

INFLUENCE OF MENTORING ON PROFESSIONAL COMMITMENT OF BUSINESS EDUCATORS IN TERTIARY INSTITUTIONS IN EDO AND DELTA STATES, NIGERIA

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ABSTRACT: *This study investigated mentoring and professional commitment of business educators in Edo and Delta States. One research question guided the study. Two null hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey design. A population of 231 business educators was used for the study because the size was manageable. The instrument used for the study was a 10 item questionnaire. Cronbach Alpha was used to determine the reliability of the instrument and the result yielded aggregate reliability co-efficient of 0.87. Mean and standard deviation were used to answer the research question. The t-test was used to test null hypothesis 1 and analysis of variance (ANOVA) was used to test hypothesis 2. The finding revealed that mentoring practice did not influence the professional commitment of business educators in Edo and Delta States. The result of hypotheses testing showed no significant difference on professional commitment of business educators either by gender or types of tertiary institutions in Edo and Delta States. It was, therefore, recommended among others that management of tertiary institutions in Edo and Delta State especially of department of business education programme should compulsorily institute formal mentoring practice in addition to the available informal professional mentoring for business educators. This could help to give more opportunities to the young/inexperienced business educators to learn from the wealth of experience of the older and more experienced business educators so as to enhance their professional commitment. Also, management especially of department of business education programme need to urgently improve on the present professional mentoring practice for business educators by encouraging use of multiple mentoring among business educators in different tertiary institutions in Edo and Delta States.*

KEYWORDS: professional mentoring, business educators, management

INTRODUCTION

The professional commitment of educators including business educators is a critical issue in the administration and management of tertiary institutions in Nigeria. Consequently, management and human resource personnel of these institutions continually strive to improve the professional

commitment of educators. The committed educator recognizes his professional responsibilities to students, colleagues, administrators, parents and the community. Committed business educator accepts, as the members of business education and the teaching profession, the responsibility of advancing the cause of business education and the teaching profession, improving the quality of teaching in business education, promoting the welfare of co-business educators when possible and necessary, and elevating the status of the teaching profession generally (Hussen, W/Tegegn and Teshome, 2016).

Educators including business educators who are committed to the teaching profession are expected to regard the teaching profession as a life career and consider membership in the profession as permanent, committed to the ideal of service to humankind rather than to personal interest, adhere to a code of ethics regarding membership, conduct and practice of the teaching profession, exert every effort to raise teaching profession's standard and continue to learn from multiple sources of knowledge throughout their career/profession (Cox, 2017). In addition, Cox further remarked that professionally committed educators are expected to accomplish teaching job with enthusiasm, enjoy the teaching profession, proud of being in the teaching profession, take the choice of becoming a teachers as the best decision in their life and perceive the values of teaching occupation more important than those of other professional values.

One way management and human resource managers of tertiary institutions in Nigeria encourage and motive the professional commitment of educators including business educators is through mentoring. Mentoring is a popular capacity-building, knowledge transfer and employees retention in many organizations especially in the educational sector. The main goal of mentoring is to help employees understand the nitty-gritty of their jobs well on time in order to facilitate personal, career and professional growth necessary for high professional commitment. 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). In a mentoring relationship, the mentor and mentee are deemed to be in a collaborative relationship based on mutual respect, trust, and a commitment to growth in both parties.

Professionally, mentoring is beneficial as important training and development tool for upward professional advancement of employees' in an organization (Adeboye, 2013) and is beneficial to all its participants at all times and situations especially when it is effectively arranged. Also, Raggins and Cotton in Ofovwe (2013) remarked that a mentoring relationship is usually beneficial to all the stakeholders, for the mentee the benefits include increased professional opportunities and collegial networks, growth of professional knowledge and skill development, career advancement and more effective performance. The mentors' benefits include personal and professional satisfaction, enhancement of professional reputation, extension of collegial networks and influence and rejuvenated careers. Also, Roby (2012) reported that empirical studies indicated that mentors have a direct effect on mentees' level of professional involvement, commitment and innovation, as well as an indirect effect on mentees' instruction. Hudson et al. as cited in Lyne (2013) in their

study reported that early-career teachers reported that effective mentoring has minimized their feelings of segregation, improved self-reliance and self-image, and not only increased professional development, but also improved self-reflection, and critical thinking ability. This is possible because mentors provide authentic, experiential learning opportunities through modeling (Ganser in Saffold, 2005). Ingersoll and Strong (2011) reported that teachers who participated in some kind of induction had higher job satisfaction, commitment or retention in the teaching profession.

According to Kram (1985), professional mentoring is a type of mentoring that provides sponsorship, exposure-and-visibility, coaching, protection and providing challenging assignments to the mentee as all of which help the younger person to establish a role in the organization or profession, learn the rope, and prepare for advancement. Kram noted that this kind of mentoring provides developmental benefits, which help mentees learn the ropes and facilitate the mentee's advancement in the organization and chosen profession. The sponsorship function exposes the mentee to job opportunities so that the mentee can build upon skills that will benefit his/her future career (Kram, 1985). Exposure-and-visibility is a socializing function; the mentor provides opportunities for the mentee to develop relationships with key individuals in the profession. Coaching involves the mentor passing on useful knowledge and perspectives as well as experience to the mentee. The mentor provides access to information and advice to the mentee who has limited knowledge. Protection is provided by the mentor who shields the mentee from blame in negative situations. By intervening on a mentee's behalf, a mentor protects the mentee from unnecessary criticism or risk. Challenging assignments include training, work, and feedback that assist a mentee in mastering challenging tasks. The mentor may provide assignments that assist a mentee in developing either technical and/or managerial skills; thus, this function provides an important learning opportunity. Career functions on the other hand are typically focused on career development and include aspects of the mentorship that enhance "learning the ropes" and preparing for advancement on the job.

There are so many ways that mentoring is used to enhance the professional commitment of educators in tertiary institutions in Nigeria whether male or female especially teacher education departments including business educators. For example, the teacher educators undergo compulsory six months teaching practice exercising while they are training as student teachers. Besides, they are also particularly and systematically posted to schools to undergo the compulsory one-year National Youth Service Corps (NYSC) so as to deepen their commitment to the teaching profession. In the course of teaching practice exercise and NYSC, the student teachers are assigned to mentors in their various schools of attachment. These mentors supervise and monitor their learning activities on the teaching job. Upon employment, many tertiary institutions assign the young and inexperienced educators including business educators for some form of mentoring for professional development and commitment. Also, upon employment as young graduate educators in tertiary institution, many them are mentored informally on the teaching job. All these arrangements are expected to increase the professional commitment of business educators and limit their quest for alternative jobs. However, reverse appears to be the case.

In recent times, there has been much concern over the poor state of professional commitment of business educators in Edo and Delta States. According to Clark in Owenbiugie (2015), business

educators are leaving teaching jobs for multinational companies, banks, politics, production companies among others. Between 2006 and 2009, three business educators left College of Education Benin, two left Delta State Polytechnics, Ozoro, four left Delta State University, Abraka, two left College of Education, Agbor, three left Ambrose Ali Univerisity, Ekpoma, and one left Delta State Polytechnic, Ogwashi-Uku. Besides, Owenvbiugie and Iyamu (2014) maintained that tertiary institutions in Edo State lost eight business educators to other organizations while Delta State lost ten. In 2016, the researchers observed that business education programme in the University of Benin lost two business educators to Entrepreneurial Studies and Educational Studies and Management Departments respectively. Poor professional commitment and its attendant effects on the attrition rate of business educators have consequences that are detrimental to quality of processes and products of business education programme. According to Daly and Dee (2006), in academia high rates of faculty turnover can be extremely costly to the training and development of faculty members, to the reputation of the institution, and to the effectiveness and quality of instruction provided to students.

In Nigerian tertiary institutions, male educators appear to find it easier to embrace mentoring more than their female counterparts. This is probably because women are usually saddled with domestic chores that make it difficult to fully embrace mentoring as compared to males. In terms of cross-gender mentoring, fear of sexual molestation may make women not to submit to or be interested in cross-gender mentoring. In Nigerian society, sexual accusations and rumours of sexual engagement are usually bearable for the male gender more than their female counterparts thereby making it difficult for women to expose themselves and engage in meaningful cross gender mentoring relationships. There may also be a concern about societal wrong impression of the mentoring relationship which may make male mentors not to want to establish mentoring relationships with women especially those who are married. All these issues have serious negative implications for female business educators' professional commitment on the teaching job.

On the benefits of mentoring relationships based on type of school, results have revealed almost equal benefits across different schools. In Nigeria, not much has been documented on mentoring relationships based on the types of institutions. Although mentoring as an on-the-job learning programme is becoming popular in business and industrial sectors. This is the gap this study intended to cover. Emoefe (2016) revealed that there was a significant difference in informal mentoring practice among academic staff of universities in Edo and Delta States based on demographic characteristics such as ownership of universities, academic discipline, generation of universities and age of academic staff. However, Okurame in Ilevbare (2013) reported that despite considerable empirical support for the importance of mentoring in the professional development of individuals and the quest for latter in the Nigeria academia, a dearth of empirical exploration of mentoring activities subsists.

Statement of the Problem

One way management of tertiary institutions in Nigeria seeks to deepen the professional commitment of educators including business educators is through mentoring. Mentoring is usually provided for the educators in many areas through teaching practice exercise, National Youth Service Scheme (NYSC) and in their various tertiary institutions with the intention to improve

their professional commitment and reduce their search for alternative jobs but reverse is the case as the level of professional commitment and retention of business educators especially the young/inexperienced in business education programme still appears very poor. Many business educators are leaving business education teaching jobs for multinational companies, banks, politics, production companies among others. Worst still, many of them climb the ladder of lecturing as business educators either as graduate assistants or assistant lecturers only to divert and acquire Masters and Doctor of Philosophy degrees in other areas of study such as educational management, curriculum/instruction or management sciences and subsequently quit business education to such departments. More so, many of them seem to display poor attitude towards quality research works and writing acceptable proposals to access both local and international research grants. These issues are detrimental to the achievement of the objectives of business education programme. Besides, negative tendencies such as high attrition rate and poor quality research work could lower the standard of processes and products of business educators. This is not healthy for business education students, the department and the nation's economy. Also, high attrition rate involves huge human and financial loss to business education department. Human loss include the cost of not having enough lecturers to teach while financial loss covers cost of advertisement, recruitment, selection and training of fresh applicants. This study, therefore, sought to assess the influence of mentoring on the professional commitment of business educators in Edo and Delta States.

Significance of the Study

The findings of this study would be of immense benefit to educational policy makers and curriculum planners, business educators, administrators of tertiary institutions and researchers.

The findings of this study would be highly beneficial to policy makers of tertiary institutions in Nigeria such as the National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) as government regulatory agencies in charge of universities and colleges of education in Nigeria. The finding of this study would help these government agencies to have a better understanding of the relevance of mentoring relationships with a view to including topics on mentoring in the approved minimum academic benchmark for business education programme. This could be achieved by the inclusion of mentoring in the minimum benchmark which will help both educators and students to fully understand the concept.

The findings of this study would be of immense benefit to male and female, experienced and inexperienced business educators because it would expose to them the benefits of effective mentoring practices by helping them to understand the concept, scope and context of mentoring among educators. This process could also help male and female business educators to know the challenges that may likely mar mentoring relationships so that they could guide against it. This would help to improve the quality and quantity of educators in business education department. All these could be achieved by organizing seminars and symposia to educate business educators and administrators of tertiary institutions on how to plan, implement and evaluate mentoring programmes.

The findings of this study would be beneficial to authorities and administrators of tertiary institutions in Nigeria as it would help them to understand the various activities involved in

mentoring relationships. This could help them to know how to provide necessary supportive and conducive environment for effective mentoring practices and how to facilitate the use of time and resources for successful mentorship. The findings of this study could further help the school administrators to have a deeper understanding about the importance of mentoring relationships so that they can recommend greater funding for mentoring roles, workload relief for mentors for more successful mentoring practice. This could be achieved by organizing seminars and symposia to educate administrators of tertiary institutions on how to plan, implement and evaluate mentoring strategies.

Finally, the findings of this study may also be of immense benefit to the researchers in the field of education generally and business education in particular because it will add to existing body of knowledge in the field of business education. This could be done by providing researchers with academic and empirical data for further references.

THEORETICAL FRAMEWORK - DESCRIPTIVE MENTORING THEORY - KATHY E. KRAM (1985)

The descriptive mentoring theory provided the theoretical framework for this study. The descriptive mentoring theory was propounded by Kathy E. Kram in 1985. Kram (1985) stated that mentoring is an interpersonal exchange between a senior experienced colleague (the mentor) and a less experienced junior colleague (the mentee) in which the mentor provides direction, support and feedback to the mentee regarding career plans and personal development. Kram (1985) noted that the mentor supports, guides, and counsels a young adult as he or she accomplishes mastery of the adult world or the world of work. According to (Kram, 1985), a mentoring relationship is a type of workplace relationship that is somewhat unique because of two types of functions it provides. These are career functions and psychosocial functions. Career functions include sponsorship, exposure and visibility, coaching, protection, provision of challenging assignments, and transmission of applied professional ethics. According to Kram (1985), career-related functions are those aspects of the mentoring relationship that involve the mentor guiding and passing on knowledge to the mentee. Psychosocial functions include role modeling, acceptance-and-confirmation, counseling, and friendship. Psychosocial functions are those aspects of the mentoring relationship that encourage the development of the mentee's sense of competence and effectiveness.

Kram (1985) stated that a mentoring relationship has the potential to enhance the career and psychosocial development of both mentors and mentees. However, while career functions serve primarily to aid advancement up the hierarchy of an organization, psychosocial functions affect each individual on a personal level by building self-worth inside and outside the organization. This theory helped to understand the relevance of mentoring on business educators' commitment and task performance. The theory also helped to understand the benefits of mentoring to business educators if well implemented and the stages successful mentoring relationships for business educators could go through.

Purpose of the Study

The main purpose of this study was to assess the influence of mentoring on professional commitment of business educators in Edo and Delta States.

Research Questions

The following research questions guided this study:

What is the influence of mentoring on business educators' professional commitment?

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 influence of mentoring on professional commitment
2. There is no significant difference in the mean ratings of business educators in different types of tertiary institutions in Edo and Delta States on the influence of mentoring on professional commitment

METHOD

This study investigated the influence of mentoring on business educators' professional commitment. One research question guided the study. Two null hypotheses were tested at 0.05 level of significance. The study utilized the descriptive survey design. The entire population size of two hundred and thirty-one (231) business educators in Edo and Delta States formed the sample 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 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 an overall co-efficient of 0.87. Mean and standard deviation (SD) were used for the analysis of the research question. 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.

FINDINGS

Research Question

What is the influence of mentoring on business educators' professional commitment?

Table 1: Respondents' Mean Rating on Mentoring and Business Educators Commitment to the Teaching Profession

S/N	Influence of Mentoring on Professional commitment	Mean	SD	Remarks
1	Regard the profession as a life career	4.11	1.05	Agreed
2	Committed to the ideal of service to humankind rather than to personal interest	4.04	1.03	Agreed
3	Adhere to the code of ethics regarding membership and practice of the teaching profession	4.01	1.04	Agreed
4	Exert every effort to raise the teaching professional standard	3.35	1.12	Disagreed
5	Continue to learn from multiple sources of knowledge for my career/profession growth	3.40	1.04	Disagreed
6	Accomplish teaching job with enthusiasm	3.19	1.04	Disagreed
7	Enjoy the teaching profession	3.38	1.05	Disagreed
8	Proud of being in the teaching profession	3.49	.99	Disagreed
9	Take the choice of becoming a teacher as the best decision in his/her life	2.96	1.09	Disagreed
10	Values the teaching occupation more important than those of other professions	2.92	1.03	Disagreed
Cluster Mean		3.48	1.04	Disagreed

Data in Table 1 showed that the respondents agreed with items 1, 2 and 3 relating to influence of mentoring on business educators' professional commitment with mean values which ranged from 4.01 – 4.11 while they disagreed to all the other 6 items with mean scores which ranged from 2.92 – 3.40. The aggregate mean score of 3.48 showed that respondents disagreed that mentoring influence their commitment to the teaching profession. The result of the study equally showed that the standard deviation of all the items ranged from 0.99 - 1.12 with an average standard deviation of 1.04 showing that the standard deviation for all the items are within the same range indicating that the respondents are not wide apart in the mean ratings.

Test of Null Hypotheses

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

Table 2: Summary of t-test on influence of mentoring and professional commitment of male and female business educators

Variable Categories	N	X	sddf	Cal.Z	Crit.Z	P ≥ 0.05
Male	107	3.40	0.61			
Female	104	3.46	0.53	209	0.76	1.96
NS						

Data in Table 2 showed that at 0.05 level of significance and 209 degree of freedom, the calculated z of 0.76 is lesser than the critical z of 1.96. This means that there is no significant difference in the mean ratings of male and female business educators on the influence of mentoring on their professional commitment of business educators. Therefore, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female business educators on the influence of mentoring on professional commitment was accepted.

Hypothesis 2: There is no significant difference in the mean ratings of business educators in different types of tertiary institutions in Edo and Delta States on the influence of mentoring on professional commitment

Table 3: Summary of one-way ANOVA on influence of mentoring and professional commitment of on business educators based on types of institution

Sources of Variation	SS	DF	MS	Cal. F	Crit. F	Rmks
Between Groups	0.601	2	0.30	0.90	3.00	NS
Within Groups	69.500	208	0.33			
Total	70.101	210				

Data in Table 3 revealed that at 2 and 208 degree of freedom, the calculated f value of 0.90 is lesser than the critical f of 3.00. This means that there is no significant difference in the mean ratings of business educators in different types of tertiary institutions on the influence of mentoring and professional commitment based on types of institutions. Therefore, the null hypothesis which stated that there is no significant difference in the mean ratings of business educators on the influence of mentoring and professional commitment based on types of institutions was accepted.

DISCUSSION OF FINDINGS

Professionally, mentoring is an important training and development tool for upward career advancement of employees' in their job and professional commitment especially when effectively implemented. However, the finding of this study showed that mentoring did not influence business educators' professional commitment. The finding of this study completely negated the views of Raggins and Cotton in Ofovwe (2013) that mentoring relationship is usually beneficial to all the stakeholders, for the mentee the benefits include increased professional opportunities and collegial networks, growth of professional knowledge and skill development, career advancement and more effective performance. Also, the findings of this study negated the opinion of Roby (2012) that empirical studies which showed that mentors have a direct effect on mentees' level of professional involvement, commitment and innovation, as well as an indirect effect on mentees' instruction. Furthermore, this finding negated the views of Ingersoll and Strong (2011) which reported that beginning teachers who participated in some kind of induction mentoring had higher job satisfaction, commitment or retention in the teaching profession.

The finding of hypothesis 1 showed that there was no significant difference in the mean ratings of male and female business educators on the influence of mentoring on professional commitment. This finding is in dissonance with the findings by Ragins, Cotton and Miller (2000) which showed that men with formal mentors reported significantly more career commitment than women with formal mentors. The finding of hypothesis 2 also showed that there was no significant difference in the mean ratings of business educators on the influence of mentoring on professional commitment based on types of institutions. These findings showed that both male and female business educators in different tertiary institutions (universities, polytechnics and colleges of education) in Edo and Delta States disagreed that professional mentoring helped them to regard the profession as a life career, to be committed to the ideal of service to humankind rather than to personal interest, adhere to the code of ethics regarding membership and practice of the teaching profession, exert every effort to raise the teaching professional standard, continue to learn from multiple sources of knowledge for my career/profession growth, accomplish teaching job with enthusiasm, enjoy the teaching profession and be proud of being in the teaching profession. Professional mentoring did not also help the business educators to take the choice of becoming business educators as the best decision in their lives and value the teaching occupation more important than those of other profession. These findings are in line with the view of Clark in Owenvbiugie (2015), business educators are leaving teaching jobs for multinational companies, banks, politics, production companies among others. According to Owenvbiugie (2015), between 2006 and 2009, three business educators left College of Education Benin, two left Delta State Polytechnics, Ozoro, four left Delta State University, Abraka, two left College of Education, Agbor, three left Ambrose Ali University, Ekpoma, and one left Delta State Polytechnic, Ogwashi-Uku. This finding disagreed with the finding of Emoefe (2016) which revealed that there was a significant difference in informal mentoring practice among academic staff of universities in Edo and Delta States based on demographic characteristics such as ownership of universities, academic discipline, generation of universities and age of academic staff.

CONCLUSION

The findings of this study showed that mentoring did not influence the professional commitment of business education in Edo and Delta States either by gender or type of tertiary institutions. It is, therefore, concluded that professional mentoring practice for business educators is inadequate to meet their professional commitment and development. Consequently, it was concluded that formal mentoring practice needs to be made compulsory as part of institutional culture in addition to the existing informal mentoring for business educators. This will give wider opportunities for the young/inexperienced business educators to tap from the experience and wealth of knowledge of the older and more experienced business educators so as to enhance their professional commitment.

Implications of the Study

Mentoring was found not to influence business educators' professional commitment in Edo and Delta States either by gender or types of schools. This implies that the available professional mentoring for business educators in different tertiary institutions in Edo and Delta States was

inadequate to help their commitment to the teaching profession. This has a serious negative implication for tertiary institutions in Edo and Delta States offering business education programmes as they may continue to have business educators who are not professionally committed. This unpleasant state of affair implied that business educators could continue to leave business education departments to other academic departments or worst still leave the teaching profession for multinational companies. Poor professional commitment and its attendant effects on the attrition rate of business educators have consequences that are detrimental to quality of processes and products of business education programme. According to Daly and Dee (2006), in academia high rates of faculty turnover can be extremely costly to the training and development of faculty members, to the reputation of the institution, and to the effectiveness and quality of instruction provided to students. Common costs due to turnover include: separation costs, replacement costs, and training costs. This is not healthy for students, department, the institutions and the nation at large. High attrition rate involves huge human and financial lost to business education department and institutions who engaged these business educators. Human loss include the cost of not having enough lecturers to teach while financial loss covers cost of advertisement, recruitment, selection and training of fresh applicants. Other costs associated with high turnover that may affect the institutional performance include costs of hiring and training replacements, performance gaps, drops in productivity, loss of experienced personnel, emotional costs, loss of morale, burnout, and absenteeism among the remaining employees. There is the need, therefore, to compulsorily institute formal mentoring practice in addition to the available informal professional mentoring for business educators in Edo and Delta States. This will give wider opportunities for the young/inexperienced business educators to tap from the experience and wealth of knowledge of the older and more experienced business educators so as to enhance their professional commitment. There is the need also to urgently improve on the present professional mentoring practice for business educators by encouraging use of multiple mentoring among business educators in different tertiary institutions in Edo and Delta States.

Recommendations

Based on the findings and conclusion, the following recommendations are made:

1. Management especially of department of business education programme should compulsorily institute formal mentoring practice in addition to the available informal professional mentoring for business educators in Edo and Delta States. This could help to give more opportunities to the young/inexperienced business educators to learn from the wealth of experience of the older and more experienced business educators so as to enhance their professional commitment.
2. Management especially of department of business education programme need to urgently improve on the present professional mentoring practice for business educators by encouraging use of multiple mentoring among business educators in different tertiary institutions in Edo and Delta States.
3. Management of tertiary institutions in Edo and Delta States especially department of business education should provide adequate motivation for successful mentoring by incorporating robust rewards system to effective mentoring pairs so as to guarantee continuous commitment to its success.

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