The Nexus between Mentoring Dimensions and Organizational Commitment of Academic Staff in Selected Private Universities in South-West Nigeria

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Abstract- Effective mentorship aids employee retention by enhancing organisational commitment. Using the responses of 315 academic staff and in-depth interviews of professors and junior lecturers of six selected private universities in South-West Nigeria, this study explored mentoring as an emerging form of leadership development programs and its concomitant relationship with employee outcomes with a view to making veritable recommendations for its adoption to build skills and human capacity in Nigerian universities. Despite the various forms of mentoring, it focused on workplace/organisational mentoring. The two main types of mentoring discussed were formal and informal mentoring. Correlation analysis was used to analyse the hypothesis which was supported. Findings revealed that mentoring dimensions had a significant weak positive relationship with employee commitment ($r=0.121, 0.150, 0.159, 0.188, 0.203, p < 0.05, N=315$). The qualitative findings indicated that mentoring to a large extent positively affects employees' organisational commitment.

Keywords: employees' behavioural outcomes; mentoring; nigeria; organisational commitment; retention.

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Valerie A. Onyia [α], Olalekan U. Asikhia [σ], Grace O. Makinde [ρ] & Olive U. Egbuta [ω]

Abstract- Effective mentorship aids employee retention by enhancing organisational commitment. Using the responses of 315 academic staff and in-depth interviews of professors and junior lecturers of six selected private universities in South-West Nigeria, this study explored mentoring as an emerging form of leadership development programs and its concomitant relationship with employee outcomes with a view to making veritable recommendations for its adoption to build skills and human capacity in Nigerian universities. Despite the various forms of mentoring, it focused on workplace/organisational mentoring. The two main types of mentoring discussed were formal and informal mentoring. Correlation analysis was used to analyse the hypothesis which was supported. Findings revealed that mentoring dimensions had a significant weak positive relationship with employee commitment (r=0.121, 0.150, 0.159, 0.188, 0.203, p< 0.05, N=315). The qualitative findings indicated that mentoring to a large extent positively affects employees' organisational commitment. Finally, implications for future research were mentioned. While mentoring relationships have a positive impact on each of the dimensions of commitment, affective commitment is most influenced. It was recommended that every university should put in place structures that would support mentoring and align it with faculty's promotion.

Keywords: employees' behavioural outcomes; mentoring; nigeria; organisational commitment; retention.

I. INTRODUCTION

The academic scene worldwide keep striving for success and continuously engage in healthy competition. In order to remain relevant, universities need to acquire and utilize her human resources effectively.

Human resources (HR) practitioners should pay special attention to all the core functions of human resource management because this affects organisations culturally, economically and socially and determines the attainment of its goals and objectives. Employees are important assets in any organisation. They play significant roles in the success of any enterprise and their influence cannot be underestimated. Therefore, equipping them with leadership development practices like mentoring becomes imperative to improving their performance for dealing with the challenges inherent in the global work environment and also to ensure the going concern of most business organisations.

Mentoring is critical and imperative especially in the 21st century workforce. However, human resource (HR) practitioners are only just beginning to understand the relevance and challenges of mentoring practices in developing nations and how the HR strategy can be aligned with the business strategy (McKevitt & Marshall, 2015). Mentoring is not a new concept in academic circles especially in the West and some African countries. There is growing concern about raising academic standards and a desire for Nigerian universities to compete favourably with their counterparts in other parts of the world. The management of the institutions are therefore under increased pressure to create opportunities for professional guidance and development of their academic staff to avert a slide in academic performance. A method that helps to maintain good academic standards and performance is through mentoring (Okurame, 2008). The impact of tertiary education in Nigeria cannot be overemphasized as universities aid the reduction in illiteracy, discrimination and unemployment. The performance of lecturers in Nigerian academia is significant to the enhancement of the educational sector in Nigeria. In South western Nigeria, private universities play a major role in promoting private sector development and stimulating the intellectual acumen of employable graduates. A change in the educational sector with the implementation of mentoring programs in Nigerian academia will impact Nigeria positively in that practically all sectors will gain maximally in terms of sales growth, profitability and market share because academics will be able to make the town and gown linkages by conducting ground-breaking research that leads to organisational development and ultimately the development of the Nigerian economy (Okurame, 2012).

Additionally, mentoring is effective and produces positive outcomes for both parties if it "fulfils

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the need to belong" (Baumeister & Leary, 1995) i.e. the need to develop and maintain positive interpersonal relationships with people through affiliation and acceptance from others (Allen & Eby, 2010). Mentoring in academia is crucial for career advancement, heightened self-confidence of staff, and for providing an increased sense of belonging.

Mentoring relationships can be informal or formal. Informal mentoring relationships are those which evolve naturally from shared admiration, aspiration, values and interests. The formal types are those created to ensure that more employees have the opportunity to reap the benefits of the relationship. They are formed through a planned matching or assignment of mentors and protégés (the younger and less experienced partner in the union) by the organization (Allen, Eby, O'Brien & Lentz, 2008).

Research on mentoring universally has increased and it has created more room for a thorough review of the literature. The intent of this paper is to clarify what mentoring is and if it is really associated with and affects employees' behavioural outcomes like employee commitment in Nigerian private universities, thus providing conceptual clarity on the relationship between the variables. This study is important because it has implications for employee retention. Mentoring is a best practice leadership development programme while commitment is what employers hope to gain from employees by treating them as unique resources of competitive advantage. It also provides a framework for rethinking, understanding and examining mentoring relationships.

II. Literature Review

a) The concept of Mentorship

Mentoring is the "traditional relationship between a senior, more experienced person (the mentor) and a junior or less experienced person (the protégé/mentee) for the purpose of teaching the junior employee about his or her job, of introducing the junior employee to contacts, to orient the employee to the industry and the organization, and to address social and personal issues that may arise on the job" (Allen, Eby, O'Brien & Lentz, 2008, p.2).

Retrospectively, mentoring is prevalent in everyday life and mentor-protégé relationships can be found in nearly all professions (Allen, Eby, Chao, & Bauer, 2017; Adair, 2006). Some examples are in Science (Sigmund Freud mentored Carl Jung), Literature (Gertrude Stein mentored Ernest Hemingway) and Entertainment (Whitney Houston mentored Beyoncé Knowles) etc. Organisational mentoring's origin is attributed to researchers like Levinson (1978), Kram (1985) and more recently Allen, Eby, Chao, & Bauer (2017). Allen, Eby, Poteet, Lentz & Lima (2004) examined mentoring's effects on protégé outcomes.

Very few studies (Okurame & Balogun, 2005; Okurame, 2008) in Nigeria have examined mentoring's effects on positive outcomes. Thus, this study contributes to the literature by comparing results from academia in selected private universities in Nigeria.

Furthermore, mentoring also has different forms like youth mentoring and student-faculty mentoring (Scandura & Pellegrini, 2010). Perhaps this may have led to the lack of consensus on the definition of mentoring. However, for the intended research, the focus will be on organisational mentoring whereby more experienced employees help less experienced employees/protégés aimed at the personal and professional growth of protégés (Allen & Eby, 2010; Jackson & Parry, 2011).

Multiple definitions of mentoring exists (see Bozeman & Feeney, 2007, for a brief review) although most are based on Kram's (1985) discussion of mentoring as involving an intense relationship between two people where a more experienced person (the mentor) helps the junior person (the protégé) by providing advice about career development issues as well as personal (psychosocial) support. We utilized the definition offered by Bozeman and Feeney (2007) whereby mentoring "is a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development" (p. 731). Mentoring involves informal communication, usually face-to-face occurring over time "between someone perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)" (p. 731). A mentor is often seen by his or her protégé as a resource person or counselor whose perspectives and judgment are trusted and valued. Mentoring has been linked with beneficial employee outcomes such as affective organisational commitment, job involvement, and lower employee turnover intention (e.g., Allen, Eby, Poteet, Lentz, & Lima, 2004; Kammeyer-Mueller & Judge, 2008). Additionally, organisational mentors usually provide career-related and psychosocial support (Kram, 1985) to protégés. Mentoring is usually conceptualized with three components namely career-mentoring, psychosocial mentoring and role modelling but we expand theoretical and conceptual discourse to include pedagogy and continuous organisational learning as components of mentoring.

Furthermore, formal developmental relation-ships are respected forms of on-the-job experience utilized for learning (Janssen, Tahitu, Van Vuuren, & de Jong, 2018). Consistent with the social learning theory which posits that people in a social setting learn from one another via observation, imitation, and modelling (Bandura, 1977), the majority of formal mentoring programs allocate a junior manager to learn and observe from a senior manager. Mentoring is informal

whereby relationships develop naturally or spontaneously without outside assistance (Hu, Wang, Wang, Chen, & Jiang, 2016). Evidence indicates that the development of these relationships depends on the mentor's willingness to provide mentoring, the amount of mentoring assistance provided to proteges, the mentor's and protégé's personality and lastly, the protégé's ability and willingness to learn (Dougherty, Turban & Haggard, 2010).
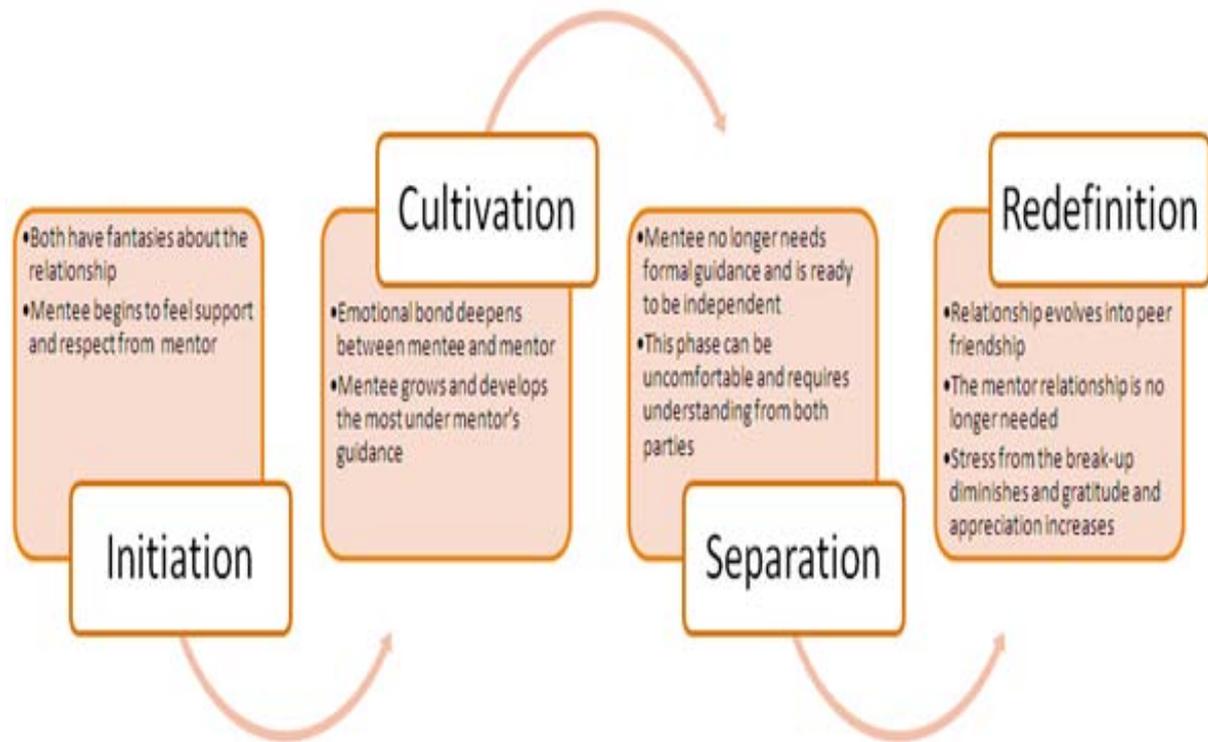

Figure 1: Phases of the mentoring relationship (Adopted from Kram, 1983)

These phases are not necessarily mutually-exclusive. Some findings have shown that although there are differences in protégé outcomes in each phase, some phases possess similar protégé outcomes. For instance, as discussed later, although psychosocial mentoring functions occur predominantly in the initiation phase, it is not restricted to only that phase (Dougherty, Turban & Haggard, 2010). Levinson (1978) and Kram (1985) were among the first researchers to explore mentoring relationships (MRs) in the context of adult development in organisational settings. They understood MRs at work as a distinctive relationship between individuals, a learning partnership, a process defined by the types of support provided by the mentor to the protégé with the ultimate goal being the protégé's growth and development, a reciprocal yet asymmetrical relationship and lastly, a dynamic relationship (Eby, Rhodes & Allen, 2010). This conceptualisation implies that support, learning by doing and reflection are core factors of the relationship between the mentor and the protégé. It also buttresses Benjamin Franklin's quote- "Tell me and I forget, teach me and I may remember, involve me and I learn".

b) *Mentoring dimensions*

Mentoring has been conceptualized by several authors (Allen, Eby, Poteet, Lentz, & Lima, 2004; Bozeman and Feeney, 2007; Kammeyer-Mueller & Judge, 2008) to include majorly career mentoring, psychosocial mentoring and role modelling. It is common for scholars to view mentoring as a senior employee in an organisation directing a younger employee. Beyond this, however, mentoring could be viewed in terms of reverse mentoring where the younger employee teaches and directs a senior colleague or peer-to-peer mentoring where employees on the same rank cohesively provide advice and support to each other. Also, we believe mentoring employees in a typical work setting can receive mentoring in different form and this served as an impetus for developing dimensions of mentoring which include career mentoring, psychosocial mentoring, role modelling, pedagogy and continuous organisational learning.

c) *Career mentoring*

Career mentoring, or career-related support, involves coaching, sponsorship, exposure, and protection of the lesser skilled protégé (Hall, Walkington, Shanahan, Ackley & Stewart, 2018). Career mentoring

behaviors involve task-related aspects of work and are often positively linked to more objective measures of success (Van Vianen, Rosenauer, Homan, Horstmeier & Voelpel, 2018). Benefits of career mentoring include extrinsic success factors such as compensation, promotion, and career mobility. There exists a strong link between career mentoring activities and positive employee outcomes (Kammeyer-Mueller & Judge, 2008), including affective organizational commitment, job involvement, and reduced turnover intention. Individuals with high levels of job involvement tend to find career mentoring appealing and seek out such relationships. IT employees appear to face problems acquiring or benefiting from career mentoring due to work exhaustion, time and resource constraints, and high stress levels (Reid, Allen, Riemenschneider & Armstrong, 2008).

d) Psychosocial mentoring

Psychosocial mentoring, or psychosocial support, addresses "those aspects of the relationship that enhance an individual's sense of competence, identity, and effectiveness in a professional role" (Kram, 1985, p. 32). The benefits associated with psychosocial mentoring include affective outcomes such as affective organizational commitment or job involvement (e.g., Williams, 2017 Allen et al., 2004; Reid *et al.*, 2008). Psychosocial mentoring includes intrinsic functions such as role modeling, acceptance, counseling, and friendship (Kammeyer-Mueller & Judge, 2008). Because mentors provide their protégés with psychosocial support and opportunities for development, they contribute to the general satisfaction of protégés above and beyond the extrinsic rewards they can secure for their protégés (Woo, 2017).

e) Role Modelling

This involves a mentee or younger employee looking to a senior employee as an example to be imitated. A mentor with referent power can impart appropriate behaviour patterns, attitudes, and values to protégés; thus, the mentor can efficiently lead the protégé to adapt to the organization and be seen as a role model to the mentee. A role model is a person who inspires someone else in some professional or personal way and serves as an example to that person (Onyia, 2008).

When the role model is also the individual's mentor, he or she is someone whom the protégé admires or looks up to, a person the protégé would like to be more like. The mentor has reached a level of accomplishment in a role that the protégé aspires to with qualities and attributes that the mentee wishes to acquire. When people assume the role of mentor, they know that they will be role models, whether they like it or not. It will be their behavior that people will watch and emulate. It is their leadership qualities that they will study and want to duplicate. This puts tremendous pressure on you as a mentor to be a good role model. After all, your mentee will hear about how you interacted with someone or how confident you seemed in a specific situation (Ayodeji & Adebayo, 2015).

f) Pedagogy

Mentoring, as pedagogy, results in enhancing effectiveness of workers in ensuring the transformation of workers into professionals by teaching proteges the requisite skills needed to do the job (Hobson & Malderez, 2013). Pedagogy is derived from paidagogos, a Greek word meaning teacher of children. Various authors have offered various definitions of pedagogy. Alexander (2008) has another definition that suggests that pedagogy requires discourse. He argues that pedagogy is the act of teaching as a discourse involving interaction with students, and not a mere monologue. Pedagogy is what one needs to know, and the skills one needs to possess in order to make and justify the many different kinds of decisions within a teaching setting. Hall (2015) suggested that pedagogy is a joint activity in which the learner has an active role. This is in line with Jones-Walker (2016) description of pedagogy as any conscious activity by one person (the teacher) designed to enhance the learning of another (the learner).

g) Continuous organizational learning

This is the ability to continually develop and improve one's skills and knowledge in order to perform effectively and adapt to changes in the workplace. Dixon (2017) defined organizational leaning (OL) as the process of improving actions through better knowledge and understanding. It is especially manifest in the ideal form of learning organizations that link learning to competitive advantage of firms. Organizational learning is a process by which an organization sustains and develops its dynamic capability through cognitive and behavioural change or improvement (Akinci & Sadler-Smith, 2018). Given that the primary goal of mentoring is to help protégés function independently, mentoring seems to have a natural overlap with self-regulation, or individuals' self-generated cognitions, affects, and behaviors that are systematically oriented toward attainment of their goals (Sitzmann and Ely, 2011; Zimmerman, 1998).

h) Theoretical background of mentoring

Traditional theoretical perspectives conceived of mentoring as occurring in one-to-one mentor–protégé interactions (dyads) and through informal contacts (Shanks, 2017). Mentoring has been classically viewed as a means of fostering protégés' acquisition of knowledge and skills to be used in trades and professions. Contemporary theories of mentoring share some commonalities with theories of learning, self-regulation, adult development, organizational behavior, leadership, and systems operation (Ragins, 2010).

Mentoring theory claims that the mentor is able to help the protégé develop a sense of competence, confidence and self-esteem through the provision of psychological support (Day & Allen, 2004). This view is clarified by the principles of social learning theory. According to Bandura (1977) "Learning would be laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action" (p. 22).

Simply put, the process of mentoring is facilitated by the protégé observing and modeling the behaviour of the mentor in the relevant social context. Carafarella (1999) further express the relevance of the social learning theory in reference to mentoring by stating "Social learning theories contribute to adult learning by highlighting the importance of social context and explicating the process of modeling and mentoring" (p. 139). In the same vein, the social cognitive theory supports the understanding of the mentoring theory. It states that knowledge can be enhanced by a close identification between the observer and the model as obtains between a protégé and a mentor. With adequate identification a connection that enables imitation is initiated. Bandura (1989) explains that behaviour, cognition and personal factors interact to produce the desired behaviour. The mentoring relationship is thus a reflection of how observation, imitation and identification of the mentor by the protégé are directed expertly to bring about a change in attitude, outlook and values in the protégé.

i)   Mentoring in Nigeria

Mentoring is an old concept in Nigeria with it being conceptualised under the 'master/apprenticeship system' (Okurame, 2011). In a study conducted among pink, white and blue collar workers (Okurame, 2011), they concede that mentoring involves someone acting as a role model to influence and guide someone else to make better choices in life both career-wise and other aspects. In the Nigerian context, traditional mentoring's ethos between an older (mentor) and younger (mentee/protégé) employee although holds conceptual and procedural salience for mentoring, does not fully reflect the nature of MRs in Nigeria. It may be reverse mentoring (Murphy, 2012) where the younger employee is the mentor and the older employee is the protégé. To this end, Okurame (2011, p.39) defines mentoring as "a close, developmental relationship between two people in which a partner willingly avails him/herself of the full range of superior experience, knowledge, skills or status of the other partner in all spheres of human endeavour." Mentoring has become essential in light of human resource issues like poor job performance where

excellence should be exuded; and the ability of present employees to be included in the succession planning process of most organisations.

Also, Okurame and Balogun (2005) argue compellingly that the Nigerian banking industry is met with employees moving often from one bank to another for career advancement. The more successful employees' careers are, the more employees are willing to meet performance standards and to be committed to their organisation. Therefore, management have sought to implement formal mentoring programmes to help solve this performance deficit. However, informal mentoring rather than formal is more predominant in Nigeria because the MR easily develops over time especially when the employee's commitment to his/her career within the organisation is high.

Despite the afore-mentioned, informal MRs in Nigeria are also stimulated by similarity in ethnic background and 'institutional affiliation' (Okurame, 2011) i.e. the MR is likely to be more productive and successful if both parties are from the same tribe or university. Drawing on Hofstede's (1994) cultural dimensions, Nigeria has a high power distance compared to Britain and this affects the development of close personal relationships which therefore raises implications for MNCs. Another difference from the UK is where Nigeria especially in academia respects the elderly's wisdom and uses retired mentors. Despite these differences, in UK, mentoring works easier in hastening the development of local nationals to take over from expatriates (Clutterbuck, 2004) compared to Nigeria.

Additionally, slightly different from the West, psychosocial functions with emphasis on role-modelling initially emerges before career-related functions. This is so because Nigerians value loyalty and need to generate trust and friendship first with their mentor before the career-development function emerges.

Still, mentoring faces problems such as reluctance of mentors to assume the role due to time constraints, inadequate empirical research on mentoring in Nigerian organisations, thereby leading to issues of generalizing Western research findings to the Nigerian context. Also, mentoring outcomes can be negative or perceived as inequality amongst non-mentored employees (Okurame, 2011). For example, both parties exploiting the relationship for their own selfish gains outside of what is to be achieved or an instance of backstabbing amongst each other or from non-mentored employees. Also, if the MR is not successful, it may adversely affect the succession-planning mechanism which leads to decreased organisational effectiveness in the organisation (Clutterbuck, 2004).

Conclusively, MRs in most organisations are not usually formally constituted. However, informal MRs thrives because of the informal work environment created among employees. These relationships develop

more in a protégés hierarchical line of responsibility with mentoring dyads made up of same and cross-gender mix.

j) Organisational commitment

Organisational commitment is a three-dimensional construct which refers to identification with an employing organisation, the cost associated with leaving the organisation and feelings of obligation to remain with the organization. It has three constituents namely: Affective, continuance and normative commitment (Meyer & Allen, 1991).

Affective commitment is "an employee's emotional attachment to, identification with, and involvement in the organization" while continuance commitment is "an awareness of the costs associated with leaving the organization" and lastly, normative commitment "reflects a feeling of obligation to continue employment (Meyer & Allen, 1991, p.67). Organisational commitment is important because high levels of commitment lead to several favourable organizational outcomes. It reflects the extent to which employees identify with an organisation and is committed to its goals. It is an important construct because it may be used to predict employees' performance, absenteeism and other behaviours (Craig, Allen, Reid, Riemenschneider & Armstrong, 2013).

Affective commitment is related to decentralization of decision making and formalization of policy and procedures. Individuals' affective commitment to their organisation is firstly based on identification with the desire to establish a rewarding relationship with an organisation. Secondly, through internalisation, this refers to congruent goals and values held by individuals and the organisation. The antecedents of affective commitment generally fall into four categories: personal characteristics, structural characteristics (organisational), job-related characteristics and work experiences. Members of an organisation who are committed on an affective level stay with the organisation because they view their personal employment relationship as congruent to the goals and values of the organization.

Normative commitment develops when an organisation provides the employee with rewards in advance (paying college tuition) or incurs significant costs in providing employment (head hunting fees or the costs associated with job training). Recognition of these investment causes employees to feel an obligation to reciprocate by committing themselves to the organisation until the debt has been repaid. Employees who have a strong normative commitment remain in the organisation because they ought to (Allen & Meyer, 2008).

Continuance commitment is increased when they believe that the company is doing its best to prevent layoffs. It refers to an awareness of the costs associated with leaving the organisation. The potential costs of leaving an organisation include the threat of wasting the time and effort spent acquiring non-transferable skills, losing attractive benefits, giving up seniority-based privileges, or having to uproot family and disrupt personal relationships. Apart from the costs involved in leaving the organisation, continuance commitment will also develop as a function of a lack of alternative employment opportunities, employees whose primary link to the organisation is based on continuance commitment remain because the need to. Accrued investments and poor employment alternatives tend to force individuals to maintain their line of action and are responsible for these individuals to maintain their line of action and are responsible for these individuals being committed because they need to. This implies that individuals stay in the organisation, because they are lured by other accumulated investments which they could lose, such as pension plans, seniority or organisation specific skills. An employee's continuance commitment is gauged by his/ her assessment of whether the costs of leaving the organisation are greater than the costs of staying. The antecedents of continuance commitment include anything that increases the perceived cost of leaving the organisation, the antecedents are side bets or investments and the availability of alternatives (Meyer & Allen, 2011). It is calculative in nature because of the individual's perception or weighing of costs and risks associated with leaving the current organisation.

k) Behavioural implications of mentoring

Mentoring has received widespread empirical studies (Hall, Walkington, Shanahan, Ackley & Stewart, 2018; Allen et al., 2008) perhaps because academics and practitioners value its practical implications for organisational success. Mentoring can be largely linked to employees' behavioural outcomes like employee commitment, job satisfaction, employee performance, intent to leave an organisation and skill development. Mentoring has a positive relationship with employee commitment if protégés have gained subjective and objective benefits like higher incomes and promotion rates (Ramaswami and Dreher, 2010), thus leading to increased organizational commitment. Mentors have gained higher organisational power and personal satisfaction and organisations themselves have reported improved employee motivation, better communication, reduced turnover and retention of talented employees in their succession planning process (Arora & Rangnekar, 2015). However, mentoring's negative relationship with commitment occurs when the mentoring programmes are not structured appropriately or are not perceived as effective. Sometimes there are dysfunctional mentoring relations like instances of abuse of power, aggressiveness or provoking diversity issues which can

then lead to mentoring having a negative impact on commitment (Scandura & Pellegrini, 2010).

Moreover, Mckevitt & Marshall (2015) found that mentees are more committed when mentors on the programme liked and respected them and gave them the opportunity to interact. Most importantly, for mentoring to aid commitment, best practice/effective mentoring is when mentoring programmes state its objectives and intended outcomes which will guide decisions (regarding participants and processes) about the program's structure. Bear & Hwang (2017) found that common mentoring objectives include aiding succession planning, improving employees' skills, and increasing workplace diversity. Still, even with objectives, mentoring's success depends on answers to questions like these: Who participates in the program? Do the mentors have the KSAs (Knowledge, skills and abilities)? How similar are both parties' skill sets and job roles? What is their motivation and why are they interested? Are protégés selected randomly or are they volunteers? Are protégés allowed to make decisions? How is mentoring program monitored and evaluated?

l)   Conceptual model for mentoring dimensions

The researchers' conceptual model below is inductive and deductive in nature and is recommended to aid the mentorship process:

The mentee has to identify their specific needs and determine the most efficient way to get it from their mentor as seen below.
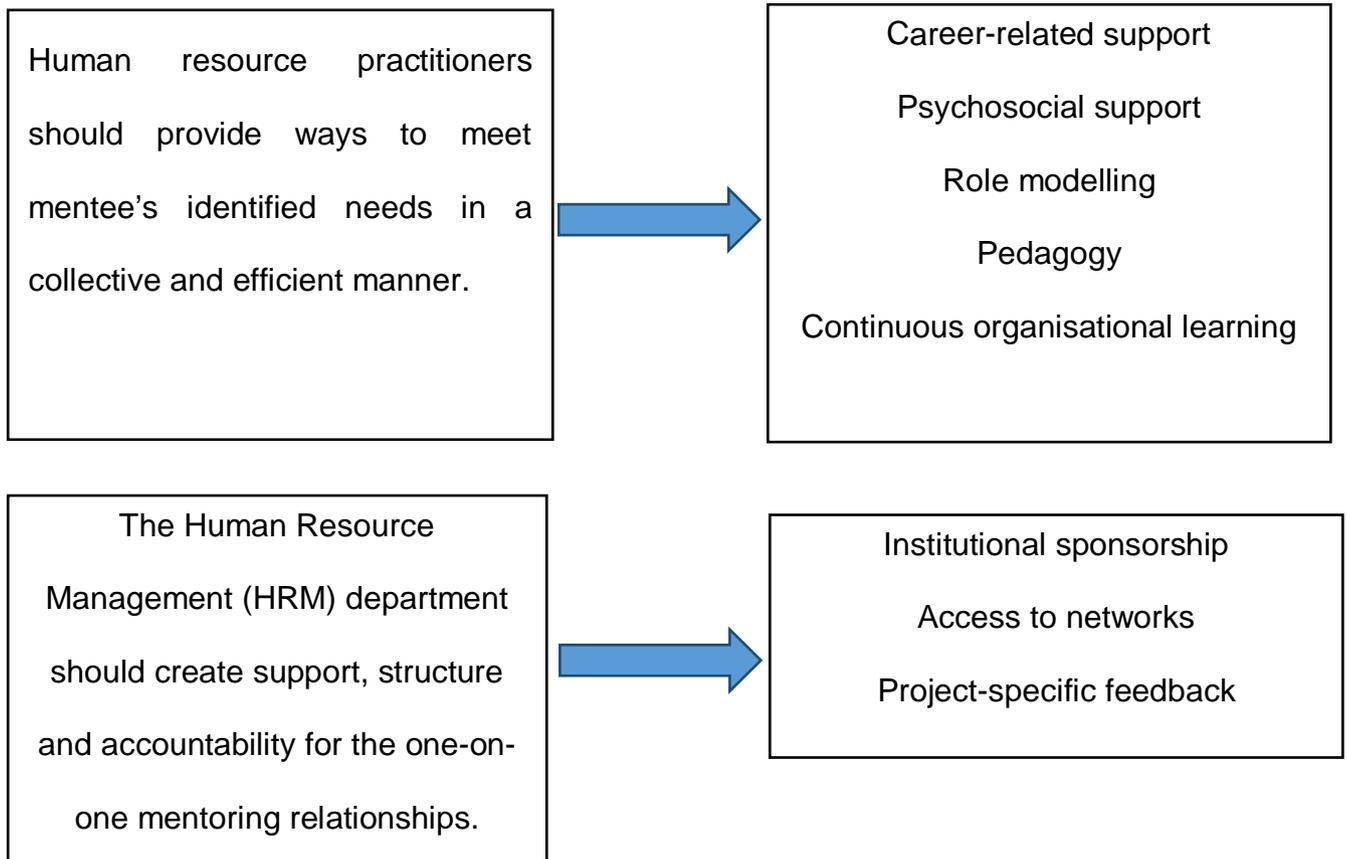
Human resource practitioners should provide ways to meet mentee's identified needs in a collective and efficient manner.

Career-related support

Psychosocial support

Role modelling

Pedagogy

Continuous organisational learning

The Human Resource Management (HRM) department should create support, structure and accountability for the one-on-one mentoring relationships.

Institutional sponsorship

Access to networks

Project-specific feedback

Figure 2: Researcher's conceptual model for mentorship (2019)

III.   RESEARCH METHODOLOGY

We used descriptive and cross sectional survey research design. We used this because it focuses on vital facts, beliefs, opinions, demographic information, attitudes, motives and behaviors of respondents giving responses to the research instrument. In addition, the survey research design is perceived as authoritative by people in general and is both comparatively easy to explain and to understand (Saunders, Lewis & Thornhill, 2012). Several studies (Pfund, House, Spencer, Asquith, Carney, Masters & Fleming, 2013; Turban, Moake, Wu & Cheung, 2017) have used cross-sectional surveys to establish the effect of mentoring on employee organisational commitment because surveys using questionnaires allow for the collection of standardized data from a sizeable population in a highly economical way, allowing easy comparison.

a)   Setting and sample

The target population that was used in this study included the teaching or academic staff of six selected private universities in South-West Nigeria (Achiever's University, Ondo state, Caleb University,

Lagos state, Covenant University, Ogun state, Crawford University, Ogun state, Lead City University, Oyo state and Redeemer's University, Osun state) with a total population of 1678 academic staff with a retrieved sample size of 315 academic staff (response rate of. These academic staff were chosen as they work on a regular basis and are likely to be more informed and therefore are in a better position to answer the research questions than non-regular staff to respond meaningfully to the questions. The selection of the six private universities across five states was done on the basis that each of them had been in operation for a period of 10years and above. I used 10 years as a baseline in order to harness significant responses from experienced staff of the universities. Only Ekiti state although makes up part of the states in South West Nigeria was not chosen because Afe Babalola University- the only private university in the state did not meet the 10 years of existence criterion.

The sampling unit was the academic staff of the selected private universities, who were surveyed because they are regular employees who have information about the existence or lack thereof of mentoring programmes. For the interviews, professors who should serve as mentors were surveyed so as to garner information about how much support they provide to junior lecturers and how mentoring can increase human resource development which in turn would improve organisational development.

Mixed sampling technique was used for the study. Precisely, multistage sampling, stratified, purposive and simple random sampling techniques were implemented. Multistage sampling was used because it divides large populations into stages to make the sampling process more practical and because it is the most appropriate for a large scale survey.

Six private universities were selected from the 14 universities in South West Nigeria which are at least 10 years old. Six private universities was used in order to give equal opportunity to each state to be represented. All the private universities were stratified in number of years of their existence and six universities was chosen through purposive sampling from those that are 10 years and above, after which the copies of the questionnaire were randomly administered to teaching staff that are on a regular employment status. This was to ensure that every element of the population has an equal chance of being selected in order to avoid bias in the selection of respondents. Stratified sampling was used because it ensures each subgroup within the population receives proper representation within the sample.

For the semi-structured interviews, purposive sampling was used to select six head of departments and mentees each from different departments in the universities who could give an in-depth understanding of mentoring and the implications for employees.

Purposive sampling was used because it allows the researcher use their discretion or judgement to pick the participants who are best suited to answer their research questions, thus selection is based on people with experience and perspectives on mentoring to give in-depth knowledge (Anderson, 2013). The primary data were collected through the use of the questionnaire and semi-structured interviews.

b) Procedures

A pilot study of 10 participants excluded from the study was also conducted in order to test the efficacy of the questions. Factual (e.g. Are you involved in formal/informal/no mentoring?) and subjective (e.g. Was it effective?) questions were asked. Also, the pilot study aided the preliminary analysis of issues to ascertain whether or not respondents tend to answer questions in different ways (Bryman and Bell, 2011).

For the interviews, after permission was granted, they were recorded and notes were taken. Before starting each interview, interviewees were assured of anonymity and confidentiality of their responses. Each interview lasted approximately 45 minutes and the same questions were asked to all respondents from the universities. Interviewees (professors and junior lecturers) were probed when needed so as to clarify and explore issues further.

c) Measures

The questionnaire was abridged based on Noe's (1988) 15-item Mentoring Functions questionnaire and Mowday et al.'s (1979) 15-item plus Allen and Meyer's (1990) 24-item organisational commitment questionnaires with the former measuring mentoring while the latter questionnaires measured organisational commitment. These instruments were used as they are the most widely used measures for each variable and have been proved to have reliability, convergent validity and internal consistency.

Regarding mentoring, 6 items were developed to assess how high or low protégés received mentoring support (E.g. Mentees' career progression) while 15 items were developed to assess the protégé's level of organisational commitment with 13 items focusing on affective commitment (e.g. loyalty towards organisation) and the last two focused on continuance and normative commitment respectively. Affective commitment had more items because it has been proved to be more valuable for organisations in helping them gain competitive advantage and promoting the adoption of their values through mentoring (Payne and Huffman, 2005). Nevertheless in order to measure the new scale's reliability, Cronbach's Alpha reliability test was applied. The amount of time spent with mentors and the gender composition of the mentoring dyad were also determined.

Regarding the semi-structured interviews, although abridged, questions were asked based on

previous questions used by qualitative researchers (Allen et al., 1997) and based on the literature review and research questions. Permission to use existing questions was granted to the researcher by Allen. Although there were standard questions, they were designed in a way that allowed the researcher to probe when necessary. Questions asked sought to get information related to each major content area of the study but other questions emerged during the interviews and replaced a few ones. Also, at the onset, demographic information was also collected.

d) Data analysis

The information collected from copies of the questionnaire were collated, scored and computed in percentages with the use of statistical software called Statistical Package for Social Sciences (SPSS) version 21. The results obtained from the questionnaire administered were subjected to various descriptive statistical tests such as frequency counts and simple percentages. The qualitative data collected from interviews were recorded, transcribed and analysed using thematic content analysis.

The target respondents in the study were academic staff working in six selected private universities in South-West, Nigeria. A total number of four hundred and seven (407) copies of the questionnaire were administered, three hundred and fifteen (315) were filled, returned and considered usable, which represents 77.39% response rate. Correlation analysis was used to express the relationship between the two variables, and estimated the value of the dependent variable (Y) based on a selected value of the independent variable (X), (Fornell and Cha, 1994). For the purpose of this paper, it was used to determine the relationship between the independent variable-mentoring and the dependent variable – organisational commitment. The parameters used to measure mentoring were the mentoring functions, while those used to measure OC were affective, normative and continuance commitment. The p-value was then utilized to see if the results were statistically significant. To be significant, the sig. value needs to be 0.05 or smaller. In both companies, the p-value was higher than 0.05 therefore the results were not statistically significant and did not need to be factored in the qualitative data analysis (Pallant, 2013).

The questionnaire (see appendix 1) was divided into four sections. The first section consisted of demographics which measured variables such as gender, educational level, age, length of service to current organisation. The second section measured the mentoring functions variables. The 3rd section measured organisational commitment. The final section had open-ended questions that linked mentoring and OC.

Questionnaires were structured using the Likert scale ranging from very high (1) to very low (6) which indicated the rate at which respondents gave answers as regards the mentoring and organisational commitment questions. The likert scale encourages respondents to use all points of the scale (Bryman, 2012). Through this, their level of agreement to whether they perceive that their mentor was providing psychosocial and career-related support was found.

For the qualitative data, thematic content analysis specifically template analysis was used. After the transcription, we organised the data into manageable form using NVivo and Word. Descriptive and analytic codes were developed and from them, themes were created based on the researcher's intuition and literature review. Several predetermined and emergent themes were identified including the interviewee's experience as a mentor or protégé, the mentoring relationship, mentoring's relationship with organisational commitment, self-motivation, satisfaction with reward schemes and employee involvement. Participants believed mentoring to be important and have a positive relationship with organisational commitment but several experienced significant difficulty with establishing productive relationships.

IV. Results

Based on the demographic data, respondents reported having at least one mentor with 13.7% and 86.3% respondents reporting that they were involved in formal and informal mentoring respectively. There were 167 female and 148 male respondents. Respondents' highest educational qualification were B Sc, 36(11.4%), M Sc 49(15.6%) and PhD 219 (69.5%). This suggested that an appreciable number of the respondents sampled have at least an undergraduate education. Additionally, 90.6% of respondents reported receiving career-related support while 9.4% of respondents reported receiving psychosocial support from their mentors.

a) Research Objective, Research Question and Research Hypothesis, Analysis and Discussion

Objective: Investigate the relationship of mentoring dimensions and employee commitment in selected private universities in South-West Nigeria.

Research question: What relationship does mentoring dimensions have with employee commitment in selected private universities in South-West Nigeria.?

To achieve this, the respondents were asked to indicate how high or how low they perceived the statements in relation to career-related support, psychosocial support, role modeling, pedagogy, continuous organisational learning and employee commitment of selected private universities in South-West Nigeria. The responses were on a six-point Likert scale (6=Very High, 5=High, 4=Moderately High, 3=Moderately Low, 2=Low and 1=Very Low). The research findings for the study variables showed the

resultant frequencies, percentages, means and standard deviations of the variables.

They are presented as follows:

Table 1: Descriptive Statistics on Career-related support

	Very High	High	Moderately High	Moderately Low	Low	Very Low	Missing	Total	
	Row N %	Row N %	Row N %	Row N %	Row N %	Row N %	Row N %	Mean	Standard Deviation
Mentee Career Progression	19.4%	30.2%	29.2%	4.1%	0.3%	0.3%	16.5%	3.97	1.95
Coordination of Professional Goals	17.5%	33.3%	28.9%	2.5%	0.6%	1.0%	16.2%	3.97	1.94
Aids Achievements of Career Aspirations	21.9%	28.6%	29.8%	2.5%	1.0%	0.0%	16.2%	4.03	1.96
Grand Total								3.9905	1.91067

Source: Field Survey, 2019

Table 2: Descriptive Statistics on Psychosocial support

	Very High	High	Moderately High	Moderately Low	Low	Very Low	Missing	Total	
	Row N %	Row N %	Row N %	Row N %	Row N %	Row N %	Row N %	Mean	Standard Deviation
Sharing of Personal Problems	9.2	25.7	29.2	10.8	4.1	4.1	16.8	3.45	1.92
Receives Counselling	1.9	18.1	31.4	26.3	3.5	1.3	17.5	3.15	1.69
Friendly and Maintains Strict Confidentiality	1.9	24.1	32.7	21.3	1.3	1.3	17.5	3.30	1.74
Grand Total								3.3016	1.66019

Source: Field Survey, 2019

Table 3: Descriptive Statistics on Role Modeling

	Very High %	High Row N %	Moderately High Row N %	Moderately Low Row N %	Low Row N %	Very Low Row N %	Missing N %	Total Mean	Standard Deviation
Imitation of Mentor	10.8	35.9	28.9	5.1	1.9	0.3	17.1	3.79	1.91
Leadership Impartation	15.9	31.1	24.8	9.8	1.0	0.3	17.1	3.82	1.96
Behavioural Appropriateness of Mentor	14.0	36.5	26.0	5.1	0.6	0.6	17.1	3.88	1.95
Grand Total								3.8275	1.87250

Source: Field Survey, 2019

Table 4: Descriptive Statistics on Pedagogy

	Very High Row N %	High Row N %	Moderately High Row N %	Moderately Low Row N %	Low Row N %	Very Low Row N %	Missing N %	Total Mean	Standard Deviation
Provision of Good Working Knowledge of Job Assignment	13.0	34.3	25.1	9.2	0.6	0.6	17.1	3.79	1.94
Teaching of Requisite Skills	11.1	32.1	28.3	8.6	2.5	0.6	16.8	3.71	1.91
Demonstration of Integration of Organisational Strategy With Role Alignment	11.4	31.1	26.7	8.9	1.3	3.5	17.1	3.63	1.96
Grand Total								3.7143	1.87796

Source: Field Survey, 2019

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Table 5: Descriptive Statistics on Continuous Organizational Learning

	Very High	High	Moderately High	Moderately Low	Low	Very Low	Missing	Total	
	Row N %	Row N %	Row N %	Row N %	Row N %	Row N %	N %	Mean	Standard Deviation
Talent Management	8.3	23.5	33.7	10.2	2.9	4.1	17.5	3.42	1.90
Growth In Knowledge About Grant Writing	3.5	10.2	25.5	26.8	12.4	5.1	16.6	2.84	1.67
Novel Idea Development	2.5	8.6	28.9	34.9	5.7	2.5	16.8	2.92	1.59
Learning Aligns With Personal Goal Achievement Like Receiving Grants	2.9	9.8	30.2	27.9	8.3	4.8	16.2	2.92	1.64
Grand Total								3.0687	1.74567

Source: Field Survey, 2019

Table 6: Descriptive Statistics on Employee commitment

Affective Commitment	Very High	High	Moderately High	Moderately Low	Low	Very Low	Missing	Total	
	Row N %	Row N %	Row N %	Row N %	Row N %	Row N %	Row N %	Mean	Standard Deviation
Exertion of Efforts Beyond Expectations	11.1	41.6	41.9	3.2	0.0	0.3	1.9	4.52	0.98
Publicizing your Organisation	13.3	45.1	34.6	3.2	1.0	1.0	1.9	4.56	1.06
Loyalty Towards your Organization	20.6	44.4	30.8	2.2	0.3	0.3	1.3	4.77	0.97
Acceptance of Job Assignments	18.1	44.4	32.7	1.9	1.3	0.3	1.3	4.70	0.99
Alignment of Personal Values With Organization Value	15.9	41.3	36.2	2.5	1.3	1.3	1.6	4.58	1.08
Sense of Pride About Organization	20.0	45.4	28.3	3.2	1.0	1.0	1.3	4.72	1.05
Possibility of Working Elsewhere	21.0	35.9	27.3	7.9	4.1	1.3	2.5	4.48	1.32
Organizational-Led Performance	21.0	39.5	27.4	3.8	3.2	2.5	2.5	4.54	1.33

Grand Total								4.6210	.75457
Continuance Commitme									
Likelihood of Leaving	8.9	13.7	12.7	42.5	13.7	6.7	1.9	3.34	1.39
Happiness About Choice of Job	20.3	31.1	36.5	6.3	2.9	1.0	1.9	4.49	1.21
Benefits From Staying in this Organisation	20.0	39.0	33.0	2.5	2.2	0.6	2.5	4.60	1.19
Reputation of the Organisation	39.0	28.9	27.0	2.2	0.0	1.0	1.9	4.94	1.17
Grand Total								4.3437	.85746
Normative Commitmer									
Fear of Quitting	6.0	9.5	8.3	35.6	28.6	10.2	1.9	2.91	1.37
Negative Consequences of Leaving the Organisation	5.4	13.7	14.9	27.9	24.4	11.7	1.9	3.05	1.44
Sense of Obligation to Remain	25.7	23.5	25.1	14.9	5.1	3.2	2.5	4.30	1.49
Grand Total								3.4190	1.02312

Source: Field Survey, 2019

Relating results in table 1, 2, 3, 4, 5 and 6 together, the mentoring dimensions (career-related support, psychosocial support, role modelling, pedagogy, continuous organisational learning) have differing patterns of increase with employee commitment as it relates to affective, continuance and normative commitment of selected private universities in South-West Nigeria. Our findings reveal that the universities surveyed that have informal or formal mentoring have provided career-related support to mentees as most of them tended towards "moderately high" in their responses. Also, the findings show a moderate representation of the academic staff surveyed have received psychosocial support. Additionally, role modelling and pedagogy showed a moderately high representation by the respondents. Continuous organisational learning was also revealed to have a moderately low representation by respondents. Our findings suggest that mentoring dimensions may or may not have a relationship with employee commitment of selected private universities in South-West Nigeria. This provided an answer to research question one and enabled the researcher to achieve the objective one of this study.

Hypothesis: Mentoring dimensions has no significant relationship with employee commitment in selected private universities in South-West Nigeria.

In order to test the hypothesis, correlation analysis was conducted using employee commitment as the dependent variable, and the five mentoring dimensions: career-related support, psychosocial support, role modelling, pedagogy and continuous organisational learning as the independent variables. Table 7 presents the correlation results.

Table 7: Correlation results for Hypothesis

		Career related support	Psychological Support	Role Modelling	Pedagogy / training	Continuous Organizational learning	Employee commitment
Career related support	Pearson Correlation	1	.823**	.820**	.789**	.720**	.121*
	Sig. (2-tailed)		.000	.000	.000	.000	.032
	N	315	315	315	315	315	315
Psychosocial Support	Pearson Correlation	.823**	1	.858**	.829**	.756**	.150**
	Sig. (2-tailed)	.000		.000	.000	.000	.008
	N	315	315	315	315	315	315
Role Modelling	Pearson Correlation	.820**	.858**	1	.931**	.802**	.159**
	Sig. (2-tailed)	.000	.000		.000	.000	.005
	N	315	315	315	315	315	315
Pedagogy/training	Pearson Correlation	.789**	.829**	.931**	1	.809**	.188**
	Sig. (2-tailed)	.000	.000	.000		.000	.001
	N	315	315	315	315	315	315
Continuous Organizational Learning	Pearson Correlation	.720**	.756**	.802**	.809**	1	.203**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	315	315	315	315	315	315
Employee commitment	Pearson Correlation	.121*	.150**	.159**	.188**	.203**	1
	Sig. (2-tailed)	.032	.008	.005	.001	.000	
	N	315	315	315	315	315	315
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Source: Field Survey, 2019

The relationship between mentoring dimensions (as measured by career-related support, psychosocial support, role modelling, pedagogy and continuous organisational learning') and employee commitment (as it relates to affective, continuance and normative commitment) was investigated in selected private universities in South-West Nigeria using Pearson product-moment correlation coefficient. We performed preliminary analyses to ensure no violation of the assumptions of multicollinearity amongst the explanatory variables. There was a weak, positive correlation between employee commitment and mentoring dimensions with a correlation coefficient of 0.121, 0.150, 0.159, 0.188, 0.203 respectively, which implies that employee commitment may improve a little with the presence of mentoring dimensions (career-related support, psychosocial support, role modelling, pedagogy and continuous organisational learning) in the selected private universities in South-West Nigeria. The p value shows a high level of statistical significance ($P < 0.05$) which led to the rejection of the null hypothesis one.

V. DISCUSSIONS

The results of the correlation analysis for the relationship with mentoring dimensions and employee commitment of selected private universities in South-West Nigeria provided an overall significant view. The combination of the independent variables was statistically significant in showing that a relationship exists with employee commitment of the selected private universities. As in previous research (Hall, Walkington, Shanahan, Ackley & Stewart, 2018; Payne and Huffman, 2005), the correlation analysis found that mentoring dimensions was positively related to employee commitment in selected private universities in South-West Nigeria. The contrasting results in the different dimensions of mentoring may be explained by the variables used in the correlation analysis and the differences between the contextual factors like organisational culture and policies in the different universities.

Conceptually, Kohlmeyer, Parker & Sincich (2017) noted that research has indicated that robust mentoring helps people with their career advancement and satisfaction, supports faculty retention and contributes to academic productivity. There is no single right way of establishing mentoring systems to acquire such benefits, but the approach taken must be appropriate for the specific circumstance. Cifti, Erturk, Doganalp & Kiziloglu (2017) however offer some basic principles that can be applied to any situation. The first principle is that the mentor needs to act and be impartial and independent of management. Secondly, the purpose of the mentoring relationship needs to be agreed to and reviewed by both parties.

Our findings gives credence to the theoretical assumption of the self-regulated learning theory. It emphasizes the need for the mentee to function independently of the mentor in enhancing their personal growth and development and improve their commitment on the job. The mentoring relationship is invariably beneficial to the employee or the mentee and it strengthens personal goal achievement and eventually organisational goal achievement.

Overall, the relationship between the two variables validates the fact that mentoring is to a certain extent a necessity for building and maintaining the loyalty of employees in the selected private universities in the educational sector in Nigeria. Hartmann et al., (2013) and Okurame (2008a) support this fact. In their studies, they discovered that effective mentoring will improve employees' commitment. According to Allen and Eby (2010), the lifetime value of committed employees can be enormous. This further stresses the importance of winning employees' loyalty and the fact that this can be achieved through effective mentoring relationships.

Furthermore, mentoring has a positive relationship with employee commitment if protégés have gained subjective and objective benefits like higher incomes and promotion rates (Ramaswami and Dreher, 2010), thus leading to increased OC. Mentors have gained higher organisational power and personal satisfaction and organisations themselves have reported improved employee motivation, better communication, reduced turnover and retention of talented employees in their succession planning process (Arora & Rangnekar, 2015). However, mentoring's negative relationship with commitment occurs when the mentoring programmes are not structured appropriately or are not perceived as effective. Sometimes there are dysfunctional mentoring relations like instances of abuse of power, aggressiveness or provoking diversity issues which can then lead to mentoring having a negative impact on commitment (Scandura & Pellegrini, 2010). Our qualitative findings as revealed by the mentees and mentors who were asked questions as to how mentoring dimensions is related with employee commitment are seen below: As regards career-related support, all of the interviewees both mentees and mentors agreed that there is a relationship between career-related support and employee commitment. A professor said: "of course, mentoring people enables me stay committed, because I become better by making others better and seeing them progress gives me joy.

Mentoring is valuable for transmitting employee commitment because mentors provide invaluable information on the mission and philosophies and career pathways in the organisation (Fleig-Palmer, 2009). Interviewees from all the selected private universities supported this argument and had several comments on

how mentoring encouraged organisational commitment. Responses from a mentor and mentee:

"Looking back, mentoring has definitely increased my commitment to Covenant University to a large extent because I feel a deeper sense of belonging….[xxxx]I am not so sure about my commitment in the past year but in previous years, my commitment was higher. Presently, I will say mentoring has just maintained it."

"To be honest, I am more committed…I know more because of my mentor's teachings, which has helped me move the organisation forward. However, this commitment is only for as long as I am here because I have a timeline I am working with…"

Although these responses explain mentoring's link with organisational commitment, an interviewee from Redeemer's University reported that despite mentoring, some employees serving as proteges/mentees in academia do not feel committed because of the hoarding of knowledge by experienced academics and the stringent nature of policies regarding career-advancement promotion and reward opportunities. This is why they all preferred the informal nature of mentoring in their university. Making mentoring formal in their opinions brings more rigidity into the sector, a notion supported by Okurame (2011). Accordingly, one interviewee from Lead City University said simply that "scrap the formal process and mentoring will be effective in improving the commitment of my team..." However, all the interviewees selected agreed that mentoring dimensions has (to a large extent) a positive relationship with organisational commitment.

Regarding the effectiveness of mentoring, almost all the interviewees except one from Achiever's University did not believe that the mentoring received were effective. The interviewees said that the factors that affect the effectiveness are conflicting priorities, inadequate time and poor feedback from both parties. Also, they all agreed that although they have people they speak to informally, the formal process with one final year makes it difficult for them to build and maintain substantial mentoring relationships. Consistent with Clutterbuck (2004), two interviewees agreed that a time-table and clear-cut mentoring objectives may help improve mentoring's effectiveness in universities. Another said an informal process will be better.

Conversely, a mentee in Redeemer's University, the factors that affect the effectiveness are lack of seriousness and interest from both parties and management. A mentor suggested this to resolve the problem:

"A combination of formal and informal mentoring is good whereby a probationary period allows mentees to choose the mentors they gravitate towards and are compatible with (informal)… Thus, management did not force the relationship but such relationship will be measured during performance evaluation thereby making it formal… Here, a mentoring slot in the performance evaluation form will measure the effectiveness of the mentoring relationship against the performance indicators that management have… This then somewhat reduces the rigidity of the mentoring process…Through this, the mentoring relationship is beneficial to the mentor because the mentor is credited for being involved in people development and thus motivated to make the most out of the mentoring relationship. However, this may lead to mentors pressurizing mentees by bombarding them with work. I give some of my junior lecturers my work to do and they do it without complaining"

Notwithstanding, the informal process of mentees choosing their mentors may have an issue if mentees have an affinity with a particular mentor. However, there can now be for e.g. a formal timetable to ensure order and fairness. Additionally, all interviewees from both companies reported that if mentoring was effective, it will definitely increase their employee commitment.

An emergent theme as to what inspires employee commitment is self-motivation. Intrinsic and extrinsic motivation generally involves persistence, direction and energy. Specifically intrinsic motivation can be seen as a propellant for employee commitment. Gagné et al., (2008) suggest that motivation influences and is related to employee commitment. This is true because for example, many Google employees seem intrinsically motivated and their commitment to Google comes from within despite all the perks of being a google employee. Some employees may identify with mentoring and see it as a process that increases their organisational commitment based on its perceived meaning and because they identify with mentoring's value whilst keeping their personal goals in mind whereas others may be committed to their organisation based on what stems from within. Take for example, responses from mentors and mentees respectively on what inspires their employee commitment:

"I feel loyal not necessarily because of mentoring but because I am self-motivated and whatever company I find myself in, I always try my hardest to give my all to such and such company in order to remain self-fulfilled and leave a good legacy…"

"For sure, through mentoring, I have learned more and mastered some skills but [xxxxx] …whether mentoring exists or not, I have personal goals I intend to achieve. So, I will remain committed as long as I don't lose sight of achieving my goals".

These responses imply that self-motivation usually gained intrinsically is one of the bases through which employee commitment develops. People will usually feel attached to an organisation if and when they

feel like it or want to. Thus, it can be said that self-motivation begets good job performance which usually begets good rewards leading to increased job satisfaction and ultimately, employee commitment.

VI. Implications

While it has been noted that the issue of mentoring has not been reconceptualised in contemporary times, the article indicated that mentoring is a viable tool for developing skills and leadership in different workplaces and it has behavioural implications for employees. Therefore, human resource directors, practitioners and the entire management of several organisations should develop mentoring programs and evaluate them properly in order to lead to desirable employee outcomes like commitment, job satisfaction, performance and skill development. Organisations will benefit from this study so as to help them develop formal structures, policies and procedures for mentoring to increase employee commitment, job satisfaction, employee performance, skill development and reduce employees' intent to leave.

This article will also enable various sectors to proactively respond to changes within the work environment more effectively as well as enable them implement better business strategy that aligns with Human Resources (HR) strategy. Furthermore, this article will enable the government in policy making with regards to mentoring across all industries to give a mandate that mentoring programs be adequately structured in their systems to track career progression and improve employee performance.

It is also helpful to human resource managers to properly implement human resource development practices by integrating individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfilment of employees as they work to accomplish organizational goals.

Furthermore, for successful departmental mentoring programs in organisations, human resource managers should assign a departmental mentoring committee. Human resource managers should also initiate and model difficult conversations. There should also be alternative and additional mechanisms for mentoring programs' evaluation and assessment. Human resource practitioners should also designate the service mentor to monitor the cumulative total of service requests and should advise when or how to say "no". Furthermore, feedback loops must be built in every semester with consistent, clear, and meaningful annual evaluation. Finally, achievements should be recognized and success celebrated. Lastly, it will enable the society to be more informed about the tenets of mentoring literature and also provide them with more conceptual knowledge with regards to mentoring and employees'

behavioural outcomes in both the public and private sectors. We recommended the following:

i. Management of universities needs to invest more in mentoring, training and employee retention schemes in host-country environment to improve employees' organisational commitment.
ii. Every university should put in place structures that would support mentoring and align it with faculty's promotion in terms of attaching key performance indicators to the performance appraisal system. Mentees' career and personal development can be attached to the promotion criteria for a professorial rank.
iii. The management of universities should make some policy reformations as regards increasing the timeline of the mentoring relationship because proteges/mentees find it hard to gain substantial psychosocial support within one academic year.
iv. The human resources department needs to evaluate the success of the existent informal mentoring and should ensure that it has strategies in place to eliminate the preconceived notions of employees seeking to advance their careers elsewhere after working for some years with them.

VII. Directions for Future Research

The development of the five-component conceptualization of mentoring intended to give a summary of mentoring research to date. It is clear that there are gaps in the mentoring literature yet to be filled. Identification of these gaps should give a direction for further researchers. To begin with, there should be more causal effects and relationship studies with mentoring and other employee outcome variables. Further studies should also be carried out comparatively to ensure robustness and specificity of the relationship between mentoring components and employees' behavioural outcomes. The moderating effect of organisational culture could also be examined. Further studies can also consider including other models linking the mentoring components using quantitative methods like structural equation modelling.

Also, for the advancement of this study, future research might adopt an experimental or longitudinal research design (i.e. creating scenarios for each of the mentoring dimensions). This would help in drawing a better conclusion as the environment can be controlled and future researchers would be able to observe any differences in organisational commitment as it relates to mentoring.

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Appendix 1

Mentoring Dimensions and Organisational Commitment of Selected Private Universities in South-West Nigeria.
Please answer the following by ticking the one you consider most appropriate among the alternatives.

Section A: Demographics

1.	Please place a check mark beside your gender.	• Male	☐ Female

2.	Please check the age range which best fits your age.
	• 21-29 • 30-39 • 40-49 • 50-59 • 60 and above

3.	Check the category that closely fits with your current job title.
	• Lecturer ☐ Supervisor Other (please specify)……………..

4.	Please place a check beside your ethnic background.
	• Igbo Yoruba Hausa Other

5.	Please indicate the approximate number of years you have worked in your current role.
	• < 3 ☐ 3-7 8-10
	• 11-13 ☐ 14-16 16+

6.	Please indicate the approximate number of years you have worked in your current organization.
	• < 3 ☐ 3-7 8-10
	• 11-13 ☐ 14-16 16+

7.	Please place a check beside the size of your organization.	• Fewer than 500
		☐ More than 500

8.	Please place a check mark beside the industry that best matches the industry you currently work.	• Academia
		☐ Others

9.	Please place a check mark beside the specialty area that best matches the area in which you currently work.	• Teaching/ lecturing
		☐ Finance
		☐ Accounting
		☐ Human resources
		☐ Others

10.	Please place a check to indicate your educational level. (Please check all that apply).	• Bachelors	☐ Masters	☐ PhD/Doctorate

Section B: Mentoring

For *Mentoring (X),* the following sub variables (Career-related mentoring, psychosocial mentoring, role modelling, pedagogy, continuous organizational learning) will be used. For *employee outcomes (Y),* employee commitment, job satisfaction, intent to leave, employee performance and skill development were used as sub variables.

Please indicate the type of mentoring you received at your current organization by selecting the appropriate number listed. IF YOU SELECT NON-MENTORING IN QUESTION 1, PLEASE PROCEED TO THE NEXT SECTION C

Item	Informal Mentoring (1)	Formal Mentoring (2)	Non-Mentoring (3)
11. As a protégé I was/ am involved with			
Item	Career-related support (1)		
		Psychosocial support Role modelling Training Continuous	

		(2) (3) (4)		organizational learning (5)	
12. What was/is the most important help given to you by your mentor					

For the next three items, please rate how high or low you receive **CAREER-RELATED SUPPORT** from your mentor based on the following indices on a six likert scale from Very High (VH)- Very Low (VL)

Items	Very High (VH),	High (H),	Moderately High (MH)	Moderately Low (ML)	Low (L) Very Low (VL)
13. Mentee's career progression					
14. Co-ordination of professional goals					
15. Aids achievements of career aspirations					

For the next three items, please rate how high or low you receive **PSYCHOSOCIAL SUPPORT** from your mentor based on the following indices on a six likert scale from Very High (VH)- Very Low (VL)

Item	Very High (VH),	High (H),	Moderately High (MH)	Moderately Low (ML)	Low (L) Very

					Low (VL)
16. Sharing of personal problems					
17. Receives counselling					
18. Friendly and maintains strict confidentiality					

For the next three items, how would you rate the following in relation to **ROLE MODELLING** based on the following indices on a six likert scale from Very High (VH)- Very Low (VL)

Item	Very High (VH),	High (H),	Moderately High (MH)	Moderately Low (ML)	
					Low (L) Very Low (VL)
19. Imitation of mentor					
20. Leadership impartation					
21. Behavioural appropriateness of mentor					

For the next three items, how would you rate the following in relation to **PEDAGOGY (TRAINING)** based on the following indices on a six likert scale from Very High (VH)- Very Low (VL)

Item	Very High (VH)	High (H)	Moderately High (MH)	Moderately Low (ML)	Low	Very Low

					(L)	(VL)
22.Provision of good working knowledge of job assignment						
23.Teaching of requisite skills						
24.Demonstration of integration of organisational strategy with role alignment						
For the next three items, how would you rate the following in relation to **CONTINUOUS ORGANIZATIONAL LEARNING** based on the following indices on a six likert scale from Very High (VH)- Very Low (VL)						
Item	Very High (VH)	High (H)	Moderately High (MH)	Moderately Low (ML)	Low	Very Low

					(L)	(VL)
25. Talent management						
26. Growth in knowledge about grant writing						
27. Novel idea development						
28. Learning aligns with personal goal achievement like receiving grants.						

For the next two items please indicate your level of agreement with each statement by selecting the appropriate number listed.

Items	Strongly Agree (SA)	Agree (A)	Partially Agree (PA)	Disagree (D)	Partially Disagree (PD)	Strongly Disagree (SD)
29. The formal mentoring I receive (d) is/was effective.						

30. The informal mentoring I receive (d) is/was effective.					

Please indicate the gender of your mentor by selecting the appropriate number listed.

Item	Male (1)	Female (2)
31. The gender of my mentor is		

Please indicate if your mentor is older than you, younger than you or similar in age by selecting the appropriate number listed.

Item	Older (1)	Younger (2)	Similar in age (3)
32. My mentor is			

Please indicate the frequency you and your mentor meet during a month by selecting the appropriate number listed.

Item	Once a month (1)	Twice a month (2)	Three times a month (3)	More than three times a month (4)
33. My mentor and I meet				

Section C: Employee Commitment

How would you rate the following in relation to your *Employee Commitment* towards your organization based on the following indices on a six likert scale from Very High (VH) - Very Low (VL)

Items	Very High (VH),	High (H),	Moderately High (MH)	Moderately Low (ML)	Low (L) Very	Very Low (VL),
Affective commitment 34. Exertion of efforts beyond expectations						
35. Publicizing your organization						
36. Loyalty towards organization						
37. Acceptance of job assignments						
38. Alignment of personal values with organizational values						
39. Sense of pride about organization						
40. Possibility of working elsewhere						
41. Organizational-led performance						
Continuance commitment 42. Likelihood of leaving						
43. Happiness about choice of job						
44. Benefits from staying in this organisation						
45. Reputation of organisation						
Normative commitment 46. Fear of quitting						
47. Negative consequences of leaving the organisation						
48. Sense of obligation to remain						

APPENDIX 2

Mentoring Interview Proforma

Preliminary Information for Interviewer

- Explain to interviewee that this information is confidential and all responses will remain anonymous.
- Tell candidate to relax and respond as honestly as possible to the questions.
- Maintain as much eye contact as possible with the interviewee. Smile often. Use non-verbals (e.g., nodding) to encourage and draw-out responses from the interviewee.
- Thank interviewee at beginning and end of interview.

Part I: Background Information

(Note to interviewer: If candidate hesitates before answering these questions, simply explain that these are for record-keeping purposes only and will not be used to identify responses. If further resistance is encountered, skip those items that are considered offensive.)

- Gender:
- What is your age?
- What is your ethnic background?   Igbo, Hausa, Yoruba, Other (please specify:_____
- What is the highest level of education you have obtained? (Interviewer: Circle one) BSc , Masters, PhD
- What is your current job title?
- How long have you worked in this job? Years:____   Months:__
- How long have you worked for this organization? Years:_____ Months:_

Part II: Experience as a Protégé

(Note to interviewer: Please recite the following before proceeding with this section. If interviewee has not been a protégé, then skip this section)

"Before we talk about your role as a mentor, I'd like to gather some of your experiences as a protégé. Therefore, the next few questions will focus on your experience as a protégé."

- During your career, has there ever been an individual who has taken a personal interest in you and who has guided, sponsored, or otherwise had a positive and significant influence on your professional career development? In other words, have you ever had a mentor? How many have you had?
- Was it formal or informal mentoring?
- Was it career-related or psychosocial support or both?
- Let's focus on your most recent mentor for a moment. Using a 6-point scale, with 0 meaning "None" and 5 meaning "Extraordinary Degree of Influence", indicate the amount of positive influence or benefit that the mentor had on your professional development and organizational commitment. Why do you say this?
- What were some of the benefits of being mentored by this individual?
- Were there any disadvantages to being involved in this relationship?
- Did your experience as a protégé influence your decision to become a mentor? How?
- Did your experience as a protégé help you prepare for the role of mentor? How?

Part III: Experience as a Mentor

(Note to interviewer: Please recite the following before proceeding with this section)
"Now I'd like to ask several questions that focus on your experience as a mentor."

- How many protégés have you mentored?
  (Note to interviewer: Ask for the duration of the relationship for each of the protégés mentioned)
- Please describe the reasons why you have served as a mentor to others.
  (Note to interviewer: Probe for motivational factors; for example, wanting to pass on knowledge to others, wanting to leave legacy in organization, wanting to increase your visibility, wanting to help others, etc.)
- Of the reasons you just listed, please rank order the five most important.
  (Note to interviewer: Simply place the number by the reason outlined above.)
- What did you do to prepare yourself for serving as a mentor?
  (Note to interviewer: Give examples, such as organizational training programs, workshops, advice, experience as a protégé, etc.)
- What do you perceive are the advantages to serving as a mentor? That is, what do you believe mentors stand to gain by mentoring others?
- What benefits did you personally realize as a result of serving as a mentor?
  (Note to interviewer: Follow-up with specific examples, such as help in doing your job, gaining of information, gaining of loyalty, gaining of prestige, promotions, satisfaction with seeing someone progress).
- What do you perceive are the disadvantages to serving as a mentor? That is, what do you believe mentors stand to lose by mentoring others?
- What negative consequences did you personally realize as a result of serving as a mentor?
  (Note to interviewer: Follow-up with specific examples, such as damage to your reputation, hindering of your work, demotion)
- What are some of the organizational factors that serve to facilitate your ability to mentor others?
- What are some of the organizational factors that inhibit or constrain your ability to mentor others?
- What characteristics do you think the ideal mentor should possess?

Part IV: The Protégé

(Note to interviewer: Please recite the following before proceeding with this section)
"Now I'd like to ask several questions that focus on your perceptions of the protégé."

- Think about the mentoring relationships you have had with your protégés. In general, describe how this relationship was initiated. Who first approached who? Did you perceive that the protégé needed help?
  Note to interviewer: If the mentor has mentored multiple protégés, ask for differences or similarities between the situations)
- What factors attracted you to the individual that you mentored?
- What characteristics do you think make-up the ideal protégé?
- Would you consider mentoring a junior employee who had low performance/who was struggling? Why or why not?

Part V: The Mentoring Relationship

(Note to interviewer: Please recite the following before proceeding with this section)
"Now I'd like to ask several questions that focus on your general perceptions of relationships in which you have served as a mentor."

- Think about your most successful mentoring relationship. What were the factors that made it such a success?

- How did this successful mentoring relationship end?
- Have you been involved in any mentoring relationships that were not successful? If yes, please indicate why you think the relationship was not successful. What were the factors that made it unsuccessful?
- How did this unsuccessful mentoring relationship end?
- Do you still keep in touch with your former protégé(s)? If yes, what is the nature of your current relationship?
- What do you think both mentors and protégés can do to make the most out of a mentoring relationship?

Part V: Mentoring and organisational commitment

- Please describe how your mentoring relationship has increased your commitment. Please provide as many specific examples as possible of things your mentor did, qualities of your mentor, ways you interacted, or key situations that made the relationship not work well for you."
- Does the gender of your mentor influence the mentoring received and thus your level of employee commitment
- What would make mentoring effective in organizations?
- If formal mentoring was effective, would it increase your commitment?