
PREVALENCE OF MENTORING AMONG GRADUATE STUDENTS OF SPORT MANAGEMENT IN SOUTHERN NIGERIAN UNIVERSITIES

Dr. Ifeanyichukwu Christian Elendu

Department of Human Kinetics and Health Education, Faculty of Education,
University of Port Harcourt, Port Harcourt, Rivers State,
Nigeria.

ABSTRACT: *The aim of the study was to find out the prevalence of mentoring among graduate students of sport management in southern Nigerian universities. A cross-sectional survey design was adopted. The population as well as sample for the study was 196 graduate students of sport management. Data were collected using a structured and validated questionnaire titled "Sport Management Mentoring Questionnaire (SMMQ)". It had reliability coefficient of 0.983 which was established using Cronbach alpha. Data were analyzed using mean and standard deviation. It was found that graduate students of sport management rarely experienced formal and informal mentoring, traditional/face-to-face mentoring, e-mentoring, multiple mentoring, and team mentoring, career and psychosocial mentoring functions, mentoring activities, initiation, cultivation, separation and redefinition phase of mentoring. It was recommended among others that mentoring seminars and conferences should be organized for graduate students by the Department in collaboration with the University. Students should be assigned to or made to choose mentors for mentoring at the point of admission into sport management. Favourable report or result on mentoring should be part of requirements for successful completion of graduate programmes in sport management. A "Centre for Mentoring" especially for sport management should be established by the universities*

KEY WORDS: Prevalence, mentoring, sport management, graduate students, universities.

INTRODUCTION

Mentoring has played significant role in human resource development. Supporting this, United States Office of Personnel Management (2008), identified mentoring as an important influence in professional development in both the public and private sector. Garringer, Kupersmidt, Rhodes, Stelter and Tai (2015) viewed mentoring as a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the young person's competence and character. In this study, mentoring refers to a dyadic, interpersonal and developmental relationship between a less knowledgeable and experienced student of sport management and an experienced person in sport management for the psychosocial and career benefits of the student (i.e. mentee), mentor, sport management as an academic discipline as well as university or society at large.

Mentoring relationships can vary in form and context (Godshalk & Sosik, 2003). Popoola, Adesopo and Ajayi (2013) categorized mentoring into formal and informal mentoring. Mentoring can take the following forms namely traditional or face-to-face mentoring, multiple mentoring, e-

mentoring, and team mentoring. Kram (1985) classified mentoring functions into career functions and psychosocial functions, which can pass through four phases namely, initiation, cultivation, separation, and redefinition. This implies that the prevalence of mentoring in sport management especially in the university among students can be formal or informal; face-to-face, multiple, e-mentoring, and team mentoring; and may be anchored on career and psychosocial functions, and may have passed through or is expected to pass through at least one of the mentoring phases (i.e. initiation, cultivation, separation, and redefinition. Prevalence refers to the proportion or number of students of sport management in a university who have received in the past or are currently receiving mentoring in sport management for their professional development (Elendu, 2017).

Hoye, Smith, Westerbeek, Stewart and Nicholson (2006) noted that students of sport management need to develop an understanding of the special features of sport and its allied industries, the environment in which sport organizations operate, and the types of sport organizations that operate in the public, nonprofit and professional sectors of the sport industry. According to Pitts and Stotlar (2013), sport management is the study and practice of all people, activities, businesses, or organizations involved in producing, facilitating, promoting, or organizing any product that is sport, fitness, and recreation related. This includes, for example, a company that manufactures sports equipment, clothing, or shoes; a person or company who offers promotional services for a sports organization; an organization charged with governing a sport; a person who represents a professional athlete as an agent; people who own and manage a sports facility; people who design and construct those sports facilities; a person who teaches golf; a company that manages the promotional merchandise and licenses for a sports event; and television companies that are involved in broadcasting sports events (Pitts & Stotlar, 2013). Mentoring in schools is important in assisting students to overcome adversity and explore their potentials. Pfister (2004) reported that students receiving mentoring showed a statistically increase in attendance and academic achievement. Sport management students are likely to benefit from mentoring programmes ranging from completion of academic programme, minimized academic stress, sound professional training, better academic performance, increased job and career opportunities, and increased professional exposure.

Less and limited research has focused on mentoring in physical education (Kovar & Overdorf, 1996), sports (Bower, 2007), and sport management (Beres, 2010) compared to business environments. This x-rays the need for more researches on mentoring in physical education, sports and precisely sport management. It was on the basis of the above premise and gap that the present study was conceived and embarked on with focus on graduate students of sport management in southern Nigerian universities. In this study, graduate students are master's and Ph.D students who are studying sport management as an area of specialization at graduate or postgraduate programme in a university.

Aim and Objectives of the Study

The aim of the study is to find out the prevalence of mentoring among graduate students of sport management in southern Nigerian universities. Specifically the study sought to:

1. determine the prevalence of formal mentoring among graduate students of sport management in southern Nigerian universities.

2. ascertain the prevalence of informal mentoring among graduate students of sport management in southern Nigerian universities.
3. establish the means/types of mentoring among graduate students of sport management in southern Nigerian universities.
4. determine career and psychosocial mentoring functions experienced by graduate students of sport management.
5. ascertain the mentoring activities experienced by graduate students of sport management in southern Nigerian universities.
6. determine the phases of mentoring experiences among graduate students of sport management in southern Nigerian universities.

Research Questions

1. What is prevalence of formal mentoring among graduate students of sport management in southern Nigerian universities?
2. What is prevalence of informal mentoring among graduate students of sport management in southern Nigerian universities?
3. What are the means/types of mentoring among graduate students of sport management in southern Nigerian universities?
4. What are the career and psychosocial mentoring functions experienced by graduate students of sport management in southern Nigerian universities?
5. What are the mentoring activities experienced by graduate students of sport management in southern Nigerian universities?
6. What are the phases of mentoring among graduate students of sport management in southern Nigerian universities?

Research Methodology

The study adopted a cross-sectional survey design. The population as well as the sample for the study was all the one hundred and ninety-six (196) graduate students of sport management in southern Nigerian universities. All the graduate students were used as sample since the population is small and manageable. This is in line with Udo's (2004) assertion that if the population under investigation is small, it is appropriate to use the entire population.

A structured questionnaire titled "Sport Management Mentoring Questionnaire (SMMQ)" was used for data collection. The questionnaire had polychotomous and modified Likert-type response options of "Always" (4 points), "Sometimes" (3 points), "Rarely" (2 points), and "Never" (1 point)". The face and content validity of the questionnaire was established by five experts in University of Port Harcourt. A test re-test method was used to establish the reliability of the questionnaire. In order to ascertain the reliability of the instrument, twenty graduate students of other areas in Human Kinetics or Physical Education (i.e. Exercise physiology, Sport psychology, Sport sociology, recreation, etc.) in southern Nigerian universities were used. Twenty copies of the questionnaire were administered to them, and after two weeks the same questionnaire was re-administered to the same respondents with the responses correlated using Cronbach alpha to establish the reliability coefficient of 0.983 for prevalence of mentoring. Data generated were analyzed using descriptive statistics of mean and standard deviation. For the purpose of this study,

the mean values for prevalence of mentoring were interpreted as follows: 1.00 – 1.49 was considered as “Never”; 1.50 – 2.49 “Rarely”; 2.50 – 3.49 “Sometimes” and 3.50 – 4.00 “Always”.

RESULTS

Research Question 1

What is the prevalence of formal mentoring among graduate students of sport management in southern Nigerian universities?

Table 1: Prevalence of formal mentoring among graduate students of sport management (N=166).

S/n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n= 64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	I experienced or am experiencing mentoring in sport management that is controlled by the university.	1.81	.51	1.72	.52	1.66	.54
2	I experienced or am experiencing pairing for mentoring in sport management done by the university.	1.86	.42	1.77	.43	1.78	.49
3	The university stipulated or stipulates the time period for the mentoring in sport management between me and my mentor to last.	1.86	.47	1.72	.45	1.72	.52
4	The university stipulated or stipulates the objectives to be achieved at the end of the mentoring in sport management between me and my mentor.	1.79	.56	1.72	.61	1.75	.64
5	The university provided or provides full management support for the mentoring in sport management between me and my mentor.	1.90	.53	1.87	.62	1.73	.65
	Grand mean	1.84		1.75		1.73	

Table 1 shows that the sport management students in south-east ($\bar{x}=1.81$; $SD=.51$); south-south ($\bar{x}=1.72$; $SD=.52$), and south-west ($\bar{x}=1.66$; $SD=.54$) rarely experienced mentoring in sport management that is controlled by the university. Also, sport management students in south-east ($\bar{x}=1.86$; $SD=.42$); south-south ($\bar{x}=1.77$; $SD=.43$), and south-west ($\bar{x}=1.78$; $SD=.49$) rarely experienced pairing for mentoring in sport management done by the university. It is evident in the table that sport management students in south-east ($\bar{x}=1.86$; $SD=.47$); south-south ($\bar{x}=1.72$;

SD=.45), and south-west ($\bar{x}=1.72$; SD=.52) rarely experienced the university stipulating the time period for the mentoring in sport management. Data in the table reveal that students of sport management in south-east ($\bar{x}=1.79$; SD=.56); south-south ($\bar{x}=1.72$; SD=.61), and south-west ($\bar{x}=1.75$; SD=.64) rarely experienced the university stipulating the objectives to be achieved at the end of the mentoring in sport management. It could be seen that sport management students in south-east ($\bar{x}=1.90$; SD=.53); south-south ($\bar{x}=1.87$; SD=.62), and south-west ($\bar{x}=1.73$; SD=.65) rarely experienced the university providing full management support for mentoring in sport management. With the grandmeans, sport management students in south-east ($\bar{x}=1.84$); south-south ($\bar{x}=1.75$), and south-west ($\bar{x}=1.73$) rarely experienced formal mentoring.

Research Question 2

What is the prevalence of informal mentoring among graduate students of sport management in southern Nigerian universities?

Table 2: Prevalence of informal mentoring among students of sport management (N=166).

S/n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n=64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	I and my mentor managed or manage the mentoring in sport management without university's interference.	1.88	.50	1.80	.51	1.80	.60
2	The mentoring in sport management between me and my mentor had or has no university support.	1.95	.54	1.78	.61	1.89	.65
3	The mentoring in sport management between me and my mentor had or has no time stipulated for the end of the relationship.	2.02	.52	2.10	.60	2.11	.65
4	I and my mentor engaged or are engaging in mentoring in sport management due to mutual identification and understanding.	1.93	.56	1.85	.58	1.94	.61
5	No external body initiated/paired or initiates/pairs me with my mentor for mentoring in sport management.	2.04	.58	2.03	.64	2.05	.63
Grand mean		1.96		1.91		1.96	

Data in the Table 2 reveal that students of sport management in south-east ($\bar{x}=1.88$; $SD=.50$); south-south ($\bar{x}=1.80$; $SD=.51$), and south-west ($\bar{x}=1.80$; $SD=.60$) rarely experienced mentoring in sport management without university's interference. Also, sport management students in south-east ($\bar{x}=1.95$; $SD=.54$); south-south ($\bar{x}=1.78$; $SD=.61$), and south-west ($\bar{x}=1.89$; $SD=.65$) rarely experienced mentoring in sport management that has no university support. The table reveals that students of sport management in south-east ($\bar{x}=2.02$; $SD=.52$); south-south ($\bar{x}=2.10$; $SD=.60$), and south-west ($\bar{x}=2.11$; $SD=.65$) rarely experienced mentoring in sport management that has no time stipulated for the end of the relationship. Also, sport management students in south-east ($\bar{x}=1.93$; $SD=.56$); south-south ($\bar{x}=1.85$; $SD=.58$), and south-west ($\bar{x}=1.94$; $SD=.61$) rarely experienced mentoring in sport management due to mutual identification and understanding. It could be seen in the table that students of sport management in south-east ($\bar{x}=2.04$; $SD=.58$); south-south ($\bar{x}=2.03$; $SD=.64$), and south-west ($\bar{x}=2.05$; $SD=.63$) rarely experienced external body initiating or pairing for mentoring in sport management. With the grandmeans, sport management students in south-east ($\bar{x}=1.96$); south-south ($\bar{x}=1.91$), and south-west ($\bar{x}=1.96$) rarely experienced informal mentoring.

Research Question 3

What are the means/types of mentoring among graduate students of sport management in southern Nigerian universities?

Table 3: Means/types of mentoring among graduate students of sport management (N=166).

S/n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n= 64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	I and my mentor engaged or are engaging in face-face/traditional mentoring in sport management.	1.83	.54	1.75	.63	1.72	.63
2	I and my mentor engaged or are engaging in e-mentoring in sport management (i.e. through computer internet, email, etc.)	1.83	.62	1.88	.58	1.86	.61
3	I and my mentors engaged or are engaging in multiple mentoring in sport management (i.e. having many mentors).	1.81	.51	1.90	.57	2.02	.52
4	I and my mentor engaged or are engaging in team mentoring in sport management (i.e. having many mentees at a time).	1.88	.50	1.87	.62	1.75	.61
	Grandmean	1.84		1.85		1.84	

Table 3 shows that the sport management students in south-east ($\bar{x}=1.83$; SD=.54); south-south ($\bar{x}=1.75$; SD=.63), and south-west ($\bar{x}=1.72$; SD=.63) rarely experienced face-face/traditional mentoring in sport management. Also, sport management students in south-east ($\bar{x}=1.83$; SD=.62); south-south ($\bar{x}=1.88$; SD=.58), and south-west ($\bar{x}=1.86$; SD=.61) rarely experienced e-mentoring in sport management (i.e. through computer internet, email, etc.). It is evident in the table that sport management students in south-east ($\bar{x}=1.81$; SD=.51); south-south ($\bar{x}=1.90$; SD=.57), and south-west ($\bar{x}=2.02$; SD=.52) rarely experienced multiple mentoring in sport management (i.e. having many mentors). Data in the table reveal that students of sport management in south-east ($\bar{x}=1.88$; SD=.50); south-south ($\bar{x}=1.87$; SD=.62), and south-west ($\bar{x}=1.75$; SD=.61) rarely experienced team mentoring in sport management (i.e. having many mentees at a time). With the grandmeans, sport management students in south-east ($\bar{x}=1.84$);

south-south ($\bar{x}=1.85$), and south-west ($\bar{x}=1.84$) rarely experienced traditional/face-to-face mentoring, e-mentoring, multiple mentoring, and team mentoring.

Research Question 4

What are career and psychosocial mentoring functions experienced by graduate students of sport management in southern Nigerian universities? Data are presented in table 4a and 4b.

Table 4a: Career mentoring functions experienced by graduate students of sport management (N=166).

S/n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n= 64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	I received or am receiving sponsorship in sport management from my mentor.	1.98	.52	2.05	.53	1.98	.60
2	I received or is receiving exposure-and-visibility in sport management from my mentor.	1.88	.50	1.92	.53	1.92	.57
3	I received or am receiving coaching in sport management from my mentor.	2.00	.54	1.88	.49	1.91	.58
4	My mentor gave or is giving me protection in sport management.	1.93	.63	1.95	.67	2.11	.65
5	I received or am receiving challenging work assignments in sport management from my mentor.	2.05	.49	1.97	.64	1.95	.65
Grand mean		1.97		1.95		1.97	

Data in the Table 4a reveal that students of sport management in south-east ($\bar{x}=1.98$; SD=.52); south-south ($\bar{x}=2.05$; SD=.53), and south-west ($\bar{x}=1.98$; SD=.60) rarely experienced sponsorship in sport management from a mentor. Also, sport management students in south-east ($\bar{x}=1.88$; SD=.50); south-south ($\bar{x}=1.92$; SD=.53), and south-west ($\bar{x}=1.92$; SD=.57) never experienced exposure-and-visibility in sport management from my mentor. The table reveals that students of sport management in south-east ($\bar{x}=2.00$; SD=.54); south-south ($\bar{x}=1.88$; SD=.49), and south-

west ($\bar{x}=1.91$; $SD=.58$) rarely experienced coaching in sport management. Also, sport management students in south-east ($\bar{x}=1.93$; $SD=.63$); south-south ($\bar{x}=1.95$; $SD=.67$), and south-west ($\bar{x}=2.11$; $SD=.65$) rarely experienced protection in sport management from a mentor. It could be seen in the table that students of sport management in south-east ($\bar{x}=2.05$; $SD=.49$); south-south ($\bar{x}=1.97$; $SD=.64$), and south-west ($\bar{x}=1.95$; $SD=.65$) rarely experienced challenging work assignments in sport management from the mentor. With the grandmeans, sport management students in south-east ($\bar{x}=1.97$); south-south ($\bar{x}=1.95$), and south-west ($\bar{x}=1.97$) rarely experienced career mentoring functions.

Table 4b: Psychosocial mentoring functions among graduate students of sport management (N=166).

S/n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n= 64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	My mentor offered or is offering acceptance and confirmation in sport management to me.	2.02	.47	1.93	.55	2.02	.55
2	My mentor provided or is providing counseling in sport management to me.	1.90	.43	1.80	.51	1.81	.50
3	My mentor provided or is providing friendship in sport management to me.	1.88	.50	1.72	.56	1.77	.64
4	My mentor served or is serving role-modeling in sport management to me.	2.10	.53	2.02	.60	1.95	.65
	Grand mean	1.98		1.87		1.89	

It is evident in Table 4b that the sport management students in south-east ($\bar{x}=2.02$; $SD=.47$); south-south ($\bar{x}=1.93$; $SD=.55$), and south-west ($\bar{x}=2.02$; $SD=.55$) rarely experienced offer of acceptance and confirmation for mentoring in sport management. Also, sport management students in south-east ($\bar{x}=1.90$; $SD=.43$); south-south ($\bar{x}=1.80$; $SD=.51$), and south-west ($\bar{x}=1.81$; $SD=.50$) rarely experienced counseling in sport management from a mentor. It is evident in the table that sport management students in south-east ($\bar{x}=1.88$; $SD=.50$); south-south ($\bar{x}=1.72$; $SD=.56$), and south-west ($\bar{x}=1.77$; $SD=.64$) rarely experienced a mentor providing friendship in sport management. Data in the table reveal that students of sport management in south-east ($\bar{x}=2.10$; $SD=.53$); south-south ($\bar{x}=2.02$; $SD=.60$), and south-west ($\bar{x}=1.95$; $SD=.65$) rarely experienced a mentor serve as role-model in sport management. With the grandmeans, sport management students in south-east ($\bar{x}=1.98$); south-south ($\bar{x}=1.87$), and south-west ($\bar{x}=1.89$) rarely experienced psychosocial mentoring functions.

Research Question 5

What are the mentoring activities experienced by graduate students of sport management in southern Nigerian universities?

Table 5: Mentoring activities among graduate students of sport management (N=166).

S/n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n= 64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	My mentor encouraged or is encouraging me to attend academic sport management and its allied conferences and seminars.	1.88	.50	1.72	.56	1.77	.64
2	My mentor taught or is teaching me how to handle sport management or other leadership positions.	2.10	.53	2.02	.60	1.95	.65
3	My mentor taught me or is teaching me how to manage sport clubs.	1.81	.51	1.70	.62	1.70	.63
4	My mentor taught me or is teaching me how to manage fitness centres.	1.98	.56	1.97	.64	1.84	.62
5	My mentor exposed or is exposing me to membership of professional sport management and its allied associations.	1.76	.53	1.67	.54	1.69	.59
6	My mentor taught or is teaching me how to conduct sport management researches and publish them.	1.90	.58	1.88	.58	1.84	.60
7	My mentor taught or is teaching me how to teach and evaluate students and athletes.	1.90	.48	1.97	.52	2.00	.56
8	My mentor taught or is teaching me how to manage classroom situations.	1.90	.58	1.90	.51	1.84	.67
9	My mentor taught or is teaching me how to manage sports programmes (e.g. intramural, extramural, interscholastic, adapted sports programmes, etc.).	1.74	.54	1.87	.60	1.88	.65
	Grandmean	1.89		1.86		1.83	

Data in the Table 5 reveal that students of sport management in south-east ($\bar{x}=1.88$; $SD=.50$); south-south ($\bar{x}=1.72$; $SD=.56$), and south-west ($\bar{x}=1.77$; $SD=.64$) rarely experienced encouragement to attend academic sport management and its allied conferences and seminars from a mentor. Also, sport management students in south-east ($\bar{x}=2.10$; $SD=.53$); south-south ($\bar{x}=2.02$; $SD=.60$), and south-west ($\bar{x}=1.95$; $SD=.65$) rarely experienced how to handle sport management or other leadership positions from a mentor. The table reveals that students of sport management in south-east ($\bar{x}=1.81$; $SD=.51$); south-south ($\bar{x}=1.70$; $SD=.62$), and south-west ($\bar{x}=1.70$; $SD=.63$) rarely experienced how to manage sport clubs from a mentor. Also, sport management students in south-east ($\bar{x}=1.98$; $SD=.56$); south-south ($\bar{x}=1.97$; $SD=.64$), and south-west ($\bar{x}=1.84$; $SD=.62$) never experienced how to manage fitness centres from a mentor. It could be seen in the table that students of sport management in south-east ($\bar{x}=1.76$; $SD=.53$); south-south ($\bar{x}=1.67$; $SD=.54$), and south-west ($\bar{x}=1.69$; $SD=.59$) rarely experienced exposure to membership of professional sport management and its allied associations from a mentor. It is evident in Table 4.2.6 that the sport management students in south-east ($\bar{x}=1.90$; $SD=.58$); south-south ($\bar{x}=1.88$; $SD=.58$), and south-west ($\bar{x}=1.84$; $SD=.60$) rarely experienced how to conduct sport management researches and publish them from a mentor. Also, sport management students in south-east ($\bar{x}=1.90$; $SD=.48$); south-south ($\bar{x}=1.97$; $SD=.52$), and south-west ($\bar{x}=2.00$; $SD=.56$) rarely experienced how to teach and evaluate students and athletes from a mentor. It is evident in the table that sport management students in south-east ($\bar{x}=1.90$; $SD=.58$); south-south ($\bar{x}=1.90$; $SD=.51$), and south-west ($\bar{x}=1.84$; $SD=.67$) rarely experienced how to manage classroom situations from a mentor. Data in the table reveal that students of sport management in south-east ($\bar{x}=1.74$; $SD=.54$); south-south ($\bar{x}=1.87$; $SD=.60$), and south-west ($\bar{x}=1.88$; $SD=.65$) rarely experienced how to manage sports programmes (e.g. intramural, extramural, interscholastic, adapted sports programmes, etc.) from a mentor. With the grandmeans, sport management students in south-east ($\bar{x}=1.89$); south-south ($\bar{x}=1.86$), and south-west ($\bar{x}=1.83$) rarely experienced mentoring activities.

Research Question 6

What are the phases of mentoring among graduate students of sport management in southern Nigerian universities? Data answering the research question are presented in Table 6a – d.

Table 6a: Initiation phase of mentoring among graduate students of sport management (N=166).

S/n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n= 64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	I was or have been into mentoring in sport management with my mentor for 6 months to 1 year.	2.07	.51	1.98	.65	1.95	.68
2	I and my mentor learnt or are learning each other's personal style and work habit for mentoring in sport management.	1.76	.62	1.68	.60	1.73	.57
3	There was or are positive and idealized thoughts between me and my mentor for mentoring in sport management.	2.05	.54	2.03	.58	1.97	.62
	Grandmean	1.96		1.90		1.88	

Table 6a shows that the sport management students in south-east ($\bar{x}=2.07$; $SD=.51$); south-south ($\bar{x}=1.98$; $SD=.65$), and south-west ($\bar{x}=1.95$; $SD=.68$) rarely experienced mentoring in sport management with a mentor for 6 months to 1 year. Also, sport management students in south-east ($\bar{x}=1.76$; $SD=.62$); south-south ($\bar{x}=1.68$; $SD=.60$), and south-west ($\bar{x}=1.73$; $SD=.57$) rarely experienced learning each mentor's personal style and work habit for mentoring in sport management. It is evident in the table that sport management students in south-east ($\bar{x}=2.05$; $SD=.54$); south-south ($\bar{x}=2.03$; $SD=.58$), and south-west ($\bar{x}=1.97$; $SD=.62$) rarely experienced positive and idealized thoughts with a mentor for mentoring in sport management. With the grandmeans, sport management students in south-east ($\bar{x}=1.96$); south-south ($\bar{x}=1.90$), and south-west ($\bar{x}=1.88$) are rarely into initiation phase of mentoring.

Table 6b: Cultivation phase of mentoring among graduate students of sport management (N=166).

S/n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n= 64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	My mentor provided or is providing me with challenging work in sport management.	1.86	.57	1.85	.63	1.78	.63
2	I and my mentor strengthened or are strengthening interpersonal bond between each other for mentoring in sport management.	1.81	.55	1.83	.53	1.81	.61
3	There were or are least conflicts and uncertainty between me and my mentor during mentoring in sport management.	1.98	.56	1.98	.57	1.98	.63
4	I was or have been into mentoring with my mentor for 2 - 5 years.	2.00	.44	1.87	.47	1.89	.57
5	There was or is mutual exchange and reciprocity between me and my mentor for mentoring in sport management.	1.90	.53	1.87	.57	1.88	.60
	Grandmean	1.91		1.88		1.87	

Table 6b shows that the sport management students in south-east ($\bar{x}=1.86$; $SD=.57$); south-south ($\bar{x}=1.85$; $SD=.63$), and south-west ($\bar{x}=1.78$; $SD=.63$) rarely experienced provision of challenging work in sport management from a mentor. Also, sport management students in south-east ($\bar{x}=1.81$; $SD=.55$); south-south ($\bar{x}=1.83$; $SD=.53$), and south-west ($\bar{x}=1.81$; $SD=.61$) rarely experienced strengthened interpersonal bond with a mentor for mentoring in sport management. It is evident in

the table that sport management students in south-east ($\bar{x}=1.98$; $SD=.56$); south-south ($\bar{x}=1.98$; $SD=.57$), and south-west ($\bar{x}=1.98$; $SD=.63$) rarely experienced conflicts and uncertainty with a mentor during mentoring in sport management. Also, sport management students in south-east ($\bar{x}=2.00$; $SD=.44$); south-south ($\bar{x}=1.87$; $SD=.47$), and south-west ($\bar{x}=1.89$; $SD=.57$) rarely experienced mentoring with a mentor for 2 - 5 years. It is evident in the table that sport management students in south-east ($\bar{x}=1.90$; $SD=.53$); south-south ($\bar{x}=1.87$; $SD=.57$), and south-west ($\bar{x}=1.88$; $SD=.60$) rarely experienced mutual exchange and reciprocity with a mentor for mentoring in sport management. With the grandmeans, sport management students in south-east ($\bar{x}=1.91$); south-south ($\bar{x}=1.88$), and south-west ($\bar{x}=1.87$) are rarely into initiation phase of mentoring.

Table 6c: Separation phase of mentoring among graduate students of sport management (N=166).

S/ n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n= 64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	The mentoring relationship in sport management between me and my mentor has terminated.	1.76	.62	1.88	.56	1.70	.55
2	There were or are differences and conflicts in mentoring relationship in sport management between me and my mentor.	1.86	.61	1.67	.57	1.78	.65
3	There is break-up in mentoring relationship in sport management between me and my relationship.	1.95	.53	1.93	.63	1.88	.63
	Grandmean	1.86		1.83		1.79	

Table 6c shows that the sport management students in south-east ($\bar{x}=1.76$; $SD=.62$); south-south ($\bar{x}=1.88$; $SD=.56$), and south-west ($\bar{x}=1.70$; $SD=.55$) rarely experienced a terminated mentoring relationship in sport management with a mentor. Also, sport management students in south-east ($\bar{x}=1.86$; $SD=.61$); south-south ($\bar{x}=1.67$; $SD=.57$), and south-west ($\bar{x}=1.78$; $SD=.65$) rarely experienced differences and conflicts in mentoring relationship in sport management with a mentor. It is evident in the table that sport management students in south-east ($\bar{x}=1.95$; $SD=.53$); south-south ($\bar{x}=1.93$; $SD=.63$), and south-west ($\bar{x}=1.88$; $SD=.63$) rarely experienced a break-up in mentoring relationship in sport management with a mentor. With the grandmeans, sport management students in south-east ($\bar{x}=1.86$); south-south ($\bar{x}=1.83$), and south-west ($\bar{x}=1.79$) are rarely into separation phase of mentoring.

Table 6d: Redefinition phase of mentoring among students of sport management (N=166).

S/n	Items	South-East Students (n=42)		South-South Students (n=60)		South-West Students (n= 64)	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
1	The mentoring in sport management between me and my mentor has developed into peer or friendship mentoring.	1.83	.54	1.72	.61	1.70	.61
2	I and my mentor have re-united in mentoring in sport management after separation.	1.93	.56	1.92	.59	1.86	.64
3	I appreciate my mentor but no longer depend on him or her for mentoring in sport management.	1.76	.66	1.77	.53	1.70	.63
	Grandmean	1.84		1.80		1.75	

Table 6d shows that the sport management students in south-east ($\bar{x}=1.83$; $SD=.54$); south-south ($\bar{x}=1.72$; $SD=.61$), and south-west ($\bar{x}=1.70$; $SD=.61$) rarely experienced mentoring in sport management with a mentor that has developed into peer or friendship mentoring. Also, sport management students in south-east ($\bar{x}=1.93$; $SD=.56$); south-south ($\bar{x}=1.92$; $SD=.59$), and south-west ($\bar{x}=1.86$; $SD=.64$) rarely experienced a re-unity in mentoring in sport management after separation. It is evident in the table that sport management students in south-east ($\bar{x}=1.76$; $SD=.66$); south-south ($\bar{x}=1.77$; $SD=.53$), and south-west ($\bar{x}=1.70$; $SD=.63$) rarely experienced appreciating a mentor without depending on him or her for mentoring in sport management. With

the grandmeans, sport management students in south-east ($\bar{x}=1.84$); south-south ($\bar{x}=1.80$), and south-west ($\bar{x}=1.75$) are rarely into redefinition phase of mentoring.

DISCUSSION OF FINDINGS

The finding that graduate students of sport management rarely experienced formal and informal mentoring, career and psychosocial mentoring functions, mentoring activities, initiation, cultivation, separation and redefinition phase of mentoring. The findings are supported with the finding by Blanchard and Blanchard (2006) that majority (74.1%) of the students indicated that their curriculum did not include any type of mentoring designed to facilitate student transition into clinical practice or other career fields. Han, Chung Woo and Hitchcock (2014) reported that 42.6% medical interns had mentoring experiences.

The findings that the graduate students rarely experienced traditional/face-to-face mentoring, e-mentoring, multiple mentoring, and team mentoring is in disagreement with Han, Chung Woo and Hitchcock's (2014) finding that mentors and mentees either met face-to-face (80.8%) frequently or communicated by telephone(50.0%). Specifically, the finding on the separation phase of mentoring which was rarely experienced by the students is in agreement with Blanchard and Blanchard (2006) who reported that some of the respondents indicated that mentoring programs had been tried in the past but discontinued for various reasons. The findings that graduate students rarely experienced the various aspects of mentoring suggests that Hunt and Michael (1983) model of mentoring, and O'Neil and Wrightsman's (2001) sources of variance theory which incorporates mentorship factors, parameters, correlates, and tasks should be harnessed as way of having a full understanding of the rare prevalence of mentoring by graduate students.

CONCLUSION

It was concluded that graduate students of sport management rarely experience mentoring.

Recommendations

1. Mentoring seminars and conferences should be organized for graduate students by the Department in collaboration with the University.
2. Students should be assigned to or made to choose mentors for mentoring at the point of admission into sport management.
3. Favourable report or result on mentoring should be part of requirements for successful completion of graduate programmes in sport management.
4. The university should intensify effort to formulate or review its mentoring policy and programmes aimed at fostering effective mentoring relationship.
5. The Department in collaboration with the university should organize annual mentorship award for mentors and mentees.
6. A "Centre for Mentoring" especially for sport management should be established by the universities.

REFERENCES

- Beres, J. L. (2010). *Examining mentoring relationships with the sport management academy: Perspectives of mentors and protégés*. Master's Thesis, University of Windsor.
- Blanchard, S. B., & Blanchard, J.S. (2006). The prevalence of mentoring programs in the transition from student to practitioner among U.S. dental hygiene programs. *Journal of Dental Education*, 70(5), 531 – 535.
- Bower, G. G. (2007). Factors influencing the willingness to mentor 1st-year faculty in physical education departments. *Mentoring and Tutoring*, 15(1), 73 - 85.
- Elendu, I. C. (2017). *Prevalence, perceived outcomes and correlates of mentoring among mentors and mentees of sport management in southern Nigerian universities*. Ph.D Thesis, University of Port Harcourt.
- Garringer, M., Kupersmidt, J., Rhodes, J., Stelter, R., & Tai, T. (2015). *Elements of effective practice of mentoring*. Research-informed and practitioner-approved best practice for creating and sustaining impactful mentoring relationships and strong program services. Accessed from http://www.mentoring.org/images/uploads/Final_Elements_Publication_Fourth.pdf
- Godshalk, V. M. & Sosik, J. J. (2003). Mentoring and leadership: Standing at the crossroads of theory, research, and practice. In B. R. Ragins & K. E. Kram (Eds.), *The Handbook of Mentoring at Work: Theory, Research, and Practice* (pp. 149 - 178). Los Angeles, CA: Sage.
- Han, E., Chung, E., Woo, Y. & Hitchcock, M. A. (2014). Mentoring experience and its effects on medical interns. *Singapore Medical Journal*, 55(11), 593 – 597.
- Hoye, R., Smith, A., Westerbeek, H., Stewart, B., & Nicholson, M. (2006). *Sport management: Principles and applications*. Amsterdam: Elsevier Ltd.
- Hunt, D. M., & Michael, C. (1983). Mentorship: A career training and development tool. *Academy of Management Review*, 8, 475 - 485.
- Kovar, S. K., & Overdorf, V. (1996). Scholarly productivity as a function of graduate training, workplace, and gender. *Women in Sport and Physical Activity Journal*, 4, 1 - 21.
- Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott Foresman.
- O'Neil, J. M., & Wrightsman, L. S. (2001). The mentoring relationship in psychology training programs. In S. Walfish & A. K. Hess (Eds.), *Succeeding in Graduate School: The Career Guide for Psychology Students* (pp.113 - 129). Mahwah, NJ: Lawrence Erlbaum.
- Pfister, V. R. (2004). *Effects of faculty and peer mentoring on perceived stress and social support of college student athletes*. Doctoral Dissertation, University of South Florida.
- Pitts, B. G., & Stotlar, D. K. (2013). *Fundamentals of sport marketing (4th ed.)*. USA: Fitness Information Technology.
- Popoola, F., Adesopo, A., & Ajayi. M. (2013). Establishing effective mentoring culture among professional university administrators in Nigeria. *Public Administration Research*, 2(2).
- Udo, G. O. (2004). *A guide to modern research methods*. Enugu: Institute of Developmental Studies.

United States Office of Personnel Management (2008). *Best practices: Mentoring*. Retrieved from <https://www.opm.gov/policy-data-oversight/training-and-development/career-development/bestpractices-mentoring.pdf>