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Job Rotation and Mentoring as Determinants of Employees' Commitment among Academic Staff of Universities in Ekiti State, Nigeria

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Abstract:

This study examined job rotation and mentoring as determinants of employees' commitment among academic staff of universities. The main focus of this study was to determine the effect of job rotation and influence of mentoring on employees' commitment. The population for this study was 1,146 academic staff of universities in Ekiti state and the sample for the study was 297. The sampling technique used in this study was random sampling. The method of data analysis was regression and Pearson Product Moment Correlation (PPMC) at 0.05 level of significant. The result showed that there was a significant strong relationship between job rotation and commitment of academic staff of Universities in Ekiti State. The result further showed that there was a positive relationship between mentoring and commitment of academic staff of Universities in Ekiti State ($r = 0.832, 0.929$ and 0.765). the study concluded that mentoring programmes encouraged sharing of ideas and experiences between protégé and mentors, the protégé also received advice on career advancement and development and were allowed to carry out challenging tasks as well as role model which all contributed positively towards these employees' performance. Thus, based on the correlation between job rotation condition and employees' commitment of academic staff of Universities in Ekiti State, it seemed that optimal use of job rotation can be effective on academic staff of Universities.

Keywords: Job rotation, Mentoring, Employees' Commitment

1. Introduction

Employee development strategy is a framework for the expansion of human capital in an organization. This is a combination of training and education that ensure the continual improvement and growth of both the individual and the organization. Adam Smith (1896) stated "The capacities of individuals depended on their access to education". Human resources development is the structure that allows for individual development and potentials for satisfying the organization's goals. The development of the individual will benefit the worker and the organization. The Human Resources Development framework view employees as an asset to the enterprise whose value will be enhanced by development. Its primary focus is on growth and employee's development and emphasizes developing individual potentials. (Salako, Omotilewa & Sotunde, 2006). Workers in contemporary society are expressing a strong desire to pursue more than just a job; they are looking for employment opportunities that promise an extension of their interests, personalities and abilities. They wait for variety of things from their jobs besides a few fringe benefits and their loyalty to the organization depends upon the degree to which their employer satisfies their wants (Kent & Otte, 1982; Agba, Nkpoyen, & Ushie, 2010).

The variables of development strategies adopted for this study among others are job rotation and mentoring.

Job rotation; nowadays, having flexible, skillful, and multi skilled employees and managers may be an ideal for every organization and for every system. The presence of these persons in the cycle of activities can facilitate and accelerate activities and saving time and even resources (Origo & Pagani, 2008). One solution for having such human forces in an organization is employee's job rotation. If employees could be replaced by their peers in homogeneous jobs that they are familiar with, it will lead to job rotation (Kuijter, Paul & Monique, 2004). Job rotation is considered as a way of job planning which; employees learn their job skills from different parts. Being confronted with new tasks will encourage the employees and improve their spirit to perform tasks (Jorgensen, Davis, Aedla & Dunning, 2005). Thus, job rotation is said to be an excellent tool for enhancing employee motivation, commitment and job involvement which are very important for smooth and effective functioning of an organization (Zeira, 1974; Schein, 1968).

Mentoring can be used as an alternative, rather than sending employees to formal educational programmes and training courses to acquire knowledge and skills required in the workplace; since not all learning is achieved by attending programmes and courses. By the efforts of introducing mentoring at the workplace, the mentor will then ensure that employees transfer the skills learned on the job (Klasen & Clutterbuch, 2002).

Organizational commitment is a feeling of dedication to one's employing organization, willingness to work hard for the employers and the intent to remain with the organization (Meyer & Allen, 1988). Organizational commitment is described as a more active and positive orientation toward the organization (Porter, Crampon & Smith, 1976). It is an attitude or orientation toward the organization which links or attaches the individual or worker to the establishment. It entails a process whereby the goals of the individual or worker increasingly integrates with that of the organization (Hall & Schneider, 1972). Organizational commitment deals with workers identification with and involvement in a particular establishment (Becker, 1980). It entails three components: workers readiness to exert effort on behalf of the organization, workers acceptance of organizational goals and values; and workers' desire to remain with the organization (Cool & Walt, 1980). It can also be viewed as an outcome of inducement or contribution transactions between the establishment and workers (Stevens, Jarice & Trice, 1978).

Furthermore, a lot of researches have been carried out on employees' development strategy; but there has been paucity of literature on development strategy on academic staff of universities. Hence this study premise on this problem in order to ascertain the effect of job rotation and mentoring on organizational commitment among academic staff of universities.

2. Literature Review

2.1. Job Rotation

Job rotation is a method for job designing in which a staff learns job skills from different parts and by making some changes in tasks, the exhaustion resulted from repetitive job tasks would be eliminated (Jorgensen, Davis & Kotowski, 2005). Job rotation is the process through which and organization's staff work as displacement at different homogenous levels (Shiri, Yari & Dehaghani, 2012). Job rotation can be defined as systematic movement of employees from one job to another at planned intervals (Dessler & Varkkey, 2009; Malinski, 2002). It involves periodic shifting of employees from one task to another where each task requires different skills and responsibilities (Beatty, Schneier & McEvcey 1987).

According to Torrington and Hall (1991) job rotation is the movement of employees among different tasks and positions which will probably be of similar nature. Different organizations including Universities do rotate their academic staff from one job to another across various departments for multiple reasons depending on specific needs of organization.

Other operational terms that could be used interchangeably with job rotation include rational assignments, transfers, job changes, lateral moves, cross training and redeployment.

One excellent thing on job training tool is job rotation. Organizational scholars claim that rotating the employees from one department to another is not a luxury but a necessity of today's professional climate as it provides an intermittent opportunity to employees to tackle higher level diversified tasks which bring about greater job interest and involvement among them and subsequently enhance their job performance (Eitington, 1997; Leat, 2007; Campion, Cheraskin, Stevens, 1994).

2.1.1. Mentoring

Mentoring is traditionally defined as "developmental assistance offered to a junior employee by someone more senior and experienced in the organization" (Kram, 1983). Mentoring has been regarded as one of the learning methods used to enhance individuals learning and development in all spheres of life (Klasen & Clutterbuch, 2002). Mentors are individuals with advanced experience and knowledge who are committed, providing upward support and mobility to their protégé's career (Hunt & Micheal, 1983; Kram, 1985). Mentor help their protégés by providing two general types of behaviour or functions career development functions, which facilitate the protégés advancement in the organization and psychological functions, which contribute to their protégés personal growth and professional development (Kram, 1985).

Mentors play a vital role in providing opportunities and facilitating professional socialization of the new academic staff in university, facilitate their transition into the workplace and social culture of the organization and make them feel welcome in peer groups, with co-workers and the organization. Mentoring can promote the transfer of knowledge and values that support an institutions mission. A mentoring program is seen as a useful approach in improving the retention of new academic staff (Okurame, 2008).

The mentoring program is a formal relationship between a senior academic staff and junior academic staff of an institution directed toward the advancement and support of the junior academic staff. It is a useful approach for new academic staff as it provides them with effective and systematic support in the academic practice, facilitates their professional development, and enhances the coordination of impacting knowledge within the unique context of general practice Gadshalk and Sosik, (2003).

2.1.2. Organizational Commitment

Definitions of the concept organizational commitment include the description by O'Reilly (1989) as "an individual's psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization". Organizational commitment from this point of view is characterized by employee's acceptance of organizational goals and their willingness to exert effort on behalf of the organization (Miller & Lee, 2001).

Cohen (2003) states that “commitment is a force that binds an individual to a course of action of relevance to one or more targets”. This general description of commitment by Arnold (2005) “is the relative strength of an individual’s identification with and involvement in an organization”.

Miner (2003) also states that organizational commitment is “a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization”. Organizational commitment is therefore, the degree in which an employee is willing to maintain membership due to interest and association with the organization’s goals and values.

In addition, Morrow (1993) describes organizational commitment as characterized by attitude and behaviour. Miner 2003 describes an attitude as “evaluation statements or judgments either favourable or unfavorable-concerning a phenomenon” organizational commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow, 1993). Meyer & Allen (1990) also suggest that organizational commitment as an attitude is “characterized by a favourable positive cognitive and affective component about the organization.

The second characteristic that is used to describe the concept of organizational commitment is behaviour (Morrow, 1993). Best, (1994) maintains that “committed individuals enact specific behaviors’ due to the belief that it is morally correct rather than personally beneficial”. Reichers, (1985) is of the opinion that “organizational commitment as behaviour is visible when organizational members are committed to existing groups within the organization”.

Therefore, organizational commitment is a state of being, in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller & Lee, 2001).

2.2. Empirical Review of Related Literature

2.2.1. Mentoring and Employees’ Commitment

Ndebele (2013) studied reports on the perceptions of new academic staff on a new staff induction programme at a South African university. Descriptive survey design and evaluation instrument with semi-structured and open-ended questions were administered to participants to collect data. For data analysis, emerging themes were identified from the data using content analysis. The study concluded that the induction programme is of great value to the University and its teaching staff, because it serves to inform new staff on good teaching practice and connects the new staff to the needed resources to navigate administrative, financial, human resources and support service responsibilities. The study recommended that the issuing of a staff manual upon new staff arrival before induction takes place, the appointment of mentors to work with new staff in their departments and a networking and reflective forum for new staff to share experiences and practice.

Ismail and Arokiasamy (2007), mentoring refers to a dyadic relationship between more experienced members of an organization with a less experienced individual. Mentoring provides support as a mentor acts as a role model. Mentoring is important for organizational development as it implies workplace learning and leadership principles in career advancement. The functions of a mentor are to teach, coach, support and guide a protégé, to progress in his/her career. This article theoretically explores the roles of mentoring in career advancement of academics in private higher education institutions.

Jennifer deVries, Webb, and Eveline (2006) considered that literature about the impact of mentoring on the mentees but little is known about the effect of the mentoring relationship on the mentor. Interviews with 15 mentors and survey responses from 128 mentees are used to examine a formal mentoring programme. Most emphasis is on the perspective of the mentors, raising questions about how they view outcomes for themselves and their mentees, as well as the effects of mentoring on the workplace culture over time. Questions about the mentoring relationship, including gender differences, are analyzed against the background of a decade-long organizational change strategy. Mentors report as significant benefits for themselves and the mentee as well as the organization itself as a result of their participation. The findings suggest that a long-term mentoring programme for women has the potential to be an effective organizational change intervention. In particular, men involved in that programme increased their understanding and sensitivity regarding gendering processes in the workplace.

2.2.2. Job Rotation and Employees’ Commitment

Fallahdar and Mazaheri (2015) Job rotation is considered as one of the human resource development methods. This study was carried out to investigate the correlation between job rotation and visiting number of Environmental Health employees. Descriptive cross-sectional study was done on environmental health employees in three health centers of North, North West and East of Tehran in 2011. 42 persons were selected using stratified sampling method. Data collected using the information collection form and using employee’s monthly detailed statistics to evaluate their performance. Data were analyzed by SPSS 17 software using Mann-Whitney test. The mean of job rotation frequencies was 5.5 ± 5.0 (least 1 to the most 20 times). There was not a significant correlation ($p > 0.496$) between the visiting frequency of persons who had job rotation recently ($76.14 \pm 15.46\%$) and persons who had no job rotation recently ($73.53 \pm 16.34\%$). There was no significant correlation between the visiting number frequencies according to the number of rotations during work in four 1-5 ($77.36 \pm 16.30\%$), 6-10 ($74.02 \pm 13.20\%$), 11-15 ($67.17 \pm 22.43\%$) and 16-20 rotations ($66.37 \pm 17.09\%$) groups ($p = 0.31$). Environmental health employees’ performance is independent from their job rotation condition, and job rotation does not improve employees’ visiting number.

Hosseini, Sourati and Kargar (2014) evaluated the relationship between job rotation and job performance of the managers of Bank Meli branches of Gilan province. Descriptive and correlation in terms of method. The study population is all the managers of Bank Meli branches of Gilan province as 200 people. 85 people are selected by Cochran’s formula as study sample. A standard questionnaire is used for data collection and it is used based on the relevant researches in the past studies. The reliability of the job

rotation questionnaire is 0.956 and job performance is 0.725 with Cronbach's alpha. The data analysis by frequency distribution table, central measures and dispersion and Pearson correlation coefficient showed that all the hypotheses of the study are supported. It means that there is a significant and positive association between job rotation and satisfaction, quality of work of managers and work innovation. Based on the results of the study, job rotation has direct impact on managers' performance. Among the components of job performance, job satisfaction is more than other variables and quality of work has the least rank. Thus, job satisfaction has the highest priority and innovation and quality variable are in next priorities. Thus, it seems that optimal use of job rotation can be effective on improving managers' performance.

Gebremichael and Rao (2013) investigated the relationship between job satisfaction and organizational commitment in terms of academic and supportive staff at Wolaita Sodo University. Job satisfaction has been defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976: 1300). For the sake of achieving the objectives of this study, information was gathered through self-administered questionnaire from a sample of 87 academic staff and 45 supportive staff. These respondents were selected using stratified sampling technique. A demographic questionnaire, the Minnesota satisfaction Questionnaire (MSQ), and the Organizational Commitment Questionnaire (OCQ) were administered to the respondents and the data collected were analyzed by Statistical analysis such as Pearson's Product Moment Correlation Coefficient, Independent T- test and multiple regression analysis. The results of this study indicate that there exists a weak, but significant, positive relationship between job satisfaction and organizational commitment in both academic and supportive staff.

Akpan (2013) studied find out the extent to which job security and job satisfaction predicted organizational commitment of university teachers in Cross River State, Nigeria. The relative contribution of each of the two independent variables to the prediction was also investigated. A survey design was adopted and the study sample consisted of 290 lecturers selected from 2 Universities using purposive sampling technique. Two hypotheses guided the study. Instrument for data collection was a structured questionnaire. Data were analyzed using multiple regression and t-test. The result of the study revealed that both job security and job satisfaction jointly had a significant effect ($F = 9.87$; $P < .05$) on organizational commitment of university teachers. There was also a significant correlation between the joint predictor variables and organizational commitment ($R = 0.593$; $P < .05$). Job satisfaction was a more potent predictor of organizational commitment ($t = 3.38$; $P < .05$) than job security ($t = 2.75$; $P < .05$). The two independent variables made significant relative contributions to the determinacy of organizational commitment of university teachers. Premised on these findings,

Folorunso, Adewale, and Abodunde (2014) examined the impact of organizational commitment dimensions on employees' performance among academic staff of Oyo State owned tertiary institutions. The researchers adopted multi-stage sampling procedure for the selection of the participants. Therefore, the total sample size was made up of 197 respondents from the pay roll list of two institutions. A structured questionnaire was used to collect information from the study's participants which were Organizational Commitment Questionnaire (OCQ) and Employees Performance Questionnaire (EPQ). Both Pearson Product Moment Correlation Coefficients and Multiple Regression Analysis were used to analysis the data. Result revealed that organizational commitment dimensions jointly and independently influence employees' performance among academic staff of Oyo State owned tertiary institutions.

3. Methods

3.1. Research Design

The research design adopted for this study was descriptive survey design. Primary data were used for this study. The data were collected through a questionnaire that was administered to the selected respondents. The questionnaire was made up of eight (8) sections with each of the respective sections containing questions on demographic information, training impact at work scale, measure of job sharing scale, measure of job rotation scale, measure of mentoring scale, affective commitment scale, continuous commitment scale and normative commitment scale. In collecting the data for this study, 297 sets of questionnaires were distributed in all Faculties of the Universities in Ekiti State. The distribution was done irrespective of year of experience or the gender of those who indicated to participate.

3.2. Method of Data Analyses

Statistical package for the Social Sciences (SPSS) was used to analyze the data collected through the questionnaire. The data collected was subjected to both descriptive and inferential statistics. The descriptive statistics was mainly frequency tables. Regression analysis was used to assess the effect of job rotation on employees' commitment of academic staff of Universities in Ekiti State while correlation analysis was used to examine the influence of mentoring on employees' commitment of academic staff of Universities in Ekiti State.

The sign of a correlation indicates the direction of the relationship between -1.00 and $+1.00$. Variables may be positively or negatively correlated. A positive correlation indicates a direct, positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004).

3.3. Model Specification

Variables to be examined were categorized into the following objective.

Independent variables are: job rotation and mentoring while dependent variable is employees' commitment.

$$EC = \beta_0 + \beta_1 Jr + \beta_2 Mt + \mu \dots\dots\dots (1)$$

Where;

B_i = constant, J_r = job rotation, M_t = mentoring, μ = stochastic / error term (β_1, β_2 , Coefficient)

4. Results

Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Sex					
Valid	Male	202	71.4	71.4	71.4
	Female	81	28.6	28.6	100
	Total	283	100	100	
Age Distribution					
Valid	20-29	39	13.8	13.8	13.8
	30-39	93	32.9	32.9	46.6
	40-49	97	34.3	34.3	80.9
	50-59	43	15.2	15.2	96.1
	60 and Above	11	3.9	3.9	100
	Total	283	100	100	
Marital Status					
Valid	Single	54	19.1	19.1	19.1
	Married	228	80.6	80.6	99.9
	Widow	1	0.4	0.4	100
	Total	283	100	100	
Institution					
Valid	EKSU	148	52.3	52.3	52.3
	FUOYE	76	26.9	26.9	79.2
	ABUAD	59	20.8	20.8	100
	Total	283	100	100	
Faculty					
Valid	Agricultural Sciences	41	14.5	14.5	14.5
	Arts	15	5.3	5.3	19.8
	Education	34	12.0	12.0	31.8
	Engineering	45	15.9	15.9	47.7
	Law	22	7.8	7.8	55.5
	Management Sciences	15	5.3	5.3	60.8
	Medicine and Surgery	28	9.9	9.9	70.7
	Science	44	15.5	15.5	86.2
	Social Sciences	39	13.8	13.8	100
	Total	283	100	100	
Higher Educational Qualification					
Valid	B.Sc/B.Ed/B.Eng/LLB	27	9.5	9.5	9.5
	M.Sc/M.Ed/M.Eng/LLM	117	41.3	41.3	50.9
	Ph.D	139	49.1	49.1	100
	Total	283	100	100	
Years of Experience					
Valid	0-4	35	12.4	12.4	12.4
	5-9	62	21.9	21.9	34.3
	10-14	51	18.0	18.0	52.3
	15-19	57	20.1	20.1	72.4
	20 and Above	78	27.6	27.6	100
	Total	283	100	100	
Status at Work					
Valid	Graduate Assistant	35	12.4	12.4	12.4
	Assistant Lecturer	63	22.3	22.3	34.6
	Lecturer II	39	13.8	13.8	48.4
	Lecturer I	41	14.5	14.5	62.9
	Senior Lecturer	62	21.9	21.9	84.8
	Associate Professor	23	8.1	8.1	92.9
	Professor	20	7.1	7.1	100
	Total	283	100	100	

Table 1: Demographic characteristics of respondents

- What is the effect of job rotation on employees' commitment among academic staff of Universities in Ekiti State?

Table 2 below shows the relationship between Job rotation and affective commitment. Job rotation index has a positive relationship with affective commitment. A one percent rise in the Job rotation index increases affective commitment by 1.116 percent, The high value of the R² at 0.753 indicates that about 75.3% systemic variation in affective commitment were explained by the Job rotation used in the model, this confirms the importance Job rotation on human commitment towards their jobs, in describing the relationship that exist between Job rotation and commitment to work, Job rotation captured 75.3% variation in affective commitment of worker while the remaining 24.7% were to explain by stochastic error. F test, having satisfy the criteria of least square assumption F- calculated is greater than F Tabulated (F_c>F_t), (F>3.84) It shows that they are significant at 5% level of significant.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.110	.060		-1.840	.067
	Job rotation	1.116	.038	.868	29.283	.000

a. Dependent Variable: Affective Commitment

Table 2: Regression analysis (Beta co-efficient) for Job rotation and affective commitment

Source: Output of Data Analysis, 2015

$$AC = b_1 + b_2JR$$

$$AC = -0.110 + 1.116JR$$

Table 3 below shows the relationship between Job rotation and continuous commitment. Job rotation index has a positive relationship with continuous commitment. A one percent rise in the mentoring index increases continuous commitment by 1.330 percent, The high value of the R² at 0.672 indicates that about 67.2 per cent systemic variation in continuous commitment were explained by the Job rotation used in the model, this confirms the importance of Job rotation on human commitment towards their jobs, in describing the relationship that exist between Job rotation and commitment to work, Job rotation captured 67.2% variation in continuous commitment of worker while the remaining 32.8% were to explain by stochastic error. F-test, having satisfy the criteria of least square assumption F- calculated is greater than F-Tabulated (F_c>F_t), (F>3.84) It shows that they are significant at 5% level.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.030	.087		.346	.729
	Job rotation	1.330	.055	.820	23.975	.000

a. Dependent Variable: Continuance Commitment

Table 3: Regression analysis (Beta co-efficient) for Job rotation and continuance commitment

$$CC = b_1 + b_2JR$$

$$CC = 0.030 + 1.330JR$$

Table 4 shows the relationship between Job rotation and normative commitment. Job rotation index has a positive relationship with normative commitment. A one percent rise in the Job rotation index increases normative commitment by 0.740 percent. The high value of the R² at 0.769 indicates that about 76.9 per cent systemic variation in normative commitment were explained by the Job rotation used in the model, this confirms the importance of Job rotation on human commitment towards their jobs, in describing the relationship that exist between job rotation and commitment to work, Job rotation captured 76.9% variation in normative commitment of worker while the remaining 23.1% where to explain by stochastic error. F-test, having satisfy the criteria of least square assumption F- calculated is greater than F-Tabulated (F_c>F_t), (F>3.84) It shows that they are significant at 5% level of significant.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.368	.038		9.679	.000
	Job rotation	.740	.024	.877	30.555	.000

a. Dependent Variable: Normative Commitment

Table 4: Regression analysis (Beta co-efficient) for Job rotation and normative commitment

$$NC = b_1 + b_2JR$$

$$NC = 0.368 + 0.740JR$$

- Of what influence is mentoring on employees' commitment among academic staff of Universities in Ekiti State?

Table 5 below shows the correlation coefficient provides measure of the strength of the linear relationship between independent and dependent variables. Pearson product-moment correlation for the 3 different types commitment results ($r = 0.832, 0.929$ and 0.765). Table 5 shows that, there is positive relationship between Mentoring and employees commitment. Significant relationship between Affective Commitment with Mentoring, Continuance Commitment with Mentoring and Normative Commitment and Mentoring confirms that Mentoring, have strong impact on employee commitment and also on physical attitude to work. It can also be inferred from correlation matrices indicate the strong relationship between Mentoring and employee commitment. The correlation is significant at 1% level.

Correlations					
		Mentoring Commitment	Affective Commitment	Continuance Commitment	Normative Commitment
Mentoring	Pearson Correlation	1	.832**	.929**	.765**
	Sig. (2-tailed)		.000	.000	.000
	N	283	283	283	283
Affective Commitment	Pearson Correlation	.832**	1	.843**	.757**
	Sig. (2-tailed)	.000		.000	.000
	N	283	283	283	283
Continuance Commitment	Pearson Correlation	.929**	.843**	1	.814**
	Sig. (2-tailed)	.000	.000		.000
	N	283	283	283	283
Normative Commitment	Pearson Correlation	.765**	.757**	.814**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	283	283	283	283

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5: Correlation co-efficient between Mentoring and employee commitment

5. Conclusion

This study has been able to establish through the findings that indeed mentoring programmes are used for knowledge transfer, career development guidance and skills enhancement which in turn lead to an increase in employees' commitment. The study has also been able to establish that mentoring programmes encouraged sharing of ideas and experiences between protégé and mentors, the protégé also received advice on career advancement and development and were allowed to carry out challenging tasks as well as role model which all contributed positively towards these employees' performance.

This study also concluded that since there is a direct correlation between job rotation and employees' commitment of academic staff of the Universities in Ekiti State, it seemed that optimal use of job rotation can be an effective strategy on academic staff of Universities in Ekiti State.

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