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Assessment of Mentoring on Commitment and Job Performance of Business Educators in Edo and Delta States, Nigeria

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ABSTRACT

This study assessed mentoring on commitment and job performance of business educators in Edo and Delta States. Three research questions and three null hypotheses guided the study using a descriptive survey design. The entire population of two hundred and thirty-one (231) business educators was used for the study because the size was manageable. The instrument was validated by three experts. Cronbach Alpha method was used to determine the reliability of the instrument and it yielded a grand reliability of 0.85. Mean and standard deviation were used to answer the research questions. The z-test was used to test the hypotheses. Findings for research questions revealed that mentoring influenced business educators in five areas of research/publications, practical instructional method, career/professional development, psychosocial support and community service in an informal structure. Findings for research questions further revealed that mentoring influenced business educators' commitment to students' learning and task performance. Hypotheses testing showed among others a significant difference in the influence of mentoring on research/publications, instructional method and task performance in favour of males against females. It was, thus, recommended that departments of business education in tertiary institutions in Edo and Delta States should improve on research/publications and practical instructional mentoring for female business educators by encouraging the culture of multiple mentoring practices in these areas with a particular focus on the females among others.

Keywords: Mentoring, Business Educators, Influence, Edo and Delta

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INTRODUCTION

Employees' commitment and job performance are two critical factors in the achievement of the goals of any organization. Consequently, management of tertiary institutions in Nigeria continually strives to encourage their employees especially the educators to improve in their job commitment and performance through mentoring. Mentoring is a relationship which involves a more experienced and/or knowledgeable individual (mentor) who acts as a counselor, role model, teacher, and guidance of a less experienced or knowledgeable individual (mentee) for the purpose of sharing ideas, knowledge, and guidance and offering support for personal and professional development of mentee (Leavitt, 2011).

Mentoring in business education aims to provide opportunity for novice and inexperienced business educators to learn and understand the mission, vision, goals of business education and the school as well as demands of their jobs through experienced colleagues. Mundia and Iravo (2014) remarked that this in turn lead to increased employee performance which is observed through improved performance

appraisal ratings, increased student enrolment and increased levels of customer satisfaction. Furthermore, Olasupo (2013) stated that effective mentoring helps employees particularly educators in writing good quality thesis/dissertation, preparing departmental/technical reports, paper presentation at conferences/exhibition, journal publishing, contribution to referred book, books review, book editing amongst others. Constant and increased pressures to improve students' achievement on standardized assessments have hastened the implementation of mentoring programs in many schools especially in the developed countries (Roby, 2012).

Mentoring relationships in academic settings such as business education are mostly undertaken in the areas of research, instruction, career/professional development, psychosocial support and community service. Such mentoring helps the educators to develop natural strength and potentials for advancement in educational service including teaching, research and publications and community service (Emoefe, 2016). According to the NSF Advance Program of the University of Rhode Island (2005), mentoring helps individuals in academic settings to get benefits in diverse areas such as advice on balancing teaching, research, committee work and other responsibilities. Mentoring is beneficial to both mentors and mentees because it enables the mentor and mentee together to set and achieve their academic goals, take risks, make mistakes, accept each other's strengths and weaknesses, and grow and develop in their jobs (Zachary in Ndebele, 2013). Mentoring of business educators may also be beneficial to the students of business education in their respective tertiary institutions.

Students are the main reason for the employment of business educators and so, business education students need to be well cared for by committed business educators who understand their nature, characters, learning challenges and needs based on their individual capacities and aptitudes. These students need highly committed and task oriented educators who understand them and their needs with sensitivity and care (Shukla, 2014) for maximum academic performance and achievements. Teacher's commitment refers to a teacher's willingness to contribute his/her energy and time towards the teaching job (Raman, Ling & Khalid, 2015). Steer in Clark (2005) conceptualized teacher's commitment as going beyond a passive type of loyalty where employees maintain membership but are not really involved in organizational activities or their jobs. Meanwhile, Hussen, W/Tegegn and Teshome (2016) remarked that teachers' commitment to students' learning includes teacher dedication to helping students learn regardless of their academic difficulties or social background. Commitment of business educators to students' learning among other things may also include prompt assessment of students' tests, prioritization of preparation of students' results, efficiently serving as student advisers, acknowledgement of the diverse backgrounds of students and seeking to meet their individual needs, adoption of effective teaching methods and availability to students and addressing any concerns they might have academically.

Apart from commitment to students' learning, business education as an academic discipline also needs business educators with very high level of performance in their teaching task. Task performance is the overall or formal job performance, including completion of assigned duties, performance of assigned tasks, and other formal performance aspects of the job (Mguqulwa, 2008). Task performance includes among others, the use of technical skills and knowledge to achieve the goals of an organization. Consequently, when employees including business educators use technical skills and knowledge to produce goods or services or accomplish a specialized task that support the actual functions of an organization, the employees are said to be involved in task performance (Yusoff, Ali & Khan, 2014). The task performance of business educators in their teaching job may include among others the ability to accomplish assigned tasks within the required time frame, perform duties well under pressure, prepare students' results to meet deadlines, ability to write good and scholarly articles for both national and international conferences and produce good articles for publication in journals. One way that may be used to keep business educators highly committed and improve in all their teaching job is through mentoring.

The study by Ingersoll and Strong (2011) showed that for classroom instructional practices, beginning teachers who participated in some kind of instructional mentoring performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management. The result of the study by Ingersoll and Strong (2011) further showed that for students' achievement, almost all of the studies showed that students of teachers who participated in mentoring programmes had higher scores, or gains, on academic achievement tests. Also, a three-year study conducted by the U.S. Department of Education found that teacher groups that received intensive mentoring services, resulted in statistically significant improvements on students test scores in the areas of reading and mathematics (Sawchuk in Roby 2012). For the mentors, Hanson and Moir in Roby (2012) revealed that 94% (of mentor teachers) agreed they gained deeper insight to teaching and learning through mentoring others, which increased their ability to

analyze students work and incorporate techniques into focused discussions and collaborations with the mentees with whom they worked. Lyne (2013) carried out a study on effect of teacher mentoring programme in Malaysia which showed that both the teachers' self-efficacy and productivity on the teaching job improved with mentoring.

Mentoring for the development of business educators may be formal or informal. According to Kehinde (2013), formal mentoring occurs when an institution/department takes a decision to implement a scheme of mentoring which will have formal recognition within the institution/department even if there are no tangible rewards for being involved as a mentor or mentee. Kehinde (2013) asserted that mentoring increase desirable behaviors such as task performance and decrease undesirable behavior such as low productivity among employees. Meanwhile, Bilesanmi (2013) stated that informal mentoring is void of a precise structure and the rules are often at the discretion of the mentor who defines the parameters, expectations and approach. Formal mentoring practices are organized, structured, and have clear and specific departmental or organizational goals while informal mentoring practices are not structured, not organized, no clear and specific departmental or organizational goals.

Several studies have shown that mentoring has the potential to influence educators' commitment and job performance. Olusola (2013) stated that mentoring promotes equal opportunities especially for women and minorities and self confidence for employees. However, in tertiary institutions in Edo and Delta States, male educators including business educators appear to find it easier to embrace mentoring more than their female counterparts. This is probably because there are very few female at the top who would serve as mentors to the females. In terms of cross-gender mentoring, fear of occurrence of sexual harassment could deter women not to submit to or be interested in cross-gender mentoring. Ogbogu in Emoefe (2016) reported that in three federal universities located in south-western Nigeria, lack of/poor mentoring among other factors were identified as responsible for gender inequality in academics. Also, Akotia and Anum (2013) reported that in many cultures, more psychosocial mentoring is given to female mentees than career mentoring. However, the result of the study by Emoefe (2016) showed that gender did not show any significant difference in informal mentoring practice in the universities in Edo and Delta States. However, many of these studies were done in the industrial sectors using factory workers and not related to business educators. Also, many of the studies were conducted in foreign countries outside Nigeria. It was also observed that these studies used non-homogenous and non-randomized samples that are general and not specific to business educators thereby creating a serious gap which this study tended to fill. Against this back drop, this study investigated the influence of mentoring on commitment and job performance of business educators in Edo and Delta States.

Business education is that part of vocational education in tertiary institutions designed to prepare individuals to enter or advance in specific occupations like accounting, clerical, secretarial, management and other business related areas such as distributive occupation and office practice (Jimoh-Kadiri, 2003).

Statement of the Problem

The achievement of the goals of business education programme in Nigeria depends on the availability of not only qualified but highly committed and performing business educators. Therefore, it is imperative that these educators are properly encouraged, equipped, supervised, managed and motivated for necessary commitment and job performance. Management of tertiary institutions in Edo and Delta States strives to achieve this goal through mentoring. Mentoring seems to influence educators in Edo and Delta States in many areas such as research/publications, practical instructional method, classroom management, career development and community service with the intention to improve their job commitment and performance.

Notwithstanding the influence of mentoring, however, the level of business educators' commitment and job performance especially the young/inexperienced in Edo and Delta States still appears to be very poor. Many of them seem to show so many negative tendencies on the job such as laxity, lateness to work, meetings and classes, lateness in preparation and submission of students' results to mention a few. Negative tendencies could have detrimental effects on students' learning, growth of the department and the teaching profession. Also, low quality research work has negative effect on the standard of processes and products of business education in particular and education generally. This is not healthy for the students, the department and the nation's economy. Educators in Nigeria including business educators are generally goal-oriented and want to succeed on the teaching job. The few studies that have been conducted on assessment of mentoring on commitment and job performance of employees have basically concentrated on only factory workers and in foreign countries. Considering the role of mentoring in employees' commitment and job performance, the researcher wondered whether mentoring had any influence on the commitment and job performance of business educators in Edo and Delta States.

Purpose of the Study

The main purpose of this study was to assess mentoring on commitment and job performance of business educators in Edo and Delta States. Specifically, this study assessed:

1. Areas mentoring influenced on business educators.
2. Influence of mentoring on business educators' commitment to students' learning.
3. Influence of mentoring on the task performance of business educators.

Research Questions

The following research questions guided this study:

1. In what area did mentoring influence business educators?
2. What is the influence of mentoring on business educators' commitment to students' learning?
3. What is the influence of mentoring on the task performance of business educators?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of male and female business educators on the area of mentoring influence.
2. There is no significant difference in the mean ratings of male and female business educators on the influence of mentoring on commitment to students' learning
3. There is no significant difference in the mean ratings of male and female business educators on the influence of mentoring on task performance

METHODOLOGY

This study utilized the descriptive survey design. Three research questions guided the study. Three null hypotheses were tested at 0.05 level of significance. The entire population size of two hundred and thirty-one (231) business educators in Edo and Delta States was used for the study. The instrument was a 5-point scale of strongly agree, agree, disagree, strongly disagree and not sure weighted 5, 4, 3, 2 and 1. The instrument was validated by three experts in the field of business education. The experts were requested to validate the instrument with respect to appropriateness of language used, clarity of questionnaire items, content coverage and ability of the instrument to elicit required response from the respondents or relevance of the items to the study. Their comments and suggestions were used to make the final draft of the instrument. Cronbach Alpha method was used to determine the reliability and it yielded a grand reliability co-efficient of 0.85. Out of the two hundred and thirty-one (231) copies of the questionnaire distributed, two hundred and eleven (211) representing 91% were retrieved and used for final analysis. Mean and standard deviation (SD) were used for the analysis of research questions. A mean of 3.50 was set as the decision rule for acceptance, such that a mean rating on any item by the respondents equal to or above 3.50 was taken as "Agree" while a mean lower than 3.50 was taken as "Disagree". The hypotheses were tested using t-test. A null hypothesis was upheld where the t-calculated was less than the t-critical. Where the t-calculated was equal or greater than t-critical, the null hypothesis was rejected.

RESULTS

Research Question 1: In what area did mentoring influence business educators?

Table 1: Respondents' Mean Rating on Areas of Mentoring by Business Educators

S/N	Areas of Mentoring	Mean	SD	Rmk
	Research/publications Mentoring	3.96	1.05	Agreed
	Instructional Mentoring	4.08	0.81	Agreed
	Career/Professional Mentoring	3.87	0.87	Agreed
	Psychosocial Mentoring	3.84	0.82	Agreed
	Community Services	3.66	1.10	Agreed
	Cluster Mean	3.88	1.02	Agreed

Source: Researchers' Fieldwork

Data in Table 1 reveals that the mean values of the respondents for all the items ranged from 3.50 to 4.08 showing that the respondents agreed to all the items. The cluster means for all the various areas of mentoring were 3.96, 4.08, 3.97, 3.84 and 3.66. The grand mean of 3.88 showed that the respondents agreed that they received research/publications, practical instructional method, career/professional development, psychosocial support and community service mentoring in their respective institutions.

Research Question 2: What is the influence of mentoring on business educators' commitment to students' learning?

Table 2: Respondents' Mean Rating on Influence of Mentoring on Business Educators' Commitment to Students' Learning

S/N	Influence of mentoring on commitment to Students	Mean	SD	Rmk
1	Promptly access students tests	4.15	0.90	Agreed
2	Prioritize the preparation of students' results	4.19	0.91	Agreed
3	Efficiently serve as student adviser	4.21	0.85	Agreed
4	Acknowledge the diverse backgrounds of my students and seek to meet their individual needs	4.07	0.92	Agreed
5	Adopt effective teaching methods	4.11	0.81	Agreed
6	Available to students and address any concerns they might have academically	4.06	0.81	Agreed
7	Help students learn regardless of their academic difficulties or social background	4.00	0.80	Agreed
8	Attend classes regularly and punctually	3.99	0.91	Agreed
9	Encourage students to formulate and work for high individual goals for their total development	4.14	0.80	Agreed
10	Correct any of my students doing the wrong thing	4.21	0.83	Agreed
Grand Mean		4.12	0.85	Agreed

Source: Researchers' Fieldwork

Data in Table 2 reveals that the mean values of the respondents for all items ranged from 3.99 to 4.21 showing that the respondents agreed to all the items as indicating the relevance of mentoring on business educators' commitment to students' learning. The grand mean of 4.12 showed that the respondents agreed that mentoring received was relevant to their commitment to students' learning.

Research Question 3: What is the Influence of Mentoring on the Task Performance of Business Educators?

Table 3: Respondents' Mean Rating on Influence of Mentoring on the Task Performance of Business Educators

S/N	Influence of mentoring on task performance of business educators	Mean	SD	Rmk
1	Accomplish assigned tasks within the required time frame	4.17	0.83	Agreed
2	Perform duties well under pressure	4.20	0.84	Agreed
3	Prepare students' results to meet deadlines	4.17	0.89	Agreed
4	Write good articles for international conferences	4.10	0.87	Agreed
5	Write good articles for national conferences	4.26	0.82	Agreed
6	Produce good articles for publication in scholarly journals	4.00	0.99	Agreed
7	Supervise students research works effectively	4.15	0.78	Agreed
8	Plan and deliver lessons effectively	4.34	0.77	Agreed
9	Perform assigned responsibilities with little or no supervision	4.25	0.80	Agreed
10	Manage classes effectively	4.20	0.80	Agreed
11	Write acceptable proposal for grants	4.15	0.89	Agreed
12	Understand job competencies requirements adequately	4.09	0.80	Agreed
13	Result-oriented in teaching job	4.23	0.80	Agreed
Grand Mean		4.17	0.83	Agreed

Source: Researchers' Fieldwork

The findings in Table 3 reveal that the mean values of the respondents ranged from 4.00 to 4.34. The grand mean of 4.17 showed that the respondents agreed that mentoring was relevant to their task performance in the teaching jobs in their respective tertiary institutions.

Analysis of Null Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of male and female business educators on the areas of mentoring influence.

Table 4: Summary of t-test on areas of mentoring influence on male and female business educators

Variable Categories	Gender	N	X	SD	DF	Cal.Z	Crit.Z	Decision at P \geq 0.05
Research mentoring	Male	107	4.23	0.68	209	6.88	1.96	Significant
	Female	104	3.68	1.19				
Instructional mentoring	Male	107	4.23	0.59	209	2.91	1.96	Significant
	Female	104	3.93	0.87				
Career/professional mentoring	Male	107	3.95	0.75	209	1.33	1.96	Not Significant
	Female	104	3.79	0.97				
Psychosocial mentoring	Male	107	3.93	0.71	209	1.70	1.96	Not Significant
	Female	104	3.74	0.90				
Community Services	Male	107	4.23	0.68	209	0.57	1.96	Not Significant
	Female	104	3.68	1.19				

Source: Researchers' Fieldwork

In Table 4, the results showed that at 0.05 level of significance and 209 degree of freedom, the calculated t-value of 6.88 is greater than the critical t-value of 1.96 for research/publications mentoring. Also, the calculated t-value of 0.91 is greater than the critical t-value of 1.96 for practical instructional method mentoring while the calculated t-values of 1.33, 1.70 and 0.57 in the areas of career/professional, psychosocial and community service mentoring respectively are lesser than the critical t-value of 1.96.

Hypothesis 2: There is no significant difference in the mean ratings of male and female business educators on the influence of mentoring on business educators' commitment to their students' learning.

Table 5: Summary of t-test on influence of mentoring on male and female business educators' commitment to students' learning

Variable Categories	N	X	SD	DF	Cal.t	Crit.t	Decision at P \geq 0.05
Male	107	4.19	0.67	209	1.25	1.96	NS
Female	104	4.04	1.01				

Source: Researchers' Fieldwork

Data in Table 5 showed that at 0.05 level of significance and 209 degree of freedom, the calculated t-value of 1.25 is lesser than the critical t-value of 1.96. This means that there was no significant difference in the mean ratings of male and female business educators on the influence of mentoring on commitment to students' learning.

Hypothesis 3: There is no significant difference in the mean ratings of male and female business educators on the influence of mentoring to their task performance.

Table 6: Summary of t-test on the mean ratings of male and female business educators on the influence of mentoring to task performance

Source of variation	N	X	SD	DF	Cal.t	Crit.t	Decision at P \geq 0.05
Male	107	4.28	0.74	209	1.98	1.96	S
Female	104	4.05	0.93				

Source: Researchers' Fieldwork

Data on Table 6 showed that at 0.05 level of significance and 209 degree of freedom, the calculated t-value of 1.98 is greater than the critical t-value of 1.96. This means that there was a significant difference in the mean ratings of male and female business educators on the influence of mentoring on task performance.

DISCUSSION

The findings in research question 1 showed that all the respondents agreed that mentoring influenced them in five areas of research/publications, practical instructional method, career/professional development, psychosocial support and community service. This finding agreed with the assertion made

by NSF Advance Program of the University of Rhode Island (2005) which stated that mentoring helps individuals to get benefits in diverse areas such as advice on balancing teaching, research, committee work and other responsibilities. The respondents agreed that mentoring influenced their practical instructional method in such areas as how to effectively design their courses, moderate questions before examinations, moderate students' results after marking, practical classroom management and develop students' supervision skills in their respective schools. This finding corroborated the view of Olorunleke (2015) which stated that in the university setting particularly for academic programs, the goal of mentoring is to improve the teaching and research skill of the staff.

The respondents also agreed that mentoring influenced their career/professional development. Specifically, career related benefits of mentoring that influenced business educators included ability in meeting the requirements for promotion, gaining knowledge about future opportunities in their jobs, identifying resources to enhance their career growth, development of effective communication skills, support with letters of recommendation and/or reference when needed, expansion of network with more influential career and professional contacts outside the department, assigning tasks, which improved their capabilities and professional expertise. These findings corroborated the assertion of the Columbia University (2016) which stated that professional mentoring in a tertiary institution helps the inexperienced mentees to grow because mentoring is one veritable means for one generation of academia to impart their knowledge to succeeding generations as it provides faculties with diverse opportunities to excel in their research and publications through joint efforts.

The result of research question 1 further showed that mentoring provided business educators with psychosocial benefits such as opportunities to model mentors attitudes, values and behaviour necessary to develop sound moral character, increased self-confidence and self-efficacy on the teaching job. It also helped them to learn how to overcome work pressures and strains among others. This agreed with the assertion made by the Harvard Business Essentials (2004) which stated that mentoring in organizations addresses psychosocial functions in the workplace such as how best to behave, imbibe workplace values, overcome personal dilemmas, and develops a sense of acceptance by others. This finding is also in line with Johnson (2002) who stated that psychosocial mentoring helps to enhance the mentee's sense of competence, identity, and work-role effectiveness. Business educators agreed that mentoring also influenced them in the area of community service in their institutions irrespective of gender. Community service mentoring has influenced business educators to develop community spirit that could make them to go beyond self to contribute to the welfare of others and society.

Research question 2 revealed that mentoring influenced business educators' commitment to their students' learning. The finding showed that mentoring has helped business educators to know how to promptly access students' tests, prioritize the preparation of students' results, efficiently and effectively serve as student advisers, adopted effective teaching methods in their various schools among others. This is in line with the finding of Ingersoll and Strong (2011) which showed that for classroom instructional practices, beginning teachers who participated in some kind of instructional mentoring performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management. The finding also supported the result of a three-year study conducted by the U.S. Department of Education as reported by Sawchuk in Roby (2012) that teacher groups that received intensive mentoring services, resulted in statistically significant improvements on students test scores in the areas of reading and mathematics.

The finding of research question 3 showed that the ultimate results of good mentoring relationships influenced business educators' task performance in many ways. Business educators agreed that mentoring helped their understanding about practical teaching, lesson planning, effective classroom management, job competencies requirements and requirements for career growth beyond what they learnt in school. The finding corroborated the result of a study by Lyne (2013) on effect of teacher mentoring programme in Malaysia which showed that both the teachers' self-efficacy and productivity on the teaching job improved with mentoring.

The findings of hypothesis 1 revealed that there was a significant difference in the mean ratings of male and female business educators in the areas of research/publications and practical instructional method mentoring influence in favour of males against females. This finding is a big disadvantage to the female business educators and if this trend is not immediately corrected, male business educators could grow more rapidly in these areas than their female counterparts and this could affect the motivation, commitment to students' learning and overall teaching performance of female business educators because success in academic work lies mainly in effective research/publications and practical instructional skills. The reason for this differential may be because the females are not adequately making

themselves available for mentoring. This assertion is in line with the view of According to NSF Advance Program of the University of Rhode Island (2005) that societal orientation make women to be saddled with kitchen and domestic chores which make them to have limited time for mentoring. This is capable of engendering gender inequality among business educators in tertiary institutions in Edo and Delta States. Ogbogu in Emoefe (2016) reported that in three federal universities located in south-western Nigeria, lack of/poor mentoring among other factors were identified as responsible for gender inequality in academics. The findings of this study, however, negated the findings by Akotia and Anum (2013) who reported that in many cultures, more psychosocial mentoring is given to female mentee than career mentoring as there was no significant difference in the responses of male and female in psychosocial mentoring, career mentoring and community service.

The results of hypothesis 2 showed that there was no significant difference in the mean ratings of male and female business educators in the influence of mentoring on commitment to students' learning. This is in line with Emoefe (2016) which stated that gender did not show any significant difference in informal mentoring practice in universities in Edo and Delta States. The finding is also in line with the assertion of Olusola (2013) which stated that mentoring promotes equal opportunities especially for women and minorities and self confidence for employees.

The finding of hypothesis 3 revealed that there was a significant difference in the mean responses of respondents in influence of mentoring on task performance of business educators based on gender. This was in favour of males against their female counterparts. This finding is not surprising since there was already a gap in the areas of research/publications and practical instructional method mentoring received in favour of males against females. It is however, a worrisome situation which should be nipped on the board to avert the danger of discouragement/demotivation of female business educators in performing their required teaching task. It may be possible that male business educators are more satisfied with their mentoring relationships than their female counterparts. According to Raggin, Cotton and Miller (2000), satisfaction with a mentoring relationship had a stronger impact on attitudes and performance than the presence of a mentor, whether the relationship was formal or informal. This calls for an urgent need to consider formal mentoring as a suitable complement to the existing informal mentoring with female business educators in focus.

CONCLUSION

The finding of this study showed that mentoring although predominantly in an informal practice in tertiary institutions in Edo and Delta States, influenced business educators in five areas of research/publications, practical instructional method, career/professional development, psychosocial support and community service. The finding also showed that informal mentoring influenced business educators' commitment and job performance. It was, therefore, concluded that mentoring has a great potential to influence business educators' commitment and performance on the teaching job if properly implemented. This shows that the assertions made by some researchers that mentoring is a potent tool to improve employees' commitment and job performance are quite true.

RECOMMENDATIONS

In view of the findings of the study, the following recommendations were made:

1. Departments of business education in Edo and Delta States should improve on research/publications and practical instructional mentoring for female business educators by encouraging the culture of multiple mentoring practices in these areas with a particular focus on females.
2. Departments of business education should support mentoring for business educators by putting in place departmental policies that would compulsorily ensure mentoring of all junior/inexperienced business educators as a part of job responsibilities for senior/experienced business educators.

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