

WORKPLACE MENTORING AND ORGANISATIONAL COMMITMENT AMONG ACADEMIC STAFF OF FEDERAL POLYTECHNICS SOUTH-SOUTH ZONE NIGERIA

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ABSTRACT

Academic of Federal Polytechnics in Nigeria's south-south zone were surveyed to learn how workplace mentorship affected their loyalty to their institution. The research used a survey approach. Questionnaire were distributed to 300 academics staff of government Polytechnics in Nigeria's south-south region. Only 280 questionnaires were usable for analysis. Pearson correlation analysis was used to examine the gathered data. The results indicated that there are positive and insignificant relationships between mentoring in the workplace and affective commitment. Second, there are favourable linkages and strong correlations between normative commitment and mentoring in the workplace. Third, there are negative and insignificant associations between mentorship and loyalty over time. Institutional leaders were urged to implement the study's recommendations for strengthening mentorship programs by providing clear criteria for mentors and mentees. Also, administrators should pair up new hires with seasoned senior academics who can act as mentors in their chosen fields.



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1. INTRODUCTION

Mentorship and mentoring programs are essential to the success and efficiency of any organization that relies on human resources (Hester & Setzer, 2013). Mentoring is an approach that has been shown to raise the quality of both research and classroom instruction (Ekpoh & Ukot, 2019). It aids inexperienced people in gaining knowledge and abilities that will help them succeed in school (Waddell, Martin, Schwind & Lapum, 2016). Mentoring, according to Peretomode and Ikoya (2019), is more than just giving advice on how to improve performance at work or solve a particular issue. The mentor takes an active role in ensuring that the mentee acquires the abilities, values, attitudes, information, and experience necessary for professional and personal growth. Ekechukwu and Horsfall (2015) agreed, writing that mentorship helps academic professionals advance in their careers and encourages superior performance in

classroom instruction, grading, research, and administration.

Statement of Problem

There is no way to divorce the objective of producing high-quality graduates from the quality of the lecturers turning out these graduates in the educational system (Adeogun, Abiona, Alabi, & Yila, 2018). Ekpoh and Ukot (2018) contend that the absence of efficient mentoring programs for newly hired lecturers has resulted in a decline in commitment, a lack of confidence during lecture delivery, a poor choice of teaching methods and their ineffective application, poor human relationships when performing administrative tasks, and poor academic performance, as demonstrated by low grades on assignments and exams. This study aims to examine how workplace mentorship programs have influenced the commitment of faculty members at Federal Polytechnics in Nigeria's South-South Zone.

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Objectives of the Study

The overarching purpose of this research is to learn how mentorship programs in the workplace influence employees' dedication to their institutions at Federal Polytechnics in Nigeria's South-South Zone. The aims are specifically to:

- i. To determine the contribution of mentorship to affective commitment.
- ii. To examine the extent to which mentorship contribute to normative commitment.
- iii. determine the effect of mentoring on long-term commitment.

2. LITERATURE REVIEW

The concept of Mentoring

The term "mentoring" refers to an educational connection in which one person guides another who has less experience or knowledge (Udom, Okoedion, Okolie, 2020). Its purpose is to improve the institution's capacities and intelligence, expand its body of knowledge, and keep it at the forefront in its field (Njoku, 2017). Nnabuife and Okoli (2017) state that mentoring is helping others grow and supplying them with the knowledge and tools they need to achieve their goals in a specific field. The group also concluded that mentoring entails the transfer of expertise from an experienced individual (the mentor) to a less-skilled newcomer (the mentee).

Mentoring is the process through which a more seasoned person assists a less seasoned person in realizing their full potential by sharing knowledge and expertise acquired over time (Lekan, Alamba & Enya, 2021). According to Ismail and Arokiasmamy (2017), a mentoring connection between a more seasoned employee of an organization and one with less experience is one of the most effective methods for the latter's professional growth and promotion. A mentor's role is to help a mentee develop professionally by sharing the wisdom and experience gained from the mentor's experience and expertise. Building people up and giving them the tools, they need to succeed is the focus.

The Concept of Organisational Commitment (OC)

The degree to which a person feels an emotional connection to an organization and is driven to strive toward its objectives is referred to as that person's level of organizational commitment (Udu and Ameh, 2016). This mental state includes the conviction and admiration of one's chosen profession, as well as the desire to carry on working in it (Morrow & Writh as cited in Jnaneswar, 2019).

The three elements of organizational commitment that Allen and Meyer identified are:-

- i. **Affective Commitment:** A person's level of emotional engagement and investment in their job is referred to as "affective commitment" (Meyer and Allen, as cited in Jusuf, Amiruddin, Syamsul&M.Rfit, 2013). They elaborate that

loyalty results when an individual sees themselves as part of a group and actively participates in its activities. A high level of affective commitment is reflected in optimistic attitudes, high levels of performance, and a lack of interest in leaving the company. Employees show this kind of dedication when they treat the organization's goals as if they were their own (Haque & Yamoah, 2014).

ii. Continuance Commitment: Employees who show a commitment to the organization are more likely to remain with the business. Employees that are required to remain with the organization for the foreseeable future do so out of necessity (Meyer & Allen, cited in Mohammadhu & Atham, 2018). This indicates that workers remain with the company because they value the benefits, they receive there more than the costs they would face if they left. High-continuance-commitment employees don't leave their jobs until they absolutely must.

iii Normative Commitment: An employee's sense of duty to the company they work for stems from a desire to show appreciation for the opportunities the company has given them (Osibanjo et al, 2019). It's the degree to which an employee feels emotionally invested in their work as a source of loyalty, warmth, ownership, pride, and enjoyment (Allen & Meyer, as cited in Jusuf, et al, 2013). This sort of dedication stems from strong beliefs or a sense of duty to the group to which one belongs.

Theoretical Framework

Social Learning Theory

Albert Bandura's social learning theory, which Mcleod (2016) mentions, contends that people can develop new habits by watching and imitating the behaviour of those around them. Learning appears to rely heavily on observing and mimicking others. According to social learning theory, people pick up new information by watching and copying others they see as knowledgeable and trustworthy. They look up to this individual and consider them a role model. An employee can learn new abilities or behaviours by experiencing the results of user behaviour firsthand or by witnessing the results of the behaviours of others and learning from their mistakes.

The goal of mentoring is to facilitate growth and positive change in an individual's behaviour. Mentoring is a social learning strategy that incorporates both cognitive and stimuli-reinforcement learning. This will help the mentee learn the ropes in terms of administration, pick up some fresh ideas, and become fired up about providing excellent service. When the mentee does a good job with the tasks assigned to him by the mentor, the mentee gains positive reinforcement. He does this out of pure joy and satisfaction with himself. However, when he falls short, he uses negative emotions like guilt, disappointment, and so on as punishment. Before taking on any significant responsibilities, he will have a better idea of how he's doing and where he can improve.

Empirical Review

Lekan, Alamba, and Enya (2021) used a sample of schools in Abia State to study how mentorship affects worker productivity. Faculty and administrative employees from Michael Okpara University of Agriculture Umudike and Abia State University made up the population of the survey-based study. The data acquired from both primary and secondary sources were examined using descriptive statistics, regression analytical techniques, and analysis of variance (ANOVA). The study's conclusions emphasize the significance of mentors' opinions, methods, and interactions with mentees as significant factors in academic performance. According to the research, colleges should set up formal mentorship programs to encourage interaction between senior faculty members and junior faculty.

Udom, Okoedion, and Okolie (2020) conducted research on the impact of mentoring on students' academic achievement at the University of Benin in Benin City, Nigeria. To gather their data, the researchers utilized a descriptive technique and a random sample of 300 respondents. The data were tested using descriptive analysis, frequency distribution analysis, correlation analysis, and linear regression analysis. According to the study's results, doing well in school and having a mentor are strongly correlated. The statistics additionally shown how having a mentor can significantly enhance students' academic achievement at the University of Benin. The report suggests that universities in Nigeria pay due attention to mentoring because it is acknowledged as a critical approach for creating and sustaining scholars in research institutions like universities. Ekpoh and Ukot (2019) studied mentoring methods and professors' ability to instruct at universities in Nigeria's Cross River State.

Universities provide advanced education for the academic profession, policymakers, and public and private sector professionals involved in the complex globalized economies of the 21st century. A sample of 200 professors was chosen for the study out of a total of 1149 professors. Correlational research was used in the study. Responses were recorded on a 4-point scale using the research instruments. The results were demonstrated to have a reliability of 0.85 and 0.83 using the Cronbach Alpha method. The Pearson Product Moment Correlation Coefficient was used to examine the information that had been collected. Data analysis revealed a relationship between lecturers' effectiveness in class presentations, teaching methodology, student evaluation, research mentoring, administrative mentoring, and mentor-mentee relationships. The promotion and implementation of formal mentoring programs for new faculty members was encouraged upon universities.

In the centre north of Nigeria, Setka (2019) investigated the effects of mentoring programs on the effectiveness of academics who teach there. Two hundred fifty-three thousand, eight hundred and seventy-two (253,872) students and seven thousand seven hundred and forty-

seven (7747) faculty and staff people from thirteen different public institutions participated in the survey. The study included 501 professors from two distinct universities. The sampling formula developed by Yamane in 1967 was employed. Data collection involved the use of questionnaires. The hypothesis was tested using the Pearson correlation coefficient, and the mean and standard deviation were used to provide the study's insights. The findings indicated that faculty mentoring programs enhanced lecturers' performance at work. According to the report, senior university officials should set up a mentoring program for new faculty members.

Adeogun, Abiona, Alabi, and Yila (2018) examined the academic staff of the Faculty of Agriculture at the University of Ibadan in Oyo State, Nigeria, to ascertain the effect of coaching and mentoring on staff productivity at work. Several techniques were used to sample 90 people. The data were analyzed using chi-square and the Pearson Product Moment Correlation Coefficient. The findings showed that respondents' marital status had a big impact on how productive they were at work. Coaching and mentoring can also boost an employee's performance. The study found that universities administration should create a supportive setting for mentoring and coaching faculty.

3. METHODOLOGY

The research methodology used was the survey method. This approach is helpful for determining how a unit or group is performing now. The participants were educators employed by the four traditional Federal Polytechnics in the south-south region of Nigeria. Around 1,203 academic staff members are employed by universities (ASUP Staff Records 2022). A sample size of 300 with a 95 percent confidence level and a 5 percent margin of error was produced by the approximation Yamane's formula.

The data was compiled using primary sources. The data was gathered via a structured questionnaire. In this study, organizational commitment (OC) was measured using the Affective Commitment Scale (ACS), Continuity Commitment Scale (CCS), and Normative Commitment Scale (NCS) developed by Allen and Meyer in 1990. (NCS). Each question on the study tools was given a point value ranging from 0 to 4. The instruments' dependability scores were 0.790 and 0.741 when using the Cronbach Alpha method. Frequency tables, percentages, and mean scores were some of the descriptive statistics that were utilized to display the information obtained from the structured questionnaire. Using the Pearson Product Moment Correlation Coefficient, the data was examined. The 0.05 significance level was chosen as the test level for the hypotheses.

Data Presentation and Analysis

Table 1: Percentage and Mean Score Analysis of Mentorship

S/N	Mentoring	SD	D	A	SA	Mean score	Overall mean
1	Senior colleagues offer advice and assistance to junior lecturers.	6.4	10.4	50.7	32.5	3.09	
2	The job aids and instruction with academic papers.	10.0	8.9	50.0	31.1	3.02	
3	The job aids and instruction with academic papers.	10.4	10.0	48.9	30.7	3.00	3.07
4	Mentors provide guidance and serve as role models for their mentees.	10.4	13.9	47.5	28.2	2.94	
5	I help with the collection, appraisal, and assessment of student work as part of my job.	1.1	7.9	53.2	37.9	3.28	

4- Strongly Agree (SA), 3- Agree (A), 2- Disagree (D), 1- Strongly Disagree (SD)

Source: Researcher’s fieldwork, 2022

Among the academic staff of Federal Polytechnics in the South-South Zone of Nigeria, Table 1 displays the percentage and averages analysis of research items assessing the variance of mentorship with dedication. We found that 32.5% of respondents strongly agree that "older lecturers provide help and advice to junior lecturers," 50.7% agree, 10.4% disagree, and 6.4% strongly disagree. With a mean score of 3.09, most respondents agree that more senior academic should mentor their younger colleagues.

While 31% are firmly in agreement with the statement "my employment provides advice and direction in research writing," 50% agree and 8.9% are in strong disagreement. The mean score of 3.02 suggests that most respondents think their employer offers some level of direction and supervision in research writing. Thirty-one percent are in complete agreement with the statement, "I am responsible for directing and instructing pupils as part of my employment," while forty-nine percent agree with the statement. With a

mean score of 3, most respondents agree that their school provides direction to those who provide lectures.

When asked whether they agree or disagree with the statement, "Mentors share expertise, provide support and inspiration to mentees," 28.2% strongly agree, 47.5% agree, 13.9% disagree, and 10.4% disagree. With a mean score of 2.94, most respondents believed that mentors impart wisdom and serve as sources of morale-boosting inspiration. 39% of respondents strongly agree, 53% agree, 7.9% disagree, and 1.1% disagree with the statement, "My job guides assessment of students' work, evaluation, and compilation of results." With a mean score of 3.28, it's clear that most respondents agree that their position dictates how students' work is graded, evaluated, and compiled. The mean score of 3.07 indicates that the majority of faculty at Federal Polytechnic in Nigeria's South-South Zone feel that mentorship has a significant role in fostering students' dedication to their institutions.

Table 2: Percentage and Mean Score Analysis of Affective Commitment

S/N	Affective Commitment	SD	D	A	SA	Mean score	Overall mean
1	I would be very happy to spend the rest of my career with this institution	9.3	21.4	36.4	32.9	2.93	
2	I feel as if this institution's problems are my own	10.4	20.7	40.0	28.9	2.88	
3	I feel emotionally attached to this institution	8.9	19.6	42.5	28.9	2.91	2.93
4	This institution has a great deal of personal meaning for me	6.4	19.3	54.3	20.0	2.88	
5	I feel a strong sense of belonging to my institution	3.6	17.9	47.5	31.1	3.06	

Source: Researcher’s fieldwork, 2022

Among the faculty of Federal Polytechnics in Nigeria's South-South Zone, Table 2 displays the percentage item and mean score analysis of study items measuring

emotional commitment with organizational commitment. The data shows that 32.9% of workers are very agree, 36.4% are agree, 21.4% are disagree, and

9.3% are strongly disagree that they would be delighted to spend the rest of their careers at the institution. With a mean score of 2.93, most employees expressed extreme contentment at the prospect of spending their whole professional lives with the organization. Twenty-nine percent are adamant that "I feel as if this institution's issues are mine," while forty percent agree, twenty-one percent disagree, and ten percent are adamantly opposed. With a mean score of 2.88, most employees agree that they bear responsibility for fixing the institution's issues. Only 8.9 percent of respondents strongly disagree with the statement "I feel emotionally linked to this institution," whereas 28.9 percent agree and 42.5% agree. With a mean score of 2.91, respondents generally felt that they have strong feelings of loyalty for their school. Twenty percent of

respondents highly agree, 54.3% agree, 19.3% disagree, and 6.4% strongly disagree that "this organization has a great deal of personal meaning for me." Respondents who gave an emotional connection to their institution a mean score of 2.88 agreed.

Among those asked, 31.1% highly agreed, 47.5% agreed, 17.9% disagreed, and 3.6% were extremely disagreed with the statement "I feel a strong feeling of belonging to my institution." With a mean score of 3.06, most respondents stated that they have strong feelings of loyalty for their school. A mean score of 2.93 indicates that the academic staff at Federal polytechnics in Nigeria's South-South Zone generally think that employees' emotional investment in their work benefits the institution. Thus, affective commitment influences organizational dedication.

Table 3: Percentage and Mean Score Analysis of Normative Commitment

S/N	Normative Commitment	SD	D	A	SA	Mean score	Overall mean
1	People these days, in my opinion, transition between institutions far too frequently.	6.1	30.4	33.6	30.0	2.88	
2	I believe that a person should constantly be devoted to their organization.	2.1	11.8	47.1	39.0	3.33	
3	I think it's unethical to hop between institutions.	7.5	25.7	34.3	32.5	2.92	3.04
4	When people spent the majority of their careers at one institution, things were better.	4.6	23.9	37.5	33.9	3.01	
5	I no longer believe that aspiring to be a "institution man/woman" makes sense.	6.4	16.8	41.8	35.0	3.05	

Source: Researcher's fieldwork, 2022

Research questions measuring normative commitment as it influences organizational commitment among academic staff at Federal Polytechnics in the South-South Zone, Nigeria are displayed in Table 3 above, along with the associated percentage and mean score analyses. As for the statement, "I think that people in today's society float from institution to institution too often," 30.0 percent of respondents strongly agree, 33.6 percent agree, 30.4% disagree, and 6.1 percent severely disagree. With a mean score of 2.88, most respondents agreed that people today bounce around from one institution to another far too frequently.

A total of 39.0 percent of respondents strongly agree, 47.1% agree, 11.8% disagree, and 2.1 percent very disagree with the statement "I feel that a person must always be devoted to his/her institution." A mean score of 3.33 indicates that most workers agree that allegiance to one's employer is something that must be always maintained. Among those polled, 32.5 percent gave a strong agreement to the statement "Jumping from institution to institution seems unethical to me," while 34.3% gave an agreement, 25.7% gave a disagreement, and 7.5 percent gave a severe disagreement. The mean

score of 2.92 shows that most employees feel that it is unethical to repeatedly switch jobs in the same industry.

In response to the statement, "things were better in the days when people stayed with one institution for much of their career," 33.9% of respondents strongly agree, 37.5% agree, 23.9% disagree, and 4.6% disagree. With a mean score of 3.01, respondents generally felt that things were better when most workers remained with the same institution for their whole careers.

35 percent highly agree, 41 percent agree, 16 percent disagree, and 6 percent disagree with the statement, "I do not think that desiring to be an institution man / woman is sensible anymore." Respondents generally agreed that aspiring to be a "institution man/woman" is not practical in the modern world (mean score 3.05). Academic staff from Federal polytechnics in Nigeria's South-South Zone were found to agree, with a mean response score of 3.04, that normative commitment plays a significant role in institutional loyalty.

Table 4: Percentage and Mean Score Analysis of Continuance Commitment

S/N	Continuance Commitment	SD	D	A	SA	Mean score	Overall mean
1	Even if I wanted to, leaving my institution right now would be expensive.	7.5	20.7	40.0	31.8	2.96	
2	Right now, choosing to remain with my institution is motivated by both necessity and desire.	5.7	9.6	46.8	37.9	3.17	
3	I feel like I don't have many options for leaving this school.	5.7	21.4	39.3	33.6	3.01	3.00
4	The lack of viable alternatives would be among the significant effects of leaving this organization.	9.6	19.3	35.0	36.1	2.98	
5	One of the main reasons I remain employed by this organization is that leaving would force me to make sacrifices on my part, and another organization might not be able to match the overall benefits I receive here.	10.0	22.1	35.7	32.1	2.90	

Source: Researcher's fieldwork, 2022.

Research items measuring academic staff of Federal Polytechnics in Nigeria's South-South Zone's continuance commitment with institutional commitment are broken down by percentage item and mean score in Table 4. The data shows that 31.8 percent of people highly agree that "it would be costly to quit my institution today, even if I wanted to," while 40.0 percent agree, 20.7 percent disagree, and 7.5 percent severely disagree. With a mean score of 2.96, most employees agreed that it is now too expensive to voluntarily leave their current position.

When asked whether they agreed or disagreed with the statement, "Right now, continuing with my institution is a matter of necessity as much as desire," 37.9% strongly agreed, 46.8% agreed, and 9.6% disagreed, while 5.7% severely disagreed. With a mean score of 3.17, most respondents felt that continuing at their current institution is driven as much by necessity and by choice. 33.6 percent of respondents highly agree, 39.3 percent agree, 21.4% disagree, and 5.7 percent disagree with the statement "I feel that I have few possibilities to consider leaving this school." With a mean score of 3.01, most respondents think that they don't have many viable alternatives to staying at their current institution. A total of 36.1% of respondents highly agree that "one of the significant implications of leaving this institution would be the lack of viable alternatives," while 35.0% agree, 19.3% disagree, and 9.6% strongly disagree. The mean score of 2.98 indicates that most respondents thought that a lack of alternatives would be a major consequence of leaving this school.

Leaving would take personal sacrifice, and I'm not sure another institution could provide the same level of total advantages as my current employer. Only 32.1% are completely in agreement; 35.7% are somewhat in agreement; 22.1% are not in agreement; and 10.0% are completely in disagreement. Leaving the institution would require personal sacrifice, as other institutions

may not be able to match the overall benefits they have in their current institution, as shown by the mean score of 2.90, which indicates that most respondents agreed with this statement. Since the entire mean score response was 3.0, it can be concluded that the faculty at the federal polytechnic in Nigeria's South-South zone generally agreed that the dedication of faculty members over time affects the dedication of the institution.

4. HYPOTHESES TESTING

Hypothesis I

H₁: Workplace mentoring contributes to affective commitment.

H₀: Workplace mentoring does not contribute to affective commitment.

Table 5: Correlation of Workplace mentoring (WPM) and Affective Commitment (AFC) among academic staff of Federal Polytechnics in South-South Zone of Nigeria

		WPM	AFC
WPM	Pearson Correlation	1	.019
	Sig. (2-tailed)		.747
	N	280	280
AFC	Pearson Correlation	.019	1
	Sig. (2-tailed)	.747	
	N	280	280

** Correlation is significant at the 0.01 level (2-tailed).

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

Source: Researcher's fieldwork, 2022

Academic personnel at Federal Polytechnics in Nigeria's South-South zone demonstrated positive correlations between mentorship in the workplace and affective commitment in the table above. Mentoring was found to have a positive connection ($r = 0.019$) with both objective and subjective measures of affective commitment among faculty at Federal Polytechnics in

Nigeria's south-south region. The positive association was not statistically significant, as indicated by a p-value of 0.747 (greater than the 5 percent threshold for significance). The results imply a rejection of the alternative and a confirmation of the null hypothesis.

Hypothesis II

H₁: Workplace mentoring contributes to normative commitment.

H₀: Workplace mentoring does not contribute to normative commitment.

Table 6: Correlation of Workplace mentoring (WPM) and Normative Commitment (NC) among academic staff of Federal Polytechnics South-South Zone of Nigeria

		WPM	NC
WPM	Pearson Correlation	1	.164**
	Sig. (2-tailed)		.006
	N	280	280
NC	Pearson Correlation	.164**	1
	Sig. (2-tailed)	.006	
	N	280	280

** . Correlation is significant at the 0.01 level (2-tailed).

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

Source: Researcher's fieldwork, 2022

The table above shows the Pearson correlation coefficient between workplace mentoring and normative commitment for the academic staff at Federal Polytechnics in Nigeria's South-South region. The results reveal that academic staff at Federal Polytechnics in the south-south region of Nigeria exhibited positive correlations between normative commitment and the standard of workplace mentoring (r = 0.164). The positive link is statistically significant at the p-value of 0.006 (less than the threshold of 5%). The alternative hypothesis is accepted since the facts show that it has a higher likelihood of being true.

Hypothesis III

H₁: Workplace mentoring contributes to continuance commitment.

H₀: Workplace mentoring does not contribute to continuance commitment.

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Table 7: Correlation of Workplace Mentoring (WPM) and Continuance Commitment (CC) among academic staff of Federal Polytechnics in South-South Zone of Nigeria.

		WPM	CC
WPM	Pearson Correlation	1	-.039
	Sig. (2-tailed)		.519
	N	280	280
CC	Pearson Correlation	-.039	1
	Sig. (2-tailed)	.519	
	N	280	280

** . Correlation is significant at the 0.01 level (2-tailed).

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

Source: Researcher's fieldwork, 2022

Among the faculty of Federal Polytechnics in the south-south zone, the table above displays the Pearson connection coefficients of mentoring in the workplace and perseverance commitment. A r value of -0.039 demonstrates a negative relationship between workplace mentoring and long-term dedication. Thus, more mentoring leads to less dedication to long-term goals, and the reverse is also true. As the p-value for the negative relationship was 0.519, it was not statistically significant (p > 0.05). The findings support the null hypothesis and disprove the alternative.

5. CONCLUSION AND RECOMMENDATIONS

According to the preceding analysis, having a mentor can increase both emotional and ethical loyalty. Normative commitment was required for the favourable correlation to be meaningful. Consistent effort yields negative and negligible results.

The recommendations that follow are based on the findings of this study.

- i. Institutional leaders should implement robust mentoring programs with clear expectations for both mentors and mentees.
- ii. Institutional policymakers should make it mandatory for all junior faculty members to be mentored by an established expert in their field.
- iii. By periodically analysing and reviewing mentoring programs, institutional management can lessen mentoring's potentially detrimental effects.

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