INFLUENCE OF CAREER MENTORING PRACTICES ON EMPLOYEE JOB SATISFACTION OF ACADEMIC STAFF IN PUBLIC UNIVERSITIES IN KENYA

Ayodo, I. A., Gregory S. Namusonge, G. S., & Mbithi, S. M.

INFLUENCE OF CAREER MENTORING PRACTICES ON EMPLOYEE JOB SATISFACTION OF ACADEMIC STAFF IN PUBLIC UNIVERSITIES IN KENYA

Ayodo, I. A., [1*] Gregory S. Namusonge, G. S., [2] & Mbithi, S. M. [3]

[1*] PhD Student, Human Resource Management, Jomo Kenyatta University of Agriculture and Technology [JKUAT], Kenya
[2] Professor, Jomo Kenyatta University of Agriculture and Technology Kenya [JKUAT], Kenya
[3] PhD, Jomo Kenyatta University of Agriculture and Technology Kenya [JKUAT], Kenya

ABSTRACT

Mentoring is a strong career development and empowerment tool for both the mentor and mentee in an organisation. It is a helpful relationship based upon mutual trust and respect. As a mentor, you should help your mentee to believe in themselves and boost their confidence. This paper assessed the influence of career mentoring practices on employee job satisfaction of academic staff in public universities in Kenya. Social Cognitive Career Theory was employed to guide the research paper. Explanatory research design was employed as a blueprint to guide the study. The study population was 30 public universities in Kenya with target population of 8698 university academic staff. The study took 4.3% of target population as the sample size of the study representing 367 academic staff. A semi-structured questionnaire was used to collect data. Data analysis involved both descriptive statistics by use of means and standard deviations and regression analysis. Career mentorship practices as a career development practice is a significant but weak predictor of employee job satisfaction. Majority of the academic staff were disagreeing with statements on career mentorship practices and employee job satisfaction implying that career mentorship in the public university is relatively weak. Also, referring to regression model results, the study concluded that career mentorship practices is significant but weak career development practice influencing employee job satisfaction. There were inadequate mentorship opportunities given the load of work the professors carried thus a review of this critical factor may be necessary for enhanced employee job satisfaction. From the findings, the study recommended for the creation of academic staff mentorship programmes in the university. Young university academic staff need to be assigned a specific experienced university staff to mentor them focusing on psychological, professional career, educational needs and work commitment. This can be achieved through periodic academic staff departmental and faculty mentorship programmes.

Keywords: *Career mentoring practices, employee job satisfaction, academic staff, public universities, Kenya*

INTRODUCTION

Employee job satisfaction is an area of great interest for organizations. In this today's more competitive business environment, it is not only important for the organizations to earn profit but it has become most important to satisfy competitive employees. Employee job satisfaction is increasing in importance, as the competition for talent is high and still growing (Siriattakul, Jermsittiparsert & Abdurrahman, 2019). The employee job satisfaction is also important because a satisfied employee is an asset for the organization, which will eventually help the organization to build a competitive advantage (Ghenghesh & Abdelmageed, 2018). The administrators of institutions of higher education need to be knowledgeable of the factors influencing faculty job satisfaction and dissatisfaction (Tsegahun, 2021). That understanding can indeed help them to modify work situations to suit faculty needs, which can lead to improvement in the quality of their work and therefore enhance the effectiveness of the institution.

Satisfied employees are creative, innovative and more productive. This makes them more loyal and committed to organizations they work for (Gandhi & Kang, 2011). Employee job satisfaction among academic staff has also increasingly become an area of close interest for scholars, policymakers and educationists (Lesenyeho, Barkhuizen & Schutte, 2018; Szromek & Wolniak, 2020; Paul & Phua, 2011). Higher learning education is an important means to achieve national policy goals for education, research, and innovation based on a diverse range of achievement criteria and pay scales (Darawong & Sandmaung, 2019). Higher learning education is also vital to attract talented students for research and teaching positions through entailing a predictable future as permanent staff members (Frølich, et al., 2018).

Indeed, as society and knowledge production become more complex and specialized, demands on higher education institutions diversify and increase, and so too do the forms of academic staff and the tasks that they are required to perform (Locke,

Cummings & Fisher, 2011). Two main functions of the academic staff categories are teaching and research. Within universities, the combination of teaching and research is often understood as an essential and complementary characteristic of the institution. Academic staff are equally likely to be engaged in transmitting knowledge through teaching as in producing new knowledge through research. Through being taught by people active in research in their subjects, students are taught in an environment where they are learning from the current practical research experience of their tutors. Research may equally well be stimulated through the process of discussing aspects with students and considering their questions and ideas. However, career mentorship of young scholars and academicians in the institutions of higher learning remains a problem particularly in Kenya.

From an organization development standpoint, mentoring can serve as a function of planned change used to improve employee effectiveness (Nkomo, Thwala & Aigbavboa, 2017). Mentoring is a form of on-the-job training to develop key competencies enhancing employees' abilities to perform their job functions, the defining component of training and development. Mentoring is a process that can only be defined within a contextual setting (Van Vianen, et al., 2018). This is characterized by the relationship between a more knowledgeable individual and a less experienced individual. A mentor provides counselling, guidance, instructions, modelling, sponsorship and professional networking (Akpan, et al., 2017). Mentoring is a mechanism that allows personal, psychological and professional development. A mentoring relationship is a socialization and reciprocal relationship which transformation the identity of both the mentor and the mentee (Van Vianen, et al., 2018). Formal and informal mentoring have over time become an integral part of a human resource strategy which organizations seek to develop their human resources to achieve competitive success. The mentor provides a variety of functions that support,

guide, protect, expose and counsel employees to get their work done efficiently.

In terms of career development, mentoring can be used as a strategy allowing employees to shape and perform their work to better achieve their professional goal (Van Vianen, et al., 2018). Mentoring programs in organizations can be helpful in improving performance and transferring knowledge, and lead to higher employee job satisfaction, resulting in higher business productivity (Nkomo, Thwala & Aigbavboa, 2017). Mentoring at the work environment and found that mentoring has proved that mentors provide certain functions to mentee, namely vocational support, psychosocial support and role modelling.

In Kenya, employee job satisfaction of academic staff in Kenyan Universities has become an area of concern especially given the changing personal needs of academics and lecturers (Kiplangat & Kiptiony, 2017). Performance of lecturers is dependent on how much satisfaction they gain from their relative jobs. Brain drain in Kenya is high with many academic staff of high education moving to overseas countries (Mwashila, 2018). Cases of strikes by university academic staff in Kenya are often common and rampant with employee job satisfaction being cited as the major reason.

Lecturers' job satisfaction is considered an all-round unit of an institution's human resource strategies. However, attaining high levels of academic staff job satisfaction has proved to be challenging for universities in Kenya (Kiplangat, Momanyi & Kangethe, 2017). The way universities perform their mission and accomplish their vision and goals of effective service delivery is of paramount concern. Improving administrative capacity and especially, those aspects dealing with human resource offers the most challenge for improving the effectiveness of the Kenyan University System (Mwashila, 2018).

Previous studies on career development in public universities in Kenya indicate that 80% of employees leave their jobs for lack of career progression (Mwashila, 2018). Many employees in the Universities have trained but have remained stagnant with little evidence of career advancement. There is a level from which employees find it difficult to move upwards or get promoted yet these Universities need employees who offer quality services. Lack of career progression after training is a problem in most Universities (Wanzala, 2017). If a solution to this problem is not found, motivation of employees will be seriously affected, labour turnover will be on the rise and productivity of employees will also be affected. Career development is an organized planning method used to match employee goals with the business needs of an organization. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements.

Statement of the Problem

Education sector of any country has very important role in the society, especially in the creation of knowledge. The transfer of knowledge is performed mostly in higher education institutions. In each social system we have two types of higher education institutions, state and private (Mwashila, 2018). Academic staff plays a key role in determining the success, vision and mission of the higher education institution. High quality academic staff is the source of successful education system (Wanzala, 2017). Academic staff represents the value of the country and the builders of the nation. Academic staff is a key resource in the higher education sector, and have key role in the implementation of the goals of higher education institution (Mwashila, 2018). The performance of academic staff is determined by the success of their students and has got impact on students learning. Academic staff's job satisfaction and motivation have been a problem that is experienced by many institutions of higher learning in Kenya.

Employee job satisfaction of academic staff in Kenyan Universities has become an area of concern especially given the changing personal needs of academics and lecturers (Kiplangat & Kiptiony, 2017). Performance of lecturers is dependent on

how much satisfaction they gain from their relative jobs. Brain drain in Kenya is high with many academic staff of high education moving to overseas countries (Mwashila, 2018). Cases of strikes by university academic staff in Kenya are often common and rampant with job satisfaction being cited as the major reason (Inyangala, 2019). However, career mentorship of young scholars and academicians in the institutions of higher learning remains a problem particularly in Kenya. This paper assessed the influence of career mentoring practices on employee job satisfaction of academic staff in public universities in Kenya.

Study Objective

The study assessed the influence of career mentoring practices on employee job satisfaction of academic staff in public universities in Kenya. The study was guided by the following hypothesis;

- H_0 There is no significant relationship between career mentoring activities and employee job satisfaction of academic staff in public universities in Kenya.

LITERATURE REVIEW

Social Cognitive Career Theory

This paper was anchored on Social Cognitive Career Theory. This theory is derived from Banduras social cognitive theory that deals with psychological learning (Lent, Brown & Hackett, 2002). This theory has been termed as the most promising career theory that may prove satisfactory in career development and employee job satisfaction. Lent (2006) expanded the scope of social cognitive career theory offering a new social cognitive career model which is designed to explain ways in which previously identified inputs such as self- efficacy and outcome expectations are related to employee job satisfaction. Self-efficacy is concerned with the belief in the ability to exercise control over ones actions and event that affect their lives. Beliefs impact life choices, motivation, quality of actions and the ability to overcome adversity.

Kelly (2009) expanded upon Bandura's work to focus only on personal development in the context of career development. Managers who wish to retain talent can borrow from this theory. According to Stephen, Dugguh, Ayaga and Dennis (2014) career development is driven by self-efficacy or believes in the ability to accomplish something of importance. The degree of achievement depends on two factors, outcome expectations or the idea that initiating a particular behavior will yield the desired result and goals. Segal, Borgia and Schoenfeld (2002) state that if a person feels confident of his or abilities, he or she is more likely to connect to specify actions to reach them. When organizations put in place measures to enhance motivation, they can easily retain talents. According to Schaub and Tokar (2005), the theory associate individual failure to insufficient skill and knowledge which are deemed as acquirable.

The ability of the university management to understand the career desire of the academic staff may help them improve prepares specifically tailored career improvement plans for the academic staff. This includes assigning mentors to new academic staff. The Social Cognitive Career Theory anchors objective three; to assess the influence of career mentoring practice on employee job satisfaction of academic staff in public universities in Kenya.

Career Mentoring Practices

Mentoring is a professional activity, a trusted relationship, and a meaningful commitment. Mentoring practice as we know it today is loosely modeled on the historical craftman apprentice relationship, where young people learned (Fountain, 2018). Mentoring is a process of developing formal relationships between junior and senior members of the organization, in certain cases mentoring also takes place between peers. This involves having more experience employees coach the less experienced ones (Schwille, 2008). In other words it is a process of developing relationships between more experienced members of an organization and the less experienced ones

Page: - 848 -

The Strategic Journal of Business & Change Management. ISSN 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

for transfer of knowledge and skills. These associations are developed with the intent of developing career functions. For example, coaching, sponsorship, protection to peer, challenging assignments, introduction to important contacts and resources are certain ways in which mentoring may happen.

Mentoring is targeted to psychological functions; role modeling, counseling, benchmarking individual practices are various ways in which the latter is achieved. It is no doubt an important tool that apart from employee development also leads to increased job satisfaction, organizational dedication and career achievement. The process of mentoring works both ways i.e. it benefits the parties, the mentor and the mentee. It increases the job involvement and satisfaction of the mentor. In case of the one mentored, he feels valuable, the employee job satisfaction increases and there is essentially a transfer of knowledge and skills.

Mentoring relationship have a great potential to enhance the development of young individuals in both early and middle career stage. According to Baranik, et al. (2010), mentoring within the workplace is typically described as a relationship between a senior and a junior at the workplace. This could be an employee and his/her supervisor or manager. The senior coaches the junior about tasks and how to best achieve job expectations. A senior may introduce the junior employee to important contacts in the organization or even outside the organisation, orient the employee to the industry and organization, and address social and personal issues that may arise on the job (Craig, et al., 2013). This relationship may not be formal at work and may not be sanctioned by the organization. However it last for longer than other organizational relationships. Among the issues canvassed may be work and non-work related issues which ultimately create a much closer and stronger bond between the mentor and mentee.

Mentoring is a strong career development and empowerment tool for both the mentor and mentee in an organisation. It is a helpful relationship based upon mutual trust and respect. As a mentor, you should help your mentee to believe in themselves and boost their confidence (Crocitto, et al., 2005). Mentoring allows the mentee a privileged context in which to freely ask 'silly questions' of a trusted and experienced role model. Career mentoring is not about tutoring, providing employment for the mentee, being an instant referee, or a social relationship. According to Craig, et al. (2013), mentoring is the pairing of an individual (mentor) who has expert knowledge or skill with someone (mentee) desiring to gain that knowledge or skill in order to further develop professional expertise"

Mentoring that provides psychosocial support can be beneficial to employees. Protégés often value the psychosocial aspects of mentoring (Vanderbilt, 2010). Researchers have found mentoring that offers psychosocial support to alleviate work related stress. Employees who experience less stress are more involved in their work (Craig et al., 2013). Thus, introducing mentoring that provides psychosocial support for employee engagement may produce positive social change for the work culture and the organization. Through interaction and personal involvement, managers may develop stronger bonds with their employees (Baranik, et al., 2010). Mentored employees possess positive attitudes and a positive attachment to their organization. Effective career and psychosocial mentoring help employees integrate into the organization. In addition to developmental support, mentoring helps engineers become employable by improving their soft skills. Soft skills consist of interpersonal skills and personal attributes

Career mentoring relationships involved an exchange between a senior experienced individual (mentor) and a less experienced junior individual (mentee or protégé). Mentors assist individuals in setting and attaining their personal and career goals. Individuals can learn a considerable amount through interactions with diverse individuals in their company, by providing a support system such as providing guidance, and offering advice,

criticism, and suggestions in an attempt to aid the employee's growth and development (Lankau & Scandura, 2002). Mentoring provides employees with an opportunity to experience better adjustment and professional advancement within the organization (Smith & Zsohar, 2007). Since the 1980s, organizational research has revealed that mentoring programs have benefited many successful careers in business, industry, and education (Hopkins, 2005). The benefits of mentoring for mentors include career rejuvenation, increased promotion rates, an increased power base, and access to work-related information within the organization (O'Neill, 2005).

Wright and Wright (1987) noted that a mentee involvement in mentoring relationships results in increased employee job satisfaction, higher salary, faster promotion, organizational career plans, and the increased probability that the protégés will also evolve as mentors. In academia, experts link success to the accessibility of career relationships (Barkham, 2005). Career relationships include mentors, peers, and personal contacts in professional associations. The lack of career relationships can negatively affect an individual's performance and achievement, leading to decreased institutional performance and employee job satisfaction.

Mentoring as a tool for effective workforce is based on the developmental social learning perspective which argues that human behaviour is a result of the interaction which one makes in one's environment where positive role models reinforce the learning and instils a behaviour pattern (Vanderbilt, 2010). It helps in reducing the stress and anxiety of the new comer, provides orientation and promotes the creation of better norms of collegiality and collaboration to support and guidance offered by the mentoring. The employees feel positive, secure and confident of the environment in which they work. Mentoring leads to creating dual mutually beneficial relationships – one between the mentor and the mentee and second between the new employee and the

organization. In the attempt to offer guidance and support to the mentee, the mentor garners his resources and skill set such that it benefits him in conjuring his technical base better which can be used by him in future (Crocitto, Sullivan & Carraher, 2005). Added, a positive mentee performance helps in enhancing the reputation of the mentor. The benefits to an organization is a cumulative result of a positive and guided new employee under a trained and committed senior all of which results in improved organizational performance, satisfied work force, lower attrition and improved employer branding.

Mentoring is composed of three different dimensions that are career development, role modeling and social support. Mentoring at the work environment and found that mentoring has proved that mentors provide certain functions to protégés, namely vocational support, psychosocial support and role modelling. Vocational support activates the protégé as an dependent, successful professional. The mentor attains this by providing job-related functions, such as career functions. Psychological support functions are more personal trusting on an emotional bond between the mentor and mentee (Tansel Cetin, Kizil & Zengin, 2013). Career functions include sponsorship, exposure and visibility, coaching, protection and challenging assignments. Sponsorship is where the mentor uses his or her influences to support the mentee's career advancement. In the work place, the mentee, new employee is publicly supported by his or her mentor and actively selected for promotions (Weng, et al., 2010).

The coaching functions include the mentor teaching the ropes to the mentees, for example, how work is done in a construction site. The mentor gives the relevant and positive feedback, which is intended at improving the mentee's performance and potential. In the protection functions, the mentor purposes to provide the mentee with support in different situations. The mentor will yield full responsibility for the mistakes made outside the control of the mentee. The exposure functions are when the

Page: - 850 -

The Strategic Journal of Business & Change Management. ISSN 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

mentors construct opportunities for the mentees to validate their capabilities where it counts. The mentor improves the visibility of his or her mentees by taking them to important meetings and events, which permits the mentees to develop relationships with key personnel in the organization, permitting them to show their potential for future organizational progress. Challenging work is where the mentor will provide the assignments that spring the mentee's knowledge and skills in an endeavor to encourage growth and develop specific capabilities in preparation for the future.

Psychological support functions improve the protégé's sense of competence, identity and effectiveness in his or her role. Examples of psychosocial functions include role modelling, acceptance and confirmation, counseling, and friendship. Role modelling comprises of the mentor indicating applicable behaviour and knowledge, therefore earning greater respect and admiration. According to Fountain, (2018), the mentor exhibits valued behaviour, attitudes and skills that help the mentee in achieving capability, confidence and a professional identity. The mentor's standards, attitudes and behaviours provide an example for the mentee, who in turn recognizes with the mentor's desirable example and in turn respects and appreciates his or her mentor.

In terms of the organizational context, the mentor leads by example. The counseling functions afford helpful and confident forums for exploring professional and personal dilemmas. The mentors advice their mentees, allowing them to talk openly about fears and concerns and to explore personal concerns that may inhibit or lessen productivity at work, where they are assigned. Acceptance and confirmation is where the mentor offers ongoing support, respect, and admiration, which permit the mentee to experiment with the new behaviour and self-differentiation. Friendship is where the mentor befriends the mentee through social communications, which will result in mutual caring and intimacy well further than the requirements of their daily work tasks.

Mentors also gain benefits as a consequence of mentoring programs. Not many studies have examined the impact on a mentor, but the need to study this area has increased since a mentor's willingness and attitude toward participating are believed to be significant for improving the overall quality of the program, whether it is formal or informal mentoring. By recognizing the benefits for the mentors, the mentor's participatory level can be intensified, and an organization is able to recognize more benefits through a mentoring program not only to develop novices but also to develop experts. In addition, recognizing both the protégé's and mentor's benefits enables organizations to make strategic career development plans by actively utilizing expected outcomes from both participants (Hegstad, 1999). Mentor's benefits from mentoring relationships are found to be related to professional identity and psychosocial aspect, while some are related to the development of leadership and communication skills. Mentor's benefits are professional identity along with respect and organizational power; building leadership, supervisory, and training ability; networking opportunity and performance improvement; and employee job satisfaction and retention. Mentors not only gain loyal followers, but also earn the respect and admiration of peers.

The mentoring function of coaching is dedicated to helping mentee accomplice their work objectives. When mentors coach protégés, they pass on wisdom, knowledge and their point of view. Kram and Isabella (1985) defined exposure and visibility as providing opportunities and responsibilities that place the junior individuals in contact with key players in the organization. Psychosocial functions are those facets of the mentoring relationship that are more personal in nature (Jyoti & Sharma, 2015). These functions may impact the mentees' feelings of competence, uniqueness and success in their professional position within an organization. It involves counselling, friendship and role modelling. Counseling helps to develop the problem-solving and decision-making skills. Friendship is

demonstrated through social interactions by the mentor and protégé. Role modelling is the senior individual's attitudes, values and behaviour that provide a blueprint and structures for the junior individual to emulate.

Empirical Review

Nkomo, Thwala and Aigbavboa (2017) conducted a study on the influence of mentoring functions on job satisfaction and organizational commitment of graduate employees. The study was mainly a literature review, with a special focus on the impact of mentoring functions on job satisfaction and organizational commitment of employees within organizations. The data used in the report was mainly qualitative, based on the content analysis, and historical data. The study indicated that career development and role modelling functions have a positive effect on the job satisfaction and organizational commitment of new entry employees. However, the psychosocial support function was incapable of providing adequate explanation for these work outcomes.

Tansel Cetin, Kizil and Zengin (2013) investigated the impact of mentoring on organizational commitment and job satisfaction of accounting-finance academicians employed in Turkey. Survey method is utilized in order to reach this goal and questionnaires are distributed to test the effect of mentoring on Turkish accounting-finance scholars' organizational commitment and job satisfaction. This paper contributes to the literature by pointing out the relationship among mentoring, organizational commitment and job satisfaction, which in turn leads to more efficient mentoring management and necessary measures in Turkish accounting-finance community. Results of correlation analysis showed that, career development, role modeling, social support, affective commitment, normative commitment and professional commitment were positively related to each other. Social support and professional commitment were positively related to job satisfaction. Moreover, other variables (career development, role modeling, social support,

continuance commitment, and normative commitment) were not related to job satisfaction.

Van Vianen, Rosenauer, Homan, Horstmeier and Voelpel (2018) conducted a study on career mentoring in context: A multilevel study on differentiated career mentoring and career mentoring climate. Applying a multilevel framework, we distinguish between individual-level differentiated mentoring (i.e., an employee's mentoring perceptions as compared to those of other team members) and group-level career mentoring climate (i.e., the average perception across all group members). The study found that career mentoring climate positively relates to promotability, more so than differentiated career mentoring. Both career mentoring climate and differentiated career mentoring are positively related to the intention to stay. At the individual level, this relationship is mediated by job satisfaction. We discuss theoretical and practical implications of differentiated and group level mentoring.

Akpan, Owhor and Nsikan (2017) investigated workplace mentoring strategies and sustainable commitment of university teaching hospital staff in south-south region of Nigeria. The research adopted a correlational survey design. For the purpose of this study, three university teaching hospitals in the south-south region of Nigeria were randomly selected. Purposive sampling was used to select 131 participants for the study. Primary data was collected through pretested structured questionnaire. The study reveals that employee mentoring has a strong impact on commitment of healthcare workers towards efficient service delivery. The study suggests the need for managers of healthcare personnel to attach more importance/interest to group/team, one-protégé-one mentor, and informal mentoring because it has been found to significantly contribute to overall workers commitment.

Tewari and Sharma (2014) explored mentoring for effective positive workforce. An organization where formalized mentoring was established as a part of

Page: - 852 -

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

the organization process was identified and data was collected through the use of semi-structured interviews conducted with the human resource manager; executives engaged as mentors and the mentees. The qualitative data was used to develop a case study. Mentees were further met again with a structured questionnaire to measure the impact of mentoring on them and shaping them as a positive workforce. The case study reflects the structure and the process through which mentoring can be formally established in an organization. Mentoring yielded positive results because the mentees responded to say that the mentoring process made them felt nurtured, guided and integrated in the organization

Jyoti and Sharma (2015) explored the role of mentoring structure and culture between mentoring functions and job satisfaction: A study of Indian call centre employees. The present study examines the impact of mentoring functions, namely, protection, coaching, counselling, role modelling, exposure, acceptance and friendship, on job satisfaction of Indian call centre employees. Furthermore, it also explores two variables which strengthen this relationship, namely, mentoring culture and mentoring structure. Employees working in call centres in India have been selected for data collection. Reliability and validity have been proved with the help of confirmatory factor analysis. Path analysis has been used for hypotheses testing. Results revealed that mentoring functions have direct impact on (except protection) job satisfaction of call centre employees. Furthermore, mentoring culture and mentoring structure act as moderators between mentoring functions and job satisfaction. The data collected is self-report in nature, and the study is limited to service sector only.

Weng, Huang, Tsai, Chang, Lin and Lee (2010) explored the impact of mentoring functions on job satisfaction and organizational commitment of new staff nurses. The study employed self-administered questionnaires to collect research data and select new nurses from three regional hospitals as

samples in Taiwan. In all, 306 nurse samples were obtained. The study adopted a multiple regression analysis to test the impact of the mentoring functions. Results revealed that career development and role modeling functions have positive effects on the job satisfaction and organizational commitment of new nurses; however, the psychosocial support function was incapable of providing adequate explanation for these work outcomes.

Fountain (2018) explored mentoring elements that influence employee engagement. The researcher recruited a convenience sample of 307 technicians and technologists representing 7 industries. The participants completed surveys and questionnaires to provide their views of mentoring, perceived organizational support, and work engagement. Data were analyzed using descriptive and inferential analysis, including Pearson's correlations, linear, and stepwise regression analysis. The results of the inferential analyses indicated that each part of the mentoring variables (career support, psychosocial support, and role modeling) had an independent impact on work engagement. The interaction between psychosocial support and organizational support was also significant after accounting for the effects of mentoring and organizational support. The findings indicate that managers can achieve positive social change and improve employee well-bring within their organizations by being dutifully involved in their employees' work lives. Managers should also be available to apply resources such as mentoring for technicians and technologist when needed.

Opeke, Ikonne and Adewoyin (2019) conducted a study on job satisfaction among library personnel in public universities in South-West Nigeria. Survey research design was adopted for the study. Data was collected through a structured questionnaire from the professional and paraprofessional staff in university libraries in South-West, Nigeria. The collected data was analyzed using descriptive statistics such as mean and standard deviation. Findings revealed that the level of job satisfaction

of the respondents was high. Contributing to this was satisfaction with job security, relationship with co-workers, work itself and recognition. The results also revealed although the level of job satisfaction of the respondents was high, they were not satisfied with their salary.

Ijigu, (2015) conducted a study on the effect of selected human resource management practices on employees' job satisfaction in Ethiopian public banks. In addition to Correlation and Regression, Descriptive statistics, frequencies and percentages were utilized to analyze the data. Interpretation is made on the mean, frequency, and percentage of the data and summarized by bar graphs and pie charts. The study result has implied that recruitment and selection is found to have moderate but positive correlation with employees' job satisfaction and the remaining, training and development, performance appraisal and compensation package found to have strong positive correlation with employees' job satisfaction. Moreover, the regression result shows that recruitment and selection, training and development, performance appraisal and compensation package have a significant positive impact on job satisfaction. Each HRM practices in the banks should be a source for employees' satisfaction and then employees will be loyal and willing to stay in those organizations (Banks) because, employees' satisfaction on the job will reduce absenteeism and turn over intentions in public banks.
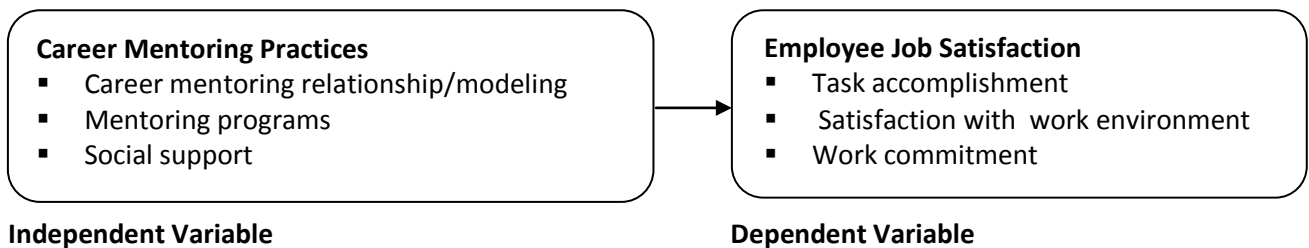
```
┌─────────────────────────────┐        ┌─────────────────────────────┐
│ Career Mentoring Practices  │        │ Employee Job Satisfaction   │
│ ▪ Career mentoring          │───────▶│ ▪ Task accomplishment       │
│   relationship/modeling     │        │ ▪ Satisfaction with work    │
│ ▪ Mentoring programs        │        │   environment               │
│ ▪ Social support            │        │ ▪ Work commitment           │
└─────────────────────────────┘        └─────────────────────────────┘
```

Independent Variable   Dependent Variable

Figure 1: Conceptual Framework

METHODOLOGY

The philosophy guiding the study was pragmatism. According to Creswell et al. (2011) Pragmatism research philosophy identifies research question as the most important determinant of the research philosophy.

The study population was 30 public universities in Kenya with target population of 8698 university academic staff. The study took 4.3% of target population as the sample size of the study representing 367 academic staff. From a sample of 367 staff, 297 questionnaires were received for analysis. A semi-structured questionnaire was used to collect data. Closed-ended questions were used to generate numerical values in quantitative research whereas open-ended questions helped gather more information about career support activities and employee job satisfaction from the academic staff of public universities in Kenya.

Data analyses involved both qualitative and quantitative analyses. Thematic content analysis approach was employed to analyze qualitative data collected through use of open ended questions. The qualitative results were reported in prose form by triangulating with the quantitative results. Quantitative data was edited, coded and entered into SPSS version 25.0 for statistical analysis. Quantitative analysis involved correlation and regression analysis (OLS method). The model estimated was;

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$

Where,

Y – Employee job satisfaction

X_1 – Career mentorship practices

ε = refers to the error term

In the model, β_0 = the constant value while the coefficient $\beta_i = \beta_1$, is regression coefficients to be estimated. The error (ε) term shows the unexplained factors in the model.

FINDINGS AND DISCUSSION

The questionnaires were administered to 367 respondents of 30 public universities in Kenya. Out of this number, 297 completed and returned the questionnaire representing 80 percent response rate. The distribution of participants fairly reflects proportionate representation by institution that participated in the study. With the high response rate, it was sufficient to proceed with data preparation and analysis based on the objectives of the study.

Correlation Results

A correlation analysis determined the nature as strength of association between career mentorship activities and employee job satisfaction of academic staff in public universities in Kenya. Pearson's product-moment correlation coefficient (r) was used to examine the extent of correlation between the variables of study and to show the strength of the linear associations between the variables in the regression ranges between ±1. Where r= +0.7 and above it indicates a very strong relationship; r=+0.5 to below 0.7 is a strong relationship; r=0.3-0.49 is a moderate relationship while r=0.29 and below indicates a weak relationship. Where r=0 it indicates that there is no association (Dănăcică, 2017).

Table 1: Correlation Coefficients

		Career Support Practices	Employee Job Satisfaction
Career mentorship activities	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	297	
Employee Job Satisfaction	Pearson Correlation	0.408[**]	1
	Sig. (2-tailed)	.000	
	N	297	297
**. Correlation is significant at the 0.05 level (2-tailed).			

Career mentorship activities had moderate positive association with employee job satisfaction as indicated by Pearson's product-moment correlation coefficient (r) of 0.408 and p = 0.000. The results imply that career mentorship activities and employee job satisfaction move in the same direction; as career mentorship activities increases, employee job satisfaction increases and vice versa.

Career mentorship in this study also realised acceptable results since the relationship with employee job satisfaction is positive, significant but only moderately strong. By coaching juniors about tasks and how best to accomplish them, career mentorship exposes mentees to the right content, skills and knowledge necessary to excel in a career. This must however be based on mutual trust and respect between mentor and mentee (Jyoti & Sharma, 2015). The relationship realised here was

fairly strong probably because university teaching staff belong to a community of scholars who were self-motivated and therefore may not rely much on external influence to drive their ambition.

Mentoring can provide an array of benefits for organizations of all sizes, especially small businesses. When conducted in an efficient and productive manner, mentoring provides employees a way to connect, learn and grow within the company and along their own career paths. Mentoring involves pairing experienced professionals with employees that could use help adapting to the environment and culture of the workplace. This can include pairing a mentor with new employees to help them settle into the surroundings and get off to a good start. Coaching often comes in play when a new employee or current employee can benefit from personal

Page: - 855 -

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

guidance on specific job duties, processes or responsibilities. Small businesses can also use mentors to help develop other employees along a specific career path, such as management (Hayes, 2015). On an organizational level, mentoring can provide a host of benefits.

Mentoring can help encourage loyalty to the company. When experienced professionals help mold the career of and provide opportunities for mentees, these individuals may feel a greater sense of connection and commitment to the business. Prince (2011)urged that taking advantage of the expertise and knowledge of experienced employees and professionals can help bring younger or less experienced employees up to speed. This results in better efficiency across the organization when bringing on new employees. In addition, mentoring can help guide an employee along on her career path resulting in an employee well versed on company expectations providing a benefit for the organization.

Mentoring can help to support these individuals, as it has the adaptability and flexibility to support a range of individuals with different learning styles. The development needs of individuals are diverse and the 'one size fits all' model of development is often inappropriate. Thus, mentoring has the potential to provide a flexible responsive development approach that can use to support an increasing number of individuals within the organization than traditional forms of training (Van Vianen, *et al.,* 2018). On top of developing employees, Mentoring can improve the function of the team, department and entire organization. Mentoring allows managers to identify the weaknesses and strengths of each employee. This allows the organization to capitalize on the resources at hand to keep the whole team working smoothly when employees request vacation or take a sick day.

Effective mentoring can have a positive impact on an organization. It can produce improved relationships and teamwork between staff at different levels. Employees have increased job satisfaction, which improves productivity and quality, and there is an overall improved use of people, skills and resources, as well as greater flexibility and adaptability to change. Ghosh and Reio (2013) confirm that opportunities for professional growth and development for university staff should be enhanced through proper career development programs and provide inventions to those who pursue career development activities. Other studies (Sadat & Ahmed, 2014) on the role of managers' support on the job satisfaction among Turkish police realized a significant role played by this support toward performance.

Simple regression analysis

Regression analysis is part of inferential statistics where a model predictive power is estimated based on relationship between independent variables and dependent variables. It examines how well a variable predicts the outcome variables and the overall goodness of fit of the model. The paper determined the influence of career mentorship activities on employee job satisfaction using the simple equation in the form of,

$Y = \alpha_0 + \beta_1 X_1 + \varepsilon$

Where X_1 is career mentorship activities β_1 being the slope coefficient associated with career support activities produce the estimated regression model is.

$\hat{Y} = 6.053 + 0.834 X_4$

$R_2 = 0.73$

These results showed that a unit increases in career mentorship practices increase academic staff job satisfaction by 0.402 units. Career mentorship activities have a positive significant relationship with employee job satisfaction. The results implied that a unit increase in career mentorship practices results to 0.402 units increase in employee job satisfaction. The hypothesis, H_0 was thus rejected. This was interpreted to mean that career mentorship practices in public universities are significant predictor of employee job satisfaction at the 0.05 level of significance. Mentoring is a process

Page: - 856 -

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

of developing formal relationships between junior and senior members of the organization, in certain cases mentoring also takes place between peers. This involves having more experience employees coach the less experienced ones. Model results were shown in Table 2.

Table 2: Coefficient for Career Mentoring Practices

Model	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	18.402	1.562		11.778	.000	15.327	21.477					
Career Mentorship	.402	.052	.408	7.665	.000	.299	.505	.408	.408	.408	1.000	1.000

a. Dependent Variable: employee job satisfaction

The equation was stated as;

$$\hat{Y} = 18.34 + 0.402X_3$$

$R^2 = 0.166$.

Career Mentorship practices explained 16.6% of the variation in employee job satisfaction. The simple regression equation was valid with F-value= 58.75 (0.000) (df = 295, 1) while Dubin Watson value remained acceptable (DW = 2.149). Hence career mentorship practice is a significant predictor of employee job satisfaction with a direct relationship. The t values are high since standard errors are low (Se = 0.052). Mentoring is targeted to psychological functions; role modeling, counseling, benchmarking individual practices are various ways in which the latter is achieved. It is no doubt an important tool that apart from employee development also leads to increased job satisfaction, organizational dedication and career achievement. The process of mentoring works both ways i.e. it benefits the parties, the mentor and the mentee. It increases the job involvement and satisfaction of the mentor. In case of the one mentored, he feels valuable, the employee job satisfaction increases and there is essentially a transfer of knowledge and skills. Mentors provide advice to their allocated persons regarding administrative and technical problems that people meet, and necessary knowledge and skills to overcome those problems.

Mentoring is a process of developing formal relationships between junior and senior members of the organization, in certain cases mentoring also takes place between the peers. This involves having more experienced employee mentor the less experienced. It is a process of developing relationships between more experienced members of an organization and less experienced ones for transfer of knowledge and skills. Mentoring not only supports the abilities and competencies of the individuals and groups but also provides positive alteration of employees' skills to their improved performance and organization commitment. The process of mentoring works both ways, it benefits the parties, the mentor and the mentee. It increases affective commitment to the mentee to the organization, and there is essentially a transfer of knowledge and skills. Mentoring may be informal or formal, but typically the primary functions associated with mentoring are vocational support, psychosocial support and role modeling.

Mentoring relationship have a great potential to enhance the development of young individuals in both early and middle career stage. Mentored employees possess positive attitudes and a positive attachment to their organization. Effective career and psychosocial mentoring help employees integrate into the organization. In addition to developmental support, mentoring helps engineers

Page: - 857 -

The Strategic Journal of Business & Change Management. ISSN 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

become employable by improving their soft skills. Soft skills consist of interpersonal skills and personal attributes. The lack of career mentorship can negatively affect an individual's performance and achievement, leading to decreased institutional performance and employee job satisfaction. The results agree with Van Vianen, Rosenauer, Homan, Horstmeier and Voelpel (2018) who conducted a study on career mentoring in context and found that career mentoring climate positively relates to promotability, more so than differentiated career mentoring. Both career mentoring climate and differentiated career mentoring are positively related to the intention to stay. The results also concur with Akpan, Owhor and Nsikan (2017) who investigated workplace mentoring strategies and sustainable commitment of university teaching hospital staff in south-south region of Nigeria and found that employee mentoring has a strong impact on commitment of healthcare workers towards efficient service delivery. Also, Szromek and Wolniak (2020) in a study on Job satisfaction and problems among academic staff in higher education that the level of employee satisfaction from work is closely correlated with career mentorship.

CONCLUSIONS AND RECOMMENDATIONS

Career mentorship practices as a career development practice is a significant but weak predictor of employee job satisfaction. Majority of the academic staff were disagreeing with statements on career mentorship practices and employee job satisfaction implying that career mentorship in the public university is relatively weak. Also, referring to regression model results, the study concludes that career mentorship practices is significant but weak career development practice influencing employee job satisfaction. Model summary results further supports this that career mentorship practices explains a small portion of employee job satisfaction in the university.

This outcome is surprising because mentorship is considered important at the workplace but this may mean it is dependent on the level of skill of the

employee. In this study mentorship activities were identified as important but are not a significant predictor of satisfaction outcomes for members of faculty. Perhaps this is an area that requires further investigation. Mentors who are the senior members of staff from senior lecturer and particularly professors are in short supply according to data analysed. They may be too busy to mentor many of the upcoming scholars and this is an area that should be visited to find better ways of mentoring young scholars. Therefore career mentorship is not necessary important to faculty members perhaps because they have a higher self-drive. When they think of career matters and employee job satisfaction, all they want is a supporting environment and opportunities to further their knowledge and skills. University management boards on their part are to be proactive in providing a conducive environment for professional growth, knowledge sharing and financial support.

It was further concluded that employee job satisfaction is key determinant of employee productivity which translates to organizational performance. In the context of the study, employee job satisfaction of academic staff in Kenyan Universities has become an area of concern especially given the changing career, social and personal needs of academics and lecturers. Performance of academic staff is dependent on how much satisfaction they gain from their relative jobs.

Majority of the university academic staff agreed that they were satisfied with the personal relationship with their immediate supervisors, satisfied with the kind of work and tasks that required performing in this university, satisfied with the level of trust that the management shows towards the teaching staff and satisfied with the way the university has enforced safety standards at the work place. Descriptive results also pointed out that university academic staff are satisfied with way their supervisors assist them to achieve their aspirations and ambitions, satisfied with the supervision style used by the head of departments,

satisfied with the level of flexibility and freedom to do their job and ready to stay in this university because of the conducive and satisfying work environment. Poorly satisfied academic staff in the university may leave the current university for another or even migrate to overseas countries seeking better motivation in terms of career support and motivation.

Career mentorship and career goal setting can be given less attention as drivers of employee job satisfaction since they are not significant predictors of satisfaction for faculty staff in Kenyan public universities. However the factors are strongly and positively associated with employee job satisfaction for academic staff in Kenyan public universities. Perhaps further exploration of these factors would be necessary to discover why they do not significantly predict employee job satisfaction which is inconsistent with extant literature. There are inadequate mentorship opportunities given the load of work the professors carry thus a review of this critical factor may be necessary for enhanced employee job satisfaction. From the findings, the study recommends for the creation of academic staff mentorship programmes in the university. Young university academic staff need to be assigned

a specific experienced university staff to mentor them focusing on psychological, professional career, educational needs and work commitment. This can be achieved through periodic academic staff departmental and faculty mentorship programmes.

Employee job satisfaction is supremely important in the university because it is what overall academic delivery and performance of the university is dependent on. Satisfied academic staffs are more likely to discharge their duties by imparting knowledge, creativity and innovative culture among their students. The study recommends for the need of the government through Commission for University Education, the university and academic staff bodies to come up with strategies that addresses the grievances of the university teaching staff. The strategies should entail reward system, academic staff career progression plan and social support services. The results emphasize the importance of aligning reward systems to motivate academic staff and at the same time reaching better levels of performance. In shaping people results and performance, therefore, rewards should reinforce individual motivation.

REFERENCES

Akpan, J. W., Owhor, A. G., & Nsikan, E. J. (2017). Workplace mentoring strategies and sustainable commitment of university teaching hospital staff in south-south region of Nigeria. *Global Journal of Medical Research*, *17*(7), 26-34.

Alemu, M. A. (2013). An Assessment on Job Satisfaction Of Academic Employees: A Survey On Ethiopian Private Institutions Of Higher Learning. *CLEAR International Journal of Research in Commerce & Management*, *4*(12), 1-16.

Baranik, L. E., Roling, E. A., & Eby, L. T. (2010). Why does mentoring work? The role of perceived organizational support. *Journal of Vocational Behavior*, 76(3), 366-373. doi:10.1016/jvb.2009.07004.

Barkham, J. (2005). Reflections and interpretations on life in academia: A mentee speaks. *Mentoring & tutoring: partnership in learning*, *13*(3), 331-344.

Craig, C. A., Allen, M. W., Reid, M. F., Riemenschneider, C. K., & Armstrong, D. J. (2013). The impact of career mentoring and psychosocial mentoring on affective organizational commitment, job involvement, and turnover intention. *Administration & Society*, *45*(8), 949-973.

Page: - 859 -

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

Crocitto, M. M., Sullivan, S. E., & Carraher, S. M. (2005). Global mentoring as a means of career development and knowledge creation: A learning-based framework and agenda for future research. *Career Development International*, *10*(6-7), 522-535.

Dănăcică, D. (2017). Methodological and applicative problems of using pearson correlation coefficient in the analysis of socio-economic variables. *Romanian Statistical Review Supplement*, *65*(2), 148-163.

Darawong, C., & Sandmaung, M. (2019). Service quality enhancing student satisfaction in international programs of higher education institutions: a local student perspective. *Journal of Marketing for Higher Education*, *29*(2), 268-283.

Dugguh, S. I., & Dennis, A. (2014). Job satisfaction theories: Traceability to employee performance in organizations. *IOSR journal of business and management*, *16*(5), 11-18.

Fountain, L. T. (2018). *Mentoring elements that influence employee engagement*. Walden Dissertations and Doctoral Studies Collection at ScholarWorks, Walden University.

Frølich, N., Wendt, K., Reymert, I., Tellmann, S. M., Elken, M., Kyvik, S., ... & Larsen, E. H. (2018). Academic career structures in Europe: perspectives from Norway, Denmark, Sweden, Finland, the Netherlands, Austria and the UK. NIFU: Oslo, Norway.

Gandhi, S., & Kang, L. S. (2011). Customer satisfaction, its antecedents and linkage between employee satisfaction and customer satisfaction: A study. *Asian Journal of business and management sciences*, *1*(1), 129-137.

Ghenghesh, P. & Abdelmageed, S. (2018). A Study on the Effects of Staff Development on Teachers' Satisfaction and Perceptions of Change in Teaching Performance, *Journal of Education and Practice*, 9(16), 43-49.

Ghosh, R., & Reio Jr, T. G. (2013). Career benefits associated with mentoring for mentors: A meta-analysis. *Journal of Vocational Behavior*, *83*(1), 106-116.

Hall, D.T. (2007).The protean career: A quarterly century Journey, *Journal of Vocational Behaviour*, 65(7), 1-13.

Hegstad, C. D. (1999). Formal mentoring as a strategy for human resource development: A review of research. *Human Resource Development Quarterly*, *10*(4), 383-390.

Hopkins, R. A. (2005). Mentoring community college faculty and staff: Balancing contradictions of informal program components and formal program structure. *Community College Review, 32*(4), 40-60.

Ijigu, A. W. (2015). The effect of selected human resource management practices on employees' job satisfaction in Ethiopian public banks. *EMAJ: Emerging Markets Journal*, *5*(1), 1-16.

Inyangala, J., J. (2019). Relationship Between Career Path Progression and Administrative Staff Job Satisfaction in Chartered Public Universities in Kenya, *International Journal of Management Studies, 6(3), 1-8.* DOI: 10.18843/ijms/v6i3/01 DOI URL:http://dx.doi.org/10.18843/ijms/v6i3/01.

Jyoti, J., & Sharma, P. (2015). Exploring the role of mentoring structure and culture between mentoring functions and job satisfaction: A study of Indian call centre employees. *Vision*, *19*(4), 336-348.

Kelly, M. E. (2009). Social cognitive career theory as applied to the school-to-work transition. Seton Hall University Dissertations and Theses (ETDs). 1450. https://scholarship.shu.edu/dissertations/1450

Kiplangat, H. K., Momanyi, M., & Kangethe, N. S. (2017). Dimensions of Kenyan University Academic Staff's Job Satisfaction in View of Various Managerial Leadership Practices. *Journal of Education and Practice*, *8*(3), 120-129.

Kiplangat, H., K. & Kiptiony, G., J. (2017). Relationship Between Category Of University And Lecturers' Job Satisfaction In Universities In Kenya. *European Journal of Training and Development Studies*. 4(3), 34-41.

Kram, K. E., & Isabella, L. A. (1985). Mentoring alternatives: The role of peer relationships in career development. *Academy of management Journal*, *28*(1), 110-132.

Lai, H-H. (2011). The influence of compensation system design on employee Satisfaction. *African Journal of Business Management, 5*(26), 1072-1078.

Lankau, M. J., & Scandura, T. A. (2002). An investigation of personal learning in mentoring relationships: Content, antecedents, and consequences. *Academy of Management Journal*, *45*(4), 779-790.

Lent, R. W., & Brown, S. D. (2006). On conceptualizing and assessing social cognitive constructs in career research: A measurement guide. *Journal of career assessment*, *14*(1), 12-35.

Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. *Career choice and development*, *4(3)*, 255-311.

Lesenyeho, D. L., Barkhuizen, N. E., & Schutte, N. E. (2018). Factors relating to the attraction of talented early career academics in South African higher education institutions. *SA Journal of Human Resource Management*, *16(1)*, 1-9. doi:10.4102/sajhrm.v16i0.910.

Locke, W., Cummings, W. K., & Fisher, D. (Eds.). (2011). *Changing governance and management in higher education: The perspectives of the academy* (Vol. 2). Springer Science & Business Media: Berlin, Germany.

Maria, J., Hessels, M., Thurik, J., Roy, & Aguado R. (2011). Determinants of job satisfaction across eu-15. *A Comparison of Self-Employed and Paid Employees: Discussion Paper*. Tinbergen Institute: Amsterdam.

Mwashila, H. M. (2018). *The Influence of Career Development on Academic Staff Performance in Kenyan Public Universities in Coast Region* (Doctoral dissertation). University of Nairobi.

Mwashila, H. M. (2018). *The Influence of Career Development on Academic Staff Performance in Kenyan Public Universities in Coast Region* (Mastersl dissertation, Technical University of Mombasa).

Nkomo, M. W., Thwala, W. D., & Aigbavboa, C. O. (2017, July). Influences of mentoring functions on job satisfaction and organizational commitment of graduate employees. In *International Conference on Applied Human Factors and Ergonomics* (pp. 197 206). Springer, Cham.

O'Neill, R. M. (2005). An examination of organizational predictors of mentoring functions. *Journal of Managerial Issues, 17(3)*, 439-460. Retrieved May 16, 2006, from EBSCOhost database.

Opeke, R., Ikonne, C. N., & Adewoyin, O. O. (2019). Job Satisfaction among Library Personnel in Public Universities in South-West Nigeria. *Information Impact: Journal of Information and Knowledge Management*, *10*(2), 124-138.

Paul, E. P., & Phua, S. K. (2011). Lecturers' job satisfaction in a public tertiary institution in Singapore: Ambivalent and non-ambivalent relationships between job satisfaction and demographic variables. *Journal of Higher Education Policy and Management*, *33*(2), 141-151.

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students*. (5th ed.). Harlow: Prentice Hall.

Schaub, M., & Tokar, D. M. (2005). The role of personality and learning experiences in social cognitive career theory. *Journal of Vocational Behavior*, *66*(2), 304-325.

Schwille, S. A. (2008). The professional practice of mentoring. *American journal of education*, *115*(1), 139-167.

Segal, G., Borgia, D., & Schoenfeld, J. (2002). Using social cognitive career theory to predict self-employment goals. *New England Journal of Entrepreneurship*, 5(2), 47-56.

Siriattakul, P., Jermsittiparsert, K., & Abdurrahman, A. (2019). A Broader Perspective of Job Satisfaction in Higher Education Institutes of Indonesia. *international journal of psychosocial rehabilitation*, *23*(4), 719-733.

Smith, J. A., & Zsohar, H. (2007). Essentials of neophyte mentorship in relation to the faculty shortage. *Journal of Nursing Education*, *46*(4), 184-186.

Szromek, A. R., & Wolniak, R. (2020). Job satisfaction and problems among academic staff in higher education. *Sustainability*, *12*(12), 1-38. https://doi.org/10.3390/su12124865.

Tansel Cetin, A., Kizil, C., & Zengin, H. İ. (2013). Impact of mentoring on organizational commitment and job satisfaction of accounting-finance academicians employed in Turkey. *Emerging Markets Journal (EMAJ), University of Pittsburgh Press (USA)*, *3*(2), 1-28.

Tewari, R., & Sharma, R. (2014). Mentoring for effective positive workforce: A case study. *Global Journal of Finance and Management*, *6*(1), 79-88.

Tsegahun, A. (2021). The Effect of Career Development Practices on Academic Employees Job Satisfaction in Dire Dawa University. (PhD Thesis, Dire Dawa University, Addis Ababa).

Van Vianen, A. E., Rosenauer, D., Homan, A. C., Horstmeier, C. A., & Voelpel, S. C. (2018). Career mentoring in context: A multilevel study on differentiated career mentoring and career mentoring climate. *Human Resource Management*, *57*(2), 583-599.

Van Vianen, A. E., Rosenauer, D., Homan, A. C., Horstmeier, C. A., & Voelpel, S. C. (2018). Career mentoring in context: A multilevel study on differentiated career mentoring and career mentoring climate. *Human Resource Management*, *57*(2), 583-599.

Vanderbilt, A. A. (2010). Perceptions of career and psychosocial functions between mentor and protégé teachers (Doctoral dissertation, University of South Florida). Retrieved from http://scholarcommons.usf.edu/etd/1796/.

Wanzala, W. (2017). Quest for quality and relevant higher education, training and learning in Kenya: an overview, Masai Mara University. Available at Http://Hdl.Handle.Net/123456789/6440. Reterived on 23rd March 2021.

Weng, R. H., Huang, C. Y., Tsai, W. C., Chang, L. Y., Lin, S. E., & Lee, M. Y. (2010). Exploring the impact of mentoring functions on job satisfaction and organizational commitment of new staff nurses. *BMC Health Services Research*, *10*(1), 1-9.

Wright, C. A., & Wright, S. D. (1987).The roles of mentors in the career development of young professionals. *Family Relations, 36(2)*, 204-208. Retrieved March 14, 2006, from EBSCOhost database.