you been mentored by your lecturers, supervisors, managers etc.	242 (67.6)	116 (32.4)
Have you initiated any mentorship relationships yourself	195 (54.5)	163 (45.5)

Source: Field Survey, 2025

To address the extent to which received mentorship influence leadership skills practiced by the future leaders, the type of mentorship received for leadership skill was examined and the results indicate that mentorship, particularly informal and situational, were mostly highlighted:

Mentorship Participation: While only 47.8% of respondents engaged in formal mentorship programs, 76.3% experienced informal guidance, and 76.5% received mentorship in response to specific situations. This suggests that leadership skills are often shaped through real-world interactions rather than structured training.

Role of Authority Figures: A substantial 67.6% of respondents were mentored by lecturers, supervisors, or managers, emphasizing the importance of experienced professionals in shaping young leaders' competencies in decision-making, problem-solving, and communication.

Self-Initiated Mentorship: More than half (54.5%) proactively sought mentorship, whereas 45.5% did not, possibly due to a lack of confidence, awareness, or access to mentorship opportunities. This highlights a gap in self-driven leadership development.

Overall, the findings indicate that mentorship occurs more frequently through informal and situational experiences rather than structured programs. While many individuals benefit from mentorship, there is a need to encourage greater participation in formal mentorship programs and promote a culture of self-initiated mentorship. Organizations and institutions could develop more accessible mentorship frameworks to support those who have not actively engaged in mentorship relationships.

Hypothesis 2

H_0 : There is no mentorship received for leadership skills by young future leaders

$(P_{Yes} = P_{No})$

H_1 : There is mentorship received for leadership skills by young future leaders

$(P_{Yes} > P_{No})$

Table 6

One Sample Proportion Test (Binomial Test)

	Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
Receive Mentoring	No	635	0.35	0.50	.000
	Yes	1155	0.65		
	Total	1790	1		

Source: Binomial Test Result

Decision: The null hypothesis H_0 was rejected because the p-value (0) is less than the significance level of 0.05. This indicates that there is strong statistical evidence to conclude that mentorship significantly impacts the leadership skills of young future leaders in Ondo State. Since the p-value is extremely small, it suggests that the observed effect is unlikely to have occurred by chance alone. This means the data provides strong support for the alternative hypothesis, confirming that

mentorship is indeed received for leadership skills and it plays a crucial role in developing leadership skills among young leaders in Ondo State.

Table 7

Mentorship and Relationship Impact

	Very low impact (%)	Low impact (%)	Neutral (%)	High impact (%)	Very high impact (%)	Mean	Std. Dev.
Rate the impact of relationship on your personal development	6 (1.7)	22 (6.1)	108 (30.2)	171 (47.8)	51 (14.2)	3.67	0.856
Rate the impact of relationship on your professional development	8 (2.2)	22 (6.1)	132 (36.9)	148 (41.3)	48 (13.4)	3.58	0.878
	Very ineffective (%)	Ineffective (%)	Neutral (%)	Effective (%)	Very effective (%)		
Rate how effective peer mentorship has been contributing to your growth	9 (2.5)	14 (3.9)	121 (33.8)	156 (43.6)	58 (16.2)	3.67	0.881

Source: Field Survey, 2025

To further examine the extent to which received mentorship influence leadership skills practiced by the young future leaders; impact of mentorship and relationship on development were assessed. The result indicates that relationships have a generally positive impact on both personal and professional development, as well as on growth through peer mentorship:

Personal Development: 62% of respondents rated the impact of mentorship relationships as "High" or "Very High" (Mean = 3.67, SD = 0.856), suggesting a strong and relatively consistent perception of mentorship benefits. This implies that

mentorship fosters personal growth, likely enhancing self-confidence and resilience—key traits for effective leadership.

Professional Development: 54.7% of respondents perceived mentorship as having a "High" or "Very High" impact (Mean = 3.58, SD = 0.878). While still positive, the slightly lower mean and higher standard deviation indicate that professional mentorship experiences may vary, potentially influenced by differences in mentor quality, industry exposure, or individual aspirations.

Peer Mentorship: Rated "Effective" or "Very Effective" by 59.8% of respondents (Mean = 3.67, SD = 0.881), peer mentorship emerged as a valuable contributor to leadership development. This suggests that young leaders benefit not only from formal mentorship but also from learning within their peer networks, likely through collaboration, shared experiences, and feedback.

These results suggest that relationships and peer mentorship play a significant role in both personal and professional development, although experiences vary among individuals.

Table 8

Influence of Mentorship on Leadership Skills Practiced

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Dev.
Mentorship Support for Dream Realization (Adult Developmental Theory)							
"My mentor supports my aspirations and helps me achieve my goals."	15 (4.2)	19 (5.3)	87 (24.3)	140 (39.1)	97 (27.1)	3.80	1.032
"My mentor helps me clarify and make realistic plans for my future."	11 (3.1)	30 (8.4)	88 (24.6)	142 (39.7)	87 (24.3)	3.74	1.017
"My mentor understands my life aspirations and encourages me toward them."	12 (3.4)	23 (6.4)	85 (23.7)	129 (36.0)	109 (30.4)	3.84	1.039
Forming Mentor Relationships (Adult Developmental Theory)							
"I have a meaningful, supportive relationship with my mentor."	9 (2.5)	42 (11.7)	117 (32.7)	127 (35.5)	63 (17.6)	3.54	0.994
"My mentor and I have a strong and positive working relationship."	12 (3.4)	42 (11.7)	106 (29.6)	131 (36.6)	67 (18.7)	3.56	1.030
"I feel comfortable discussing my personal and professional goals with my mentor."	15 (4.2)	45 (12.6)	105 (29.3)	117 (32.7)	76 (21.2)	3.54	1.086
Psychosocial and Career Support (Kram's Mentoring Phases)							
"My mentor provides valuable advice on navigating my career and personal life."	18 (5.0)	26 (7.3)	97 (27.1)	159 (44.4)	58 (16.2)	3.59	1.049
"I receive emotional support from my mentor that helps me manage challenges."	19 (5.3)	32 (8.9)	104 (29.1)	140 (39.1)	63 (17.6)	3.55	1.049
"My mentor offers insights that enhance my career progression and skill development."	11 (3.1)	25 (7)	100 (27.9)	147 (41.1)	75 (20.9)	3.70	0.978
Mentoring Phase Satisfaction (Kram's Mentoring Phases)							
"I am satisfied with the way my mentoring relationship is progressing."	22 (6.1)	38 (10.6)	103 (28.8)	139 (38.8)	56 (15.6)	3.47	1.071
"Each mentoring stage meets my changing needs over time."	11 (3.1)	44 (12.3)	113 (31.6)	140 (39.1)	50 (14)	3.49	0.981

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Dev.
"My mentoring relationship evolves in ways that support my growth."	14 (3.9)	35 (9.8)	97 (27.1)	145 (40.5)	67 (18.7)	3.60	1.023
Personal Development Awareness (Kegan's Developmental Theory)							
"I am aware of my personal development stage and how it impacts my relationships."	12 (3.4)	30 (8.4)	87 (24.3)	153 (42.7)	76 (21.2)	3.70	1.003
"I reflect on how my development stage influences my interactions with my mentor."	12 (3.4)	34 (9.5)	105 (29.3)	154 (43)	53 (14.8)	3.56	0.967
"I intentionally understand and evolve my perspective based on my developmental stage."	17 (4.7)	24 (6.7)	88 (24.6)	154 (43)	75 (20.9)	3.69	1.028
Mentor's Stage of Life and Career (Kegan's Developmental Theory)							
"My mentor's life stage affects the type of support they offer."	22 (6.1)	59 (16.5)	132 (36.9)	96 (26.8)	49 (13.7)	3.25	1.079
"I understand that my mentor's career goals may influence their mentoring approach."	24 (6.7)	37 (10.3)	115 (32.1)	129 (36)	53 (14.8)	3.42	1.073
"My mentor's stage of life allows them to give back effectively in our mentorship."	16 (4.5)	38 (10.6)	110 (30.7)	140 (39.1)	54 (15.1)	3.50	1.017
	Never	Rarely	Sometimes	Frequently	Always	Mean	Std. Dev.
How often do you apply the knowledge and guidance provided by your mentor in your leadership activities?	19 (5.3)	18 (5.0)	82 (22.9)	143 (39.9)	96 (26.8)	3.78	1.063

Source: Field Survey, 2025

The data provides key insights into mentorship experiences and their influence on leadership development, focusing on mentorship support for goal achievement, mentor relationships, career and psychosocial support, satisfaction with mentorship phases, personal development awareness, and the mentor's stage of life and career:

Mentorship Support for Goal Achievement: Respondents largely perceive mentorship as valuable in clarifying aspirations and supporting goal setting, with mean scores ranging from 3.74 to 3.84. Over 65% agree or strongly agree that mentors encourage and guide their ambitions, suggesting that mentorship plays a crucial role in shaping leadership vision and strategic planning.

Mentor Relationships: Satisfaction with mentor relationships is moderate (mean scores: 3.54 to 3.56), indicating generally positive experiences. However, 12-17% of respondents remained neutral, suggesting that deeper mentor-mentee bonds could be cultivated to maximize mentorship effectiveness.

Career and Psychosocial Support: Most respondents report receiving valuable mentorship in navigating professional and personal challenges (mean scores: 3.55 to 3.70). Around 60% agree or strongly agree that their mentor provides emotional and career support, though 12-15% disagreed, indicating that not all mentorship experiences meet expectations. This highlights the varying quality of mentorship and its potential impact on leadership confidence.

Satisfaction with Mentoring Phases: Scores are slightly lower (3.47 to 3.60), suggesting that while mentorship evolves positively, it may not always align with changing leadership needs over time. This underscores the importance of adaptable mentorship that evolves with the mentee's leadership growth.

Personal Development Awareness: Most respondents (over 60%) demonstrate strong self-awareness in their development process (mean scores: 3.56 to 3.70), suggesting that mentorship fosters self-reflection—an essential leadership trait.

Mentor's Stage of Life and Career: Responses are more varied (mean scores: 3.25 to 3.50), indicating that while some mentees recognize the impact of their mentor's career stage on mentorship effectiveness, others may be less aware of these

dynamics. This variability suggests that mentor-mentee alignment in career progression may affect mentorship outcomes.

Application of Mentorship in Leadership: Respondents reported a relatively high mean score of 3.78, with nearly 67% applying their mentor's guidance frequently or always. This emphasizes the practical impact of mentorship on leadership skills, particularly in decision-making, goal-setting, and communication.

The findings suggest that mentorship significantly enhances leadership development by fostering goal-setting, career navigation, and self-awareness. However, variability in mentorship quality and alignment with mentees' evolving needs highlights areas for improvement.

Hypothesis 3

H_0 : Received mentorship does NOT influence leadership skills practiced by young future leaders in Ondo State, Nigeria.

H_1 : Received mentorship influence leadership skills practiced by young future leaders in Ondo State, Nigeria.

Table 9

Chi-Square Test of Independence

			Leadership Skills				Total
			Poor	Average	Good	Very Good	
Received Mentoring	No	Count	0	61	42	12	115
		Expected Count	3.5	32.1	55.6	23.8	115
	Yes	Count	11	39	131	62	243
		Expected Count	7.5	67.9	117.4	50.2	243
Total	Count		11	100	173	74	358
	Expected Count		11.0	100.0	173.0	74.0	358.0

Pearson Chi-Square Value = 56.921, df = 3, p-value = .000

Source: Chi-Square Result

Decision: The results are statistically significant because the p-value (0) is less than the significance level of 0.05. This means that the likelihood of observing the given data under the null hypothesis (H_0) (which assumes no relationship between receiving mentorship and leadership skills) is extremely low. Therefore, the null hypothesis is rejected and conclude that receiving mentorship has a significant impact on the leadership skills practiced by young future leaders in Ondo State. In practical terms, this suggests that mentorship programs play a crucial role in shaping leadership abilities.

Focus Group Discussion Results

Mentorship emerges as a cornerstone in the development of leadership skills among young future leaders in Ondo State. Its influence spans across various dimensions, shaping not only the technical abilities of mentees but also their personal and interpersonal growth. Mentees frequently report how mentors help refine their approaches and strategies, enabling them to address their weaknesses and build on their strengths. One respondent highlighted this influence by stating:

“A mentor from his own experiences had seen the consequences of what my actions can be, hence, feels I shouldn’t make the same mistakes he has made.”

Such guidance empowers mentees to make informed decisions and avoid potential pitfalls. Guidance provided by mentors serves as a critical source of direction, particularly in navigating complex challenges. Another respondent explained:

"My mentor gave me some ways or strategy that I could use. He even guided me and said that, maybe, I should probably report to the authority."

Additionally, the process of learning from mistakes is frequently cited, with mentees reflecting on errors to foster personal and professional growth. One

respondent highlighted how mentorship provided clarity in their leadership journey, stating that the input of his mentor has helped him in ascertaining where he fit in best."

Many mentees engage in learning while teaching, wherein they reinforce their understanding of leadership concepts by sharing knowledge with peers. This cyclical process of knowledge exchange fosters a deeper comprehension of leadership principles and enhances their capacity to lead. Additionally, faith-based mentorship is frequently cited as a transformative experience, with spiritual and moral values playing a central role in shaping mentees' leadership styles.

Many young leaders emulate the behaviours and attitudes of their mentors, adopting practices that align with their leadership aspirations. The emotional support provided by mentors is also critical, as one respondent explained:

"The impact mentorship has had on me most is when I am entirely feeling down, I always have somebody that I can go to, that will provide listening ears and advice that really help to boost my confidence and do whatever I am trying to do."

Formal mentorship programs also contribute significantly to skill development. These structured opportunities provide mentees with theoretical knowledge and practical applications, enabling them to navigate complex challenges effectively. Role modelling further amplifies the impact of mentorship, as mentees often emulate the behaviours, attitudes, and strategies of their mentors.

Overall, mentorship is consistently associated with positive outcomes for young future leaders in Ondo State. Its ability to provide guidance, inspire resilience, and foster personal growth underscores its critical role in shaping effective leadership.

Summary of Findings

Quantitative Findings: Mentorship was found to influence leadership skills significantly. Most respondents reported that mentorship supported their leadership development, with a significant portion benefiting from both formal and informal mentorship programs. Statistical tests showed a positive relationship between mentorship and leadership skills ($p\text{-value} < 0.05$).

Qualitative Findings: Mentorship was consistently described as a source of guidance, emotional support, and career development. Participants felt that mentors' experiences shaped their decision-making and strategic thinking. Mentors provided actionable advice and empowered mentees to take calculated risks and improve leadership skills.

These findings add to the existing body of knowledge by reinforcing the critical role of mentorship in leadership development. The quantitative results confirm that mentorship has a statistically significant impact on leadership skills, highlighting the effectiveness of both formal and informal mentorship programs. For universities and organizations designing leadership programs, these results emphasize the need to incorporate mentorship as a central component. Structured mentorship initiatives can enhance decision-making, strategic thinking, and emotional resilience among young leaders. Institutions should focus on creating mentorship frameworks that provide both practical leadership experiences and emotional support, ensuring mentees gain the confidence and skills needed to excel. Furthermore, the qualitative findings suggest that mentorship extends beyond technical skill-building to include personal and professional empowerment. By offering tailored guidance and encouragement, mentors help mentees navigate leadership challenges, take calculated risks, and refine

their leadership styles. This underscores the importance of training and equipping mentors with the necessary skills to maximize their impact on mentees.

Objective 3

To compute the extent to which demographic and socio-economic characteristics of mentors influence the leadership skills practiced by young future leaders in Ondo State, Nigeria.

Questionnaire Results

Table 10

Characteristics of Mentors

		Frequency (Percent)
What is the age range of your mentor	18-24	57 (15.9)
	25-34	96 (26.8)
	35-44	81 (22.6)
	45-54	69 (19.3)
	55 or older	55 (15.4)
What is the gender of your mentor	Female	97 (27.1)
	Male	261 (72.9)
What is the ethnic background of your mentor	American	1 (0.3)
	Dagestan	1 (0.3)
	Hausa	3 (0.8)
	Idoma	2 (0.6)
	Igala	1 (0.3)
	Igbo	23 (6.4)
	Yoruba	327 (91.3)
What is the educational level of your mentor	Bachelor's degree	96 (26.8)
	Business man	1 (0.3)
	Doctoral degree	98 (27.4)
	Higher National diploma	2 (0.6)
	Master's degree	114 (31.8)
	Professor	4 (1.1)
	Secondary school or below	14 (3.9)
	Some college or associate degree	29 (8.1)
What is the current occupation of your mentor	Dead	1 (0.3)
	Employed (full-time)	192 (53.6)
	Employed (part-time)	18 (5)
	Retiree	1 (0.3)

	Self-employed	103 (28.8)
	Student	35 (9.8)
	Unemployed	8 (2.2)
What is your mentor's socio-economic status	High-income	124 (34.6)
	Low-income	18 (5)
	Middle-income	216 (60.3)
Did your mentor's demographic characteristics (e.g., age, gender, ethnicity) influence the leadership skills you learned from him / her	Yes	246 (68.7)
	No	112 (31.3)

Source: Field Survey, 2025

The age distribution of mentors shows that most of the participants are within the 25-34 (26.8%) and 35-44 (22.6%) age ranges, suggesting that younger professionals and mid-career individuals are actively engaged in mentorship roles. A smaller proportion of mentors fall within the 18-24 (15.9%) and 55 or older (15.4%) categories, indicating that mentorship is less common among the youngest and oldest age groups. Regarding gender, the majority of mentors (72.9%) are male, while only 27.1% are female, highlighting a gender imbalance in mentorship representation. Similarly, ethnicity data reveals that an overwhelming majority of mentors are Yoruba (91.3%), with smaller representations from Igbo (6.4%) and other ethnic groups, suggesting a dominance of mentorship within a specific cultural background. In terms of education, mentors tend to be highly educated, with 31.8% holding a master's degree and 27.4% possessing a doctoral degree. Additionally, 26.8% have a bachelor's degree, and only a small percentage (3.9%) have secondary education or below. This suggests that mentors are generally well-qualified, potentially enhancing the quality of guidance they provide. Occupational data indicates that most mentors are employed full-time (53.6%) or self-employed (28.8%), while smaller percentages are part-time

workers (5%), students (9.8%), or unemployed (2.2%). This suggests that mentorship is primarily provided by professionals actively engaged in the workforce.

Additionally, the socio-economic status of mentors is predominantly middle-income (60.3%), with a significant proportion classified as high-income (34.6%), while only 5% fall within the low-income category.

Finally, the data reveals that the demographic characteristics of mentors influenced leadership skill development for a majority of respondents (68.7%), while 31.3% felt that these factors did not have an impact. This suggests that aspects such as age, gender, ethnicity, education, and socio-economic status play a role in shaping leadership lessons learned from mentors.

Table 11

Leadership Skills Assessment

		Frequency (%)	Mean	Std. dev.
How would you rate the leadership skills you acquired from your mentor	Poor	3 (0.8)	4.18	0.770
	Average	70 (19.6)		
	Good	143 (39.9)		
	Very Good	142 (39.7)		

Source: Field Survey, 2025

The leadership skills acquired from mentors were rated positively by the majority of respondents. A combined 79.6% of mentees rated their acquired leadership skills as either "Good" (39.9%) or "Very Good" (39.7%), suggesting that mentorship has been largely effective in fostering leadership development. Meanwhile, 19.6% rated their skills as "Average", indicating room for further improvement in the mentorship experience. Only a small fraction (0.8%) perceived their acquired leadership skills as "Poor", highlighting that negative mentorship experiences were minimal.

With a mean score of 4.18 and a standard deviation of 0.770, the overall rating suggests a strong positive perception of leadership skill development through mentorship, with relatively low variation in responses. This indicates consistency in mentees' experiences, reinforcing the effectiveness of mentorship in shaping leadership abilities

Hypothesis 4

H_0 : Demographic and Socio-economic characteristics of mentors have no influence on the leadership skills practiced by young future leaders in Ondo State, Nigeria.

H_1 : Demographic and Socio-economic characteristics of mentors have influence on the leadership skills practiced by young future leaders in Ondo State, Nigeria.

Table 12

Two-way ANOVA on influence of mentor's characteristics on leadership skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	147.386	149	0.989	3.192	.000
Intercept	158.671	1	158.671	512.105	.000
Mentor's Age	0.886	4	0.222	0.715	0.582
Mentor's Gender	0.005	1	0.005	0.016	0.900
Mentor's Ethnic Background	9.286	5	1.857	5.994	.000
Mentor's Educational Level	5.230	7	0.747	2.411	0.022
Mentor's Occupation	1.078	5	0.216	0.696	0.627
Mentor's Socio-economic Status	8.545	2	4.273	13.79	.000
Mentor's Age * Mentor's Gender *	104.027	124	0.839	2.708	.000
Mentor's Ethnic Background *					
Mentor's Educational Level *					
Mentor's Occupation * Mentor's Socio-economic Status					
Error	64.447	208	0.310		
Total	6480.000	358			
Corrected Total	211.832	357			

Source: Analysis of Variance Result

Decision: Since the p-value (0) of mentor's ethnic background, mentor's educational level, mentor's socio-economic status and the interaction between all the characteristics are less than 0.05, the null hypothesis (H_0) was rejected and it was concluded that mentor's ethnic background, mentor's educational level and mentor's socio-economic status each independently have influence on the leadership skills practiced by the future leaders and all demographic and socio-economic characteristics of mentors unanimously influence leadership skills practiced by young future leaders. This highlights the importance of mentorship programs that consider the ethnic, educational, and socio-economic backgrounds of mentors, as these factors collectively shape the leadership skills of young future leaders.

Focus Group Discussion Results

The demographic and socio-economic characteristics of mentors play a pivotal role in shaping the leadership skills of young future leaders. These characteristics often determine the type of guidance, resources, and opportunities mentees receive, thereby influencing their leadership trajectories. Mentors' socio-economic status frequently correlates with access to training programs, professional networks, and leadership opportunities for their mentees. Many young leaders recount instances where their mentors' influence provided them with platforms to enhance their skills. One respondent shared:

"As a result of the influence of my mentor, I got the place I wanted for my industrial training and I ended up working at a pharmaceutical company".

Mentorship deeply rooted in the cultural and spiritual contexts of mentors, also has a profound impact on mentees. Mentees often cite how these interactions shape their ethical and moral values, which subsequently influence their leadership styles. As one mentee explained:

"The most important has to be our relationship with God. Because he can mould your life and your lifestyle and thereby making you a better leader."

Mentees often describe their mentors as supportive figures who provide guidance not only on professional matters but also on personal and social development. This multifaceted support enhances their ability to lead with confidence and empathy. A respondent highlighted:

"He gave me a lot of advice, gave me books, and referred me to different spiritual books I can read. He also keeps calling time after time to check on my improvement and thoughts."

Mentors' guidance also emphasizes the importance of recognizing and seizing opportunities that comes from social interactions, as another respondent noted:

"My mentor made me realized that I should open my eyes to opportunities and grab them when it comes."

Summary of Findings

Quantitative findings: Mentor characteristics, such as age, education, and socio-economic status, significantly influenced leadership skills development (p-value < 0.05). For instance, mentors with higher education levels and middle or high socio-economic status were associated with more effective leadership training.

Qualitative findings: Mentors' socio-economic status and educational background allowed them to offer valuable resources and networks, which in turn enriched mentees' learning experiences. Many respondents noted that mentors' life experiences shaped their leadership perspectives, particularly in guiding mentees through career challenges.

These findings contribute to the growing body of research on mentorship by demonstrating that mentor characteristics, such as age, education, and socio-economic

status, play a crucial role in shaping leadership skills development. The quantitative results indicate a statistically significant relationship, suggesting that mentors with higher education levels and stronger socio-economic backgrounds provide more effective leadership training. For universities and organizations designing leadership programs, these results suggest that selecting and training mentors should involve careful consideration of their educational and socio-economic backgrounds. Mentors with higher levels of education and more established networks can offer greater guidance, access to opportunities, and strategic insights that enhance leadership development. The qualitative findings further highlight that mentorship extends beyond instruction, as mentors' lived experiences and professional networks play a vital role in shaping mentees' leadership growth. By sharing personal and career experiences, mentors provide mentees with practical strategies to navigate challenges, build resilience, and develop a broader leadership perspective. These insights reinforce the need for structured mentorship programs that not only connect mentees with knowledgeable mentors but also ensure that mentors are equipped to provide meaningful guidance. Organizations and educational institutions should consider mentor selection criteria and training to maximize the impact of mentorship on leadership development.

Research Question 4

To compute the extent to which demographic and socio-economic characteristics of the mentees influence the leadership skills practiced by young future leaders in Ondo State, Nigeria.

a. Questionnaire Results

Table 13*Characteristics of Mentees*

		Frequency (Percent)
What is your age range	20-25	198 (55.3)
	26-30	33 (9.2)
	31-35	8 (2.2)
	35 or older	17 (4.7)
	Below 20	102 (28.5)
What is your gender	Female	164 (45.8)
	Male	194 (54.2)
What is your ethnic background	Benin	1 (0.3)
	Edo	2 (0.6)
	Ghanian	1 (0.3)
	Hausa	3 (0.8)
	Ibibio	1 (0.3)
	Idoma	4 (1.1)
	Igala	2 (0.6)
	Igbo	33 (9.2)
	Yoruba	311 (86.9)
What is your educational level	Bachelor's degree	220 (61.5)
	Doctorate degree	4 (1.1)
	Master's degree	24 (6.7)
	Secondary school or below	22 (6.1)
	Some college degree	88 (24.6)
What is your socio-economic status	High-income	15 (4.2)
	Low-income	186 (52)
	Middle-income	157 (43.9)

Source: Field Survey, 2025

The demographic profile of the respondents provides valuable insight into the characteristics of the mentees in the study. The majority of respondents (55.3%) fall within the 20-25 age range, with an additional 28.5% being below 20, indicating that a significant proportion of mentees are young adults or late adolescents. A smaller percentage are aged 26-30 (9.2%), 31-35 (2.2%), and 35 or older (4.7%). The respondents gender distribution is relatively balanced, with 54.2% being male and 45.8% female. Ethnically, the vast majority (86.9%) identify as Yoruba, followed by

Igbo (9.2%) and smaller representations from other ethnic groups such as Idoma, Hausa, and Edo. The largest group of respondents hold a Bachelor's degree (61.5%), while 24.6% have some college education, indicating that most participants are either in higher education or recent graduates. A smaller proportion have attained a Master's degree (6.7%) or a Doctorate (1.1%), while 6.1% completed secondary school or below. Socio-economically, a majority of respondents (52%) identify as low-income, while 43.9% classify themselves as middle-income. Only a small percentage (4.2%) belong to the high-income category.

Table 14

Overall Leadership Skills Assessment

		Frequency (%)	Mean	Std. dev
How would you rate your overall leadership skills	Very Poor	5 (1.4)	3.74	0.855
	Poor	14 (3.9)		
	Average	117 (32.7)		
	Good	155 (43.3)		
	Very Good	67 (18.7)		

Source: Field Survey, 2025

The self-assessment of leadership skills among respondents indicates a generally positive perception of their abilities. A majority of respondents (43.3%) rated their leadership skills as "Good", while 18.7% considered them "Very Good". A significant proportion (32.7%) rated themselves as "Average", suggesting room for growth and development in leadership competencies. Only a small percentage assessed their skills as "Poor" (3.9%) or "Very Poor" (1.4%). The mean leadership rating of 3.74 with a standard deviation of 0.855 reflects a moderately high level of confidence in leadership abilities, though with some variability among respondents. Consequently, from the above results, research question 4 is realised.

Hypothesis 5

H_0 : Demographic and Socio-economic characteristics of mentee have no influence on the leadership skills practiced by young future leaders in Ondo State, Nigeria.

H_1 : Demographic and Socio-economic characteristics of mentee have influence on the leadership skills practiced by young future leaders in Ondo State, Nigeria.

Table 15

Two-way ANOVA on influence of mentee's characteristics on leadership skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	106.516	74	1.439	2.640	.000
Intercept	257.040	1	257.040	471.357	.000
Age	10.961	4	2.740	5.025	0.001
Gender	0.419	1	0.419	0.768	0.382
Ethnic Background	5.540	8	0.693	1.270	0.259
Educational Level	7.460	4	1.865	3.420	0.009
Socio-economic Status	7.828	2	3.914	7.177	0.001
Age * Gender * Ethnic Background * Educational Level * Socio-economic Status	50.986	55	0.927	1.700	0.003
Error	154.325	283	0.545		
Total	5269.000	358			
Corrected Total	260.841	357			

Source: Analysis of Variance Result

Decision: Since the p-value (0.003) of mentee's age, educational level, socio-economic status and the interaction between all the characteristics are less than 0.05. Therefore, the null hypothesis (H_0) is rejected and it is concluded that mentee's age, educational level and socio-economic status each independently have influence on the leadership skills practiced by the future leaders and all demographic and socio-economic characteristics of mentee unanimously influence leadership skills practiced by the future leaders. Practically, this means that mentee-specific factors, including

age, educational level, and socio-economic status, play a significant role in shaping the leadership skills they develop. Furthermore, the significant interaction effect suggests that the combination of these characteristics collectively influences leadership development. These findings emphasize the need for tailored leadership programs that account for demographic and socio-economic diversity among mentees to enhance their leadership potential effectively.

Focus Group Discussion Results

The demographic and socio-economic characteristics of mentees significantly shape their leadership development, influencing the way they acquire, practice, and refine essential skills. These characteristics provide the context within which respondents navigate challenges, access opportunities, and define their personal leadership styles.

Self-awareness, self-control, and perseverance frequently emerge as attributes linked to the socio-economic backgrounds of mentees. Respondents from less privileged environments often demonstrate remarkable resilience, drawing on their lived experiences to overcome obstacles and adapt to challenging circumstances. These leaders frequently develop a strong sense of purpose and an unwavering commitment to self-improvement and also the importance of reflecting on past experiences to grow. A respondents said:

“I learnt is sometimes it’s good for you to open up. If I was able to open up to an elderly person, it would have been a different case”.

Mentees from more affluent backgrounds often report participation in specialized training programs and workshops, which equip them with advanced leadership skills and enhance their confidence. Conversely, those from less privileged socio-economic settings frequently rely on creativity, resourcefulness, and mentorship

to bridge gaps in access. Despite these disparities, both groups highlight positive outcomes, with mentees consistently reporting growth in their confidence, decision-making abilities, and capacity for collaboration.

Career development also plays a pivotal role, with mentees leveraging their socio-economic contexts to explore leadership opportunities. These findings underscore the interplay between individual characteristics and broader socio-economic factors in shaping leadership practices. They also highlight the importance of creating equitable access to resources and mentorship opportunities to foster leadership development across diverse socio-economic backgrounds.

Summary of Findings

Quantitative Findings: Mentee characteristics such as age, education, and socio-economic status also significantly influenced leadership development. Younger mentees or those from lower socio-economic backgrounds often exhibited strong resilience and creativity in leadership roles, while those with higher socio-economic status had more access to structured leadership training and opportunities.

Qualitative Findings: Mentees from low-income backgrounds demonstrated exceptional perseverance and resourcefulness in overcoming challenges, while those from middle- or high-income backgrounds were more likely to participate in formal leadership training programs. These socio-economic factors impacted their leadership journey and skill development.

These findings contribute to the existing body of knowledge by highlighting the role of mentee characteristics—such as age, education, and socio-economic status—in leadership development. The quantitative results confirm that these factors significantly influence leadership growth, with younger mentees and those from lower socio-economic backgrounds demonstrating resilience and creativity, while those

from higher socio-economic backgrounds benefited from greater access to formal leadership training. For universities and organizations designing leadership programs, these results suggest the need for tailored leadership development approaches. Institutions should recognize that mentees from low-income backgrounds may require additional structural support, such as scholarships, mentorship, and networking opportunities, to bridge gaps in access to formal training. At the same time, leadership programs should leverage the creativity and resilience of these mentees by providing experiential learning opportunities that allow them to apply their problem-solving skills in real-world scenarios.

The qualitative findings further emphasize that socio-economic background shapes leadership development pathways. While mentees from low-income backgrounds often cultivate perseverance and adaptability through personal challenges, those from higher-income backgrounds benefit from structured training programs. This highlights the need for inclusive leadership initiatives that provide equal access to mentorship, leadership workshops, and career development resources for all mentees, regardless of their socio-economic status. These insights reinforce the importance of designing leadership programs that account for socio-economic diversity, ensuring that all young leaders—regardless of their background—have the tools and opportunities to thrive in leadership roles.

Objective 5

To determine the extent to which duration and mentorship style employed by the mentors influenced the leadership skills practiced by young future leaders in Ondo State, Nigeria.

Questionnaire Results

Table 16*Mentorship Duration and Style*

		Frequency (Percent)
How often do/did you meet with your mentor	As needed	187 (52.2)
	Bi-weekly	36 (10.1)
	Daily	1 (0.3)
	Monthly	45 (12.6)
	Quarterly	30 (8.4)
	Rarely	6 (1.7)
	Vacation period	1 (0.3)
	Weekly	48 (13.4)
	Yearly	4 (1.1)
What is/was the typical duration of your mentorship meetings	1-2 hours	103 (28.8)
	30-60 minutes	126 (35.2)
	Less than 30 minutes	67 (18.7)
	More than 2 hours	62 (17.3)
How long has your mentorship relationship lasted	1-2 years	63 (17.6)
	3-6 months	51 (14.2)
	6-12 months	58 (16.2)
	Less than 3 months	49 (13.7)
When describing your mentorship process, which of the following best characterizes its approach	More than 2 years	137 (38.3)
	Mentorship that primarily focuses on helping mentees accomplish specific tasks and develop particular skills.	75 (20.9)
	Mentorship aims to support the overall personal and professional development of mentees, addressing a wide range of areas such as career goals, work-life balance, and soft skills in addition to job-specific tasks.	210 (58.7)
	The mentorship process combines both task-specific guidance and holistic development, providing support for immediate job responsibilities while also focusing on broader personal and professional growth.	59 (16.5)
	The mentorship process does not distinctly focus on either task-specific or holistic development.	14 (3.9)

Source: Field Survey, 2025

The mentorship experience among respondents varies in terms of frequency, duration, and approach. More than half (52.2%) meet with their mentor on an as-needed basis, while others have structured meetings weekly (13.4%), monthly (12.6%), or bi-weekly (10.1%). The typical meeting duration is between 30-60 minutes for 35.2% of respondents, followed by 1-2 hours (28.8%), with fewer meetings lasting more than two hours (17.3%) or less than 30 minutes (18.7%). Mentorship relationships tend to be long-term, with 38.3% lasting more than two years, while others last between 1-2 years (17.6%), 6-12 months (16.2%), 3-6 months (14.2%), or less than 3 months (13.7%). Regarding the mentorship approach, the majority (58.7%) receive holistic mentorship that supports overall personal and professional development, while 20.9% focus on task-specific guidance. A combined approach, integrating both skill-building and holistic growth, is experienced by 16.5%, whereas only 3.9% reported a lack of clear focus in their mentorship.

Table 17*Influence of Duration and Mentorship Style*

	Never (%)	Infrequently (%)	Occasionally (%)	Frequently (%)	Always (%)	Mean	Std. Dev
How often does your mentor provide you with specific advice or guidance on tasks or projects	3 (0.8)	7 (2.0)	91 (25.4)	162 (45.3)	95 (26.5)	3.95	0.820
How often does your mentor advocate for you or promote your work to others	7 (2.0)	21 (5.9)	85 (23.7)	147 (41.1)	98 (27.4)	3.86	0.951
How often does your mentor give you constructive feedback	9 (2.5)	12 (3.4)	91 (25.4)	144 (40.2)	102 (28.5)	3.89	0.943
How often does your mentor demonstrate behaviours and attitudes you wish to emulate	8 (2.2)	16 (4.5)	94 (26.3)	122 (34.1)	118 (33)	3.91	0.983
How often does your mentor involve you in high-visibility projects or tasks	13 (3.6)	12 (3.4)	114 (31.8)	121 (33.8)	98 (27.4)	3.78	1.004
How often has your mentor's behaviour influenced your professional conduct and decision-making	8 (2.2)	18 (5.0)	83 (23.2)	145 (40.5)	104 (29.1)	3.89	0.957
	Not at all	To a small extent	To a moderate extent	To a great extent	To an exceptional extent	Mean	Std. Dev
To what extent does your mentor help you develop new skills or improve existing ones	6 (1.7)	9 (2.5)	88 (24.6)	173 (48.3)	82 (22.9)	3.88	0.845
To what extent do you look up to your mentor as a role model	6 (1.7)	10 (2.8)	79 (22.1)	179 (50)	84 (23.5)	3.91	0.843
To what extent does your mentor provide opportunities for you to grow your network or advance your career	6 (1.7)	24 (6.7)	82 (22.9)	156 (43.6)	90 (25.1)	3.84	0.936

Source: Field Survey, 2025

The survey results provide valuable insights into the role of mentoring in shaping leadership skills and professional development:

Guidance and Advocacy: A majority of respondents (71.8%) frequently or always receive task-specific advice from mentors (Mean = 3.95, SD = 0.820), suggesting that structured guidance is a key feature of their mentoring experiences. Similarly, 68.5% report that mentors advocate for them or promote their work, indicating strong support networks that help mentees gain visibility (Mean = 3.86, SD = 0.951).

Feedback and Role Modelling: Constructive feedback is a common aspect of mentorship, with 68.7% receiving it regularly (Mean = 3.89, SD = 0.943), reinforcing the role of mentors in professional refinement. Additionally, 67.1% of respondents view their mentors as role models, highlighting the importance of demonstrated leadership behaviours (Mean = 3.91, SD = 0.983).

Skill Development and Career Growth: A significant portion (71.2%) of respondents report that their mentors help them develop new skills (Mean = 3.88, SD = 0.845), underscoring mentorship's role in leadership capacity-building. Likewise, 68.7% indicate that their mentors provide networking or career advancement opportunities.

Visibility and Professional Impact: Engagement in high-profile projects is facilitated by mentors for 61.2% of respondents, though the variability in responses (Mean = 3.78, SD = 1.004) suggests that access to such opportunities differs among individuals. Overall, 73.5% see their mentor as a role model, and 69.6% note that mentoring influences their professional decision-making (Mean = 3.89, SD = 0.957), reinforcing the positive impact on leadership readiness.

The findings suggest that mentoring fosters strong leadership skills, professional growth, and career progression. High mentor involvement in guidance, advocacy, and feedback contributes to leadership confidence, while exposure to high-visibility projects and networking opportunities aids career advancement. However, variability in responses suggests that not all mentees have equal access to mentorship benefits, highlighting potential areas for improvement in mentorship structures.

Hypothesis 6

H_0 : Duration and mentorship style employed by the mentors do not influence the leadership skills practiced by young future leaders in Ondo State, Nigeria.

H_1 : Duration and mentorship style employed by the mentors influence the leadership skills practiced by young future leaders in Ondo State, Nigeria.

Table 18

Two-way ANOVA on influence of mentorship duration and style on leadership skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	141.640	146	0.970	1.717	.000
Intercept	753.867	1	753.867	1334.437	.000
Frequency of Meetings	10.541	8	1.318	2.332	0.020
Duration of Meetings	6.863	3	2.288	4.049	0.008
Duration of Mentorship	2.609	4	0.652	1.155	0.332
Mentorship Process	0.522	3	0.174	0.308	0.819
Frequency of Meetings * Duration of Meetings * Duration of Mentorship * Mentorship Process	125.578	128	0.981	1.737	.000
Error	119.201	211	0.565		
Total	5269.000	358			
Corrected Total	260.841	357			

Source: Analysis of Variance Result

Decision: Since the p-value (0) of frequency of meetings, duration of meetings and the interaction between all factors are less than 0.05, the null hypothesis (H_0) is therefore rejected and it is concluded that frequency of meetings and duration of meetings each independently have influence on the leadership skills practiced by the young future leaders and all the factors unanimously influence leadership skills practiced by the young future leaders. Practically, this means that both the frequency and duration of mentorship meetings play a crucial role in shaping the leadership skills of young future leaders. Additionally, the significant interaction effect suggests that all the factors collectively influence leadership development, emphasizing the importance of structured and consistent mentorship sessions to enhance leadership growth effectively.

Focus Group Discussion Results

The duration and style of mentorship have a profound impact on the development of leadership skills among young future leaders in Ondo State. Both elements contribute to the depth and quality of the mentorship experience, shaping the mentees' personal and professional growth.

Long-term mentorship relationships are particularly impactful, providing mentees with consistent support and guidance over an extended period. These relationships often foster a sense of trust and mutual respect, enabling mentees to openly discuss challenges and seek advice. The sustained feedback and encouragement from mentors allow mentees to refine their leadership styles and build confidence. One respondent reflected on this positive influence, sharing:

“After series of interaction, at the end of the day, it’s actually a positive output because I was able to scale through that particular period in my life”.

The style of mentorship employed also plays a critical role in shaping leadership outcomes. Faith-based mentorship, rooted in spiritual and moral guidance, is frequently cited as a transformative experience. Such mentorship not only influences the ethical dimensions of leadership but also instils values of discipline and accountability. As one respondent noted:

“Major components of what we are being taught is discipline. In terms of discipline, we have to be honest. When I say yes, it means yes. When I say no, it means no.”

Formal training programs is another significant mentorship style highlighted, providing structured opportunities for mentees to develop theoretical knowledge and practical skills. These programs include workshops, seminars, and hands-on activities that enhance mentees’ abilities to navigate complex leadership scenarios. Role modelling is a particularly effective mentorship style, with mentees often emulating the behaviours, strategies, and decision-making processes of their mentors.

Additionally, mentorship styles that encourage active participation, such as peer mentorship or group-based guidance, were noted to be influential. These approaches foster collaboration and shared learning, allowing mentees to benefit from diverse perspectives. One respondent emphasized the value of such group dynamics, stating:

“We pray for each other, share issues we can with each other, and get advice.”

Overall, the interplay between mentorship duration and style underscores the importance of tailoring mentorship experiences to meet the unique needs of mentees. These factors not only influence the acquisition of leadership skills but also shape the

mentees' overall leadership trajectories, preparing them for future roles in diverse settings.

Summary of Findings

Quantitative Findings: The duration of mentorship (with longer relationships being more impactful) and the mentorship style (primarily holistic and supportive) significantly influenced leadership skills ($p\text{-value} < 0.05$). Most mentees reported that long-term, holistic mentorship approaches—integrating both personal and professional development—were most effective.

Qualitative Findings: Mentees who engaged in long-term mentorship relationships felt more supported and guided through their leadership journey. Mentorship styles focusing on emotional support, career guidance, and skill development were highlighted as particularly effective. Peer mentorship and situational mentorship also emerged as valuable for addressing specific challenges.

These findings contribute to the existing research on mentorship by emphasizing the importance of mentorship duration and style in leadership development. The quantitative results confirm that longer mentorship relationships and holistic, supportive mentorship approaches significantly enhance leadership skills. For universities and organizations designing leadership programs, these results highlight the value of long-term, structured mentorship initiatives. Programs should prioritize sustained mentor-mentee relationships rather than short-term interventions, ensuring that mentees receive consistent guidance throughout their leadership development journey. Additionally, mentorship should go beyond technical skill-building to include emotional support, career guidance, and strategic leadership development, fostering well-rounded future leaders. The qualitative findings further reinforce that mentorship effectiveness is not solely about duration but also about the

style of engagement. Holistic mentorship—incorporating emotional intelligence, career planning, and leadership training—was identified as particularly beneficial. Additionally, peer mentorship and situational mentorship were recognized as valuable in addressing specific leadership challenges, suggesting that mentorship programs should integrate multiple forms of mentorship to meet diverse mentee needs.

Table 19

Efficient and Effective Leadership at National and State Levels

		Frequency (Percent)	Mean	Std. Dev.
Rate the overall leadership effectiveness in achieving planned socio-economic development in Nigeria.	Very ineffective	13 (3.6)	3.33	0.776
	Somewhat ineffective	29 (8.1)		
	Neutral	143 (39.9)		
	Somewhat effective	86 (24.0)		
	Very effective	87 (24.3)		
Rate the level of collaboration and coordination between the private and public sectors in Nigeria to achieve socio-economic development goals.	Negligible collaboration and coordination	20 (5.6)	2.80	0.854
	Limited collaboration and coordination	114 (31.8)		
	Moderate collaboration and coordination	143 (39.9)		
	Strong collaboration and coordination	81 (22.6)		
To what extent do you think ethical leadership is important in driving socio-economic development in Nigeria	Very unimportant	7 (2.0)	4.06	1.008
	Somewhat unimportant	10 (2.8)		
	Neutral	100 (27.9)		
	Somewhat important	80 (22.3)		
	Very important	161 (45.0)		
Rate your satisfaction with the current level of leadership development programs and initiatives in Nigeria	Highly dissatisfied	84 (23.5)	2.86	1.344
	Moderately dissatisfied	44 (12.3)		
	Neutral	123 (34.4)		
	Moderately satisfied	52 (14.5)		
	Highly satisfied	55 (15.4)		

Source: Field Survey, 2025

The survey results reveal varying perceptions regarding leadership effectiveness and socio-economic development in Nigeria. When asked to rate overall leadership effectiveness in achieving planned socio-economic development, a significant portion of respondents (39.9%) expressed a neutral stance. However, a combined total of 48.3% rated the leadership as somewhat effective or very effective, suggesting that while many individuals remain uncertain, there is notable optimism among those who believe in the positive impact of leadership. The average rating for leadership effectiveness was 3.33, with a standard deviation of 0.776, indicating moderate agreement among respondents. In terms of collaboration and coordination between the private and public sectors, the results indicate a range of opinions. A majority (39.9%) perceived the collaboration as moderate, while 31.8% noted limited collaboration. Only 5.6% felt there was negligible collaboration, and 22.6% identified strong collaboration. This highlights a recognition of some level of cooperation, but also points to the need for improvement in partnerships to achieve socio-economic development goals. The importance of ethical leadership in driving socio-economic development was highly recognized, with 45% of respondents deeming it very important. This underscores a strong belief in the role of ethics in leadership as a crucial element for development. In contrast, only a small fraction (2%) considered ethical leadership very unimportant, indicating a consensus on its significance. The average rating for the importance of ethical leadership was 4.06, with a standard deviation of 1.008, reflecting a strong agreement on its critical role.

Lastly, when assessing satisfaction with current leadership development programs and initiatives, the results were mixed. While 34.4% remained neutral, a substantial 23.5% reported being highly dissatisfied. Conversely, only 15.4% expressed being highly satisfied. The average rating for satisfaction was 2.86, with a

standard deviation of 1.344, suggesting that there is considerable room for improvement in leadership development initiatives to better meet the needs of the population. Overall, while there are positive indicators of leadership effectiveness and ethical considerations in Nigeria, the responses reflect a clear call for enhanced collaboration and development programs to foster socio-economic growth.

From the various findings above, that communication is a vital leadership skill is in line with Crisp & Cruz (2009) who affirmed that communication in form of active and emphatic listening are key to mentorship. Another aspect is role modelling. This study corroborates the findings of Kram (1983) who posited that role modelling is a psychosocial function in the mentoring relationship. The findings also align with the position of Maxwell (2002) who reported that when it comes to leadership, there are more people with potentials waiting to be developed than natural leaders. This is another reason why mentorship must be given its rightful place in Ondo state and beyond. Similarly, all other findings are in line with the literature review.

Discussion Based on Research Questions

The responses from the participants revealed that the frequency at which young future leaders can present clear articulation of ideas and thoughts to fellow peers, capacity to engage in active and empathetic listening, level of confidence in making decisions under pressure, willingness to take calculated risk, ability to effectively identify and analyse problems, establishing long – term goals, proficiency in understanding and managing emotions in stressful situations and the effectiveness in motivating others around to perform to the optimum are various leadership skills practised by young future leaders in Ondo State, Nigeria.

From the empirical analysis of the respondents, it was revealed that these various skills in communication, decision making, problem solving, goal getting and

emotional management are leadership skills required to perform. This implies that the more these young future leaders acquire these skills, the more effective such leadership becomes.

This finding is in agreement with that of Wingenback and Kaler (1997) who posited that young future leaders can develop leadership skills through participating in various leadership activities while in school or community. This has been corroborated by Murphy and Johnson (2011) who opined that young future leaders do better in leadership capacities when the confidence to lead is increased. Murphy and Johnson continued by saying that the various opportunities available to acquire these skills in early life would be the foundation through which the development of effective future leadership would be built.

The study also established the fact that the various types of mentorships received especially informal and situational significantly influence the leadership skills acquired by young future leaders. The responses were supported by the results of the empirical analysis which showed more young future leaders benefitted from informal and situational mentoring experience rather than structured programmes,

This finding is in line with that of Scandura (1968) who posited that informal mentorship usually produce better results than the formal type of mentorship. This finding is also confirmed by Fagenson – Eland, Marks & Amendola, (1997) that formal mentorship produces less communication and support than the informal mentorship.

In addition, the respondents also indicated that relationships have contributed positively to their personal development, professional development and general growth. The results of the empirical analysis confirmed this. In the area of personal development, the majority of the respondents revealed that the impact of relationship

has been very high in personal development. Similarly, for professional development, the majority of the responses also revealed that relationship has contributed meaningfully to it. Peer mentorship was also believed to have contributed significantly to both personal and professional development.

Despite the lack of empirical studies in this area, Mellor, Barclay & Kath (2006), discovered that there exists a relationship between the efficacy of young future leaders to serve and the encouragement given to them by various mentors. The relationship is such that the young future leaders are more effective when encouraged by their mentors.

Also revealed in this study is that mentorship contributes significantly toward the realization of dream through the support given by the mentors to allow the mentees in his or her aspirations to achieving set goals, to clarify and make realistic plans for the future and work toward accomplishing them. Other characteristics of this adult development are having a meaningful supportive relationship with mentors, having a strong and positive working relationship, to be comfortable in discussing personal and professional goals with mentors. In psychosocial and career support, young future leaders do benefit valuable advise on how to navigate career and personal life, receive emotional support to help in managing challenges from mentors, mentors offer insights that enhance the career and skills development. Still included are the progress being made in the mentoring relationship, changing needs over time are met by each mentoring stage and the mentoring relationship evolves in a way that supports the growth of the mentee. In personal development awareness, mentees are aware of the needed personal development and how it impacts the relationship, how the mentee's developmental stage influences his or her interactions with mentor and the understanding that comes from the developmental stage.

These responses were substantiated by the report of the empirical analysis which revealed that in the domain of mentorship support for dream realization, the respondents generally agreed that various mentors help to clarify aspirations and also support goal achievement. Due to the fact that a significant percentage of the respondents agreed or strongly agreed to the fact that leadership skills are enhanced through mentor encouragement, goal setting, and guidance, here is an indicator that mentorship plays a significant role in shaping future leadership skill development.

Concerning psychosocial and career support, the empirical analysis confirmed that most respondents do benefit from mentorship in navigating career and personal challenges. However, a small proportion of the respondents believed that not all mentorship experiences do achieve its expectations.

For personal development and awareness, the responses confirmed a strong self – awareness of the various developmental stages and the impact on mentorship. Again, while looking at the mentor’s stage of life and career, some of the respondents accept that the mentor’s life and career influence the mentorship process and others are not affected by these factors.

Assessing the application of mentorship experience in leadership activities, majority of the respondents confirmed the practical influence of mentorship in leadership skills development.

Findings also revealed that demographic and social – economic characteristics of the mentors like age, gender, ethnic background and educational level do influence the leadership skills practised by young future leaders.

In age distribution of mentors, empirical analysis revealed that younger professionals and mid – career individuals are more actively involved in mentorship than other age categories. Just a little proportion of other age categories are actively

involved in mentorship indicating that mentorship is not common among other age categories.

Concerning gender, a high majority of the mentors are male, while only very few are females. This portrays a gender imbalance in mentorship unlike the mentees that shows a relatively gender balance. In the same manner, ethnicity reveals that an overwhelming majority of mentors are Yoruba, while a very small proportion of mentors belong to other tribes like Igbo, Hausa, Edo and Idoma.

In the area of educational qualification, the responses confirmed that mentors are well educated. The largest proportion being master's degree holders, the next are doctorate degree and closely followed by bachelor degree. Here is a testimony that mentors are well qualified thereby promoting the quality of guidance given to young future leaders.

Empirical evidence for occupational status revealed that majority of the mentors are full- time employees, followed by the self – employed while a small percentage are part – time workers and the remaining few being unemployed or students. This is another evidence that mentorship is majorly provided by professionals who are actively engaged in the workforce.

Finally, the data from social – economic status confirmed that mentors are predominantly middle – income earners with another significant portion being high – income earners while the remaining few belong to the low – income category.

These findings are supported by Brandt & Laiho (2013) who concluded that leadership performance is influenced by gender. In the same vein, Snaebjornsson & Edvardsson (2013) supported the above submission that gender and nationality or tribe do influence the relationship between the leaders and the workers.

Furthermore, the study found out that the predictor variables like duration and mentorship style employed by the mentors do influence the leadership skills practised by young future leaders.

The empirical analysis of the respondents showed that in terms of frequency, a little bit more than half meet with their mentors on an as – needed basis while others have a regular meeting weekly, monthly or bi – weekly. For the meeting duration, the largest proportion runs between 30 – 60 minutes closely followed by meetings that run for 1 – 2 hours with the remaining few running for more than two hours or less than 30 minutes. Mentorship relationships seem to be long -term with the highest proportion lasting more than two years, closely followed by 1 – 2 years, 6 – 12 months, 3 – 6 months and finally less than 3 months.

For mentorship approach, the majority of the respondents received holistic mentorship that promotes the overall personal and professional development of the young future leaders, while the next proportion focused on task – specific guidance and the remaining few settled for a combined approach of skill- building and holistic growth with just a minute proportion reporting a lack of clear focus in the mentorship relationship.

The results revealed that mentorship is positively impacting on the professional development and career advancement of the respondents. The empirical data indicated that the frequency at which mentors do provide specific advice or guidance for tasks and other projects is significantly high. Similarly, another common occurrence is the way mentors are soliciting for mentees and promoting their work to others. The respondents also seem to receive constructive feedback from these mentors regularly.

Furthermore, a greater proportion of the respondents noted that the behaviour and attitudes of the mentors are pleasing and worthy of emulation. Also on the high side, is the frequency of mentors exposing mentees to high – visibility projects even though the perception of this varies among the respondents. Mentors are as well having a positive influence on the professional development of the mentees thereby improving decision making.

In addition, it was indicated by the study that young future leaders are developing new skills even as existing ones are being improved upon through mentoring relationships. It was also noted that a good proportion of the respondents look up to the mentors as role model closely followed by mentors who are intentionally providing opportunities for young future leaders to develop good network to in advancement of career.

Part of these findings are in line with that of Angeloque et al., (2002) who posited that the informal method styles are generally more popular in academic environment just like these various universities.

From the above interpretation of results showing that mentorship significantly impacts leadership skills, this should be a wake-up call to universities and other organizations seeking to develop leadership program to be determined to put in place the needed mentorship framework and educational curricula for the smooth running of the program.

These results will to a large extent positively impact the future training for young leaders by helping policy makers to know exactly what to do so as to have effective and efficient leaders capable of moving the state and the nation forward.

New Improved Framework

This study proposes a Mentorship-Driven Leadership Development Framework (MLDF) that integrates key factors influencing leadership skills among young future leaders in Ondo State. The framework consists of three core dimensions:

1. Mentorship Factors which include:
 - i. Mentor Characteristics: Ethnic background, educational level, and socio-economic status influence mentees' leadership skills.
 - ii. Mentee Characteristics: Age, educational level, and socio-economic status affect their ability to develop leadership skills.
 - iii. Mentorship Structure: Frequency and duration of mentorship interactions impact leadership development.
2. Mentorship Engagement & Support which include:
 - i. Formal vs. Informal Mentorship: While formal mentorship programs exist, informal and situational mentorship plays a more significant role. Increasing participation in structured programs can strengthen leadership development.
 - ii. Psychosocial & Career Support: Mentors provide emotional guidance, career advice, and personal growth support, reinforcing leadership capabilities.
 - iii. Mentorship Phases & Satisfaction: Effective mentorship evolves over time, and satisfaction levels indicate alignment with mentee needs.
3. Leadership Skill Development Outcomes
 - i. Skill Areas Strengthened: Communication, decision-making, problem-solving, goal-setting, emotional regulation, and motivation of peers.

- ii. Mentorship Application in Leadership: High engagement in mentorship leads to frequent application of leadership skills in various contexts.
- iii. Relationships & Peer Mentorship: Strong interpersonal connections enhance both personal and professional development.

The MLDF is a three-tier model where mentorship factors form the foundation, mentorship engagement serves as the mechanism, and leadership development is the ultimate outcome.

Figure 2

New improved Framework



Each dimension plays a crucial role in shaping leadership development:

Mentorship Factors (Foundation) – This includes mentor characteristics (e.g., age, education, socio-economic status) and mentee characteristics (e.g., socio-economic background, resilience, access to leadership training). Findings showed that mentors with higher education and socio-economic status provided valuable resources, while mentees from lower-income backgrounds demonstrated resilience and creativity. These foundational factors set the stage for mentorship effectiveness.

Mentorship Engagement (Mechanism) – The way mentorship is structured and delivered significantly impacts leadership development. Findings indicate that

mentorship duration (longer relationships being more impactful) and mentorship style (holistic, supportive approaches) shape mentees' leadership growth. Mentees benefited most from sustained guidance that integrated personal and professional development, emotional support, and career mentorship.

Leadership Development (Outcome) – The final tier represents the leadership skills cultivated through mentorship. Findings revealed that mentees developed strong abilities in communication, decision-making, problem-solving, and motivation, with mentorship providing critical guidance. However, areas like emotional regulation under stress were identified as areas for further growth. These results demonstrate how mentorship directly enhances leadership capabilities.

In conclusion, the results revealed that leadership skills like frequency of clear articulation of ideas, empathetic, willingness to take calculated risks, ability to effectively identify and analyse problems and others were rated well between average and very good which confirm them as skills being practised by young future leaders in Ondo state. For the type of mentorship received, the results again confirmed that informal mentorship, mentorship that occurred naturally, mentorship from authority figures like lecturers and supervisors or managers significantly influence leadership skill practiced by young future leaders. In addition, demographic and socio – economic characteristics of mentors and mentees like age, gender, ethnic background, occupation and socio – economic status plays significant role in shaping leadership skills in young future leaders in Ondo state. Finally, results obtained confirmed that influence of duration and mentorship style substantially contributed positively to the leadership skills practiced by young future leaders in Ondo state.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter gives the summary of the study, the various conclusions drawn from the results of the study and recommendations which include areas for further research.

Summary

The importance of having good and quality leadership at different levels of organizations around the world cannot be over emphasised. This is because leadership determines the prosperity of all these organizations and more than ever before, people are interested in the quality of leadership put in place at these various levels; knowing fully well that the wellbeing of the followers is to be determined with the quality of leadership put in place. With the lack of efficient and effective leadership to achieve planned socio – economic development in public and private sectors at national and state levels in Nigeria partly due to the fact that many leaders were not properly equipped with the needed leadership skills to perform effectively before assuming leadership positions, something must be done urgently to address the problem. It is, therefore, appropriate that this study concentrated on mentorship development of leadership skills among young future leaders in Ondo, Nigeria.

Specifically, the study aimed to generate evidence that can be used to develop policies, strategies and programs for efficient and effective leadership development in

private and public sectors from one generation to the other in Ondo State, other states and national level in Nigeria.

Furthermore, the study desired to establish how types of mentorships received, extent of mentorship, duration and style of mentorship, demographic and socio - economic characteristics influence leadership skills practised by young future leaders. In accordance to these objectives, five research questions and six hypotheses were generated.

For this study, an explanatory mixed research design was adopted. A self – structured questionnaire in addition to some focus group discussion questions were used for data collection from the respondents. So as to ensure the reliability of the questionnaire, a field test was carried out on it. With the help of Cronbach's Alpha test, a value of 0.76 was obtained which is greater than 0.70 that reveals the reliability of the instrument.

Though the study targeted 396 respondents, 358 questionnaires were successfully returned; representing 90.4% success rate. The data collected were analysed using quantitative analysis such as frequency count, percentage distribution, mean, analysis of variance, standard deviation, and cross tabulations. A qualitative analysis such as thematic analysis was also used to identify common themes.

Findings

From the results of the data analysis, here are the major findings:

Leadership skills such as communication, decision making, taking risks, problem solving, emotional intelligence, strategic visioning, motivating and inspiring others are practised by young future leaders.

Mentorship is received for leadership skills by young future leaders; such mentorship are short term, long term and task specific.

Received mentorship significantly influence leadership skills practised by young future leaders and support them in dream realization, career and personal development awareness.

Demographic and socio – economic characteristics of mentors like age, gender, ethnic background, educational level, occupation and socio – economic status significantly influence leadership skills practised by young future leaders positively.

In the same vein, demographic and socio – economic characteristics of mentees like age, gender, ethnic background, educational level and socio – economic status has positive significant influence on leadership skills practised by young future leaders.

The duration and mentorship style employed by the mentors have positive significant influence on leadership skills practised by young future leaders.

Finally, for efficient and effective leadership to be better experienced in Nigeria, there is need to emphasise the importance of ethical leadership in driving socio – economic development at all the different levels of leadership.

The above findings should ginger a sense of commitment from policy makers at all levels from both public and private sectors toward designing the needed platforms for mentorship to flourish. Such platforms include the introduction of mentorship programs into higher institutions ‘curricula, sensitization of the people through the relevant agencies and sponsorship for the less privileged to acquire the necessary education.

These findings can be generalized to other states in Nigeria because the gap in leadership skills development evident in Ondo state is also similar to other states in Nigeria. The study also aligns with global goals for youth development that can contribute valuable insights even beyond the local context.

Conclusions

Mentorship plays a very important and crucial role in the development of leadership skills especially among young future leaders in Ondo state and beyond. At the various universities, mentorship programs should be made compulsory so as to expose all future leaders in the state to this opportunity. Through this various styles, young future leaders (mentees) are able to successfully lead effectively. It goes a long way to help mentees build confidence, have better decision – making abilities, and as well gain the needed practical knowledge in navigating challenges. Through mentorship, young future leaders in Ondo state practice skills such as communication, decision making, problem solving, taking risks, emotional intelligence, strategic visioning, motivating and inspiring others. All these skills help young future leaders to navigate and excel in different environments.

Demographic and socio – economic characteristics of both mentor and mentees like age, gender, ethnic background, educational level and socio – economic status also positively influence leadership skills developed by young future leaders. Finally, mentorship builds personal growth, accelerates the development of potential leaders and ultimately leads to efficient and effective leadership.

These conclusions could inform leadership development on a national level if they are properly implemented by policy makers in Ondo state to achieve the needed leadership that will drive the socio – economic development of the state. When such is achieved, other states and regions could come and learn how to replicate the same thing in their domain.

Recommendations

As revealed from the study, the solution to the lack of efficient and effective leadership to achieve planned socio – economic development in private and public sectors at national and state levels in Nigeria cannot be realised in isolation.

Therefore, the following recommendations are made:

1. The development of leadership skills among young future leaders cannot be effectively achieved without proper mentorship; so, the various ministries, department and agencies of government responsible for developing the curricula of higher institutions of learning should as a matter of urgency review the curricula to accommodate mentorship courses that should be made compulsory in all higher institutions. Here is a short – term recommendation. Such mentorship programs include peer – mentorship like post – graduate and final year students mentoring undergraduate and first year students. Another type is faculty mentorship where faculty members guide students in their academics and career path. An Alumni mentorship program can also be put in place in these various universities where Alumni provide guidance and support based on their experiences, offering career advice, job search tips and professional networking opportunities.
2. With the understanding that the research was conducted in Ondo State, Nigeria where there is a growing need to prepare effective future leaders who are capable of contributing to the social-economic development of the state, the findings and the results should be transmitted to the appropriate government authority and private organizations for necessary

consideration and implementation. Here is another short – term recommendation.

3. Due to the fact that many people just find themselves in leadership positions without being prepared for the task ahead, adequate measures should be put in place to effectively expose aspiring leaders to different mentorship relationship by creating a mentorship network across Nigeria. Here is a long – term recommendation.
4. Appropriate government agencies in Nigeria like the National Orientation Agency (NOA), should be properly founded to promote the importance of mentorship across Nigeria. Another long – term recommendation.
5. The evidence and results generated should be used to develop policies, strategies and programs in mentorship for the development of leadership skills among young future leaders.
6. Both government and private organizations should be involved in creating the needed conducive environment for mentorship to flourish. Long – term.
7. Both government and private agencies in Ondo state should as a matter of urgency begin to send their workers for annual leadership program like seminars that can improve their leadership skills. Short – term.
8. Mentors who have distinguished themselves should be recruited to the various government and private establishments to design the type of mentorship program that fits each establishment in Ondo state. Both short and long – term.

9. Clear matching process that would ensure that qualified mentors are paired with mentees based on shared interest in the various universities. Both short and long – term.
10. A structured program framework that provides mentors and mentees with clear structure that includes goals, expectations and timelines. Short – term.
11. Training for mentors on how to effectively communicate, provide constructive feedbacks and guide mentees through challenges. Both short and long – term recommendation.
12. Diversity and inclusion that which will ensure that mentorship programs are inclusive and reflect various backgrounds, interest and challenges of young future leaders. Long – term.
13. So as to extend the duration of mentorship, long – term goals should be established to encourage both the mentors and mentees to set long – term academic, career and personal goals. Long - term recommendation.
14. There is a great imbalance in gender for mentors, so, adequate measures should be put in place to encourage more female mentors. Long - term recommendation.
15. For universities and organizations designing leadership programs, selecting and training mentors should involve careful consideration of their educational and socio - economic background. Long - term recommendation.

Suggestions for Further Research

This study was conducted among young future leaders in all the universities in Ondo State, Nigeria. The study can be replicated in other states and geo-political zones in Nigeria.

Also, being that the research took place among young university students only, other research could target other tertiary institutions like polytechnics, monotechnic, colleges of technology and colleges of education.

In addition, this study only focussed on mentorship; more studies could be done on other factors that may influence the development of leadership skills like government policies, cultural background, work environment, social and peer pressure, networking, internship and training.

Other aspects of mentorship that could be explored in the future include executive mentorship, skill-based mentorship and reverse mentorship where a younger mentee is mentoring an older mentor; which is very useful in technology.

Future research could also include longitudinal studies to track the impact of mentorship on leadership development in the long term.

So as to present a regional perspective on the role of mentorship on leadership skills development, the findings of this study should be compared with similar research in other regions in Nigeria and across different African countries.

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APPENDICES

APPENDIX A
INFORMED CONSENT FORM

You are being asked to participate in a research study entitled: (Influence of Mentorship on Development of Leadership Skills Among Young Future Leaders in Ondo State, Nigeria)

The purpose of the study is to generate evidence that can be used to develop policies, strategies and programs in mentorship for the development of leadership skills among young future leaders in private and public sectors from one generation to another in Ondo state, other states and national level in Nigeria.

In order to participate in the study, you'll be asked to fill out a questionnaire that has (number) items. Finishing the questionnaire should take approximately 30 minutes. Your participation in this study is voluntary. If you sign the bottom of this Form, it means that you're given your consent to be in the study. You will NOT write your name on the questionnaire and this Form is separate from the questionnaire - this ensures that your identity will not be revealed. No one other than the researcher and advisers will have access to the data. All data will be kept on a password protected computer.

If you do not want to participate in the study, do not begin filling the questionnaire or participating in other activities. If you start to fill the questionnaire and decide you do not want to participate, stop filling it and give it to the researcher. There is no penalty for not participating and your questionnaire will not be used.

If you participate, you will contribute to knowledge about the lack of efficient and effective leadership to achieve plan socio-economic development in private and public sectors both at the state and national levels in Nigeria; which may help to generate evidence that can be used to develop policies, strategies and programs in mentorship for the development of leadership skills among young future leaders in private and public sectors from one generation to another in Ondo State, other states and national level in Nigeria.

The researcher will answer any questions that you have about the study and you should ask them now.

If you have complaints or concerns about this research, please contact the Chair of the AUA Institutional Ethics Review Committee on this email: (AUA-ISERC <ethics@aua.ac.ke>)

Thank you.

Ajayi Ayodeji

By signing below, I agree to participate in this research.

Signature_____

Date_____

APPENDIX B

QUESTIONNAIRE

Dear Respondent,

My name is **AJAYI, AYODEJI** and I am currently conducting research toward the fulfilment of my Doctor of Philosophy (PhD) in Organizational Leadership in Adventist University of Africa, Nairobi, Kenya. The title of my research is “Mentorship Development on Leadership Skills Among Young Future Leaders in Ondo state, Nigeria.” The result of this research will be used to prescribe a better way of mentoring among the young people.

I, therefore, appeal, sincerely, that you supply honest answers to the best of your knowledge to the following questions. Know fully well that your answers and identity will be treated with the utmost confidentiality. However, you are free to withdraw your participation in this exercise at any point if you wish to do so.

SECTION A: LEADERSHIP SKILLS PRACTICED BY YOUNG FUTURE LEADERS

		Very poor	Poor	Average	Good	Very Good
LSP 1	How would you rate the frequency of your clear articulation of your ideas and thoughts to your peers					
LSP 2	How would you evaluate your capacity to engage in active and empathetic listening					
LSP 3	Rate your level of confidence in making decisions under pressure.					
LSP 4	Rate your willingness to take calculated risks in your projects or tasks					
LSP 5	How would you rate your ability to effectively identify and analyze problems					
LSP 6	How would you rate your ability to establish long-term goals for yourself or for people around					
LSP 7	Assess your proficient in understanding and managing your emotions in stressful situations					
LSP 8	Assess how effective you are at motivating your peers and people around you to perform at their best					

SECTION B: TYPES OF MENTORSHIPS RECEIVED FOR LEADERSHIP SKILLS (TMR)

INSTRUCTION: Select Very Low Impact: Almost no influence or consequence. The effects are minimal, if any, and impact is negligible.

Low Impact: When there is a small or minor influence. The impact is present but not significant enough to cause notable changes. The effect may be noticeable but not strong.

Neutral: The respondent perceives neither a positive nor negative impact. The impact has little or no discernible effect.

High Impact: Reflects a significant influence. The action has a significant effect, creating noticeable changes or outcomes.

Very High Impact: Indicates a profound and powerful influence. The impact is extremely significant, leading to major changes or outcomes.

TMR1. Have you participated in any formal mentorship programs?

- a) Yes
- b) No

TMR2. Have you experienced an informal guidance that occur naturally?

- a) Yes
- b) No

TMR3. Rate the impact of relationship on your personal development.

- a) Very low impact
- b) Low impact
- c) Neutral
- d) High impact
- e) Very high impact

TMR4. Rate the impact of relationship on your professional development.

- a) Very low impact
- b) Low impact
- c) Neutral
- d) High impact
- e) Very high impact

TMR5. Rate how effective peer mentorship has been contributing to your growth.

- a) Very ineffective
- b) Ineffective
- c) Neutral
- d) Effective
- e) Very effective

TMR6. You received guidance as a result of a particular situation happening.

- a) Yes
- b) No

TMR7. Have you been mentored by your lecturers, supervisors, managers etc.?

- a) Yes
- b) No

TMR8. Have you initiated any mentorship relationships yourself?

- a) Yes
- b) No

SECTION C: INFLUENCE OF MENTORSHIP ON LEADERSHIP SKILLS PRACTICED (IM)

INSTRUCTION: Please read each statement carefully and select the option that best represents your opinion.

Select 1 = Strongly Disagree (SD) if you strongly oppose the statement
 2 = Disagree (D) if you do not support the statement
 3 = Neutral (N) if you neither agree nor disagree or feel indifferent
 4 = Agree (A) if you generally support the statement but with less intensity
 5 = Strongly Agree (SA) if you fully and enthusiastically agree with the statement

Statements		SD 1	D 2	N 3	A 4	SA 5
Mentorship Support for Dream Realization (Adult Developmental Theory)						
IM1	"My mentor supports my aspirations and helps me achieve my goals."					
IM2	"My mentor helps me clarify and make realistic plans for my future."					
IM3	"My mentor understands my life aspirations and encourages me toward them."					
Forming Mentor Relationships (Adult Developmental Theory)						
IM4	"I have a meaningful, supportive relationship with my mentor."					
IM5	"My mentor and I have a strong and positive working relationship."					
IM6	"I feel comfortable discussing my personal and professional goals with my mentor."					
Psychosocial and Career Support (Kram's Mentoring Phases)						
IM7	"My mentor provides valuable advice on navigating my career and personal life."					
IM8	"I receive emotional support from my mentor that helps me manage challenges."					
IM9	"My mentor offers insights that enhance my career progression and skill development."					
Mentoring Phase Satisfaction (Kram's Mentoring Phases)						
IM10	"I am satisfied with the way my mentoring relationship is progressing."					
IM11	"Each mentoring stage meets my changing needs over time."					
IM12	"My mentoring relationship evolves in ways that support my growth."					
Personal Development Awareness (Kegan's Developmental Theory)						
IM13	"I am aware of my personal development stage and how it impacts my relationships."					

Statements		SD 1	D 2	N 3	A 4	SA 5
IM14	"I reflect on how my development stage influences my interactions with my mentor."					
IM15	"I intentionally understand and evolve my perspective based on my developmental stage."					
Mentor's Stage of Life and Career (Kegan's Developmental Theory)						
IM16	"My mentor's life stage affects the type of support they offer."					
IM17	"I understand that my mentor's career goals may influence their mentoring approach."					
IM18	"My mentor's stage of life allows them to give back effectively in our mentorship."					

IM19. How often do you apply the knowledge and guidance provided by your mentor in your leadership activities?

- a) Always
- b) Frequently
- c) Sometimes
- d) Rarely
- e) Never

SECTION D: INFLUENCE OF CHARACTERISTICS OF MENTORS ON LEADERSHIP SKILLS PRACTISED (ICMe)

ICMo1. What is the age range of your mentor?

- a) 18-24
- b) 25-34
- c) 35-44
- d) 45-54
- e) 55 or older

ICMo2. What is the gender of your mentor?

- a) Male
- b) Female

ICMo3. What is the ethnic background of your mentor?

- a) Yoruba
- b) Igbo
- c) Hausa
- d) Other, please specify: _____

ICMo4. What is the educational level of your mentor?

- a) Secondary school or below
- b) Some college or associate degree
- c) Bachelor's degree
- d) Master's degree
- e) Doctoral degree
- f) Other, please specify: _____

ICMo5. What is the current occupation of your mentor?

- a) Student
- b) Employed (full-time)
- c) Employed (part-time)

- d) Self-employed
 - e) Unemployed
 - f) Other, please specify: _____
- ICMo6. What is your mentor's socio-economic status?
- a) Low-income
 - b) Middle-income
 - c) High-income
- ICMo7. How would you rate the leadership skills you acquired from your mentor?
- a) Very poor
 - b) Poor
 - c) Average
 - d) Good
 - e) Very Good
- ICMo8. Did your mentor's demographic characteristics (e.g., age, gender, ethnicity) influence the leadership skills you learned from him / her?
- a) No
 - b) Yes

SECTION E: INFLUENCE OF CHARACTERISTICS OF MENTEE ON LEADERSHIP SKILLS PRACTICED (ICMe)

- ICMe1. What is your age range?
- a) below 20
 - b) 20-25
 - c) 26-30
 - d) 31-35
 - e) 35 or older
- ICMe2. What is your gender?
- a) Male
 - b) Female
- ICMe3. What is your ethnic background?
- a) Yoruba
 - b) Igbo
 - c) Hausa
 - d) Other, please specify: _____
- ICMe4. What is your educational level?
- a) Secondary school or below
 - b) Some college degree
 - c) Bachelor's degree
 - d) Master's degree.
 - e) Other, please specify: _____
- ICMe5. What is your socio-economic status?
- a) Low-income
 - b) Middle-income
 - c) High-income
- ICMe6. How would you rate your overall leadership skills?
- a) Very Poor
 - b) Poor
 - c) Average
 - d) Good
 - e) Very Good

SECTION F: INFLUENCE OF DURATION AND MENTORSHIP STYLE (IDMS)

INSTRUCTION: Select Always: If you have a strong agreement or consistent positive response regarding the statement.

Select Frequently: If you have a moderate to high level of agreement with the statement.

Select Occasionally: If you have a lower level of agreement with the statement. It indicates a lower level of frequency.

Select Infrequently: If you have agreement with the statement rarely but not often.

Select Never: If you do not agree with the statement at all.

IDMS1. How often do/did you meet with your mentor?

- a) Weekly
- b) Bi-weekly
- c) Monthly
- d) Quarterly
- e) As needed
- f) Other (please specify): _____

IDMS2. What is/was the typical duration of your mentorship meetings?

- a) Less than 30 minutes
- b) 30-60 minutes
- c) 1-2 hours
- d) More than 2 hours

IDMS3. How long has your mentorship relationship lasted?

- a) Less than 3 months
- b) 3-6 months
- c) 6-12 months
- d) 1-2 years
- e) More than 2 years

IDMS4. When describing your mentorship process, which of the following best characterizes its approach?

- a) Mentorship that primarily focuses on helping mentees accomplish specific tasks and develop particular skills.
- b) Mentorship aims to support the overall personal and professional development of mentees, addressing a wide range of areas such as career goals, work-life balance, and soft skills in addition to job-specific tasks.
- c) The mentorship process combines both task-specific guidance and holistic development, providing support for immediate job responsibilities while also focusing on broader personal and professional growth.
- d) The mentorship process does not distinctly focus on either task-specific or holistic development.

		Alw ays	Frequ ently	Occasi onally	Infreq uently	Neve r
IDMS5	How often does your mentor provide you with specific advice or guidance on tasks or projects					
IDMS6	How often does your mentor advocate for you or promote your work to others					

IDMS7	How often does your mentor give you constructive feedback					
IDMS8	How often does your mentor demonstrate behaviors and attitudes you wish to emulate					
IDMS9	How often does your mentor involve you in high-visibility projects or tasks					
IDMS10	How often has your mentor's behavior influenced your professional conduct and decision-making					

		To an exceptional extent	To a great extent	To a moderate extent	To a small extent	Not at all
IDMS11	To what extent does your mentor help you develop new skills or improve existing ones					
IDMS12	To what extent do you look up to your mentor as a role model					
IDMS13	To what extent does your mentor provide opportunities for you to grow your network or advance your career					

SECTION G: EFFICIENT AND EFFECTIVE LEADERSHIP AT NATIONAL AND STATE LEVELS (EEL)

EEL1. Rate the overall leadership effectiveness in achieving planned socio-economic development in Nigeria.

- a) Very effective
- b) Somewhat effective
- c) Neutral
- d) Somewhat ineffective
- e) Very ineffective

EEL2. Rate the level of collaboration and coordination between the private and public sectors in Nigeria to achieve socio-economic development goals.

- a) Strong collaboration and coordination
- b) Moderate collaboration and coordination
- c) Limited collaboration and coordination
- d) Negligible collaboration and coordination

EEL3. To what extent do you think ethical leadership is important in driving socio-economic development in Nigeria?

- a) Very important
- b) Somewhat important
- c) Neutral
- d) Somewhat unimportant
- e) Very unimportant

EEL4. Rate your satisfaction with the current level of leadership development programs and initiatives in Nigeria.

- a) Highly satisfied
- b) Moderately satisfied
- c) Neutral
- d) Moderately dissatisfied
- e) Highly dissatisfied

APPENDIX C

FOCUS GROUP DISCUSSION (FGD)

INSTRUCTION: To keep our discussion focused, please respond to the questions being asked. If other thoughts come to mind, kindly note them and share them if relevant at another point in the discussion.

FGD1. Describe a situation where you had to give or receive constructive feedback and its outcome.

FGD2. a) Describe a decision you made that involved input from others

b) How did their input influence the decision?

b) How do you think the outcome might have differed without their input?

FGD3. a) Describe a challenge you faced and how you managed it.

b) What did you learn from this experience, and how has it shaped your approach to similar situations?

FGD4. Describe the key components of the formal mentorship programs, their impact on your development and identify a significant learning experience or outcome from a formal mentorship program.

FGD5. Describe how you and your peers support each other's development.

FGD6. a) Describe a time when peer guidance significantly contributed to your growth or learning.

b) How has this experience changed the way you approach peer relationships?

FGD7. a) Describe how the mentorship was provided and the impact it has had on you

b) What aspects of the mentorship were most impactful for you?

FGD8. a) Describe the process and outcomes of any trainee-instituted mentorships.

b) What specific outcomes or benefits emerged from this mentorship?

FGD9. Can you share an example of a mentorship relationship you initiated and how it benefited you?

FGD10. a) In what ways has mentorship provided you with networking opportunities and connections in your field of interest?

b) How have these connections impacted your career or personal goals?

FGD11. Did your mentor's socio-economic background influence the leadership skills you learned from him / her?

a) No

b) Yes, please explain

FGD12. Do you believe your demographic characteristics (e.g., age, gender, ethnicity) have influenced your leadership skills?

a) No

b) Yes, please explain.

FGD13. Do you believe your socio-economic background has influenced your leadership skills?

a) No

b) Yes, please explain.

FGD14. How do you think societal perceptions and expectations related to your demographic and socio-economic characteristics impact your leadership opportunities and development?

CURRICULUM VITAE

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Pastor Ajayi Ayodeji is a full-time gospel minister in the Seventh – day Adventist church with about twenty-five years of working experience. He had his first degree in Theology in 2000 and his Master’s degree in Organization Leadership from Adventist University of Africa in 2014. At different times during his ministry, he has occupied different leadership positions at directorate level. He is very passionate about the development of young people.