

## Workplace Mentorship and Employee Engagement of Post Primary School Teachers

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### Abstract

*Well groomed employees are potential assets to any organization because they stand to demonstrate flexible work behaviour and desire that pushes the organizations to greatness thus, the study examined workplace mentorship and employee engagement of post primary school teachers in Yenagoa Bayelsa State. Adopting a survey research strategy, the study collected data from 200 teachers using simple random sampling technique with self report questionnaire. The collected data were cleansed and 169 copies found worthy for statistical analysis. These data were subjected to Pearson Product Moment Correlation via Statistical Package for Social Science and the result revealed that workplace mentorship in the form of knowledge sharing, career mentoring and role modeling positively correlate employee engagement. It was concluded that workplace mentoring gave credence to employee engagement in the form of teachers' dedication. The study therefore, recommend that career mentoring should be practice and sustained among teachers as this would enable them to support each other in terms of career advancement which will in turn create an enabling environment to work peacefully with increased dedication.*

**Keywords:** Career mentoring, employee dedication, employee engagement, knowledge sharing, role modeling.

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### INTRODUCTION

In the current dynamic and competitive business landscape, organizations are interested in employees who can devote their time and energy to the execution of any given task within a given period of time. Organizations that survive in this trend of competitive nature often rely on the shared values, knowledge, competencies and skills of their workforce. Thus, employees who exhibit these positive feelings and who have their state of minds characterized by vigour, dedication and absorption are assets to their organizations (Demerouti & Cropanzano, 2017). This is because they will be readily willing to demonstrate flexible work behaviour and desire to stay with their organizations. This no doubt is critical for firms to sustain and gain competitive edge despite the dynamism of the business environment. Hence, Ifeyinwa and Onodugo (2020) noted that employees whose behaviour contribute positively to the larger social, psychological and organizational environment of a firm are described as displaying employees' engagement.

Employee engagement which is an integral part of any successful organization has received considerable attention among scholars (Bakker & Albrecht, 2018; Baridei & Okpu, 2024a; Ule, Idemudia & Wapaimi, 2020). This sustained level of attention becomes crucial for organizations striving to stay adaptable and innovative. This innovative nature of organization is orchestrated by the heightened nature of productivity needed by the owners of businesses which is an outcome of committed workforce that extends to customer satisfaction (Gallup, 2021). However, engaged employee are likely to deliver excellent customer service that could create positive interactions to enhance the overall customer experience of their firm.

Despite these relevance attached to increased employee engagement globally, the Nigerian teacher is still battling to be engaged with his/her profession due to poor working conditions (Akinbode & Olatunji, 2021; Eze, 2020), poor remuneration (Okeke & Mtyuda, 2017), excessive workload (Baridei & Okpu, 2024b; Okoro, 2021), general lack of continuous professional development opportunities (Adeyemi & Uko-Avimoh, 2020; Obi & Nwachukwu, 2019), lack of recognition and motivation (Ogunleye & Alade, 2023), administrative inefficiencies and general lack of teachers involvement in decision-making (Eze & Olaleye, 2019), inadequate infrastructure (Adeyemi, 2022) and lack of mentorship. Aside the listed, teachers equally experience burnout, work-life imbalance, and disengagement due to ineffective leadership and or lack of career growth (Schaufeli, 2021). These challenges have increased withdrawal behaviour among teachers of post primary schools in Yenagoa, Bayelsa State thereby giving credence to poor performance of students due to inadequate teaching and imparting of knowledge among other factors.

In a bid to rekindling the spirit of engagement among these teachers so as to enhance societal growth and development, Baridei and Okpu (2024b) executed a study on psychological empowerment and employee engagement in public secondary schools in Bayelsa State with the aim of offering lasting solution to the persistent lack of engagement among teachers, yet the level of engagement still remained a thing of concern. These concerns however, prompted the study as a means to illuminating teachers' engagement via workplace mentorship which is proven to encapsulate teachers' enthusiasm for increased dedication, absorption and vigor amidst the challenges befalling them (teachers) at the workplace. To sustain this level of engagement, post primary schools management must adopt a holistic approach that considers employees' psychological well-being and long-term career aspirations (Bakker & Albrecht, 2018). The reason is that the development of any nation hinges on the quality of its education and the teachers (Dumani, 2024) because it remains the cascading frontier of knowledge acquisition and skill assemblage.

However, the teacher-learner relationship becomes cordial towards its goal attainment when the learner obeys the teacher (Dumani, 2024) who is said to be a mentor. Fostering this positive level of engagement requires reinforcing workplace mentorship which necessitates supportive relationship between an experienced mentor and a less experienced mentee aimed at enhancing

professional growth and development (Clutterbuck & Ragins, 2019; Eby, et al., 2020). This development stand to provide an opportunity for teachers to learn from their experienced colleagues, gain new skills, and improve their overall job satisfaction (Eby et al., 2008). Ule and Idemudia (2020) in their findings have argued that the Nigerian educational sector need leadership that can inspire their subordinates to work for the wellbeing of their organizations while realizing the need for personal self development, accomplishment and growth.

The accomplishment in this context can only be attained when teachers are engaged in mentoring relationship because it will enhance their teaching practices, develop a sense of belonging, and improve their overall job performance (Allen et al., 2004; Clutterbuck & Ragins, 2019). This is because workplace mentoring is a reciprocal process that benefits both parties, thereby availing mentors gainful insights, satisfaction, and the opportunity for self-reflection through their mentoring role (Eby, et al., 2020). Based on this the study seeks to investigate the influence of workplace mentorship on employee engagement of post primary school teachers in Yenagoa, Bayelsa State since mentoring relationships facilitate knowledge sharing and skill development.

## **LITERATURE REVIEW**

### **Workplace Mentoring**

Workplace mentorship is a dynamic and collaborative relationship between a more experienced individual known as the mentor and a less experienced individual known as the mentee, within the context of a professional setting. Clutterbuck and Ragins (2019) opined that mentoring involves the mentor providing guidance, support, and knowledge transfer to the mentee thereby, fostering their personal and professional development. Eby, Allen, and Lentz (2020) further emphasize that workplace mentoring is a reciprocal process that benefits both parties, as mentors also gain insights, satisfaction, and the opportunity for self-reflection through their mentoring role. However, workplace mentoring is a construct with multifaceted benefits that enable mentees to gain valuable career-related skills, knowledge, and social capital from mentors that stands to enhance mentees job performance and increased chances for career advancement (Allen & Eby, 2021). The role of workplace mentoring in leadership development cannot be over emphasize because mentoring promotes organizational commitment and retention (Chao, Walz, & Gardner, 2022). Hence, receiving guidance and support from mentors, mentees develop a sense of belonging and engagement, leading to higher job satisfaction and loyalty to the organization.

The contention here is that, mentoring relationships brings about individual leadership development competencies that supports in gaining exposure to different leadership styles (Ragins & Verbos, 2023). Consequently, mentees can learn from their mentors' experiences, perspectives, and decision-making processes which stand to shape their own leadership approach in the future. On the whole, workplace mentoring serves as an effective means to knowledge transfer, talent development and leadership cultivation within organizations. Perhaps, the reason workplace mentoring is recognized as a valuable practice for personal and professional growth. It is however,

a reciprocal process that benefits both mentor and mentee, thereby fostering skill development, organizational commitment, and leadership abilities. Embracing workplace mentoring, individuals can cultivate a culture of learning, collaboration, and continuous improvement, ultimately contributing to organizational success.

### **Knowledge Sharing**

Knowledge sharing refers to the exchange of information, expertise and experiences between individuals or groups, with the aim of improving collective understanding and improving performance (Davenport & Prusak, 1998). In the words of Wang and Noe (2010), knowledge sharing involves the dissemination of knowledge from one individual to another, facilitating the acquisition of new insight, skills, and competencies. Through knowledge sharing, individuals stand to access valuable information, insights, and best practices, which can inform their decision-making, problem-solving, and innovation (Nonaka & Takeuchi, 2019). Thus, knowledge sharing fosters collaboration, teamwork and socialization because individuals engage in open communication, feedback, and learning from one another (Kwak & Becerra-Fernandez, 2009). Sharing knowledge enable individuals to enhance their own understanding and retention of information, as teaching others reinforces their own learning (Webster-Wright, 2009). Conclusively, knowledge sharing is recognized as a vital practice for promoting individual and organizational learning, innovation and growth thus, enables individuals to tap into collective knowledge, expertise, and experiences, leading to improved performance, productivity and competitiveness.

### **Career Mentoring**

Career mentoring is a process that involves a supportive and developmental relationship between a more experienced individual, known as the mentor, and a less experienced individual, known as the mentee, with the aim of facilitating the mentee's career growth and advancement. Rags and Verbos (2019) describe career mentoring as a partnership where the mentor provides guidance, feedback, and advice based on their expertise and experience. This mentoring relationship helps the mentee to enhance their skills, broaden their networks, and navigate the complexities of their chosen career paths. Eby, *et al.*, (2020) emphasize that career mentoring facilitates the acquisition of new knowledge, skills, and competencies, which can contribute to the mentee's professional development and success. Through the guidance and support of the mentor, mentees gain access to valuable resources, opportunities, and insights that accelerate their career progression. Additionally, career mentoring promotes self-confidence and self-efficacy, as mentees receive affirmation and encouragement from their mentors, thereby enhancing their belief in their own abilities and potential (Allen & Eby, 2021). Thus, career mentoring is a valuable practice for supporting individuals' career development that provides mentees with guidance, support, and opportunities for growth, thereby helping them to navigate their career journey more effectively.

These engagements enable individuals to gain valuable knowledge, skills, and networks that contribute to their professional success and satisfaction.

### **Role Modeling**

Role modeling is a process in which individuals observe and emulate the behaviours, values, and characteristics of successful individuals in a particular field or profession. Lent and Brown (2020) define role modeling as a mechanism through which individuals learn from the experiences and achievements of others who serve as role models. These role models inspire and guide individuals by demonstrating the skills, attitudes, and strategies necessary for success in a specific career or domain. Lent and Brown (2020) had emphasized that role models can provide inspiration, motivation, and a sense of direction to individuals who aspire to achieve similar career goals. By observing and learning from the behaviours and achievements of role models, individuals stand to gain better understanding of the path to success and the skills required to excel in their chosen field. Thus, role modeling shapes individuals' career aspirations and decisions, as they strive to emulate the success and characteristics of their role models.

### **Employee Engagement**

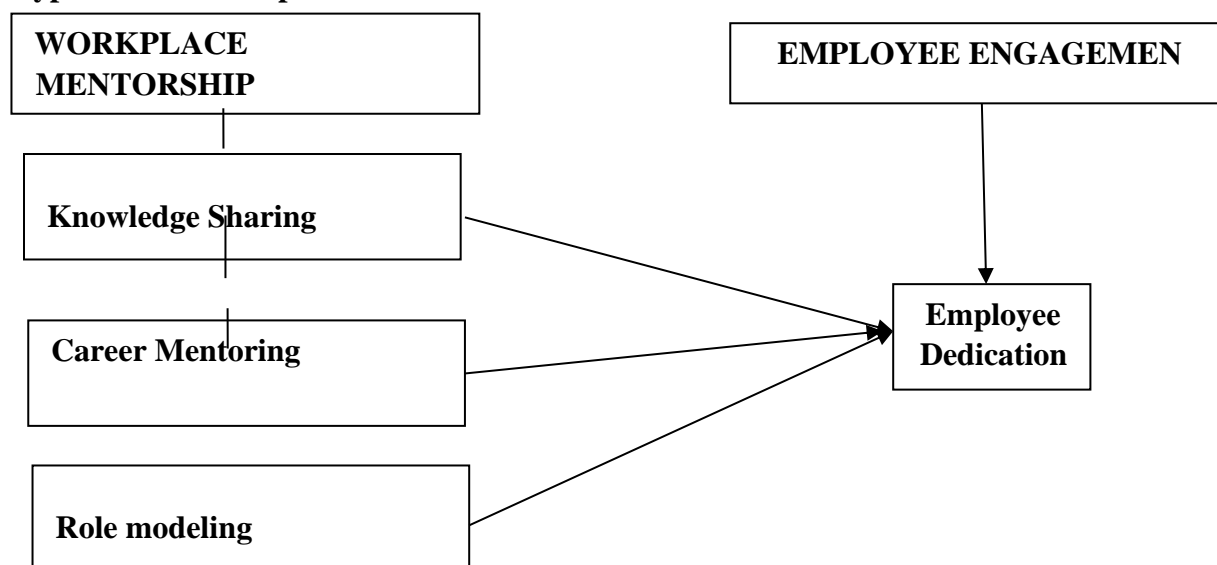
Employee engagement refers to the level of emotional commitment, involvement, and enthusiasm that employees have towards their work and the organization they are part of. Saks (2020) perceived employee engagement to be a positive, fulfilling, and energized state in which employees are fully immersed in their work, motivated to contribute their best, and aligned with the organization's goals and values. Engaged employees are enthusiastic about their work thereby, demonstrate high levels of productivity, and are more likely to go above and beyond their job requirements (Ule, *et al.*, 2020). Harter, *et al.*, (2019) emphasized that engaged employees experience higher levels of job satisfaction, well-being, and overall happiness. They are more likely to stay with the organization and exhibit higher levels of performance as well contribute to the positive work culture. From an organizational perspective, employee engagement has been linked to improved business outcomes, including increased productivity, customer satisfaction, and financial performance (Bakker & Albrecht, 2022; Baridei & Okpu, 2024a). Engaged employees are more likely to be proactive, innovative, and collaborative, which enhances the organization's competitive advantage.

### **Employee Dedication**

Dedication is a widely studied aspect of employee engagement that refers to the extent at which employees are committed with pride and enthusiasm to their work and organization. Schaufeli and Bakker (2004) define dedication as a positive and affective state in which employees feel a strong sense of identification and commitment to their work, going above and beyond what is required. Dedicated employees often feel deep sense of connection to their work thereby demonstrating high level of loyalty and motivation (Schaufeli & Taris, 2023; Ule, *et al.*, 2020). Dedicated employees

are always willing to invest their time and effort to achieve work-related goals and contribute to the success of the organization (Ule, et al., 2020). Nonetheless, dedication is often associated with a sense of purpose and meaning in one's work, where employees find value and personal fulfillment in what they do. This strong commitment and passion drive their engagement, leading to increased job satisfaction and performance. It is important to acknowledge the long-standing recognition of dedication as a key component of employee engagement.

### Hypothetical Conceptualization Model



### Hypothetical Relationship between Workplace Mentorship and Employee Engagement

The relationship between workplace mentorship and employee engagement has been explored to providing valuable scholarly insights as it involves a developmental relationship between an experienced mentor and a less experienced mentee within a professional setting (Clutterbuck and Ragins, 2019). These experiences are aimed at fostering the mentee's growth, learning, and career development. No wonder scholars emphasized on the reciprocal relationship that would benefit both the mentor and the mentee (Eby, et al., 2020). Ragins and McFarlin (1990) had earlier posited that mentoring relationships provide emotional support, guidance, and opportunities for learning and skill development, which contribute to employees' sense of competence and autonomy. This, in turn, enhances teachers' engagement by fostering feelings of satisfaction, motivation, and commitment to their work. Perhaps, the reason Saks and Gruman (2014) propose that mentoring relationships create a sense of belonging and social connection within the workplace, which are key elements of employee engagement. Though, the fact remains that when employees feel supported and valued through mentoring, they are more likely to develop a stronger emotional connection to their work and organization, leading to increased engagement. Based on the above scholarly antecedence, the study proposes the following hypothetical statements since, Roche, Laschinger, and Duffield, (2015) believed that mentorship fosters relatedness by strengthening



social connections within the organization, which enhances employees' sense of belonging and commitment.

*H<sub>01</sub>: Knowledge sharing does not correlate with employee dedication*

*H<sub>02</sub>: Role modeling does not correlate with employee dedication*

*H<sub>03</sub>: Career mentoring does not correlate with employee dedication*

### **Theoretical Framework**

The study is premised on self-determination theory (SDT) developed by Deci and Ryan (1985). The theory holds the view that human motivation is driven by three innate psychological needs namely autonomy, competence and relatedness. When these needs are satisfied, individuals experience enhanced intrinsic motivation, well-being, and overall performance. In the workplace, the theory provides a framework for understanding how mentorship and employee engagement are interrelated, as both can fulfill these fundamental needs and lead to greater job satisfaction and productivity. Workplace mentorship plays a crucial role in fostering autonomy, competence, and relatedness among post primary school teachers. Gagne and Deci (2005) posit that autonomy-supportive environments, such as those created through mentorship, often enable employees to take initiative and feel a sense of ownership over their tasks. The reason is that when mentors encourage self-directed learning and provide constructive feedback, mentees develop greater competence, reinforcing their motivation to perform well (Deci & Ryan, 2000). Furthermore, mentorship fosters relatedness by strengthening social connections within the organization, which enhances employees' sense of belonging and commitment (Roche, Laschinger, & Duffield, 2015).

On the other hand, employee engagement, defined as the emotional and cognitive investment individuals have in their work, is also influenced by SDT principles. The fact is that when employees experience autonomy, competence, and relatedness, they are more likely to be engaged, demonstrating higher levels of motivation and job performance (Ryan & Deci, 2017). Mentorship in this context contributes to engagement by providing guidance, emotional support, and opportunities for skill development, all of which align with the core tenets of SDT. Kuvaas, *et al.*, (2017) suggest that employees with supportive mentors report higher job satisfaction and are more committed to organizational goals. Conclusively, self-determination theory offers a valuable lens through which the study seeks to examine the relationship between workplace mentorship and employee engagement. By fostering autonomy, competence, and relatedness, mentorship programs can enhance teachers motivation and commitment, ultimately leading to a more engaged and productive workforce. Schools that would integrate SDT principles into their mentorship initiatives are more likely to cultivate a thriving workplace culture that will support both individual and collective success.

## METHODOLOGY

The study was designed to investigate the influence of workplace mentorship on employee engagement among post-primary school teachers in Yenagoa, Bayelsa State. Adopting a survey research strategy, the study collected data from 200 teachers using simple random sampling technique with self report questionnaire. The collected data were cleansed and 169 copies found worthy for statistical analysis. These data were subjected to Pearson Product Moment Correlation via Statistical Package for Social Science and the results presented below:

## Results and Analysis

Table 1. Demographic information of respondents

Demographic	Frequency	Percentage (%)
<b>Gender</b>		
Male	72	42.6
Female	97	57.4
<b>Age</b>		
18-25 years	16	9.5
26-35 years	66	39.1
36-45 years	47	27.8
46-55 years	22	13.0
56 years and above	18	10.7
<b>Marital Status</b>		
Single	88	52.1
Married	59	34.9
Separated	7	4.1
Divorced	4	2.4
Widowed	11	6.5



### **Educational background**

NCE	11	6.5
HND	55	32.5
Bachelor Degree	74	43.8
Master Degree	26	15.4
Doctorate Degree	3	1.8

### **Working Experience**

1-5 years	89	52.7
6-10 years	46	27.2
11-15 years	21	12.4
16 years and above	13	7.7

As indicated in table 4.2 above, the study shows that seventy two (72) respondents are male which represents 42.6% of the total respondents, while ninety seven of the respondents are female that represents 57.4% of the total respondents. The bar chart in figure 4.1 shows that majority of the teachers in Post Primary Schools in Yenagoa, Bayelsa State are predominantly females.

The data above in table 4.3, apparently shows that 9.5% of the respondents have attained the ages of 18-25 years, 39.1% are within the ages of 26-33 years, 27.8% falls between 36-45 years, 13.0% falls between 46-55 years and 10.7% falls between 56 years and above. From the bar chart, it is clearly shown that majority of the respondents' falls between the age brackets of 26-35 years and 36-45 years. This shows that majority of the teachers working in Post Primary Schools in Yenagoa, Bayelsa are young people. The reason is that the State government believes that young people are confident, energetic, smart and technologically fit to impact knowledge that would change the lives of our children and the world.

The summary of responses in table 4.4 shows that 52.1% of the total participants are single, while 34.9% are married, 4.1% had separated, 2.4% had divorcee and 6.5% are widow/widowers. The bar chart on the other hand shows that majority of the teachers working in Post Primary Schools are single in marital status.

The summary of responses in table 4.5, shows that 1.8% of the total participants had Ph.D Degree, 15.4% had Masters Degree, 43.8% had B.Sc. Degree, 32.5% had HND and 6.5% had NCE certification. The bar chart shows that majority of the respondents had B.Sc Degree which implies

that most of the Post Primary School Teachers in Yenagoa, Bayelsa State are graduates with first degree as reported in this study.

From the summary of responses in table 4.6 above, it was shown that 52.7% of the participants had teaching experience between 1-5 years in Post Primary Schools, 27.2% had teaching experience between 6-10 years, 12.4% had experience between 11-15 years and 7.7% had experience 16 years and above. From the bar chart, it was obvious that most of the Teachers in the Post Primary Schools had teaching experience spanning 1-5 years. This implies that significant majority of teachers in these schools were newly converted and or employed though, few numbers had teaching experience between 6-10 years in the various schools.

### Univariate Analysis

In order to investigate the dimensions of workplace mentorship and the measure of employee engagement of Post Primary School Teachers in Yenagoa, Bayelsa State, the Likert scale was adopted in the questionnaire. The scale was used to gather respondents' opinions by asking them to rate their feelings out of the five possible responses and sometimes average to give broad estimates of approval or disapproval which forms the basis of the findings (Decker, 2018). Common values were assigned to each response depending on how many responses to be used in the study. In this study, five responses were used and coded as strongly agree (5), agree (4), moderately agree (3), disagree (2) and strongly disagree (1) which implies a weighted mean of  $5+4+3+2+1=15/5=3$  (criterion mean). However, the descriptive statistical tools like percentage and measures of central tendency such as mean and standard deviations are used to describe the characteristics or opinion of the sample element. Decker (2018) opines that any average value greater than the criterion mean value (3) of the scale is construed as overall approval that majority of the respondents supported the issue raised, while a value below 3 ( $M < 3$ ) would represent disapproval or not supported. The study therefore, adopts a mean value of 3.0 as the cut-off mean score. Below are the tables showing the outcome of the descriptive statistics on the variables used in this study.

Table 2. Descriptive statistics for knowledge sharing items

Variable	Item statement	Mean	Std. Deviation
Knowledge sharing $X=3.11$ $SD=.814$	My school shares valuable teaching techniques and resources with me.	3.22	1.579
	I receive regular feedback from my students on my teaching practice	3.95	.830
	My school provides opportunities for me to learn new skills and techniques.	4.09	1.209
	I am always encouraged to sharing knowledge and experiences with colleagues	2.94	1.621

Source: Survey data output, 2025.

The knowledge sharing component of workplace mentorship was operationalize with four item statements on an ordinal scale of measurement. The average responses on the item statements indicates that knowledge sharing is practiced among the selected Post Primary Schools in Yenagoa, Bayelsa State as the mean values on the response items of three statements denote significant level of workplace mentorship which seems to be a useful approach towards increasing teachers dedication and commitment to teaching behaviour in the said schools. Thus, knowledge sharing remains an attribute to authenticate employee claims of increased engagement in the Post Primary Schools.

Table 3. Descriptive statistics for career mentoring items

Variable	Item statement	Mean	Std. Deviation
Career mentoring $X = 3.20$ $SD = .638$	My mentor provides guidance and support for my professional development as a teacher.	3.36	1.279
	I receive helpful advice from my mentor on advancing my teaching career.	3.19	1.134
	My mentor helps me set and achieve goals related to my teaching career.	3.25	1.448
	I feel encouraged by my mentor to pursue leadership opportunities in the school	4.11	.809

Source: Survey data output, 2025.

The career mentoring component of workplace mentorship was operationalized with four item statements in an ordinal scale of measurement. The responses on the item statements revealed a common level of agreement on the spread in the data set as the mean values for all four observed manifest items as seen in the table above exceeded the 3.0 threshold. This denotes the existence of career mentoring among the selected Post Primary Schools in the study domain.

Table 4. Descriptive statistics for role modeling items

Variable	Item statement	Mean	Std. Deviation
Role modeling $X = 4.05$ $SD = .568$	My superiors demonstrates effective classroom management skills	3.83	.919
	I observe my mentor showing respect and empathy towards students and colleagues.	3.71	1.141
	My mentor models a growth mindset and love for learning	4.69	.599
	I see my mentor taking initiative and being proactive in their work.	4.11	1.102

Source: Survey data output, 2025.

From the mean values shown in the table above, it is obvious that role modeling is a predominant workplace mentorship practiced among Post Primary School Teachers in Bayelsa State as the

overall response rate on the four item statements has values exceeding the criterion mean value of 3.0. This depicts a significant level of agreement among Post Primary Schools Teachers that role modeling is key to increasing employee engagement in the studied schools owing to the high mean values across the four manifest items in the table above.

Table 5. Descriptive statistics for employee dedication items

Variable	Item statement	Mean	Std. Deviation
Employee dedication $X = 3.35$ $SD = .907$	I feel committed to my duty as a teacher and to the school authority.	3.48	1.410
	I am proud to be part of this school and it's mission	3.21	1.488
	I feel strong sense of loyalty to my colleagues and the school	2.34	1.618
	I am willing to go extra mile to achieve the school's goals	3.80	1.374

Source: Survey data output, 2025.

The response rate on the items statement of employee dedication reveals that there is a common level of agreement among the study participants that teachers are often influenced to make salient engagement decisions with regards to the selected schools due to their increased level of loyalty occasioned by their will to impact knowledge. This is proven to be true as the mean values of three manifest items statement surpasses the criterion mean of 3.0 thereby sustaining the claims that employee dedication to Post Primary Schools in Yenagoa, Bayelsa State support the growth of teachers career.

### Statistical Test of Hypotheses

The three hypotheses proposed were subjected to statistical tests using the Pearson Product Moment Correlation Coefficient Statistical tool and the interpretations of results were guided by the Guildford Scale of 1956 given in Irving (2005) because the scale provide a consistent means for interpreting the statistical correlations however, these interpretations were evaluated in light of the significant level of the correlations as presented below:

### Hypothetical Statements

**H<sub>01</sub>:** There is no significant relationship between knowledge sharing and employee dedication.

**H<sub>02</sub>:** There is no significant relationship between career mentoring and employee dedication

**H<sub>03</sub>:** There is no significant relationship between role modeling and employee dedication

### Correlations

Knowledge Sharing	Career Modeling	Role Modeling	Employee Dedication
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Knowledge Sharing	Pearson Correlation	1	.708**	.808**	.877**
	Sig. (2-tailed)		.000	.000	.000
	N	169	169	169	169
Career Modeling	Pearson Correlation	.708**	1	.711**	.718**
	Sig. (2-tailed)	.000		.000	.000
	N	169	169	169	169
Role Modeling	Pearson Correlation	.808**	.711**	1	.747**
	Sig. (2-tailed)	.000	.000		.000
	N	169	169	169	169
Employee Dedication	Pearson Correlation	.877**	.718**	.747**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	169	169	169	169

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

The result of hypothesis one shows a strong significant correlation between knowledge sharing and employee dedication which is statistically significant at = 0.877\*\* with a p-value of .000. The outcome rejected the null hypothesis and accepted the alternate hypothesis on the basis of the significant level of the correlation. This, implies that knowledge sharing has significant positive relationship with employee dedication of Post Primary School Teachers in Yenagoa.

The second hypothesis was tested to investigate the correlation between career mentoring and employee dedication of Post Primary School Teachers in Yenagoa, Bayelsa State, Nigeria. The bivariate result on table above shows that the variables are related as the correlation value indicates strong positive relationship where (.718\*\* and  $p = .000$ ). Hence, the null hypothesis ( $H_{02}$ ) is rejected and the alternate hypothesis ( $H_{A2}$ ) accepted on the basis of the significant level of the correlation. However, based on the criteria for hypothetical acceptance, the study holds that career mentoring has positive and significant relationship with employee dedication of Post Primary School Teachers in Yenagoa, Bayelsa State, Nigeria.

The third hypothesis was tested to examine the relationship between role modeling and employee dedication of Post Primary School Teachers in Yenagoa, Bayelsa State. The bivariate output reveals that role modeling had positive and significant correlation with employee dedication where (.747\*\* and  $p = .000$ ). Based on the decision rule for hypothetical position stated above, the alternate hypothesis ( $H_{A3}$ ) is accepted and the null hypothesis ( $H_{03}$ ) rejected on the basis of the significant level of the correlation. Hence, the study affirmed that role modeling substantially correlate with employee dedication of Post Primary School Teachers in Yenagoa, Bayelsa State.

## DISCUSSIONS

In line with the tested propositions from the analysis, the results of this study were discussed in relation to existing literature on knowledge sharing, career mentoring, role modeling and employee dedication component of employee engagement hence, the discussions. From the first proposition tested, it was found that knowledge sharing had strong positive correlation with employee dedication in Post Primary Schools in Yenagoa, Bayelsa State. The significant level of this correlation depicts that knowledge sharing component of workplace mentoring is a key predictor to employee dedication of Post Primary School Teachers. The finding is in agreement with Jaja and Amah (2014) whose study hold that mentoring correlate with organizational resilience. This implies that when individuals in organization share their knowledge with colleagues, they tend to demonstrate expertise that enhances their sense of purpose and dedication to the organization. This sense of purpose increases teachers' engagement in the selected schools which in turn leads to expanding their knowledge base. Perhaps, the reason scholars affirmed that knowledge sharing foster a sense of community and collaboration that increases commitment to tasks (Hansen, 2002; Onwubiko, *et al.*, 2022). These increased level of commitment to tasks bring about a sense of belonging that enable teachers to develop positive work attitude to support their school growth and development.

The second hypothesis revealed that career mentoring had significant positive relationship with employee dedication which implies that career mentoring enhances mentee's career development and growth because the mentor stand to provide guidance and support that aid in improving learning and skill development. This finding is in corroboration with Rridhu Arora (2014) that workplace mentoring in the form of career and psychosocial predicts resilience in the Indian public and private sector organizations. This type of mentoring enhances individual job satisfaction because it provide opportunities for skill development through learning. Perhaps, the reason Bandura emphasizes the role of observation and imitation in learning since individual learn not only through direct experiences but observing the behaviour, attitude and outcome of others. Thus, career mentoring increases Post Primary School teachers' engagement because it give them a sense of competence to strive for continuous improvement via the support, guidance and opportunity for growth and development offered by their mentors in the study schools.

In the third hypothesis, it was revealed that role modeling had substantial positive and significant relationship with employee dedication. This implies that Post Primary School teachers that act as positive role model by demonstrating behaviours like integrity and empathy in their schools often engender employees to mirror their behaviour thereby leading to increased engagement. The findings is in agreement with Xu and Cooper Thomas (2017) who found that leaders who exhibit transformational leadership qualities, often considered strong role models that significantly boost employee engagement by fostering a supportive and inspiring work environment. Also, Li, Sanders and Frenkel (2018) indicated that ethical leadership which is a form of role modeling enhances employee engagement by promoting ethical work climate and increasing trust in leadership. These findings support the fact that role modeling mitigate the adverse effect of job stress and burnout on teachers which are negatively correlated to their increased level of engagement. Nonetheless, by observing their mentors who effectively mange stress by maintaining high levels of engagement despite the challenges at work, Post Primary School



Teachers in Bayelsa State can learn to adopt these coping strategies that leads to sustained engagement even in the demanding work environment.

## **CONCLUSIONS/POLICY IMPLICATION**

The premise of employee engagement as a tool to gaining competitive advantage has gained robust attention among academia because it remains a distinguishing factor that differentiates effective schools from its rivals. Thus, the effort to promoting this high sense of engagement must be anchored on workplace mentorship as a means to mitigating the adverse effect of job stress and burnout behaviour on teachers which is said to negatively correlate their increased level of engagement and dedication to duty. Nonetheless, teachers observing the positive behaviour, attitude and outcome of their mentors would enable them to imitate by learning in order to maintaining high levels of engagement despite the challenges associated to their work. This behaviour would rather enable teachers to demonstrate expertise that would enhances their sense of purpose and dedication. Based on this belief, the study therefore conclude that the three components of workplace mentorship (knowledge sharing, career mentoring and role modeling) give credence to employee engagement of Post Primary School Teachers in Yenagoa, Bayelsa State in the form of employee dedication. The overall implication of this outcome is that it will bring about a robust benefit to post primary school administrators, teachers and Policymakers in the locality thereby enhancing academic research in the context of the subject matter of mentorship and employee engagement.

## **RECOMMENDATIONS**

Based on the findings and conclusions reached, the following recommendations are provided in order to achieve the objectives of the study.

1. Post Primary Schools management should ensure that knowledge sharing among teachers and non-teaching staff should be encourage and practiced in their schools as this will increase employee level of engagement.
2. Since career mentoring seems to enhance individual job satisfaction, school leaders should ensure that this practice is sustained among teachers as this would enable them to support their colleagues in terms of career advancement which will in turn create an enabling environment to work peacefully with increased dedication.
3. The modeling of positive behaviour should be encouraged among teachers to boost employee engagement so as to foster a supportive and inspiring work environment.

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