

## **INFLUENCE OF MENTORING ON BUSINESS EDUCATORS' DOMAINS OF ORGANIZATIONAL COMMITMENT WITH MODERATING ROLE OF GENDER**

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### **Abstract**

*Many Business educators seem to display negative attitudes such as lateness to work, meetings and classes, lateness in preparation and submission of students' results. More worrisome is the fact that many of these educators quit lecturing jobs frequently in search for greener pastures in financial institutions, politics, and multi-national companies. To this end, this study investigated how mentoring influenced the domains of organizational commitment of business educators in Edo and Delta States, Nigeria. Three research questions were answered and three null hypotheses were tested in the course of the study. The descriptive survey design was used with a census sample of 211 business educators. The instrument was a 4 point rating scale of 24 items and was validated by three experts in the field of Business Education. Reliability of instrument was determined by administering the instrument to 20 business educators who were not part of the sample once and Cronbach Alpha statistics was used to determine the statistical value which yielded a reliability co-efficient of 0.87. Answering of the research questions was carried out using Mean and Standard Deviation while analysis of the null hypotheses was carried out using t-test at 0.05 level of significance. Results showed that mentoring influenced the three domains of business educators' organizational commitment in the period under study. Hypotheses testing showed that there was no significant difference in the influence of mentoring on the organizational commitment of male and female business educators. Therefore, it was recommended that authorities in charge of Business Education in Edo and Delta States should ensure that there is a formal structure to continue to foster mentoring among the educators through departmental well-designed mentoring programmes with clear expected outcomes.*

**Keywords:** Business Educator, Gender, Organizational Commitment

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### **Introduction**

Educators' organizational commitment is a serious factor for effective achievement of any educational goal or objective. This is because the level of commitment of educators can to a very large extent determine both their personal development as well as achievement of the organizational outcomes. As a result of the functions employees' commitment plays in the achievement of the goals of organizations, management of Business Education Departments in tertiary institutions always look for ways to deepen the commitment level of their employees especially the educators using various strategies. One of the strategies currently gaining ground in development of educators' organizational commitment in institutions of learning worldwide is mentoring. Hill,

Ward, Seay and Buzenski (2022) noted that mentoring relationship is a hallmark of good instructional practice as it helps individuals to get benefits in diverse teaching areas such as advice on balancing teaching, research, organizational commitment and other responsibilities.

Mentoring refers to a process of serving as a mentor, or someone who facilitates and assists another person's development (Kamarudin, Kamarudin, Darmi, & Saad, 2020). It is a relationship in which a more experienced or knowledgeable person helps to guide a less experienced or less knowledgeable person (Peretomode & Ikoya, 2019). Through effective mentoring, experienced educators share knowledge of subjects, hasten the process of personal and career growth and development, inspires the mentees to make wise career decisions, and assists the protégé (less experienced educators) to make transitions and grow on teaching career (Zachary in Mittal & Upamanyu (2017). Emoefe (2016) noted that mentoring helps the academic staff to develop natural strength and potentials for advancement in educational service including teaching, research and publications, and community service.

The result of the study by Emoefe (2016) showed that there are two mentoring practices (formal and informal mentoring practices) among academic staff in universities in Edo and Delta States. However, Emoefe (2016) revealed that the dominant mentoring practice in the universities is informal. Informal mentoring focuses primarily on voluntarily pairing of mentors and mentees. This type of mentoring does not have a formal or precise structure and the conditions are often decided and dictated by the participators who stipulate the goals, conditions, objectives, expectations, modalities and approached of the relationship. This kind of mentoring involves frequent social relationships between the experienced and inexperienced or less experienced educators spending time together and sharing a friendly and comfortable relationship to enhance career growth, development and diverse forms of commitment. The result of the study by Ojeaga (2018) shows a strong informal mentoring practice among business educators in Edo and Delta States with the main goal to help the less experienced business educators to understand the nitty-gritty of their jobs well on time in order to facilitate personal growth, career development and organizational commitment.

Formal mentoring is being practiced when a Department chooses to schedule a mentoring programme that will be formally accepted and recognized to help the educators. In formal mentoring relationship a senior/more experienced business educator is assigned to nurture the career and job development of a newer or less experienced educator (Adesina, 2013). In formal mentoring by a department, department decides when the mentoring relationship starts, ends and provides expectations, meeting times for both the mentee and mentor, requires regular feedbacks on the progress of the meetings, and organizes orientation or training sessions for the participants.

Notwithstanding the practice of mentoring, the level of business educators' organizational commitment especially the young/inexperienced in Edo and Delta States still appeared to be less than commendatory. Many of them seemed to show so many negative tendencies on the job such as lateness to work, meetings and classes, lateness in preparation and submission of students' results to mention a few. Professionally, many business educators especially the young and inexperienced seem not to be committed to their jobs. For example, many of them seem to use their career in Business

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Education as a stepping stone only to divert and acquire Masters and Doctor of Philosophy degrees in other fields of education such as educational management, curriculum/instruction or management sciences and then quit business education to such fields. More worrisome is the fact that many business educators quit lecturing jobs altogether for greener pastures in financial institutions, politics, and multi-national companies. Owenvbiugie (2015) noted with concern that business educators in Edo and Delta States were leaving the teaching job for multinational companies, banks, politics and production companies. Again, the researchers observed that Business Education in the University of Benin in 2016 lost two educators to Entrepreneurship and Educational Management Departments respectively. All these issues border on lack of organizational commitment on the part of the educators.

Mentoring in Business Education appears to be for both male and female educators in public universities in Edo and Delta States. However, female educators appear not to embrace the practice as much as their male counterparts. This could be because women are usually more laden with domestic and maternal chores making it difficult to fully make them available for the practice as compared to males. Also, the number of females at the senior cadres in academics who can effectively mentor the younger/inexperienced females appear to be fewer than the number of males. Osimen, Anegbode, Basil and Oyewole (2018); Oluyemi and Kayode (2021) decried the persistent gender inequality in tertiary academia in Nigeria. Cross-gender mentoring appears to be the main options for the female educators but the female educators especially the married ones may not accept cross-gender mentoring relationships for fear of sexual molestation. For women, gender, therefore, plays a significant obstacle in mentoring and career progression (Priyanka, 2020). Ragins, Cotton and Miller in Ojeaga (2018) showed that men with formal mentors reported significantly more career commitment than women with formal mentors. These concerns may have serious negative effects on mentoring vis-a-vis the organizational commitment of the female business educators.

Male and female business educators would benefit significantly from the findings of this study as it could help them to fully understand the benefits of effective mentoring relationships in improving employees' commitment. It would also provide a broad and comprehensive understanding of the perceptions, scope and framework of mentoring among educators. It would also help managers of tertiary institutions to understand how to adequately facilitate resources for successful mentoring relationships. Finally, it will add to the body of knowledge already existing in the field of Business Education.

### **Statement of the Problem**

Mentoring is a common practice among educators in tertiary institutions in Nigeria including business educators. From various literature reviewed, it appears that through effective mentoring, the mentor (experienced educators) shares knowledge of subjects, fasten personal development, inspires wise professional choices, and helps less experienced educators to make smooth transitions, grow on their teaching career easily and enhance organizational commitment. Despite, the perceived mentoring, the organizational commitment of many business educators in Edo and Delta State still appears to be less than commendatory. Many business educators seemed to show so much negligence on their jobs such as laxity towards work, lateness to work, meetings and classes, lateness in preparation and submission of students' results to mention a few. These issues are detrimental to the achievement of the goals of Business

Education. If not checked they can lead to low quality in standards of processes and products of the programme. Hence, there was a need to assess the influence of mentoring on the domains of organizational commitment of business educators in tertiary institutions in Edo and Delta States.

### **Theoretical Framework**

This study hinges on the theory of organizational commitment by Meyer and Allen (1991). These theorists proposed that commitment of an employee to an establishment are in three domains which include affective commitment, normative commitment and continuance commitment. Meyer and Allen conceptualized the affective commitment domain as employees' emotional attachment, connection with, and participation in the activities of the organization. By this, Meyer and Allen imply that workers with a highlevel affective commitment stay with their establishment because they strongly desire to do so. They simply love to. The second domain as propounded by Meyer and Allen is continuance commitment that is conceptualized as perceived costs if an employee would leave the organization. This means that the employee is concerned about what he/she would loss if he is not committed to the establishment or if he/she quits. This way, the employee needs to stay because the cost of leaving is more than the cost of staying hence, the need to stay. The third domain which is normative commitment is obligation to stay with an establishment. This is when employees commit to their establishment because they feel they ought to. This could be because if they don't, they may be punished or suffer some loss.

Meyer and Allen (1991) contended that affective, continuance, and normative domains of commitment were components rather than types because employees could have varying degrees of all three. "For example, one employee might feel both a strong attachment to an organization and a sense of obligation to remain. A second employee might enjoy working for the organization but also recognize that leaving would be very difficult from an economic standpoint. Finally, a third employee might experience a considerable degree of desire, need, and obligation to remain with the current employer". However, Meyer and Allen affirmed that the most effective measurement of employees' commitment is the affective commitment. This is because employees with strong affective commitment would be motivated to higher levels of performance and may make impactful contributions to the achievement of the goals of an establishment more than the employees who merely express continuance or normative commitment. Meyer and Allen considered continuance and normative commitment as commitment for personal interest or gain. However, a successful establishment ought to strengthen the commitment of their employees along the three domains of commitment. This theory is related to this study as it helps to provide an understanding of the importance of strengthening the three domains of organizational commitment of business educators for improved job performance and productivity using different strategies which provides the necessity for employees' mentoring.

### **Literature Review**

Organizational commitment has been viewed by Grimsley (2015) as an organizational member's psychological attachment to the organization. On the order hand, teachers' organizational commitment is emotional bond between the teacher and the school (Mart, 2013). Clark (2005) viewed teacher's school commitment as a strong emotional

attachment of the individual teacher with the department/school's objectives and values, and the desire of that teacher to remain in the school and become involved in the teaching job outside individual gain. According to Clark, any educational institution that desires high level job performance from their educators must strengthen the commitment of the employees across affective, continuance and normative domains. Meanwhile, Abbas and Khanam in Ojeaga (2018) noted that the factors that engender continual commitment include contributions to non-vested pension plans, development of organization specific skills or status, use of organizational benefits such as reduced mortgage rates, health insurance benefits and so on. The result of the study by Craig, Allen, Reid, Riemenschneider and Armstrong (2013) indicated that the relationships between psychosocial mentoring and the employee outcomes of affective organizational commitment and turnover intention were significant. Craig and his co-authors emphasizes the importance of mentoring in eliciting emotion/excitement by pointing out that employees who experienced positive mentoring events at work exhibited higher levels of affective/emotional organizational commitment, which in turn led to reduced attrition. Also, the result of the study by Bozionelos, Bozionelos, Kostopoulos, and Polychroniou (2011) on mentoring role modeling had a positive and statistically significant effect on affective commitment on employees. A close examination of the beta coefficients results of Bozionelos and his co-authors showed that increase in mentoring role modeling results to an increase in affective commitment. However, mentoring social support did not have statistically significant effect on continuance commitment. Also, no dimension of mentoring had an effect on continuance commitment. Meanwhile, gender and career development mentoring were statistically significant on the normative commitment. Also, mentoring role modeling and gender findings were showed to have had a positive and statistically significance on normative commitment. Similarly, mentoring social support and gender positively and statistical affect normative commitment. The findings again showed that demographic variable of age and gender did not affect normative commitment significantly. Thus, when mentoring social support to academicians by their mentors increased, their normative commitment to their establishment also increased.

The result of the study by Bartley-Daniele (2014) on family nurse practitioner mentoring relationships' (FNPs) impact on organizational commitment show that mentored FNPs were significantly more affectively (emotionally) committed to the workplace than non-mentored FNPs. All mentoring career and psychosocial activities received affected the affective and normative FNP organizational commitment significantly. Also, career functions of mentoring significantly predicted the affective organizational commitment of Family Nursing Practitioners. The results also showed that the quality of mentoring relationship was significantly impactful on FNP affective and normative organizational commitment.

The result of a study by Hartmann, Rutherford, Hamwi and Friend (2013) on effects of mentoring on salesperson commitment indicated that the influence of a mentor is positively associated with mentees affective and normative organizational commitment. Hartmann et. al. (3013) findings also indicated that organizational mentors, as opposed to external mentors, are more strongly associated with mentees affective and normative organizational commitment. Aboulnar, Jones and Rutledge in Olasupo (2013) stated that effects of mentoring relationships remain almost the same across different genders. Ragins, Cotton and Miller in Ojeaga (2018) showed that men with formal mentors reported significantly more career commitment than women with

formal mentors. The literature reviewed provided a proper understanding of the influence of mentoring on employees' organizational commitment in a broader form. The review showed that the organizational commitment of business educators in Edo and Delta States could be greatly improved in pursuit of the goals of business education if given the necessary mentoring assistance in a rightful and secure environment. The literature showed that mentoring could provide the mentors and mentees in business education the desired rightful environment for improved organizational performance whether male or female. However, many of the literature reviewed were done in the industrial sectors using factory workers. Also, many of the empirical studies were conducted in foreign countries. Thereby creating serious gap. In order to fill these gaps, the objective of this study was to assess the influence of mentoring on the affective commitment, normative commitment and continuance commitment of business educators in Edo and Delta States as well as determine if male and female business educators would not differ significantly in their responses on influence of mentoring on these three domains of commitment.

### **Research Questions**

The follow research questions guided this study:

- i. How does mentoring influence affective commitment of business educators
- ii. How does mentoring influence normative commitment of business educators
- iii. How does mentoring influence continuance commitment of business educators

### **Hypotheses**

These null hypotheses were examined at a significant level of 0.05:

- i. Male and female business educators will not differ significantly in their responses on influence of mentoring on affective commitment
- ii. Male and female business educators will not differ significantly in their responses on influence of mentoring on continuance commitment
- iii. Male and female business educators will not differ significantly in their responses on influence of mentoring on normative commitment

### **Method**

The study determined how mentoring influenced the three domains of business educators' organizational commitment. Descriptive survey design was used in the study. The whole population size of 211 Business Educators in tertiary institutions in Edo and Delta States was used for the study because the size was manageable. A 4-point structured instrument of strongly disagree (SD), disagree (D), Agree (A) and strongly agree (SA) was used for data collection. The items of the instrument were adapted from Allen and Meyer (1991) organizational commitment scale. Three professionals in the field of Business Education validated the instrument. Reliability of instrument was determined by administering the instrument to 20 business educators who were not part of the sample once and Cronbach Alpha method was used to determine the reliability of the instrument which yielded a reliability co-efficient value of 0.87. Mean and standard deviation (SD) were used to answer the research questions. 2.50 was set as the decision point for acceptance of a mean rating, hence a mean rating

on any item equal to or above 2.50 was equated as “Agree” while a mean lower than 2.50 was equated as “Disagree”. The hypotheses were tested using t-test. Null hypotheses were rejected when the p-value was less than 0.05 otherwise accepted.

### Presentation of Results

Research Question 1: How does mentoring influence the affective commitment of Business Educators in Edo and Delta States?

**Table 1: Summary of Mean and Standard Deviation ratings on influence of Mentoring on Affective Commitment**

S/N	Mentoring and Affective Commitment	N	Mean	SD	Remarks
1	I desire to devote the remaining years of my life to career in teaching	211	2.97	0.75	Agreed
2	I am always excited to discuss positively about my teaching job with people outside it	211	3.36	0.60	Agreed
3	I really love carrying teaching job on my shoulders as if the problems of education in Nigeria are my personal problems	211	3.36	0.57	Agreed
4	I could be as emotional and attached to another profession as I am to my teaching profession	211	1.75	0.75	Disagreed
5	I do not feel as a member of the family in my teaching profession	211	2.47	0.93	Disagreed
6	I do feel not passionately connected to my teaching job	211	2.27	0.95	Disagreed
7	My teaching job has a strong deal of personal value to me.	211	3.29	0.63	Agreed
8	I have a ‘strong’ feeling of belonging in my teaching job.	211	3.30	0.65	Agreed
<b>Overall Mean</b>			<b>2.84</b>		

Table 1 showed that the respondents agreed to items 1, 2, 3, 7 and 8 with Mean values which ranged from 2.97 to 3.36 and Standard Deviation ranging from 0.57 to 0.75. While items 4, 5 and 6 were rated as disagreed with Mean values which ranged from 1.75 to 2.27 and Standard Deviation which ranged from 0.75 to 0.95. The overall Mean value of 2.84 indicated that the respondents agreed that the mentoring influenced their affective commitment positively.

Investigation Question 2: How does mentoring influence normative commitment of business educators in Edo and Delta States?

**Table 2: Summary of Mean and Standard Deviation ratings on influence of Mentoring on Continuance Commitment**

S/N	Mentoring and Continuance Commitment	No.	Mean	SD	Remark
9	Anxious of what might be if I leave my teaching job without having another one lined up	211	3.40	0.56	Agreed
10	I find it extremely difficult for me to quit my teaching job right now, even if I wanted to	211	3.31	0.55	Agreed
11	Many things in my life would be disturbed if I quit my teaching job now	211	3.34	0.55	Agreed
12	I will suffer too much lose if I quit my teaching job now because of my investment in it	211	3.36	0.67	Agreed
13	I am still staying in my teaching as a result of necessity as much as desire	211	3.34	0.57	Agreed
14	I am in my teaching job because I really do not have many options to consider outside it	211	2.84	0.94	Agreed
15	Should I quit my teaching job I will face the challenge I will face the problem of unemployment	211	2.93	0.93	Agreed
16	I am still staying in teaching job because if I leave, I may not get another job that can match the overall benefits I have here.	211	3.06	0.91	Agreed
<b>Overall mean</b>			<b>3.19</b>		

Table 2 showed that the respondents agreed to all the items relating to influence of mentoring the continuance commitment of business educators in Edo and Delta States with Mean values which ranged from 2.84 to 3.40 and Standard Deviation ranging from 0.57 to 0.94 as agreed. The overall Mean value of 3.19 indicated that the respondents agreed that mentoring influenced their continuance commitment positively.

Research Question 3: How does mentoring influence affective commitment of Business Educators in| Edo and Delta States?

**Table 3: Summary of Mean and Standard Deviation on influence of Mentoring on Normative Commitment**

S/N	Influence of Mentoring on Normative Commitment	No.	Mean	SD	Remark
17	I am very loyal to my organization and do not seek the downfall of an employee	211	2.87	0.90	Agreed
18	I am still in my teaching job because of what it has given me	211	2.88	0.91	Agreed



19	It does not seem bad for me to jump from my teaching job to another profession if I have the opportunity	211	2.96	0.94	Agreed
20	I am still in my teaching job because I somehow feel a sense of moral obligation to remain	211	3.25	0.66	Agreed
21	If I got another offer for a better job elsewhere I would feel it is right to leave my teaching profession	211	3.38	0.54	Agreed
22	I continue to work in my teaching profession as a way of demonstrating my loyalty	211	3.34	0.72	Agreed
23	I fulfill my obligations/assignments in accordance with the rules and policies of my profession	211	3.43	0.66	Agreed
24	To put all my loyalty in my teaching profession is not a sensible decision	211	2.36	1.17	Disagreed
<b>Overall Mean</b>			<b>3.05</b>		

Results on Table 3 showed that the respondents agreed to items 17, 18, 19, 20, 21, 22 and 23 with Mean values which ranged from 2.87 to 3.43 and Standard Deviation ranging from 0.66 to 0.94 as agreed. The respondents, however, rated item number 24 as disagreed with a Mean value of 2.36 and Standard Deviation value of 1.17. The overall Mean value of 3.05 indicated that the respondents agreed that mentoring influenced their normative commitment positively.

### Hypotheses Testing

Hypothesis One: Male and female business educators do not differ significantly in their mean responses on influence of mentoring on affective commitment

**Table 4: Summary of T-test analysis of mentoring influence on affective commitment**

Variable Categories	N	Mean	SD	df	p-value	P ≥ 0.05
Male	107	3.73	3.57	209	0.78	Not Significant
Female	104	3.86	3.77			

Table 4 showed a p-value of 0.78 at a significant level of 0.05 and degree of freedom of 209. The null hypothesis of no significant difference in the mean responses of male and female business educators on the influence of mentoring on affective commitment was, therefore, accepted. Therefore, male and female business educators did not differ significantly in their Mean responses on the influence of mentoring on affective commitment.

Hypotheses Two: Male and female business educators do not differ significantly in their mean responses on influence of mentoring on continuance commitment

**Table 5: Summary of T-test analysis of mentoring influence on continuance commitment**

Variable Categories	N	Mean	SD	df	p-value	P ≥ 0.05
Male	107	3.03	0.10	209	0.43	Not Significant
Female	104	3.02	0.02			

Table 5 showed a p-value of 0.43 at a significant level of 0.05 and degree of freedom of 209. The hypothesis of no significant difference in the mean responses of male and female business educators on the influence on continuance commitment was accepted. Therefore, male and female business educators did not differ significantly in their Mean responses on the influence of mentoring on continuance commitment.

Hypotheses Three: Male and female business educators do not differ significantly in their mean responses on influence of mentoring on normative commitment

**Table 5: T-test analysis of mentoring influence on normative commitment**

Variable Categories	N	Mean	SD	df	p-value	P ≥ 0.05
Male	107	3.39	0.39	209	0.58	Not Significant
Female	104	3.36	0.37			

Table 5 showed a p-value of 0.58 at a significant level of 0.05 and degree of freedom of 209. The hypothesis of no significant difference in the Mean responses of male and female business educators in the influence of mentoring on normative commitment was accepted. Therefore, male and female business educators did not differ significantly in their Mean responses on the influence of mentoring on normative commitment.

## Discussion

The findings of this study show that mentoring practice which has been greatly attested to be highly influential in employees' career growth and development equally influenced business educators in the three domains of affective, continuance and normative organizational commitment irrespective of gender. This agrees with the findings of Allen, Reid, Riemenschneider and Armstrong (2013) which indicated that the relationships between psychosocial mentoring and the employee outcomes of affective organizational commitment and turnover intention were significant. The study by Allen et. al. (2013) emphasized the importance of emotion by showing that employees who experienced positive mentoring events at work exhibited higher levels of affective organizational commitment, which in turn led to reduced attrition. Also, Bozionelos, Bozionelos, Kostopoulos and Polychroniou (2011) in their study found that mentoring had a positive and statistical significant influence on affective commitment. The findings also agree with the findings of the study by Bartley-Daniele (2014) on family nurse practitioner mentoring relationships' (FNPs): impact on organizational commitment which show that all mentoring career and psychosocial functions had a significant impact on affective and normative commitment of family nurse practitioners. Again, the result of this study supported the finding of Hartmann, Rutherford, Hamwi & Friend (2013) which indicated that to have a mentor associates with affective and normative organizational commitment of mentees positively. It also agrees with Hartmann, Rutherford, Hamwi & Friend (2013) which showed that mentors

in organizations, which is different from mentors without the organization, are more strongly associated with mentees affective and normative organizational commitment. The findings of the hypotheses showed that there are no significant differences in the Mean values of male and female business educators' affective, continuance and normative commitment as a result of mentoring. The findings are in line with the views of Aboulnar, Jones and Rutledge in Olasupo (2013) which stated that effects of mentoring relationships remain almost the same across different genders. These findings, however, disagree with the result of Akotia and Anum (2013) who reported that in many cultures, more psychosocial mentoring is given to female mentee than career mentoring. Again, the findings are in dissonance with the findings by Ragins, Cotton and Miller in Ojeaga (2018) which showed that men with formal mentors reported significantly more career commitment than women with formal mentors.

### **Conclusion**

The result of this study has showed that mentoring has thoroughly and purposefully influenced male and female business educators' affective, normative and continuance commitment not only to their organization but also to the teaching profession. Mentoring was seen to have been highly pivotal in the organizational commitment of business educators in tertiary institutions in Edo and Delta States in the year under review. It was, therefore, concluded that that the assertions made by some researchers that mentoring is a potent tool to influence employees' including educators' commitment and job performance are quite true. This is quite encouraging as it implies that Business Education Department in Edo and Delta States will continue to have business educators who are strong along the three mindsets of affective, continuance and normative commitment. This could help to improve the quality and quantity of programmes, processes and products of from Business Education in these two States.

### **Recommendations**

Based on this findings of the study, recommendations are made thus:

1. Authorities in charge of Business Education in Edo and Delta States should ensure that there is a formal structure to foster mentoring among the educators through departmental well-designed mentoring programmes with clear expected outcomes.
2. Authorities in charge of Business Educators in Edo and Delta should ensure that the educators continue to embrace mentoring for continuous improvement of their organizational commitment along the three mindsets of affective, continuance and normative domains through proper evaluation of mentoring outcomes.
3. Authorities in charge of Business Education should ensure that all Business educators make themselves more available either as mentors or mentees so that mentoring will continue to contribute immensely to their organizational commitment through formal mentoring.

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