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**MENTORING AS CORRELATE OF SELF CONFIDENCE  
AND JOB SATISFACTION: A PSYCHOLOGICAL  
PERSPECTIVE**

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## MENTORING AS CORRELATE OF SELF CONFIDENCE AND JOB SATISFACTION: A PSYCHOLOGICAL PERSPECTIVE

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### Abstract

**Purpose:** This article developed from a presentation at the national Conference of Nigerian Psychological Association which took place at the Ile-Ife under the auspices of IfePsychologia Centre, Department of Psychology, Obafemi Awolowo University in 2014. The theme of the conference was on mentoring and development. Consequently, this research paper was aimed at portraying how mentoring mediates in human development as it may lead to job satisfaction and enhanced output.

**Methodology:** An instrument called “Inventory on Mentoring as Correlate of Self-Confidence and Job Satisfaction” was used to gather data which was analysed and interpreted, using the arithmetic percentage to calculate the differences in the number of respondents and their implications in job performance.

**Results:** This study has proved that the art of mentoring is inherent in counselling psychology, personnel psychology and human development; this makes the mentor a counsellor, a consultant and a cheerleader, who provides support and enthusiasm for his/her team. S/He provides guidance based on experience and s/he demonstrates problem solving qualities and helps the mentee uncover his/her hidden potential. There is no doubt that mentoring can improve an individual's job performance and satisfaction since the output is enhanced; nevertheless, a worker that is not self-motivated and has a disposition that undermines the learning process may not benefit much from the process. The mentor at a place of work who wants to maximise effort for optimal outcomes may drive hard on the mentee.

**Unique contribution to theory, practice and policy:** It is recommended that teachers and other facilitators should undergo training in mentoring so that they can better handle the learners. There should be better interrelationship and team spirit when the cheerleader, the mentor is given the room to make an impact. In government, new politicians should be properly mentored by the older ones on the jobs that there can be continuity and projects will be accomplished without rancour or ethnic prejudices as in African countries. In particular, the police force, security operative's road safety officers should be properly mentored so that they are not sadists who desire to impose on people without a rational justification for doing so.

**Keywords:** *Mentoring, Self Confidence, Job Satisfaction.*

## **1.0 INTRODUCTION**

This article should begin with the definition of the word “mentor”. It is a person who habitually advises and helps another who knows less than him/her with the hope to make him/her self-reliant, competent, skilful and capable of making independent choices. A mentor therefore, is a leader and a counsellor, who relates on a one on one basis with an individual, usually a younger person called a mentee (Akinade, 2001). S/he focuses on giving direction and impacting knowledge. The relationship should be based on mutual understanding and respect. The mentee is aware of his/her need for guidance and deliberately adopts the counsel of the mentor after careful consideration (if it is about making a personal choice.) Hence, the mentor is not imposing himself/herself on the mentee. The relationship is not designed to obliterate the personality of the mentee neither is it meant to focus on the superiority of the mentor.

Moreover, every educator should be a mentor, by virtue of his/her position as facilitator of knowledge. Learners of whatever age range and social background look up to their teachers, whose expertise may just be confined to their area of competence. Besides, learners are vulnerable in that they deem that their future is within the grips of the mentor, who must be appeased for their personal success; this raises inquiry about who should be a mentor. Is s/he trained specifically for mentoring? Is it any facilitator of learning? How much learning and exposure should the mentor have? Does s/he need evaluation to qualify to mentor? Is mentoring only the passing of knowledge and skills to a learner? To what degree is moral, psychological or spiritual mentoring inclusive in professional mentoring? To what extent is there interplay of mentee’s awe and respect in learning outcomes? How far can the mentor go in mentoring? These are the questions to be answered to in this article.

### **1.1 The origin of mentoring**

Mentoring as a subject has been culled counselling psychology and it is not a topic that has been researched into in relation to job satisfaction and self-efficacy that this research paper has considered, yet its importance cannot be overemphasised in the learning process, and training in human development because it has always been practised unconsciously and impromptu. It is an ancient form of passing knowledge, which philosophers like Socrates (470-399 bce) Plato (428/427 bce /348 / 347 bce), and Aristotle (384-322 bce) practised. Primitive men learnt and nurtured their young through imitation and mentoring. Observations from nature reveal that most animals nurture and mentor their young ones; the Kangaroo places its young in its pouch for proper nurturing and the eagle teaches the young to fly. No one can solely rely on intuition for guidance in issues and decisions of life. Anthropologists, sociologists and psychologists have discovered ties and similarities in human thinking across cultures and races; this is a proof of what the Bible says that we have our being in God (Acts 17: 28). Having our being in God places us above animals as we share the very nature of God Himself. Ultimately, the One who gives us His Being becomes the most reliable Guide and Mentor that anyone can have. Yet the quest for professional achievement and skills acquisition has made it mandatory to learn under the tutelage of those who themselves have been tutored.

### **1.2 Justification of the study**

Mentoring is inherent in the counselling process and it spans through life, however, this study is focussed on adult professional employee in an organisation, who has to learn on-the-job in a new organisation, or the new teacher in a school setting or in a tertiary education institute. It is important to do mentoring of new lecturers, without the assumption that they have been

properly packaged for good service delivery, even after the doctorate degrees. Mentoring ensures that a newcomer in the establishment or organisation is initiated into the peculiar modalities and operations of such a place, in order to enhance performance and the overall productivity of the team. Mentoring should also provide learning experiences by direct instruction as in learning a trade, or in being initiated into a new job. The concept of mentoring is inherent in personnel training, which every organisation should factor into their operations in order to increase employee's productivity and knowledge. According to Amy Yang, 2017), employee training increases efficiency, effectiveness and productivity along with morale and job satisfaction." It fulfils the following functions of: improving performance; introducing specific topics/equipment/product; self-efficacy; instilling focus and purpose; reducing criminality; guiding At-risk youth with absentee fathers or separated parents; family therapy and foster care for abandoned street children.

It is important to know that individuals who lack the adequate foundation for good work relations and ethics because of their background or disadvantaged background do need the guidance that mentoring provides for proper integration and good interpersonal skills. For instance, a person that grew up in a racist and aggressive culture, absentee or divorced parents or abandoned may have difficulty in functioning in intercultural settings, where s/he is required to abandon the prejudices that s/he has grown up with. Otherwise, such people would at best be described as a spoke out of a wheel and that is obstructing its smooth running. Employees bring the baggage of imperfections, weaknesses unchecked from childhood into adulthood come into workplace or government administration and they become difficult to manage or they cannot manage themselves and consequently cause more damage than good. Such people may not have the conscience or the ethical discipline not to deny others of their human rights, embezzle funds or be violent towards others. Mentoring conducted within an establishment provides proper follow-up and creates a forum for an organisation to correct these anomalies in personality traits besides the product output that is envisaged. Furthermore, according to the National Business Centre at the US Department of the Interior, on-the-job training is "one of the best raining methods, as it is organized planned and conducted on-site"

### **1.3 Mentoring in Psychology**

Mentoring had been a training method since the time of Sigmund Freud (1856-1939) mentored Anna Freud his daughter, Alfred Adler (1870-1937), Otto Rank (1884-1939) and Carl Jung (1875-1961). They all learnt on-the-job with Freud, the founder of psychodynamics. Most psychologists were trained this way and their mentorship was not only direct instruction. As submitted by Brink (2008) Hugo Munsterberg (1863-1916), a German psychologist, pioneer of applied psychologist extended his research and themes to industrial/organisational, legal, medical, clinical, educational and business settings. He trained Wilhelm Maximilian Wundt (1832-1920) and William James (1842-1910) and the former is known today as one of the founders of Modern Psychology; he distinguished psychology as a science developed from philosophy and biology. William James would be considered the "Father of American Psychology", a leading thinker of the late 19<sup>th</sup> century and one of the most influential philosophers of the United States. Various clinical psychology laboratories till date organise practicum around mentoring.

## 2.0 THEORETICAL BACKGROUND

Certain professions like medical and para-medical professions; trained and certified teachers; apprentices and craftsmen/women in informal education, vocational training, farming, trading, salesmanship and lots more already integrate tutelage into the curriculum, medical practitioners particularly, because of the high risks of losing lives if they produce half-baked graduates. The same system of tutelage can also be incorporated into service structures whereby public officers are properly mentored for job effectiveness and their own personal satisfaction. The word tutelage has been used interchangeably with mentoring because both processes share similar objectives of guardianship and training for the purpose of human development. This article studied the opinions of some workers about their experience in being mentored and how it may have conditioned their adjustment, integration performance and job satisfaction. It is hoped that employers, Government or Private sectors will integrate youths into the world of work and not leave them without orientation when employed since the process of mentoring is mutually beneficial to both the employer and the employee.

There is no theory that can be identified as mentoring theory, but it is a process of learning that is incorporated into all spheres of training like child training at home, school setting, religious communities, and in particular in the workforce of organisations, which is the major concern in this paper. In the school setting the counsellor is the mentor, at home parents are the ideal mentors and in the workplace the mentor is needed to ensure training-on-the-job for better task performance. Having identified the correlation between the mentor and the counsellor it is then easier to state a relevant theory for the discourse. In counselling psychology mentorship falls within the social learning theory and in two categories: cognitive and behavioural; cognitive comprises of the psychological processes of the functionality of the brain and intelligence while behavioural hinges on the learning process in individuals as they observe others. Albert Bandura (1925- ) expounded the social learning theory in which learning takes place through observation, imitation and modelling of behaviours even when there has not been any reinforcement. This cognitive social learning theory was developed from a series of Bobo doll experiments. Albert Bandura (1973) emphasised the importance of the social context of learning that individuals learn by observing others' actions. Both children and adults learn by observation and imitation as well as direct instruction. This theory of learning as developed by Bandura was limited to aggression; learning is a cycle when children learn from adults aggressive behaviours, which they in turn have learned from their forbears. Attitudes that have been modelled and reinforced overtime become integrated in the individual's personality. If according to Bandura (1977) aberrant and criminal attitudes and behavioural consequences evolve from other individuals in their social environment; through observing, imitating or modelling, it stands to reason that positive attitudes can be similarly learned. From his research conducted in the 1960s and 1970s Albert Bandura came up with the theory of observational learning. Mentoring should centre on these processes of social learning that he developed: observation, direct instruction, imitation/modelling.

### **Is the mentor a trained individual?**

It is absolutely important that the mentor knows his onions; s/he has an undisputable mastery of his/her profession. As mentoring is inherent in counselling or personnel psychology, it is not just giving out orders or offering unsolicited advice, a professional training is needful in order to ensure efficacy. Quite often s/he is an older person on the job. The experience of a blogger cited in Christianity Today (2014) in respect of mentoring puts it out clearly. Natasha Sistrunk

Robinson (2014) is a full-time student at Gordon-Conwell Theological Seminary, North Carolina and a co-director of the women's ministry in her church, she wrote in Christianity Today:

*When I was transitioning from the military to the private sector, I interviewed for several jobs. I was thrilled when I received three job offers, all of which promised a hopeful future. The problem: I didn't know what I wanted my future to be. One of the interviewers, who would become a dear friend and mentor, said, "Consider this opportunity as your transition job. You don't have to turn this job into a career, but you can work hard, learn a lot, build your resume, and use this time to determine what you really want to do."*

The interviewer is a very sympathetic encourager and a mentor is like that since the objective is not to throw people out of their jobs but to make them optimise their performance, when properly initiated and guided. No individual can give direction to someone in a field s/he knows little about; it is therefore without doubt that a mentor is a leader in a given profession; s/he is highly competent and well-experienced so much so that s/he practically has all the answers to give an upcoming entrant into the field. Sometimes the new graduate is already employed and needs to be helped through the nitty-gritty of a job s/he is required to carry out daily. This researcher submits that mentoring could be done within the organisation, yet most times this is not so. However, the upcoming professional who is ambitious enough to admit that s/he needs the input of others in his/her success should seek out help for guidance. While the one-on-one contact has proved to be more effective if properly harnessed, the group mentoring or counselling can be an occasion to maximise the use of time, as several people are guided within a session. This is sometimes done in the form of in-service trainings and workshops. The mentee may have difficulty in trusting and having faith in the mentor (counsellor/teacher) who is still grappling with his/her subject-matter or who has minimal experiences. No doubt mentoring goes beyond classroom or theoretical knowledge. It is transferring on-the-job knowledge that has been garnered over the years down to the newcomer. A medical practitioner or a worker in any field, teaching, counselling, social work, banking, administration, farming, driving, industry, electronics, accounting, management, engineering etc. who should mentor and has not learnt properly or who is not improving on old skills cannot be as effective as the one who keeps abreast of the times. The professional who limits himself/herself to old methods is likely to be an enormous disaster as many lives may be destroyed.

The position of this article is summed by the fact that mentoring is a programmed impartation of skills and necessary qualities that enhance success in professional performance. It should be built on a warm relationship, which is mutually rewarding and enriching to both the mentor and mentee. Mentors are needed in all professions. No individual, no matter how competent should be imposed on a mentee, who s/he rebuffs. There must be a willingness to give knowledge and to receive it. Nevertheless, in an establishment, it becomes mandatory for an employee to subscribe to mentoring, wherein s/he is inducted into professional practice within the organisation.

### **Is mentoring only the passing of knowledge and skills to a learner?**

The cognitive social learning psychologist like Albert Bandura presented that learning is done by direct instruction and by imitation because structured classroom learning exposes the individual to a lot of theoretical postulations, however practice makes learning relevant and meaningful for everyday living. Imagine a driver, who has learnt the classroom theory of

driving and has never handled a steering wheel and may not know how to be civil and courteous at the steering wheel. A brutal, trigger happy policeman will not hesitate to kill at a slight provocation, when s/he is not applying the principles of self-restraint, self-efficacy (Bandura, 1965, 1973, 1997), human relations and empathic understanding. It would only be high-sounding theoretical knowledge for a mechanical engineer, who has never handled a spanner. In Nigeria, cases have been mentioned of some quack medical doctors, who graduated from some Private Universities but have never handled a catheter or cannot listen to the stethoscope. These are extreme examples of bad mentoring for the risks they incur, as practice is the essence of professionalism. In Nigeria today, many scientists have never seen the reagents and the chemicals that they have heard about in the classroom, just like many have learnt languages in which they are not capable of engaging in conversation or fake graduates, who have never seen the four walls of a university. The issue of fallen standard of education is also a variable in mentoring. If people get properly mentored perhaps there would be a greater efficiency and higher demonstration of competence. If the teacher/lecturer is properly mentored by conscientious and committed facilitators of learner s/he will equally produce highly competent graduates.

Mentoring should therefore ensure the use of what one has learnt to train others as well as solving attendant problems. But is it everybody who mentors who is capable of solving problems arising in a profession? The self-motivated mentor goes the extra mile to be on top of his/her profession, update his/her knowledge in order to be capable of solving problems and initiating change and improvement. There should be a willingness to pass on all s/he knows, without fear of losing self-honour. From observation and experience many people think and act as if it is inconceivable to open up their trade secrets and divulge all they know about their lucrative jobs or business, because of the fright that someone else would steal their idea and do it better or be more renowned. This raises moral issues about the integrity of the mentor. In some Christian circles, the idea is that the mentor teaches all that s/he knows without expecting anything in return. (Freely you have received freely give. Matthew 10: 8) The probity and integrity of the mentor is at stake if s/he is paid for what s/he does, yet holds back vital knowledge because of the desire to be the sole guardian of the skills. Besides, in spiritual matters, mentorship is a matter of choice, but it rewarding, when saving lives is the focus.

### **Content and Focus of Mentoring**

The content and focus of mentoring are determined by the needs and objectives of the organisation; in essence, each department of the set-up that represent a speciality should have a mentor, who knows what is required and should be accomplished within the unit. Designated as Chief Executive Office, Director General, Head of Department or of Operations, Faculty Officer, Unit or Course Adviser, the person should be trained in counselling psychology and specifically personnel psychology for effective training and supervision of the staff. Hence, the content of primary education, secondary education and the university faculties differs. Free Management Library suggests the following rubrics to be included in training topics: safety, computer skills, communications, quality initiative, diversity.

### **Should a mentor be older than the mentee?**

A mentor should no doubt be older and more experienced than the mentee in order for the latter to look up to him/her; this does not imply holding the mentor in awe, since no one is infallible. There is a considerable gap between the mentor and the mentee in the field because the former who is leading has been long in the profession; however, if s/he is not abreast with new

development in the area, she may not be of desired benefit. On the contrary, the mentee who has devoted himself/herself to self-improvement is likely to know more than the facilitators, in this wise it is a challenge to everyone to keep improving even when there is no financial motivation. Another issue in mentoring is the gender issue? Should a male mentor a female? Not at all, when it is about spiritual and personal matters! It is pertinent to draw a line between Christian pastoring and mentoring. They are much of a kind. A pastor is also a spiritual mentor, who cares about the soul of the individual yet he may not be knowledgeable in the professional field in which a client is deficient. In addition, the attendant hitches may be eliminated wherein the mentoring is done on-line. Nevertheless, at work where guidance is given in the course of duty the gender difference may not be crucial, but emotional entanglements that can cause serious trouble must be avoided. Sexual attraction can be accentuated by constant contacts, which mentoring requires for effective outcomes. There have been cases of sexual harassment, when lecturers volunteer to mentor female students and they make demands which the hapless students are forced to meet. It is vice versa, when male students are harassed by female lecturers. We may not rule out that senior citizens, who are well advanced in age and have proven integrity, should be of immense help in mentoring without fears of misdemeanour. After all some mothers are very good guides to their male children and the depth of insight of good fathers cannot be brushed aside by their daughters.

Books on counselling psychology, personnel psychology and personnel management provide unquantifiable resources of knowledge for self-development and mentoring as the lives of writers and achievers provide good modelling. Little does it matter that they are dead and gone, their memory lives on in their books or in what people have written about them. An indisputable example is the Lord Jesus Christ, who though never wrote a book yet uncountable materials have been written to prove Him to be the greatest mentor history has ever known. In scientific, social, economic, theological, academic, political and various fields, mentors are identified and they do provide inspiration to those who seek out to know about them through their biographies.

### **Who should be mentored?**

Mentoring is an essential activity in every facet of life as it has been discussed so far. This article has been developed from the paper presented at a conference organised by the Nigerian Psychological Association and had been motivated by the need to help people to think more wholesomely so that they can consequently act wholesomely. In any public or private place, where people interact and duties are performed, mentoring becomes needful in order to maximise human effort. Hence, new employees need guidance. The solution to the underperformance of any staff may not be the queries and the quit notice; ejecting a staff out of job may create more troubles than solve them. It is true we live in a world, where competition is high and humans are constantly desensitised and callused in their minds towards the sufferings and pains of others, yet transforming the world to make it a better place for posterity should be the motive of every human endeavour and interaction. For better relation within the family and in the neighbourhood, mentoring should yield tremendous fruits. It matters greatly that the leadership of enterprises, government or private to ensure the personal adjustment of staff through proper mentoring.

The obvious moral disintegration in our society, criminality and lack of sensitivity to the pains, needs and despair of others should be addressed from the top. It only means then that at some points all Nigerians will benefit from mentoring at a stage in their lifetime, in fact no one will



be well adjusted without proper mentoring. In essence, mentoring starts from the cradle, when the child is cooed, taught to love, respond to love, to be considerate of others, to be obedient to rules and regulations, to carry himself / herself with dignity, while respecting the dignity and human rights of others. It is more or less a lifetime of learning and relearning, of continuous adjustments to really being human in all the changing facets of life. An adult who suddenly succumbs to a debilitating disease that distorts his/her mind needs assistance and this may be a type of mentoring to help the individual cope with this new stage of life that may be no fault of his/hers. In this case the first definition becomes relevant, the mentor, who habitually helps someone who knows less than him/her, this excludes age difference. In essence, a younger professional may constantly guide an older person. This kind of mentoring is practised more frequently in geriatric medicine, adult education and counselling psychology. For instance, in counselling psychology there is the need for constant behaviour modification, because no one is perfect. Our good ideas about ourselves may only turn out to be signs of arrogance and naughtiness. In this wise, no one is above error of judgement and may require assistance to be better performing.

Osteoporosis is a natural phenomenon in old age, which may require that the sufferer be helped to learn to walk or manoeuvre. The popular adage that as one grows older one grows younger holds true. Health workers, Psychologists, Counsellors and Social workers are constantly being trained to be of assistance and of utmost relevance in this regard, in helping people adjust to the various stages of life. Unfortunately, as Nigerians we are not creating a socio-political system that favours an atmosphere of mutual and selfless care as everybody is trying hard to satisfy himself / herself at the expense of others.

### **Who seeks mentoring?**

The individual who desires to succeed and be above the stressors of life should look out for someone to put him/her through. It is actually an individual's choice to determine whose influence s/he succumbs to and learns from. In our present economic depression with teeming number of unemployed young graduates, mentors are needed to show youths the way out. Therefore, young people should ask for help from the right persons, who have the correct information and advice to give. Every mentee should know the area in which s/he needs mentoring. Hence, according to Robinson (cited above), we need mentors for different areas of our lives: spiritually, professionally and in interpersonal skills. Usually the mentee seeks help, it is not imposed. When an individual comes to grips with his/her need for assistance the solution is at an arm's length away.

### **What are the character traits of the mentor?**

Vocational inventories often come up with a set of traits required for each profession on the assessment scale. Assumptions about the temperament that goes with specific job description sometimes leave prospective candidates wondering if the qualified person would drop from the planet Mars. It should be stated that not everybody can mentor another person. It takes someone who has been through difficult times to know where it hurts and may help another to get through a similar problem. Someone born with a silver spoon and who has lived in opulence all his/her life cannot be blamed for his/her impatience and virtual insensitive way of treating the poor. The pain may be accentuated by compromising suggestions, like a woman who is told to get married in order to get out of poverty. Babies who should be loved and nurtured by their biological mothers are now made in baby factories and put on sale by people who do not

treasure them because of the need to get rid of poverty and the shame it brings. The following traits should be those of a mentor:

1. S/he must be sensitive. Must be willing to step into the shoes of the mentee to know where they hurt.
2. Must be God-fearing and willing to accept that s/he does not have all the answers and should be willing to give room to the mentee's doubts and objections. Must be above board. No one is infallible, yet the mentor must know that his/her sense of guilt will come in the way of truthfulness and sincerity that mentoring requires.
3. Must be well informed about the mentee's challenge. Experienced mentor has been exposed to many such problematic situations and may know how to handle some issues better than a younger person.
4. There must be obvious empathy in the comportment of the mentee. In which case his/her interest is not in taking advantage of the mentee's circumstances.
5. S/he must demonstrate that /she is on top of the situation. A person of faith lives with the hope that time sorts out issues and complications (*Word for Today*, 2014).

#### **Eight ways to recognize a mentor.**

The credo of the true mentor is made up of the following traits:

Willingness to spend the time it takes to build a close relationship with the learner;

Believes in the potential of the learner, to telling them the exciting future I see ahead for him or her; to visualising and verbalising the possibilities for the life;

Willingness to be vulnerable and transparent before the learner, I'm willing to share not only my strengths and successes, but also my weaknesses, failures, brokenness and sins;

Habitually honest yet affirming in confronting the learner's errors, faults, and areas of immaturity;

Readiness to stand by the learner through trials-even trials that are self-inflicted as a result of ignorance or error;

S/He is committed to helping the learner dream his set goals for his or her spiritual life, career, or ministry, and to helping the learner dream his or her dream;

S/He is always ready to objectively evaluate the learner's progress toward his or her goal;

Above all, s/he is to faithfully living out everything I teach.

While these traits are required in a Christian mentor, every individual, teachers, and people working with children, students, old people, and sick people, in short all of humanity should develop these traits in order to be relevant in life. After all, it does not cost much to express goodwill and add value to the lives of others; it will only serve the good purpose of enriching one's thought life and personality.

### **3.0 METHODOLOGY**

#### **3.1 Instrument**

The instrument used to collect the data is titled “Inventory on mentoring as correlate of self-confidence and job satisfaction” (IM). The items on the Inventory were developed by the researcher. The items were designed to elicit responses about the job satisfaction the employee experiences dating back to the time s/he started on the job. An Establishment that has incorporated mentoring into the induction of new workers will benefit immensely from mentoring such workers as man hours are not lost to the adjustment of the starter.

#### **3.2 Sample Population**

The sample population was drawn from a workplace; the Nigeria French Language Village, Badagry, Lagos, Nigeria, an Inter-University French Centre, where the Researcher had worked for over fifteen years teaching undergraduate students. It was distributed randomly to workers in the Establishment. Respondents are of different cadre in administrative and teaching positions. The cadre of the respondents was not a variable that has been considered in this analysis. The notion of mentoring in a workplace was not communicated to the respondents and there was no known planned method of mentoring in the Establishment from where the data was drawn. Therefore, the variable that has not been controlled is the knowledge of the respondents about what mentoring implies and achievement analysis after programmed mentoring. However, there is no doubt that workers learn overtime from colleagues and from a long-term exposure to certain procedures. Their personality has not been assessed to determine how it affects their optimism about future achievement on the job and their commitment to better work practice. None the less, there should be room for improvement with mentoring and coordinated orientation of new staff into different departments.

#### 4.0 FINDINGS

There were twenty respondents. All the items attracted proper attention. 20% of the items were not answered by the respondents.

**Table 1: Response Rate**

QUESTIONS	RESPONSE COUNT AND PERCENTAGE				
	Agree	Strongly Agree	Disagree	Strongly Disagree	Not Sure
1 I like my first day at work because I had a formal orientation.	15 (75%)	3 (15%)	2 (10%)	Nil	Nil
2 I knew from the start that I will achieve on my job.	10 (50%)	8 (40%)	1 (5%)	Nil	1 (5%)
3 I had a mentor assigned to me.	9 (45%)	4 (20%)	5 (25%)	Nil	2 (10%)
4 I would not have got through the initial difficulties without a mentor.	11 (55%)	3 (15%)	3 (15%)	3 (15%)	Nil
5 When guided by my mentor I understood from the beginning what was expected of me.	13 (65%)	4 (20%)	1 (5%)	Nil	2 (10%)
6 After mentoring I got used to every aspect of my job.	11 (55%)	7 (35%)	Nil	1 (5%)	1 (5%)
7 I can go on doing the job without a pay rise.	6 (30%)	1 (5%)	6 (30%)	5 (25%)	2 (10%)
8 Daily I wake up excited about going to work.	11 (55%)	2 (10%)	5 (25%)	1 (5%)	1 (5%)
9 I can be all I want to be on the job.	12 (60%)	2 (10%)	5 (25%)	Nil	1 (5%)
10 I am capable of mentoring someone else.	11 (55%)	8 (40%)	Nil	1 (5%)	Nil

Source: Survey Data (2020)

#### 4.1 ITEM 1: I like my first day at work because I had a formal orientation.

This item attracted 75% of the scores. This high level of response may imply that most of the respondents were properly integrated into the work system, or they were motivated by a fulfilment of their expectation and gratitude for having a source of income in a failing economy and threatening inflation. There seems to be no choice but like the task that has to be done.

#### **4.2 ITEM 2: I knew from the start that I will achieve on my job.**

The judgement lies between those who “agree” (50%) and those who “strongly agree” (40%). This is an indication of a high expectation from the onset of employment. It emphasizes the internal locus of control (Rotter’s Social Learning theory) that should be encouraged in mentees for independence and self-reliance. No one wants to lose a job from the onset; therefore, it is normal to have high expectations for the future.

#### **4.3 ITEM 3: I had a mentor assigned to me.**

The scores drop by 5% for the agree group and 20% for the “strongly agree” group when compared with the preceding question. While the drop in the “agree” group is not significant, the 20% drop in the “strongly agree” group gives an impression that mentoring may not be indispensable in integration at work. If the worker is sufficiently self-motivated and possesses a significant mastery of the job description, having a mentor may not be crucial. Most employers do not want to go through the pains of engaging trainees and they prefer those who are already experienced in the field. This is a disadvantage to starters with no previous experience; this is why this article is making a case for mentorship, which benefits the employee and the employer.

#### **4.4 ITEM: 4 I would not have got through the initial difficulties without a mentor.**

The drastic drop by “strongly agree” group underpins the little correlation between the respondent’s perception about the importance of mentoring and job performance. It means then that most of the respondents were sufficiently self-motivated from the start and had the requisite competence for acceptable job performance.

#### **4.5 ITEMS: 5-10**

Answers to items 5 to 10 lean more on the “agree” column. The possible interpretation is that there is a general opinion that mentoring correlates significantly with job performance and satisfaction, even though the respondents may not all have gone through mentoring. The high expectation at the onset may not have been sustained over time as only 10% state that they wake up excited to go to work and 5% would continue to work without a pay rise in the “strongly agree” group. On the other hand, the “agree” group maintains its fervour by 55% for waking up excited about going to work and 30% for continuing to work without pay rise.

The fact that the total number of respondents with the mean of 54.5% have chosen to agree to all the items on the Inventory on mentoring, points to the general opinion that it is a rewarding exercise. In addition, their job performance has not been assessed, though items 7 to 9 elicit response about job satisfaction.

### **5.0 CONCLUSION**

This study has proved that the art of mentoring is inherent in counselling psychology, personnel psychology and human development; this makes the mentor a counsellor, a consultant and a cheerleader, who provides support and enthusiasm for his/her team. S/He provides guidance based on experience and s/he demonstrates problem solving qualities and helps the mentee uncover his/her hidden potential. There is no doubt that mentoring can improve an individual’s job performance and satisfaction since the output is enhanced; nevertheless, a worker that is not self-motivated and has a disposition that undermines the learning process may not benefit much from the process. The mentor at a place of work who wants to maximise effort for optimal

outcomes may drive hard on the mentee. It is required therefore that there should be a significant intersection in the expectations of the mentor and mentee for mutual satisfaction. Mentors particularly should develop the character traits itemised above for personal fulfilment and for effective impartation of knowledge as more skills are passed down by example (social learning theorists). The mentee will eventually imitate the mentor.

## 6.0 RECOMMENDATION

It is recommended that teachers and other facilitators should undergo training in mentoring so that they can better handle the learners. The aim is to develop an on-going relationship in order to build confidence, self-reliance and inculcate long-term problem-solving skills in an individual; it is not a one-off or an occasional questioning and answering session. Formal mentoring can be organised in school settings like it has been highlighted above, informal sessions could also be incorporated at play times when young people observe a lot. This foundation will impede the likely aggression, violent or uncooperative attitudes that may likely occur in future.

Workplaces will thrive as mentors are engaged in improving the performance of workers. There should be better interrelationship and team spirit when the cheerleader, the mentor is given the room to make an impact. In government, new politicians should be properly mentored by the older ones on the jobs that there can be continuity and projects will be accomplished without rancour or ethnic prejudices as in African countries. Good mentoring should forge the self-spirit and desire to help others without expecting profit in return, apart from one's usual emoluments, therefore our workplaces and societies should enhance progress, peace and unity.

In particular, the police force, security operative's road safety officers should be properly mentored so that they are not sadists who desire to impose on people without a rational justification for doing so. Public officers should be trained in empathic understanding such that they do not have a desire to be unnecessarily punitive, depriving individuals of their rights. The basic principle in discipline is not the punishment but to get the culprit to a point of remorse because s/he understands and takes cognisance of his/her fault.

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