

Mentorship and Performance of Entrepreneurs in Manufacturing Firms in Anambra State

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Abstract: *The broad objective of this study is to determine the effect of mentorship on the performance of entrepreneurs in manufacturing firms in Anambra State. The specific objectives are to: determine the effect of knowledge - transfer mentorship on employee performance in manufacturing firms in Anambra State, and ascertain the effect of talent development mentorship on employee performance manufacturing firms in Anambra State. The study adopted a descriptive survey research design. A sample size of one hundred respondents was used out of one hundred entrepreneurs manufacturing companies in Anambra State. Data were collected through the questionnaire which was directly administered to the respondents. Regression analysis was employed to test the hypotheses and the results revealed that Knowledge transfer mentorship and talent development mentorship have significant effects on employee performance in manufacturing firms in Anambra State (hence p - value of the test statistic is less than alpha value ($0.002 < 0.05$ and $0.001 < 0.05$ respectively)). The study therefore, recommended among others that firm management should consider talent and intellectual capital as a firm's primary source of production and value, hence it show a significant impact on employees performance.*

Keywords: Knowledge transfer mentorship, Talent development mentorship and Employee performance

1. Introduction

In the last decade companies have begun to realize the need to reignite the mentor and mentee relationship, and are going great lengths to formalize this through supportive policies. It is now understood that if organizations invest in smarter nurturing of their talent, it will foster healthy work relationships and business will consequently thrive. In the corporate world, mentoring programs have been found critical for developing, retaining and also for attracting employees (Anekwe, 2019). Mentoring is a developmental process in which a more experienced person shares their knowledge with a less experienced person in a specific context through a series of conversations. A business mentoring program will help both mentors and mentees to develop their potential and upgrade their expertise. Mentoring involves a formal or informal developmental partnership where employees receive information, advice, and guidance from an experienced professional, usually within the organization, who has expertise and a strong desire to help others grow in their jobs. Mentoring encompasses coaching, sharing perspectives, and transferring knowledge and wisdom to the mentee (s). The mentor is not a supervisor but a person with whom the employee can communicate freely and honestly without concern about being evaluated. Effective mentoring can be associated with positive work behaviours, improve performance and contribute to succession planning, because those who have been mentored are more likely to become mentors themselves. Anderson (2013) suggests that good mentors encourage employees

A mentor is a person who commands a certain degree of respect, either by virtue of holding a higher - level position, or because of age, expertise or experience doing the job (Noe Greenberger & Wang, 2002). It also refers to someone who takes a special interest in a person, and in teaching that person skills and attitudes to help that person succeed. (Mathewman, Clutterback, & Ragins, 2012) established that mentorship has a large number of outcomes for the mentor,

the protégé and the organization. Protégé outcomes include career advancement, success and satisfaction whilst mentors can benefit from increased promotion rates, rejuvenation and the acquisition of useful information. Furthermore, organizational outcomes include increased employee motivation, better job performance and increased competitive advantage. (Clutterback, 2012) found out that mentorship has the net effect of enhancing the competence of mentee; provide psychological support, motivation and job satisfaction which enhances performance not only for the employee but the organization as a whole which may translate into a competitive advantage position to the organization (Cherono, Towett & Njeje, 2016).

However, accessible, qualified and responsive human resources for health (HRH) are critical determinants of a well - functioning health system and thus improving the health of populations (Bhutta, Lass, Mansoor, 2010). However, skill and competency gaps continue to present major problems among some healthcare professionals in Africa. Centralized and off - site training programs are either ineffective or expensive (Anatole, Magge & Redditt, 2012). A number of strategies have sought to tackle the problems arising from the scarcity of highly qualified HRH, in low - and middle income countries. Among these initiatives is supportive supervision, provision of tools and aids, quality improvement methods, coaching and mentoring (Vasan, Mabey, Chaudhri, Brown Epstein & Lawn, 2017). Mentoring is one of the innovative short - term solutions that have been in place in many healthcare institutions to tackle human resource - related challenges in low - and middle - income countries (LMICs) (Green, de Azevedo, Patten, Davies, Ibeto & Cox, 2014).

However, business mentoring has been identified as the foundation for the continuity of business and entrepreneurial philosophy, orientation and innovativeness. Business mentoring arises where someone with more entrepreneurial business experience than a mentee serves as a trusted confidant over an extended period of time, usually free of

charge. Business mentors act as a sounding board for business ideas and plans and helps mentee think outside the square. They bring to bear on the mentee their own unique experience of life and business and are willing to share their skills and knowhow with the mentee. Mentors from time - to - time do develop their skills as a teachers, managers, strategists, or consultants (Pollyn & Emeti 2013).

Prior studies have been carried out in different areas within and outside Nigeria on mentorship and firm performance. The study of Osemeka, (2020), revealed amongst others that mentorship which is an important concept has no universally and comprehensively accepted theory based on the tenacious complications in its development. Onyemaechi and Ikepeazu (2019); Ibrahim and Daniel (2019) results, indicated that there is a positive and significant relationship between knowledge transfer mentoring and career growth of junior lecturers. Nguyen, Nguyen, Phung and Nguyen (2019) find evidence suggesting that innovation could make firms more obscure, especially when there are external parties involved. Ndungu (2016); Cheronon, Towett and Njeje, (2016) study established a significant relationship between leadership mentorship, innovative mentorship, knowledge transfer mentorship, talent development mentorship and the performance of the employees. However, Brown, Zablah and Bellenger (2008) revealed that in certain circumstances demographic similarity can actually have an adverse impact on the career benefits realized from mentoring relationships.

While many researchers in other continents including (Bell, 2002) had written on mentorship, there is limited research on the effect of knowledge transfer on employee performance in Africa and specifically in small business in Nigeria, a factor which requires an extensive research. The few researches available in management literature have explicitly tested mentoring as a means linkages between mentoring and knowledge transfer (Lankau & Scandura, 2007) in Ofobrukku and Yusuf, (2016).

Many achievers stand on the shoulders of great men through mentorship, but nowadays many youth and business men ignore the directives and guidance of those mentoring them and this result to poor performance in attitude, career and business outfits. It is sad and unfortunate to see people boycott and abscond from mentorship to start a personal venture and practice with insufficient knowledge and lack of proper training and these negatively affect the performance and resources management. In their diverse view and reports, some of the studies were conducted in various states in Nigeria, though limited study in Anambra and some other States in Nigeria. It is against this background that the research examined the impact of mentorship on performance of manufacturing firms in Anambra State. The specific objectives are:

- 1) To determine the effect of knowledge - transfer mentorship on employee performance in manufacturing firms in Anambra State.
- 2) To examine the effect of talent development mentorship on employee performance manufacturing firms in Anambra State.

2. Review of Related Literature

Mentoring is an old concept that has been practiced in many places, the world over. Cardwell and Carter (1993); Doherty (1999), point out that the tradition of mentoring began with Mentor, a character in Greek Mythology. Mentoring is a process that can only be defined within a contextual setting. 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. Mentoring is a mechanism that allows personal, psychological and professional development. A mentoring relationship is a socialization and reciprocal relationship which transform the identity of both the mentor and the mentee (Brockbank & Mc Gill, 2006). 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.

Many scholars cite Kram's seminal work on mentoring relationships within the corporate sector. Kram delineated the four phases that mentors utilize during the mentoring process; initiation phase, cultivation phase, separation phase, and the redefinition phase (Singh, Ragins, & Tharenou, 2009). During this process, the mentee learns lessons that he/she can apply on their job and many others. According to Kram, psychosocial functions present in a mentoring experience can lead to an intensity of emotion which leads to self - transformation and development for both the mentor and the mentee (Allen & Eby, 2011).

Mentor has its origin from Greek mythology. In the work place, a young employee sometimes finds an older, more experience person for whom he has a natural affinity or likeness and a relationship develops whereby the younger one is able to discuss matters that concern him with the older one and seek his adviser on various issues (Carey & Weissman, 2010). This is what we may call 'God fatherism' in our local parlance and it is known as 'informal mentoring'. Informal relationships develop on their own between partners. Objectives of the affiliation are not specified and outcomes are not measured.

According to Osemeka (2020), mentoring can be defined in terms of the expected results. It is a relationship between a junior/subordinate staff, often younger person (referred to as the Mentoree or the protégé) and a Senior/superior persons (the mentor) by virtue of which the mentor serves as a guide, counselor, confidant, adviser and role model to the protégé (mentoree). The mentor is also a source of knowledge, experience and inspiration to the Protégé (Mentoree). This definition emphasizes the association concerning the advisor and the mentoree. Okoh (2005) describes the mentoring process and says: These young people will also have an older person in the organization to look after them in their early years to ensure that their careers get off to a good start. Out of these relationships it is hoped that the youths could absorb risks, accept a philosophical commitment to sharing and learn to relate to people in an initiative and empathetic ways. Mentoring is a process that always involves communication and is relationship based, but its precise

definition is elusive. It can also be referred to as a practice of transmitting of knowledge, communal resources and societal sustenance perceived by the inheritance or as appropriate to profession, and competence development. Mentoring entails informal communication, usually face - to - face and during a sustained period of time, amid an individual perceived to have greater appropriate acquaintance, wisdom, or experience (the mentor) and a person who is perceived to have less experience (the protégé) " (Bozeman & Feeney, 2007). Objectives of the affiliation are not specified and outcomes are not measured.

Allen (2007) reported that mentoring is a system of semi - structured guidance where one person or a group of people share their knowledge, skills, and experience to assist others in progressing in their own lives and careers. It is the professional relationships that allow an inexperienced individual who is called the mentee to be helped by another person called the mentor in developing specific skills and knowledge needed to improve the professional growth of the inexperienced people (Pertin, 2011). Mentoring relationships can produce positive development and better organizational results which can fail as a result of unrealistic goals (Murray, 2006).

Mentorship is also different from coaching, which is the process that involves instructing or guiding a person to develop a specific skill (McKenna, 2013). Mentor usually provides feedback to the mentee in a less directive way to enable the mentee develop independence, and competence, focusing on skills related to specific service. Schwerdtle, Morphet and Hall (2017) reported that although mentoring is sometimes used interchangeably with preceptor ship, it is different in that it involves a longer period and deeper relationship between mentor and mentee than preceptor and preceptor. Unlike mentors, preceptors have less experience and seniority.

Wright (2003) in Ofobruku and Yusuf (2016) reported that knowledge transfer is such a factor that promotes guidance on career development and role modelling which both contribute greatly to employee's development. According to Nonaka and Takeuchi (2001), workplace relationships should be fostered to promote transfer of tacit knowledge, which is stressed the importance of human resource development to organization success. Knowledge transfer according to DeLong (2004) in Ofobruku and Yusuf (2016) is a key mechanism for organizations success.

Haven gone through several literatures on Knowledge transfer and definitions given to Knowledge transfer by scholars, this research study agreed with the definition given by Arogundade (2013). Based on the above, in this study Knowledge transfer is conceptualized as a process where the person facilitates professional growth of an individual (mentee) by providing skilled and knowledge transfer learned through the years (Ofobruku & Yusuf, 2016).

Knowledge transfer is one of the tools used for preparing tomorrow's skilled employees and is also used to strengthen organizational capabilities, intelligence, build organization knowledge, and sustain the organization competitive advantage. Organizations whether public or private have two

distinguishable resources; the human and material. The former are the people, workforce, manpower or employee of such organizations without whom the latter becomes useless (Adeyemi, 2013). Small businesses play an important role in all economy, employing majority of the workforce, creating most new jobs and generating a significant proportion of the gross domestic product (Astrachan & Shanker, 1996). Though small businesses are very important as they are driving force behind economic development, their survival rate is very low compared to non - small firms (Ellis & Ibrahim, 2006). Although human resources are the most critical resources in all organizations, research for sustaining and grooming skill manpower for small businesses has been inadequate. Groups of skilled manpower are really found in small companies that make up the majority of the small business (Ofobruku & Nwakoby, 2015). The small pool of capable manpower makes it more difficult to find qualified personnel, as such most of the personnel selected as successors in organizations require training and preparation to be capable in taking responsibility in small business (Ofobruku & Nwakoby, 2015).

Nonaka and Takeuchi (1995) consider talent and intellectual capital as a company's primary source of production and value. Human capital, recognized by organizations as the strategic value of the human assets, is the collective value of the workforce. Human capital is not the worker in a company - it is what that person brings and utilizes in working towards the success of the organization. Human capital refers to the collective value of the capabilities, talents, knowledge, skills, life experiences, and motivation of the workforce (Aldisent, 2002). It is also called intellectual capital to reflect the thinking, knowledge, creativity, and decision making that people in organizations contribute towards the success of the organization (Kaplan & Norton, 2004). Talent and knowledge are recognized as valuable corporate resources in the same vein as land, buildings, financial resources, people, capital equipment, and other tangible assets (Kipley, Lewis & Helm, 2008). As employees in organizations progress with age, they acquire a set of talents and knowledge that is customized to the firms' operations, structure and culture. More importantly, it is the unique insights and understood idiosyncrasies about the institution that is developed over time which make the learning difficult to replicate or replace when aging employees transfer out of their positions (Lesser, 2006). It is this combination of explicit and tacit talents and knowledge that mature workers possess which has become the most strategically significant resource of organizations" that must be transferred to a younger employee in order to maintain the sustainability of the organization.

Considering the views of several others scholars, Avery (2008) in Ofobruku and Nwakoby (2015), states that, during the past four decades, the impact of mentorship on employee performance has been a topic of interest among academics and practitioners working in the area of mentoring. He agreed with the above positions as in the construction industry, skills are characterized as 'hands on', which provides stress, intervention, and control of operations and interactions between members at all levels in the organization. This according to Mullins (1998) is due largely to the widespread believed that mentorship can affect the

performance of employee and more so mentorship is considered by some researchers to be particularly important in achieving organizational goals, and in working performance among subordinate (Mittal & Upamanyu, 2017).

Several reasons indicate that, there are relationships between mentorship and employees performance. The first reason, relates to today's intensive, dynamic markets feature innovation based competition, price performance, rivalry, decreasing returns, and the creative destruction of existing competence, scholars and practitioners view are of the opinion that effective mentorship can facilitate the improvement of employees performance when organizations face these new challenges (Avery, 2008).

According to Mehra et al (2006) in Avery 2008) when some organizations seek efficient ways to enable them to outperform others, a long standing approach is to focus on the effects of mentorship. This is because mentors are believed to play a pivotal role in shaping collective norms, helping teams cope with their environments and coordinating collective actions. Didier (2002) believes that the performance consists in "achieving the goals that were given to you in convergence of enterprise orientations". In his opinion, performance is not a mere finding of an outcome, but rather it is the result of a comparison between the outcome and the objective. Business performance may be measured from many perspectives including from the perspectives of Accounting, Marketing and Operations (Neely, 2002). Neely asserts that many metrics can be used to measure business performance including profitability, number of new customers acquired, and revenue turnover. In general, business performance is defined as 'the operational ability to satisfy the desires of the company's major shareholders' (Wood, 2006), and it must be assessed to measure an organization's accomplishment. Regular indicators used in measuring business performance are profit, return on investment (ROI), turnover or number of customers (Wood, 2006).

Empirically

Osemeka (2020) conducted an extensive review of relevant literature from studies based on quantitative, qualitative, mixed method research on mentoring. Using descriptive statistics for data analysis, the study revealed amongst others that mentorship which is an important concept has no universally and comprehensively accepted theory based on the tenacious complications in its development. Nguyen, Nguyen, Phung and Nguyen (2019) examined the individual effects of product and process innovations, and their interactions with external collaboration, on firm performance and corporate social responsibility (CSR) activities in terms of local contributions for a sample of Vietnamese manufacturing firms during 2011 - 2013. Descriptive statistics was used to analyze the data collected. Findings revealed that process and product innovations are beneficial to firm performance in terms of market share, but not return on total assets. The study also find evidence suggesting that innovation could make firms more obscure, especially when there are external parties involved. Lee (2018) examined the relationship between the independent variables of mentoring, which include role modeling,

acceptance and confirmation, and mentoring friendship functions with a dependent variable of employee engagement. The researcher recruited a convenience sample of 307 technicians and technologists representing 7 industries. The participants completed surveys and questionnaire 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 indicated that each part of the mentoring variables (career support, psychosocial support, and role modeling) had an independent impact on work engagement. 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. Ndungu (2016) determined the effect of mentoring on career success in Nairobi hotels and primary data was used to achieve the stated research objective. The respondents in this study were Human Resource Managers in the 156 hotels in Nairobi. Descriptive statistics; frequencies and percentages were used to analyze respondents' demographic data. Regression analysis was used and results show that holding all other factors constant, a unit increase in the mentoring function, will lead to 0.345 unit increases in the scores of the career success among staff in the hotel industry. The probability value of 0.607 indicates that mentoring affect the career success among staff in Nairobi's star rated hotels. Mubashar (2016) carried out a study on the impact of training and mentoring on employee performance 'Empirical analysis of Public and Private Universities' members of Islamabad. The study had one major objective which was to examine the relationship between training, mentoring and employee performance. The research made use of data from two hundred and fifty staff members chosen from different public and private sector universities of Islamabad. The research made use of survey research method and data were analyzed using regression method of data analysis through SPSS. The result shows that employee training and mentoring influence employee performance. Sebastian and Zacharias (2016) conducted a research study to examine the relationship between mentoring and Affective Organizational commitment in selected new generation private sector banks in Kerala. The data was collected from 36 employees working in Axis bank, ICICI bank and HDFC bank in Kottayam district, Kerala. The result of the study shows that there is no correlation between psychosocial mentoring and affective commitment. It also state that career mentoring and affective commitment is not correlated. Cheronno, Towett and Njeje, (2016) determined the influence of mentorship practices on employees' performance in small manufacturing firms in Garissa County. A cross - sectional survey design was used in the study whereby the respondents were all the employees were included in the study. Questionnaire was administered to collect data. Both descriptive and inferential statistics were used to arrive at conclusions on the relationships between study variables. Multiple regression analysis was used to test the set hypotheses and construct the model of interest. The study established a significant relationship between leadership mentorship, innovative mentorship, knowledge transfer mentorship, talent development mentorship and the performance of the employees. Agbionu, Emejulu and

Egolum (2015) evaluated the relationship between mentorship and the performance of selected entrepreneurs in Nigeria with a focus at Awka metropolis. Survey design was employed by using a structured questionnaire to collect data from 300 entrepreneurs who were selected using purposive and convenient sampling techniques. The research instrument was adequately validated and its reliability established by a test retest method with a correlation coefficient of - 0.81 and a coefficient of determination (COD) of 65%. Karl Pearson's Product Moment Correlation Coefficient was used to analyze the collected data. The results indicate a moderately negative relationship between mentorship and the performance of entrepreneurs in Awka metropolis of Anambra State, Nigeria. A major finding of the study is that entrepreneurs, no longer receive positive mentorship - the type that could have positive impact in their performance. Ofobruku and Nwakoby (2015) investigated the effects of mentoring on employees' performance in family business. The construction Industry in Abuja was critically investigated. The study employed a survey research design using both quantitative and qualitative approaches. The population was the construction industry in Abuja. Responses from three hundred and sixty - seven construction employees were analyzed. The data collected were analyzed using Pearson correlation coefficient statistics technique. The findings of the study revealed that mentoring had positive effects on employees' performance; career support had more positive effect on employees' performance than psychosocial support. This research concluded that performances among employees are based on the degree of mentorship program put in place in the organization. Neupane and Ramesh (2015) investigated the impact of coaching and mentoring on Employee performance in the UK hotel industry. It also examines the extent of employee performance in association to coaching and mentoring; and examines the effects of coaching and mentoring on overall organizational performance. The data was collected from 172 managers and supervisors who have already worked as coach or mentors in the respective hotels by survey method. The result of the study shows that coaching and mentoring are positively correlated to employee performance and both factors have significant effect on employee performance. Agwu and Luke (2015) studied the impact of coaching and mentoring in the Nigeria liquefied natural gas Company limited, bonny. The research question addressed whether mentoring improves employees job skills and develop their potential for better performance and reduce employees turnover. The data was collected through survey method from 370 employees using stratified random sampling. The result of the study indicated that there is a significant relationship between mentoring and job performance and reduce employee turnover. Seema and Sujatha (2015) investigated the relationship between formal mentoring and informal mentoring that leads to career success of individuals. The data was collected from 50 employees working in private colleges in south India, Tamil Nadu through survey method. The result of the study revealed that Formal mentoring was significantly and positively related to career satisfaction and Informal mentoring was significantly and positively related to career prospect and career satisfaction. Hence it support the hypothesis that formal and informal mentoring significantly predicts career success among individual faculty members in South India.

3. Methodology

Research Design

The study adopted a descriptive survey research design since the primary objectives of the study is to examine relationship between variables. This is in line with Nworgu (2009) emphasis that correlational survey research design is appropriate in testing relationship or associations between two or more variables or set of scores.

Population of the Study

The population of the study is made up of two hundred and seven entrepreneurs in manufacturing firms in Anambra State. The elements of the population consist of all their staff except the security men and messengers.

Sample Size of the Study

In the study assessment of application of management accounting information in decision making in manufacturing Companies in Anambra State, Stratified sampling size was used, the companies were grouped into five stratum. In light of this; 3, 1, 1, 3 and 2 companies were randomly selected from each group or strata respectively. Therefore, total of ten companies were selected. The stratum are; Buildings, Vehicles, Medicine/Agriculture and Consumer/ House items, Food items.

Table 1: Companies randomly selected for the study;

S/N	Companies	No of Questionnaire
1	Cutix plc	10
2	Chartered Aluminum	10
3	First Express Aluminum Company Ltd	10
4	Ibeto Group of Company	10
5	Uru Industry ltd	10
6	Louis Carter Group	10
7	Jimex Industry ltd	10
8	Chicason Group of Company	10
9	Tummy Tummy Foods Ltd	10
10	Aqua Ruben Table Water	10
	Total	100

Method of Data Collection

Method of data collection is direct approach method of delivery using ten (10) research assistant. This implies that the questionnaire was directly administered to respondents with the help of well - informed research assistants that are staff of the firms. They administered the instrument to the respondents and collect them back after completion. Using five point likert scales, the questionnaire was designed in a structured form and was made up of general questions that will be restricted with the responses made of strongly agree (SA) agree (A) undecided (U) strongly disagree (SD) and disagreed (D), to give the respondents choice of ticking most perceived option.

Model Specification

The researcher specified the regression equation model, which took the following form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \mu$$

Where:

Y = performance (dependent variable)

X = Mentorship (explanatory/independent Variable)

β_0 = constant term (intercept)

$\beta_1 - \beta_2$ = Coefficients of performance

μ = Error term (stochastic term)

Explicitly, the equation can be defined as:

Mentorship = f (Performance) + μ

Representing the equations with the variables of the construct, hence the equations below are formulated:

$$PRF_{it} = \beta_0 + \beta_1 KNT_{it} + \beta_2 TDV_{it} + \mu_{it} \text{----- } i$$

$$PRF_{it} = \beta_0 + \beta_1 KNT_{it} + \mu_{it} \text{----- } H_{01}$$

$$PRF_{it} = \beta_0 + \beta_2 TDV_{it} + \mu_{it} \text{----- } H_{02}$$

Where:

β_0 = Constant term (intercept)

β_{it} = Coefficients to be estimated for firm i in period t

μ_{it} = Error term/Stochastic term for firm i in period t

PRF_{it} = Performance i in period t

KNT_{it} = Knowledge transfer i in period t

TDV_{it} = Talent development i in period t

Instrument of Data Collection

The researcher used response options of 5 point likert scale. The total number of items in instrument with 5 sections namely: knowledge transfer, talent development, leadership, and innovation were employed for the study. In addition to the above instrument, performance questionnaire was developed by the researcher. It is made up of 25 items measuring employee’s performance. It was developed using 5 point likert scale response options of strongly agree, agree, neutral, disagree and strongly disagree.

Validation of the Instrument

The instrument was subjected to face validity using two experts in measurement and evaluation/statistics and one in business administration. They were given copies of the purpose of the study, research questions and hypotheses along with the drafted instruments to check on the correctness of the items and usefulness of the items. At the end of their scrutiny, their suggestion was accepted and implemented by the researcher for final development of the instrument.

Reliability of the Instrument

The reliability of the instrument was subjected to reliability test. To establish the reliability of the instrument, the researcher administered the instruments to 10 staff of the pharmaceutical firms as respondents. Cronbach Alpha reliability test was employed in the analysis due to the nature of the instrument. After the analysis, the coefficient alpha for the five sections was presented in Table with the overall coefficient alpha.

Table 3.2: Reliability Test

Variable	Cronbach Alpha	Number of Items
Knowledge Transfer	0.72	18
Talent Development	0.77	9
Employees Performance	0.89	7

Method of Data Analysis

Data collected for the study were analyzed with descriptive statistics using mean, standard deviation. To test the significant effect and the effect between the dependent variable and independent variables, Regression analysis was used to test the four formulated hypotheses with the aid of SPSS version 20.0. at 5% level of significance.

Decision Rule

The decision for the hypotheses is to accept the alternative hypotheses if the p - value of the test statistic is less or equal to the alpha at 5% and to reject the alternative hypotheses if the p - value of the test statistic is greater than alpha at 5% significance level.

4. Data Analysis and Results

Data Presentation

Out of the 100 questionnaires distributed, eighty six (86) were completed and return, this represent 86%.

Table 2: Summary of the Data Collected Respondents

No	Statements	Response Options				
		(SA)	(A)	(N)	(D)	(SD)
Knowledge transfer mentorship						
1.	Today’s competitive business world is traceable to effective knowledge transfer programmes.	24	36	3	17	6
2.	Knowledge transfer promotes guidance on career development and role modelling which both contribute greatly to employees development.	32	38	0	16	0
3.	It is a key mechanism for organizations success.	22	42	2	13	7
4.	knowledge transfer programmes bring together so starkly the economic and noneconomic realities of organizational life	30	31	0	14	11
5.	Knowledge transfer programmes facilitates professional growth of an individual.	27	44	0	15	0
Talent mentorship						
6	Talents mentorship is a collective value of the capabilities, knowledge, skills, life experiences, and motivation of the workforce	34	39	3	7	3
7	Intellectual capital to reflect the thinking, knowledge, creativity, and decision making that people in organizations contribute towards the success of the organization	22	45	0	16	3
8	Talent is recognized by organizations as the strategic value of the human assets.	32	40	2	10	2
9	Intellectual capital is as a company’s primary source of production and value.	28	33	2	15	8
10	Talent and knowledge are recognized as valuable corporate resources.	26	41	0	19	0
Performance						
11	Employee performance reflects how well employees meet the requirements	31	36	6	10	3
12	Mentorship is considered by some researchers to be particularly important in achieving organizational goals,	30	30	0	26	0
13	Mentoring improve efficiency and encourage professional growth	31	42	0	13	0
14	Performance the operational ability to satisfy the desires of the companys major shareholders	26	32	0	18	10
15	Employee performance as a function of individual ability, skill and effort in a given situation.	37	40	0	5	4

Source: Field Survey, 2022

Data Analysis

Table 3: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PERF	5	6.00	180.00	86.0000	78.98418
KNT	5	5.00	191.00	86.0000	77.38217
TDV	5	7.00	198.00	86.0000	82.43482
Valid N (listwise)	5				

From the descriptive statistics of the variables as shown that the mean value of 86.0, performance (PERF) shows a maximum and minimum values of 180.0 and 6.0 respectively. The standard deviation stood at 78.98. The mean value for KNT has maximum and minimum values of 191.0 and 5.0 respectively while the standard deviation is 77.4. The TDV has a maximum and minimum value of 198.0 and 7.0 respectively, while the standard deviation is 82.4.

Test of Hypotheses

Hypothesis One

H₀₁: Knowledge transfer mentorship has no significant effect on employee performance in manufacturing firms in Anambra State.

H₁₁: Knowledge transfer mentorship has a significant effect on employee performance in manufacturing firms in Anambra State.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.988 ^a	0.977	0.969	13.88214

a. Predictors: (Constant), KNT

In table 4 a regression analysis was conducted to test the knowledge transfer mentorship and employee performance. Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. From the findings in the table 4, the value of adjusted R squared was 0.97, an indication that there was variation of 97% on due to changes in knowledge transfer mentorship. This implies that only 97% changes in knowledge transfer mentorship could be accounted for by employee performance, while 3% was explained by unknown variables that were not included in the model.

Table 5: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	24503.453	1	24503.453	163.158	.001 ^b
	Residual	450.547	3	150.182		
	Total	24954.000	4			

a. Dependent Variable: PERF

b. Predictors: (Constant), KNT

Table 6: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-0.758	9.902	0.988	-0.077	0.944
	KNT	1.009	0.09			

a. Dependent Variable: PERF

In table 5, it reveals that the p - value is 0.002 indicates that the hypothesis is statistically significant at level of significance (5%); hence p - value of the test statistic is less than alpha value (0.002<0.05).

In table 6, the regressed result shows that an evaluation of the knowledge transfer mentorship of the explanatory variable shows positive statistically significant, hence coefficient value = 0, 988 and t - statistics is =11.247, showing that knowledge transfer mentorship is positively statistically significant at 5% level of significance.

Decision:

Since p - value of the test statistic is less or equal to alpha, we therefore, reject null hypothesis and uphold alternative hypothesis which state that Knowledge transfer mentorship has a significant effect on employee performance in manufacturing firms in Anambra State.

Hypothesis Two

H₀₂: Talent development mentorship has no significant effect on employee performance in manufacturing firms in Anambra State.

H₁₂: Talent development mentorship has a significant effect on employee performance in manufacturing firms in Anambra State.

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.991 ^a	.982	.976	12.25489

a. Predictors: (Constant), TDV

In table 7, a regression analysis was conducted to test the talent development mentorship and employee performance. Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. From the findings in the table 4.6, the value of adjusted R squared was 0.98, an indication that there was variation of 98% on due to changes in talent development mentorship. This implies that only 98% changes in talent development mentorship could be accounted for by employee performance, while 2% was explained by unknown variables that were not included in the model.

Table 8: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	24503.453	1	24503.453	163.158	.001 ^b
	Residual	450.547	3	150.182		
	Total	24954.000	4			

a. Dependent Variable: PERF

b. Predictors: (Constant), TDV

Table 9: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	4.347	8.420	.991	.516	.641
	TDV	.949	.074			

a. Dependent Variable: PERF

In table 8, it reveals that the p - value is 0.001 indicates that the hypothesis is statistically significant at level of significance (5%); hence p - value of the test statistic is less than alpha value ($0.001 < 0.05$).

In table 9, the regressed result shows that an evaluation of the talent development mentorship of the explanatory variable shows positive statistically significant, hence coefficient value = 0, 991 and t - statistics is =12.773, showing that talent development mentorship is positively statistically significant at 5% level of significance.

Decision

Since p - value of the test statistic is less or equal to alpha, we therefore, reject null hypotheses and uphold alternative hypothesis which state that talent development mentorship has a significant effect on employee performance in manufacturing firms in Anambra State.

5. Discussion of Findings

The hypothesis one found that that Knowledge transfer mentorship has a significant effect on employee performance in manufacturing firms in Anambra State. This finding is in line, Ofobruku and Yusuf, (2016); who found that Knowledge transfer is conceptualized as a process where the person facilitates professional growth of an individual (mentee) by providing skilled and knowledge transfer learned through the years. Mundia and Iravo (2014) studies established that mentorship programs play an important role in employee performance and are enhanced through knowledge transfer, career development guidance and skills enhancement in mentoring.

Hypothesis two shows that talent development mentorship has a significant effect on employee performance in manufacturing firms in Anambra State. This finding therefore supports the finding of Talent Ndungu (2016) concluded that there is a relationship between mentoring and employee career success in Nairobi's star rated hotels.

6. Conclusion and Recommendations

6.1 Conclusion

This study determined the effect of mentorship and employee performance of entrepreneurs in manufacturing firms in Anambra state. To test the significant effect and the effect between the dependent variable and independent variables, Regression analysis was used to test the four formulated hypotheses with the aid of SPSS version 20.0. at 5% level of significance. The study outcome indicates that Knowledge transfer mentorship and talent development mentorship have a significant effect on employee performance in manufacturing firms in Anambra State. This implies that mentoring improve competence and encourage expert growth, hence, the companies mentors improve their leadership and communication skills as they advise and motivate their mentees, which they can in turn apply to their daily activities. Meanwhile this makes it possible for the company to work with employees of different ages, backgrounds, and values, styles of working and professional

expertise. The study therefore, concluded that mentorship and performance of entrepreneurs manufacturing firms in Anambra state.

6.2 Recommendations

Based on the findings of the study, the following suggestions were made;

- Knowledge transfer should continue to use for preparing tomorrow's skilled employees and strengthen organizational proficiencies and acumen, in order to sustain the organization competitive advantage.
- Firm management should consider talent and intellectual capital as a firms primary source of production and value, hence it show a significant impact on employees performance and productivity.

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