

Psychosocial Mentoring and Organizational Survival of Private Hospitals in Port Harcourt

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Abstract: *This study investigated the relationship between psychosocial mentoring and organizational survival of private hospitals in Port Harcourt. The study adopted a cross-sectional survey in its investigation of the variables. Primary data was generated through structured questionnaire. The population for the study was 780 employees of 16 private hospitals in Port Harcourt. The sample size of 264 was determined using calculated using the Taro Yamane's formula for sample size determination. The reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70. The hypotheses were tested using the Spearman's Rank Order Correlation Coefficient with the aid of Statistical Package for Social Sciences version 23.0. The tests were carried out at a 95% confidence interval and a 0.05 level of significance. Results from analysis of data revealed that there is a significant relationship between psychosocial mentoring and organizational survival of private hospitals in Port Harcourt. The study recommends that mentoring should be entirely voluntary and not imposed and that confidentiality is essential. It is important that both mentors and mentees fully understand the purpose and limits of the mentoring relationship.*

Keywords: *Prosocial Mentoring, Organizational Survival, Innovation, Adaptability, Effectiveness*

INTRODUCTION

Organizational survival is very crucial, especially at this period of business turbulence and stiffer competition. Therefore, maintaining a place in this competitive era becomes not only the responsibility of the owners or leaders of the organization but that of the employees. Employees are part of the company's resources which has been found to appreciate with time by knowledge gained, skills, abilities and experience. The success of business depends on collaboration and stakeholder interests that have to be shared, they must be working for the same purpose, otherwise business will come to an end and new collaborations will be formed (Venkatarma, Lawrence & Kob, 2001). Thus, involvement of employees in the firm's quest for survival is tapping into their knowledge and experience for gaining competitive advantage and earning a retained workforce. There is no gain saying that surviving in the global arena and meeting up with increasing demand on firms in the market place has warranted many researchers and academicians to resort to paying attention to the individual employees in the organization, because innovation in product and services are brought about by these individuals.

The employees need to be properly equipped, and guided to effectively function as panacea for organizational survival. To this end, the employee needs continuous guide or mentoring. This singular factor or variable positively or negatively affects and to a large extent determines the organization's ability to survival in the competitive future. Therefore, a good insight of the role of mentoring in determining the future of the organization will of cause strengthen and ameliorate the incidence of organizational failure. Although, there are scanty researches in this area of study available in management literature ; However, there are consensus of opinion that have explicitly asserted that mentoring is a means by which knowledge is transferred among individuals (Gallupe, 2001). Similarly, despite the emphasis by early mentoring researchers on the importance of knowledge sharing, modern researchers are just beginning to explicitly examine the linkages between mentoring and organizational survival (Lankau & Scandura, 2007).The most obvious and often discussed benefits of mentoring are those related to the development of human resources. Mentoring can contribute to employee motivation, job performance, and sustainability and retention rates. However, other important benefits are often overlooked. These are related to the long-term health of the organization as a social system. One such contribution is that mentoring provides a structured system for strengthening and assuring the continuity of an organizational. Sustained organizational culture provides members with a common value base, and with implicit knowledge of what is expected of them and what they in turn can expect from the organization, this factor can be vital to organizational success, effectiveness and survival.

Mentoring is frequently used in companies as a systemic solution to increase the performance of employees (Lisa, 2011). Mentoring is essential in the 21st century workplace where there changing business climate, which involves an expected large exodus of executives, increase in the use of technology, and global competition. A large proportion of the executives are between the age of 46 to 64 years and more than 50% are bound to retire in a few years (Callanan & Greenhaus, 2008). When these people retire, they will take with them knowledge that is needed by organizations to continue to grow, be profitable, and sustain employee performance levels. This is because the senior leaders who believed in the organization vision, knowledge, external and internal personal networks, skills and historical context will be lost when these individuals leave the organization (Peterson and Hicks, 2010). Therefore, the need to transfer this knowledge to the next generation of leaders, managers and other is important to sustain employee performance. In this regard, mentoring is needed to address the great loss of knowledge and lost performance that is anticipated to occur. The term mentoring is usually confused with coaching, although the terms are distinctly different their definitions are based on the specific activity that is taking place and the role of the players (Brockbank and McGill, 2006). Coaching is a term is used to describe a variety of activities from sports coaching, life coaching, leadership and executive coaching to team coaching in organisations (Thomas, 2011). Coaching is largely used when a person or organisation is working towards some change in growth and development, and improving performance (Ritchie and Genoni, 2012). Whereas, mentoring is often associated with induction, career and personal development and personal change (Cameron, 2007).

Studies have shown that mentoring is most often hindered by multitudes of issues, such as: fear of retirement, fear of the unknown, fear of losing control, fear of death, lack of interests outside work, and a strong sense of personal attachment to the company (Ibrahim, Soufani & Lam, 2001). Mentorship of subordinates for the company has also been found to be an area of contention in employees' performance.

This has been corroborated by Rothwell (2010) who stated that mentoring subordinates are a large part to employees' performance and the lack of mentorship reduces the likelihood of better- performance of employees hence a threat to the future survival of the organization. Mentoring are of different forms, for example, a number of writers, such as Sambrook (2005), have been influenced by the differentiation made by Fulmer (2002) who propose that the mentor's task is "to provide both technical and emotional support. Paglis, Green and Bauer (2006) found in the organizational behavior literature, particularly in the work of Kram, the distinction between psychosocial and career functions of mentoring, where the former develops a student's competence, confidence, and effectiveness, and the latter, career development. Since their study was conducted within the "hard sciences", career development had largely to do with continuing research productivity beyond graduation. Within these two broad categories of professional or academic roles and what is often referred to as the psychosocial domain, several attributes emerge from the literature that explicate these two domains more fully, although in practice, academic and emotional or psychosocial support are interwoven (Mortenson, 2006). On one hand, the academic domain encompasses technical and informational functions of the mentor that support mentee development of appropriate knowledge, skills, and attitudes. In the academic domain, four primary attributes were identified: competence, availability, induction, and challenge. On the other hand, the psychosocial domain includes the qualities and skills in building and sustaining interpersonal relationships, and the values, attitudes, and effects involved in mentoring. In the psychosocial domain, three attributes emerged: the faculty member's personal qualities, communication, and emotional support.

This study therefore examined the relationship between psychosocial mentoring and organizational survival of private hospitals in Port Harcourt.

Furthermore, this study was also guided by the following research questions:

- i. What is the relationship between psychosocial mentoring and innovation in public hospitals in Port Harcourt Rivers State?
- ii. What is the relationship between psychosocial mentoring and adaptability of private hospitals In Port Harcourt Rivers State?
- iii. What is the relationship between psychosocial mentoring and effectiveness of service delivered by private hospitals in Rivers State?

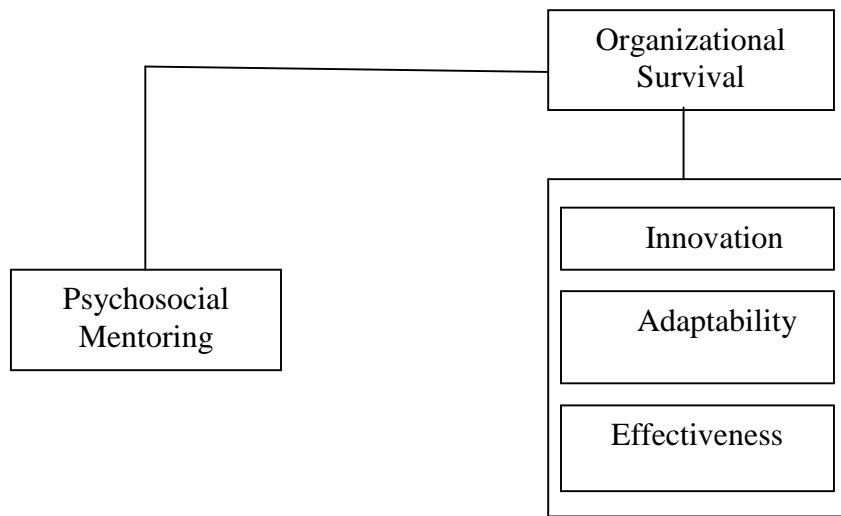


Fig.1 *Conceptual Framework for the relationship between psychosocial mentoring and organizational survival*

Source: *Author's Desk Research, 2019*

LITERATURE REVIEW

Theoretical Foundation

The study derives its theoretical support from Bandura (1997) social learning theory and Relationship/Transformational Theory put forward by Wilson & Elman (1990). According to Bandura (1997) "Learning would be laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them on what to do. Fortunately, most human behaviour is learned observationally through modeling (from observing others), one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action".

Simply put, the process of mentoring is facilitated by the protégé observing and modeling the behavior of the mentor in the relevant social context. Merriam and Carafarella (1999) further express the relevance of the social learning theory in reference to mentoring by stating "Social learning theories contribute to adult learning by highlighting the importance of social context and explicating the process of modeling and mentoring". In the same vein, the social cognitive theory supports the understanding of the mentoring theory. It states that knowledge can be enhanced by a close identification between the observer and the model as obtained between mentor and mentee. Mentoring theory claims that the mentor is able to help the protégé develop a sense of competence, confidence and self-esteem through the provision of psychological support (Allen & Day, 2002). This view is clarified by the principles of social learning theory.

It is imperative to note that these theories are important for the practitioner and the scientist because they provide a rational and explicit framework in which to organize information and to guide research (Miller, 1989; Lunsford, 2007). Indeed, knowledge is advanced with researchers collecting data to prove or disprove theories (Kukla, 1989). On the part, Relationship theories, also known as transformational theories by Wilson and Elman (1990), focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person *engages* with others and is able to “create a connection” that results in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012).

Mentoring

A mentor is an individual with expertise who can help develop the career of a mentee. A mentor often has two primary functions for the mentee. The career related function establishes the mentor as a coach who provides advice to enhance the mentee’s professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work–life balance. For the purposes of this research,, it is important to differentiate between the terms protégé and mentee. The term protégé has a clear history in mentoring research and primarily applies to individuals engaged in senior–mentor and junior–protégé relationships within an organization where protégés are clearly identified as “under the wing” of a mentor—protected and nurtured over time. The term mentee is used here to refer to the broad range of individuals who may be in the role of “learner” in mentoring relationships, regardless of the age or position of the mentor and mentee.

Research has consistently found mentored individuals to be more satisfied and committed to their professions than non-mentored individuals (Wanberg, Welsh & Hezlett, 2003). Furthermore, mentored individuals often earn higher performance evaluations, higher salaries, and faster career progress than non-mentored individuals. Mentors can also benefit from a successful mentoring relationship by deriving satisfaction from helping to develop the next generation of leaders, feeling rejuvenated in their own career development, learning how to use new technologies, or becoming aware of issues, methods, or perspectives that are important to their field.

Psychosocial Mentoring

Psychosocial mentoring support covers “those aspects of a relationship that enhance an individual’s sense of competence, identity and effectiveness in a professional role” (Kram, 1985: 32). Psychosocial mentoring includes various functions, such as mentors serving as *role-model*; conveying unconditional positive regard toward protégé through

unconditional *acceptance and confirmation*; encouraging protégé to discuss his anxieties and fears without any hesitation and *counseling* him by informally interacting with him by becoming his *friend* (Kram, 1985; Noe, 1988). These functions promote the personal growth of the protégé with the aid of mentor's emotional support and guidance (Chao, 1998). According to Simon, Perry and Roff (2008), psychosocial mentoring functions operate at an interpersonal level, and represent a deeper and a more intense aspect of the mentoring relationships (Allen, Eby, Poteet, Lentz, & Lima, 2004). Such type of mentoring often evolves into a more emotional bond and a pleasurable positive interpersonal contact develops between the mentor and the protégé (Raabe & Beehr, 2003).

Psychosocial Mentoring and Career Resilience

Numerous studies have suggested that managerial support plays a key role in the employee's career development (Noe, Noe, & Bachhuber, 1990) and other commitment behaviors (Colarelli & Bishop, 1990). The role of managers is also important for inculcating positive feelings in an individual about one's career (Allen et al., 2004). According to Noe, Noe and Bachhuber (1990), employees show high levels of career resilience when manager provides performance feedback, communicates the expectations and discusses thoroughly about career-related issues (Noe et al., 1990). Besides this, psychosocial mentoring functions enhance an individual's ability and may alleviate work-related stress (Greiman, 2007). We, thus, assume that in dealing with emotional reactions that prevail in the workplace during times of adversities and turbulence, psychosocial mentoring would serve as a potential tool to enhance career resilience of the employees.

The role of personality in mentoring relationships has gained a significant importance in the recent years (Ragins & Kram, 2007; Turban & Lee, 2007). Some of the personality traits being domain specific strongly influence mentoring relationships (Ragins & Kram, 2007). Turban and Dougherty (1999) have identified high internal locus of control, self-monitoring and emotional stability as the main personality traits decisive of a person's attraction to receive mentoring. Also mentoring represents a dynamic interpersonal relationship between mentor and protégé in which protégé's personality is highly crucial (Ehrich, Tennent & Hansford, 2002). We argue that the relationship between emotional stability and career resilience will be mediated by psychosocial mentoring support. This is because psychosocial mentoring support provides the most appropriate route through which protégés feel comfortable to share their problems with mentor on a regular interaction basis (Fagenson-Eland, Marks & Amendola, 1997). Moreover, *friendly nature and admiration of the mentor* in psychosocial mentoring also contributes to the establishment of interpersonal comfort in the mentor-protégé relationship. This helps in reducing the stress and tension prevalent during the times of turbulence (Kram & Hall, 1989). Similarly, unconditional *acceptance and confirmation* of the mentor also instills confidence in the protégés to tackle the obstacles effectively. Thus, with the mentor assuming various roles of psychosocial mentoring; emotionally stable protégés, who show interest and attempt to initiate mentoring relationships, derive the career benefits associated with mentorship (Ragins & Kram, 2007; Turban & Lee, 2007). This enhances confidence in the protégés to face the tough times effectively, thereby, making them more careers resilient.

Organizational Survival

The competition in the industry is getting stronger and firms are adopting different strategies to be competitive in the industry. Surviving in the global struggle to meet with increasing demand on firms in the market place has seen many researchers and academicians having a resort to pay attention to the individual employees in the organization since innovation in product and services are brought about by these individuals. In this study, three measures of organizational survival were reviewed. Innovation The concept of innovation was first introduced by Schumpeter (1949). Innovation was emphasized in entrepreneurial process by describing the growth of economies as driven by changes made to the existing market structure through the introduction of new goods and services. Similarly, the entrepreneurial orientation

literature describes innovativeness as efforts focused on the discovery of new opportunities and solutions (Dess & Lumpkin, 2005). Thus innovation are described in terms of individuals creative ability who strongly believe in what they do and promote it through organization stages to arouse support for the business concept among key stakeholders, creates internal acceptance of the new idea, and represents the venture to resource allocators to ensure sufficient resources are released for development (Howell & Boies, 2004; Howell, *et al.*, 2005; Markham, 1998). These changes include providing resources for technical development and acquiring the support of others in the organization or in outside organizations. Gaining this support requires negotiation, bargaining, and coalition building. Organizational change, then, is a very complex process. Change of this sort can be very difficult. Significant innovations can be resisted; fall victim to competing ideas, or fail to be sustained (Massachusetts Institute of Technology). Evans (2013) argued that organizational innovations are instances of organizational change that: result from a shift in underlying organizational assumptions, are discontinuous from previous practice, and Provide new pathways to creating public value. He further explained that, innovation, takes an organization and its programs, down a new, previously unpredictable path which turns out to be deeply linked to the organization's purpose.

Measures of Organizational Performance

Adaptability

Adaptability is the degree to which an organization has the ability to alter behavior, structures; and systems in order to survive in the wake of the environmental change (Denison, 2007). Adaptability entails translating the demands of business environment into action. Organizations as open systems exist in environment that is complex and uncertain. To survive and make profit, organizations need to adapt continuously to the different levels of environmental uncertainty (Amah and Baridam, 2012). Environmental uncertainty represents an important contingency for organization structure and internal behaviours (Daft, 1998). Organizations need to have the right fit between internal structure and the external environment. Adaptability has also come to be considered an important response option worthy of research and assessment, not simply in order to guide the selection of the best mitigation policies, but rather to reduce the vulnerability of groups of people to the impacts of change, and hence minimize the costs associated with the inevitable (Kane and Shogren, 2000; Smit and Pilifosova, 2001). Adatability is defined as the modification and alterations in the organizations or its components in order to adjust to changes in the environment (Cameron, 1984). Adaptability is defined as an organization's capacity to embrace change or be changed to fit an altered environment. Adatability is not viewed as a one stop process of organizational change but as a continuous process during an organization's life cycle. Davenport (1993) stresses that adatability is a process of organizational change that should be practiced in the context of a continuity process of human and organization improvement over time (Davenport, 1993). This enables an organization and its people to effectively adapt to environmental change (Guha, Grover, Kettinger, & Teng, 1997).

Innovation

What is innovation? Usually, the word innovation is often being confused with the word invention. According to Lin (2006), the word innovation is originated from Latin word, *innovare* which means “to make something new”. Back in 1985, Drucker (1985) had defined innovation as the entrepreneurs’ specific tool to exploit change for a diverse business or service. He added, this innovation can be presented as a discipline which can be learned and practiced.

In other words, innovation is also said as “an idea, practice, or object that is perceived as new by an individual or other unit of adoption” (Daugherty *et al.*, 2011; Grawe, 2009; Rogers, 1995). Meanwhile, Tidd, Bessant, Pavitt, and Wiley (1998) defined innovation as a process of transforming an opportunity into fresh ideas and being widely used in practice. Quite similar to Bentz (1997) who assumed that innovation is to bring out a new or enhanced process, service or products for the marketing. Afuah (1998) suggested innovation is the “use of new technical and administrative knowledge to offer a new product or service to customers.

Adaptability

Nelson *et al.*, (2010), Kozlowski *et al.*, (2001), Le Pine *et al.*, (2000), O’Connell *et al.*, (2010), Pulakos *et al.*, (2000) and Nelson *et al.*, (2010) stated that experts in adaptability recognize changes in task priorities and the need to modify strategies and actions. Cognitive frame changing, the capacity to switch among various perspectives or frames of reference, is a core skill in adaptive problem solving. It allows solving problems that have changed fundamentally and thereby avoiding the problem of fixation on obsolete strategies. A number of concepts that are closely related to cognitive frame changing have been identified by Nelson *et al.* (2010) such as: perspective-taking, cross-cultural code switching, switching methodological mindsets, and divergent thinking. Perspective taking is a skill that facilitates understanding how another individual sees the world, which is important for effective negotiations and interpersonal relationships. Cross-cultural code switching is a skill that enables individuals to interpret environmental stimuli and identify culturally appropriate responses by changing the cultural frames they deploy. Switching methodological mindsets is a skill by which an individual can think about problems in a new way that allows for creative insights, for instance by adopting multiple means of analysis.

Finally, divergent thinking is a skill by which underlying logics become more different from another in a team setting, by which more fundamental questions about a problem can be asked for a better understanding of the problem. A problem with cognitive frame changing is that it is a very hard thing to do. It requires individuals to recognize their enacted mindsets and then consciously evaluate and alter them, which is not an easy task (Nelson *et al.*, 2010). However, strategies are formulated that allow an individual to develop cognitive frame changing skills such as: experiential variety, self-regulation, adaptive guidance and error management training.

Effectiveness

Effectiveness is a broad concept that is difficult to measure in organizations. According to (Amah, 2014) the concept of organizational effectiveness is an elusive one that there

is no single way of defining it. This may be due to the too many criteria used and the many definitions available for the concept. (Veldsman, 1982) defined organizational effectiveness as a qualification attached to an organizations resulting from the comparison from the actual state of the entity against its ideal state. He posits that an organization can either be effective or ineffective. Effective organizations are built on effective individuals who work effectively in groups Lawler, (1972). There are different variables for measuring organizational effectiveness. Maheshwari (1980) said this much when he opined that that organizational effectiveness is a multi-dimensional concept, which has no agreement as to which dimensions are significant and should be used as the basis of the analysis.

The Relationship between Prosocial Mentoring and Organizational Performance

Considering the views of several others scholars, Avery (2008), 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. I agreed with the above positions as in the medical 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 subordinates.

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).

Understanding the effects of mentorship on employees' performance (Zhu *et al.*, 2005 in Avery 2008) posit that, it is also important because leaders are viewed by researchers as mentors with key driving forces for improving employees' performance; Effective mentorship to them is seen as a potent source for management development and sustained competitive advantage for organizational performance improvement. 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.

From the foregoing discussion, we hereby hypothesized that:

H₀₁: There is no significant relationship between psychosocial mentoring and innovation of private hospitals in Port Harcourt Rivers State.

H₀₂: There is no significant relationship between psychosocial mentoring and adaptability of private hospitals In Port Harcourt Rivers State.

H₀₃: There is no significant relationship between psychosocial mentoring and effectiveness of service delivered by private hospitals in Rivers State.

METHODOLOGY

The study adopted a cross-sectional survey in its investigation of the variables. Primary data was generated through structured questionnaire. The population for the study was 780 employees of 16 private hospitals in Port Harcourt. The sample size of 264 was determined using calculated using the Taro Yamane's formula for sample size determination. The reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70. The hypotheses were tested using the Spearman's Rank Order Correlation Coefficient with the aid of Statistical Package for Social Sciences version 23.0. The tests were carried out at a 95% confidence interval and a 0.05 level of significance.

DATA ANALYSIS AND RESULTS

All hypotheses are to be tested at 95% degree of confidence, implying that level of significance is fixed at a 0.05 or 5% where $PV < 0.05$ would imply significant associations between the study variables and a falsification of the null hypothesis, and $PV > 0.05$ would imply an insignificant level of association between the study variables and an acceptance of the null hypothesis. Decision Rule for acceptance or rejection of the null hypothesis:

Where $P < 0.05$ reject the null hypothesis; Where $P > 0.05$ accept the null hypothesis. Put in another way, compare the calculated and critical values, if the calculated value is greater than the critical value, reject the null hypothesis vice versa.

Table 1: Employee Mentoring and Organizational Survival

		Psychosocial mentoring	Innovation	Adaptability	Effectiveness
Psychosocial mentoring	Correlation	1	.772 ^{**}	.841 ^{**}	.856 ^{**}
	Sig. (2-tailed)		.000	.000	.000
	N	220	220	220	220
Innovation	Correlation	.772 ^{**}	1	.837 [*]	.786 [*]
	Sig. (2-tailed)	.000		.000	.000
	N	220	220	220	220
Adaptability	Correlation	.841 [*]	.847 ^{**}	1	.8641 [*]
	Sig. (2-tailed)	.000	.000		.000
	N	220	220	220	220
Effectiveness	Correlation	.856 ^{**}	.777 ^{**}	.861 ^{**}	1
	Sig. (2-tailed)	.000	.000	.000	
	N	220	220	220	220

Source: Data Analyses 2019.

H₀₁: There is no significant relationship between psychosocial mentoring and innovation of private hospitals in Port Harcourt Rivers State.

Table 1 the relationship between psychosocial mentoring and innovation was revealed to be significant given the observed correlation: $r = .772$ and a p-value of .000 which is less than 0.05. The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The positive sign value of .772 reveals a direct relationship between psychosocial mentoring and innovation, which indicates that the more employees of private hospitals in Port Harcourt are psychosocially mentored, the more innovative they will be. Therefore, the hypothesis of no significant relationship between psychosocial mentoring and innovation in private hospital in River state (Null) hypothesis was rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that psychosocial mentoring is significantly related to employee innovation.

H₀₂: There is no significant relationship between psychosocial mentoring and adaptability of private hospitals In Port Harcourt Rivers State.

Table 1 showed the result of the tested relationship between psychosocial mentoring and adaptability of private hospitals in Rivers state. The relationship is revealed to be significant given the observed correlation value of: $r = .841$ and a p-value of .000 which is less than 0.05. The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The positive sign value of .841 reveals a direct relationship between psychosocial mentoring and adaptability, which indicates that the more employees of private hospitals in Port Harcourt are psychosocially mentored, the more they will adapt to changes. Therefore, the hypothesis of no significant relationship between psychosocial mentoring and adaptability in private hospital in River state (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that psychosocial mentoring is significantly related to employee adaptability.

H₀₃: There is no significant relationship between psychosocial mentoring and effectiveness of service delivered by private hospitals in Rivers State.

Table 1 above the relationship between psychosocial mentoring and innovation is revealed to be significant given the observed correlation: $r = .856$ and a p-value of .000 which is less than 0.05. The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The positive sign value of .856 reveals a direct relationship between psychosocial mentoring and innovation, which indicates that the more employees of private hospitals in Port Harcourt are psychosocially mentored, the more innovative they will be. Therefore, the hypothesis of no significant relationship between psychosocial mentoring and innovation in private hospital in River state (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that psychosocial mentoring is significantly related to employee innovation.

DISCUSSION OF FINDINGS

This study examined the relationship between prosocial mentoring on organizational survival of private hospitals in Port Harcourt Rivers State. The study findings revealed there is a significant relationship between prosocial mentoring on organizational survival of private hospitals in Port Harcourt Rivers State. This implies that mentorships aimed to increase employee proficiency on employees' job. This finding is in line with Brockbank and McGill (2006) who explained that mentorship prepares employees to have the capability to perform all required functions without guidance or supervision. Napolitano and Henderson (2011) adds that mentoring provides a mechanism for new practitioners to transfer the knowledge and skills learned in the classroom to real-world practice under the guidance of an experienced professional. The key functions of mentoring are job motivation. The findings suggest that there was an increase in job motivation due to mentoring. It seems that mentorship leads to enhanced employee motivation. The findings also established that mentorship helps employees learn their job independently. Mentoring affords the learning of job skills which inexperienced staff can apply in diverse professional circumstances, promotes productive use of knowledge, clarity of goals and roles, career success, career growth, salary increases and promotions, career and job satisfaction (Okurame, 2012). Also, a significant number of employees benefitted from gaining problem solving skills through mentorship. Similarly, Lipman-Blumen (2011) suggest that mentoring provides a cost effective way to facilitate the transfer of practical and problem solving skills from experienced professionals to new professionals, while still maintaining the high standard of quality needed for proficiency in a discipline. Mentorships also allow training and observations to be conducted anywhere (Giber, Carter and Goldsmith, 2010).

Mentorship facilitates career development which supports knowledge development that can lead to organization performance (Meleis, Hall & Stevens, 2014). The findings revealed that mentorship provides employees with inspiration on career development. Similarly, Weekes (2009) explains that mentoring accelerates the process of learning, elevating higher education beyond technical expertise. Mentors support staff skills to make new decisions and gain new competencies, providing them challenges and opportunities to grow (Dracup & Bryan-Brown, 2004). Another outcome of mentoring includes expansion of professional knowledge, institutional stability, continuity, and professional socialization (Davidhizar, 2008). Career development functions are mentor activities which facilitate inexperienced staff advancement in an organisation, while psychosocial functions are those which address the interpersonal and emotional aspects of the relationship (Ragins & Cotton, 1999).

CONCLUSION AND RECOMMENDATIONS

The tenet of mentorships is to allow new practitioners to set and achieve goals for their job role. Mentorship aims to increase the level of employee proficiency on the job, since, one of the key functions of mentoring is professional advancement. To survive, organization should create enabling environment that promote interaction between mentor and mentee in an organization, the essence of which is to ensure knowledge

transfer from one generation of employee to another. Mentorship leads to enhanced employee motivation if it is voluntary. This study thus concludes that prosocial mentoring significantly influences organizational survival of private hospitals in Port Harcourt Rivers State.

The study recommends that mentoring should be entirely voluntary and not imposed and that confidentiality is essential. It is important that both mentors and mentees fully understand the purpose and limits of the mentoring relationship. Development programmes for potential mentors are needed in other to facilitative developmental activity of an organization which is not related to, nor forms part of, organizational systems of assessment, appraisal or performance review.

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