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ADDIS ABABA UNIVERSITY

**COLLEGE OF BUSINESS AND ECONOMICS SCHOOL OF
COMMERCE DEPARTMENT OF HUMAN RESOURCE
MANAGEMENT**

**THE EFFECT OF MENTORING ON MILITARY
PERSONNEL RETENTION: THE CASE OF MAJOR
GENERAL HAYLOM ARAYA MILITARY ACADEMY**

JUNE, 2019

BY ABDULKADER MOHAMMED SEID

ADDIS ABABA UNIVERSITY
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DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

**THE EFFECT OF MENTORING ON MILITARY PERSONNEL
RETENTION: THE CASE OF MAJOR GENERAL HAYLOM ARAYA
MILITARY ACADEMY**

**A THESIS SUBMITTED TO COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE DEPARTMENT OF HUMAN RESOURCE
MANAGEMENT; IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ART IN HUMAN RESOURCE
MANAGEMENT**

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DECLARATION

I declare that the project entitled “The effect of mentoring on military personnel retention: in the case of Major General HAYELOM ARAYA military academy.” is my original work and has not been presented in Addis Ababa University for degree and that all sources of materials used for this study have been duly acknowledged accordingly.

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STATEMENT OF CERTIFICATION

This is to certify that the thesis prepared by Abdulkader Mohammed Seid entitled “The Effect of Mentoring on Military Personnel Retention: the case of Major General Haylom Araya Military Academy”, which is submitted in partial fulfilment of the requirement for the degree of master’s in Human Resource Management (HRM), complies with the regulations of the university and meets the accepted standards with respect to standards to originality and quality.

Approved By: Board of Examiners

_____	_____	_____
Advisor	Internal Examiner	External Examiner
_____	_____	_____
Signature	Signature	Signature
_____	_____	_____
Date	Date	Date

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ACRONYMS

MOND: - Ministry of national defence.

M.G.H.A.M.A:- Major General Hayelom Araya Military Academy.

SPSS: - Statistical Package for Social Science.

IT: - information technology

M.G.H.A.M.A: Major General Hayelom Araya military academy.

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ABSTRACT:

Mentoring is a natural one-on-one, mutual, committed relationship formed between a mentor and mentee planned to promote personal development beyond any particular institutional goals. Today organizations face a challenge concerning the mentoring and retention of key workers. And organizations increase retention rates and decrease the related costs of high turnover with the aid of mentoring. Retain of skilful workers is a vital as a result, mentoring and retention has become an issue of importance for any organization. This research study examined the effect of mentoring on military personnel retention in the case of major general HAYELOM ARAYA military academy. Methodologically, the researcher used mixed research approach, which is both quantitative and qualitative and the design was descriptive and explanatory type of research, where the population of the study is the protégé cadets of military academy. The sampling method is specifically stratified random sampling. The material used for this investigation was sourced from both primary and secondary data such as text books, management journals and internet. A well-structured close ended and interview questionnaire was the main tool for data gathering. The researcher used both descriptive and inferential statistics. The review of literature suggests that conceptualization of mentoring is required for personnel retention in organizations. The result of person correlation revealed that sub function of mentoring has positive and significant relationship with personnel retention in the military academy. Furthermore, the results of regression analysis indicated that coaching, sponsorship, exposure, protection, challenging, friendship, counselling, and acceptance, role-modelling has positive and significant effect on personnel retention in the studied military academy. And also the result indicated that the practice of mentoring is highly low in the selected military academy. Findings of this study shows that providing mentoring for military personnel is positively and significantly related to higher psychological readiness, career development, and personnel retention. The Military academy is better to give emphasis for mentoring practice to enhance the retention of military personnel. For effective personnel retention, it was recommended that mentoring should be absolutely deliberated and not forced on the participants ‘the mentors and the mentees’ and privacy should be indispensable in this relationship.

KEYWORDS: *military academy, cadet, mentoring, career, psychology, Retention,*

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In a competitive business environment, organizations must find creative ways to reinvent their organizations to align with and react to various customers and stakeholders within the industry. Mentoring emerges as a basic leadership function, and leaders who do not develop their employees or promote development within their organizations consequently damage their own efforts to lead effectively (Zachary, 2003). Mentoring provides a chance for workers to familiarity, better modification and professional advancement within the organization (Smith & Zsohar, 2005). Mentors, protégés, and organizations reap rewards from the intense interpersonal exchange experienced through mentoring in both business and academia (Johnson, 2003). Mentoring focuses on a protégé's potential and provides the mentor with an opportunity to challenge a protégé to further develop within an organization (Dodds, 2005).

Mentoring is a vital instrument that organizations can use to take care of and grow their people, and it's gaining in popularity. As organizations struggle to retain hard earned experience and wisdom, they are turning to mentoring programs as a form of interpersonal knowledge management. And turnover is an important human resource concern in all sectors of the financial system. It affects productivity, product and service quality, effectiveness and revealing them to greater risk of losing important organizational skill. To minimize the impact of employee's turnover, companies need a practical strategy for knowledge retention and transfer.

Based on, how to Guides (2012) cited in Hester et al (2013) provides the definition: Mentoring is about one person helping another person (he/she) to achieve something. Particularly, something that is important to them. Mentoring is also concerned with creating an informal situation in which one person can feel encouraged to discuss their interest and circumstances openly and in confidence with another person who is in a position to be of positive help to them.

Sunday et al (2017) in their research concluded that mentoring improves staff retention and knowledge transfer in private universities in Nigeria and conceptualization of mentoring is required for staff retention in organizations as the goal of employers is usually to decrease labor turnover, thereby decreasing recruitment costs, training costs, and loss of talents associated with managerial knowledge. Besides, Christopher (2012) confirmed that

mentoring encourage employee's retention in part because the exciting relationship create among a sinor and a less experienced person could increase to advanced levels of personnel retention.

An organization's most important assets consist of the skills and abilities of its employees and their ability to apply these in the achievement of organizational goals (Soosay, 2005). Mentoring prevails as one of the most important developmental tools for the progression of any professional in training, and managers in organizations play a crucial role in developing employees (Coleman, Power, Williams, Carpentieri, & Schulkin, 2005). Any feedback that employees receive from their managers significantly impacts the employees' job, career, and life satisfaction, including their performance in the workplace (Young & Perrewé, 2000). Various options are available to managers to yield improved job satisfaction in the workplace, such as coaching, advising, teaching, counselling, guiding, and training. Each option is a characteristic of mentoring (Dodds, 2005).

The mentoring process Recognizing that people are okay (Hay, 1995), realizing that people can change and want to grow (Hay, 1995), understanding how people learn, recognizing individual differences, empowering through personal and professional development, encouraging capability, developing competence, encouraging collaboration not competition, encouraging scholarship and a sense of enquiry, searching for new ideas, theories and knowledge, equal opportunities in the organization, reflecting on past experiences as a key to understanding, looking forward (Reflex ion) and developing the ability to transfer learning and apply it in new situations, realizing that we can create our own meaning of mentoring (Hay, 1995 & Jowett et al, 1997).

Based on Ethiopian Army Human resource Field Manual (2011) as cited in shewa (2018), military units and the selected military academy practiced mentoring to exchange knowledge, skill, experience and behaviour from senior officer to lowers, to retain personnel, assimilation of core value and diversity enhancement and it is practiced in the military academy for a long period of time for the reason of experience (skill and sharing , talent development, improvement of the personnel's abilities, efficiency and knowledge) to improve personnel retention, to transfer core value and diversity improvement.

Generally, Mentoring is a process of using specially selected and trained individuals to provide guidance, pragmatic advice, and continuing support that will help the people in their learning and development process. Mentoring is a method of helping people acquires skills and knowledge from experienced managers who are wise in the way of the organization. Therefore, the main target of this study is to examine the effects of mentoring on military

personnel retention in the case of M.G.H.A military academy based on the context of Ethiopian military.

1.2 Statement of the problem

The basic function of mentoring in human resource development greatly affects the lives of both mentors and protégés and creates many career consequences in the workplace, such as career development and progress, increased promotions, increased compensation, increased job satisfaction, and increased commitment to the organization, and also high level of employee retention (Higgins & Kram, 2001).

Sunday et al (2017) in their research concluded that mentoring improves staff retention and knowledge transfer in private universities in Nigeria and conceptualization of mentoring is required for staff retention in organizations as the goal of employers is usually to decrease labour turnover, thereby decreasing recruitment costs, training costs, and loss of talents associated with managerial knowledge. David and John, (2014) carry out research on US Army officers; in their research service givers through mentoring process significantly add the possibility that a first line officer protégé will be sponsored to the next position.

The selected military academy implementing mentoring practice for the purpose of knowledge and skill (experience) sharing, enhancement of career development, development of personnel retention, psychological readiness and diversity enhancement (Ethiopian Army Regiment Field Manual, 2011).

The above studies were performed with in a perspective of different countries. The previous research focused their scope on the effect of mentoring related to their context, such as on institutional devotion, work contentment, advantage/profit, styles, function/position, different skilful and talented workers retention in academic institutions achievement of mentoring program and small research was performed on the effect of mentoring on army retention in other countries and there is one study conducted in our country relating to mentoring and retention, particularly the effect of mentoring on military personnel retention, which was done by Aman.shewa. kena, (2018), and he concluded that there is positively and statistically correlation between Mentoring and retention and also it has statistically significant effect on personnel retention in the three military academies and the mentoring relationship improve an individual's ability, effectiveness, help lighten work-related stress, develop physically powerful relationship between the senior and the protégé.

Concerning the researcher observation military units of MOND implement mentoring practice without evaluating or measuring its effect (reported document of Ginbata 2009 and

2010 E.C)..The military academy has practised mentoring for a long period of time but still there is soldier (employees) turnover specially the selected military academy and the researcher observed some problem when they applying mentoring and there is no enough theoretical and empirical evidence in our country especially in MOND . This turn over finally, affecting the military academy in particular and the institution at large. Hence, the researcher of this study is initiated to examine the effect of mentoring on personnel retention in the case of M.G.H.A military academy. Accordingly, this study tries to address the following research questions:

1.3 Research questions

1. What is the relationship between mentoring and retention at major general hayelom araya military academy?
2. What is the effect of mentoring on military personnel retention in the M.G.H.A military academy?
3. How is mentoring practiced in major general hayelom araya military academy?
4. What is the level of retention of major general hayelom araya military academy?

1.4 Objectives of the Study

General objective: The general objective of this study is to examine the effect of mentoring on military personnel retention in Major General HAYELOM ARAYA military academy in Ethiopia.

Specific objectives: The specific objectives of the study are:-

1. To evaluate the practice of mentoring in the M.G.H.A military academy.
2. To assess the level of military person retention M.G.H.A military academy.
3. To investigate the relationship between mentoring and retention in the military academy.

1.5 Significance of the study

This research aimed to examine the effect of mentoring on personnel retention in military academy. The study may significant to the commandants of the military academy and the institution to take appropriate action, to give better decision, to improve retention, to follow scientific way of mentoring, to solve the problem, which faced while practicing mentoring. And also the study used as a source of reference or spring board to the new researchers, who have interest to conduct a research on the effect of mentoring on personnel retention and fills the gap of empirical and theoretical evidence. Additionally it the study gives full information to the military leaders of the academy to formulate mentoring policy and to evaluating its

effect. That is an advantage for the military academy and ministry of national defence of the country for developing and retaining military experts/skilled persons by applying the reliable and successful mentoring practice in the institutions. The study a very large knowledge and build capacity of the researcher related to the effect of mentoring on military personnel retention.

1.6 SCOPE OF THE STUDY

This study is encircled to the effects of mentoring on military personnel retention in military academy and it is covered in identifying what are the effects of psychological and career mentoring, challenges of mentoring in personnel retention and the study covered one military academy which is major general HAYELOM ARAYA military academy. The military academy is located in to two places which is the main office of the academy and the long-term cadet is located at HOLOTA TWON west of Addis Ababa 40 km and the branch office and the short-term cadet are located in west of Diredawa far from it 28 km the specific name of the place is HURSO. The researcher selected this military academy for the reason that the mentoring practice which is implemented in this military academy. The researcher was used cross-sectional time and methodologically used mixed research approach, which is quantitative and qualitative research method, also applying descriptive and explanatory research design.

1.7 LIMITATIONS OF THE STUDY

This study helps to recognize the effect of mentoring on personnel retention in the selected military academy in Ethiopia and it does not covered all military academies and units which are found in ministry of national defence. Therefore, there are limitations on this study which call for future researcher to study in detail as well as to test its effect and to conduct further research in the future. The shortcoming of this study is that, it is carried out in major general HAYELOM ARARA military academy on protégées cadet. Therefore, this may limit the capacity of the study to simplify the results related to other units and institutions. At the end, this research basically will use quantitative and qualitative (mixed approach) method and may thus undergo from the inadequacies of such a method.

1.8 Operational Definitions of Terms

The context of the following terms is similar to definitions in previous research:

Mentee/protégé: An individual involved in a mentoring relationship who receives career support, protection, and advocacy from a mentor (Griffin & Ayers, 2005).

Mentor: “A mentor is generally an older, more experienced employee who advises, counsels, and supports the career development of younger, less experienced employees (referred to as protégés)” (Viator & Scandura, 1991).

Mentoring: “The process of forming and maintaining intensive and lasting developmental relationships between a variety of developers (i.e., people who provide career and psychosocial support) and a junior person (the protégé, if male; or protégée, if female)” (Kinicki & Kreitner, 2006, p. 56).

Mentoring relationship: “A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies” (Sosik & Godshalk, 2000,

Career mentoring: it is career supports help the protégé’s to develop their career success, (Bette, 2012).

Commandant: it is the senior officer in charge of military organization (Ethiopian Army Human resource Field Manual (2011).

Military Academy: is a collage or training centre for training military officer’s (Ethiopian Army Regiment Field Manual 2011).

Military Personnel: is a person who giving service in the military institution (Ethiopian Army regiment Field Manual 2011).

Personnel retention: it specifies a military personnel intention to stay in the military profession (Ethiopian Army Human resource Field Manual 2011).

Cadet; - A cadet is a trainee. The term is frequently used to refer to those training to become an officer in the military, often a person who is a junior trainee. Its meaning may vary between countries. (Ethiopian army human resource field manual 2011).

1.9 Organization of the Study

Chapter 1 presents an explanation of the background, the problem statement, research questions, and research objectives, significance of the study, limitation and delimitation of the study. Chapter 2 contains a review of the literature pertinent to mentoring, retention and the perception of mentoring in academia. Chapter 3 presents the methodology and research design to establish the credibility of the study. Chapter 4 provides results of the data analyses and findings, overall response rate, and respondent demographics and also reports findings related to the research questions being answered. Chapter 5 presents conclusions drawn from the findings, interpretation of findings and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two introduces related review literature that is reliable for this research. And it discovers and giving in detail information about the historical background, meaning and conceptual and empirical foundations being studied and the history & development of mentoring. Particularly, it is structured in to nine basic parts or topics including; meaning and theories of mentoring, Benefits & Importance of Mentoring, Forms of mentoring, Types of mentoring, Stages of mentoring, Functions of mentoring, Empirical review and Conceptual framework of the study.

2.2 Historical Development of Mentoring

According to different scholarly written literature the classical history of mentoring was originated and linked with Greek mythology and homers during king Odyssey. That is one historic account of the origins of mentoring is in *The Odyssey*. In Homer's epic poem, when King Odysseus set out on a journey during the Trojan War, he left his son, Telemachus, in the care of a wise friend named Mentor. Odysseus held Mentor, a caring, trustworthy advisor, counselor, guide, and elder, responsible for all aspects of Telemachus's life (Dappen & Iserhagen, 2005; Dodds, 2005; Stamps, 2005). For the past 3,000 years, the attributes of Homer's mentor have been extrapolated and become synonymous with the modern use of the term mentoring relationships and the action of mentoring, including teacher–student, coach–player, and supervisor–trainee relationships (Johnson, 2007; Stamps, 2005). This indicates that the practice of mentoring has started long ago with an intention of volunteer support or sharing of knowledge, experience from senior workers to beginners.

Related to the above Gian (2012) pointed out that “mentoring transfers and describe the bond between loss experienced personnel, called protégée and the more knowledgeable and skilful person recognized as a mentor”. For instance, feminist writers would contend that it was the Goddess Athena in the poem that represented the active mentoring role as she was a self-sacrificing and inspirational character and did not take the directive, more controlling role of Mentor Colley (2005). Other authors suggest that the practice of mentoring dates from much earlier than Greek mythology, suggesting that there is increasing evidence that the gradual dominance of modern man over other related species was a consequence of passing down

knowledge and wisdom from generation to generation (Shea 2002, Clutter buck & Megginson 2004).

According to some scholars, starting Homer up to the new era mentoring cannot amend a lot as a term (Gulam & Zulfiqar 1998). In contrast, different scholars would argue that in spite of the tendency to depict mentoring as a practice which has continued since Homeric times, for a lot of human history its forms have been submerged in other relationships (Gay & Stephenson 1996, Monaghan & Lunt 1992, Gulam & Zulfiqar 1998, Colley 2005.)

A verity of relationship that are engaged in mentoring practice were based on significant activities in certain traditions and historical eras, such as that of religious master-discipline, and the longest setup of trade craftsman-apprenticeship professions (Gay & Stephenson 1996, who later added therapist-client.) Monaghan and Lunt (1992) have the same opinion that mentoring has its base in the apprenticeship system. Through these relationships, mentoring has become mainly characterised as a 'parental type' relationship between a more experienced person and a developing individual.

2.3 Definition and concepts of mentoring

According to different scholars; there are a variety of definitions that have tried to make clear the idea of mentoring. Mentoring is a complex, social and psychological activity (Roberts 2000) and therefore attempts at a universal definition of mentoring have become a dilemma (Hagerty 1986). Mentoring is a slippery concept (Daloz 1986) and as such definitions vary with respect to differing dimensions such as hierarchy, intensity, duration and partnership (Gibson 2004) and according to national and cultural traditions.

In the US, mentoring be inclined to be considered as an interpersonal exchange (often career orientated) between a senior person(mentor) and a junior(mentee), where the mentor will guide, teach, and share their skill, knowledge and wisdom (O'Brien 2003).In addition, 'Mentoring is (the) process whereby one experienced individual is available to a beginner ; to form a non-specified progressive relationship; to get information from; to use as a role model ; so as to guide the performer; to provide feedback and appraisal; to teach all the evidence that will allow the individual to perform effectively in an organisation, MacLennan (1999).

Within the UK and Europe, a more general approach is evident which tends to describe mentoring as help by one person to another, helping others to achieve various personal outcomes, specifically those related to career success (Gibson 2004), with no mention of the power relationship, hierarchy or experience needed (Parsloe & Wray 2004.)

There is however, some consensus/concepts, ideas, contents that mentoring is a process that supports and motivates learning to happen (Parsloe & Wray 2004). Besides mentoring is an

intense and powerful one-on-one improve mental relationship that leads to skills development (Wanberg et al 2003). When all this theory is removed /cleared, however, mentoring is primarily about continuous one-to-one meeting/gathering in order to provide support for the learner/mentee with an intention of improving his personal performance as well as the organization he is working at. Thus it has similar characteristics with other ways of experience sharing and guidance and support giving activities like counselling, tutoring, teaching etc (Parsloe & Wray 2000).

In line with this idea, Taherian and Shekarchian (2008), suggest that Mentoring is a process in which more experienced, model, respected and leading person or mentor transfer their best experience to another usually newly employed/beginners or the mentees so as to faster their performance through modelling others.

According to, Hester et al (2013), Mentoring is a process in which two people are engaged in exchanging their personal working experience for personal work performance and improvement and organizational success. As a result of this relationship better leadership/achievement success and personal responsibility and ethical behaviour will be achieved. Additionally, Whittaker and Cartwright in Macafee, (2008) ensured that mentoring is a relationship between two people in which trust and respect enables problems and difficulties to be discussed in an open and supportive environment.

According, Hester et al (2013) Mentoring is only one among many organizational practices leading to leadership succession. And Tony Bates (2003) convinced that mentoring is an essential part of professional development.

Carmin (2008) offers her own definition of “mentoring”: Mentoring is a complex, interactive process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psychosocial development, career and/or educational development, and socialization functions into the relationship.

According to Haggard et al. (2011), mentoring is an exchange of experience, direction and support from a senior official to a junior one so that the later brings personal development and high skills of accomplishing his/her goal. And it is strengthen the mentees commitment and give support to career progression and retention.

Robin and Timothy, (2015) would agree that there is no single definition of mentoring; it can be viewed according to different contexts. This means although different scholars have defined mentoring, they defined it differently in relation to their personal field of discipline. And also mentoring is viewed as a forceful, improve mental relationship between two persons based on trust and reciprocity, directing toward the development of the junior member’s

psychological commitment development and career progression and toward attain common objective for the mentor, mentee and organization.

Allen, et, al (2008) pointed that, mentoring relationship is a two way relationship/link/which is a complex process between/ among mentor and mentee playing different role and responsibility with one another Besides, Management Mentors (2012) stated Mentoring is 'relational, Also, pointing to mentoring as advising or counselling, related to the psychosocial skills needed in the workplace,

According to, University of South Carolina's College of Mass Communications & Information Studies Alumni Society Mentor Program (USC-ASMP) (2012) , Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else. We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind chance for collaboration, goal achievement, and problem-solving.

2.4 Benefits & Importance of Mentoring

Dawley et al. (2010), in his research stated that mentoring refers to the mutually dependent, self assertive, and make strength the processes that create personal development, progress, and improve organizations, mentors and mentees loyalty and retention. The joint nature of mentoring increases personals and people to people contacts between persons, which increase commitment and help workers to develop abilities and sense hard inside the firm. These tasks guide to best workers and enhanced retention rate for a stronger and more efficient institution.

2.4.1 Benefit to the organization:

Besides, according to US office of personnel management (2008) and University of Wolver Hampton business school (2009/10) benefits of mentoring to the organization is easier recruitment and induction, improved employee motivation and communications, management of the corporate culture, succession planning and staff retention. In detail is as follows:

Easier recruitment and induction: - Mentoring helps new workers to become accustomed to the work environment more easily. If supported properly at the start, employees feel an increased sense of commitment and loyalty, therefore are likely to stay longer. Mentoring can enhance recruitment goals by offering additional incentives to prospective employees. As a result, employees become settled more quickly and therefore more productive more quickly. Generally overall costs of re-recruiting and re-selecting are reduced.

Improved employee motivation: - Mentors help employees to understand the organisations long term plans, to make the most of learning opportunities available i.e. support for qualifications and see the career progression routes and how to get there. Mentoring supports personalised development and continuous improvement.

Management of the corporate culture: - Mentoring is an opportunity to explore differences in organisational values and individuals values/behaviour. A chance to tap into power sources of the organisation; helps to clarify which organisational aspects are open to change and which are fixed. It can help to identify which behaviours are rewarded and not rewarded etc. Mentoring can help communicate the values, vision and mission of the organization; a one-to-one relationship can help employees understand the organizational culture and make any necessary changes.

Succession planning: - Mentoring is an opportunity to recognise the aspirations and potential of the employees. It is a chance to build on strengths and development needs and shape the talent pool for the future (feeds into appraisal) and it is one way that senior managers can be familiar with the talent pool. Sometimes mentoring is linked to a ‘fast-track’ scheme and it is a way of providing additional support, for high potential people.

Improved communications: - Mentoring helps the protégé become familiar with the language of mentor/senior levels of the organisation. Informal communication channels are opened beyond the prescribed organisational channels/between the layers of the organisation. Additional communication channels are opened up between otherwise disparate groups, to raise awareness of what other areas are doing, sharing information from different perspectives, open communication channels, encourage team work and productivity etc.

Skills Enhancement:-Mentoring enables experienced, highly competent staffs to pass their expertise on to others who need to acquire specified skills;

Professional Identity:-When younger employees are early in their careers, they need help understanding what it means to be a professional in their working environment. Professionals embody the values of the profession and are self-initiating and self-regulating. Mentors play a key role in defining professional behaviour for new employees. This is most important when employees first enter the federal workforce;

Career Development:-Mentoring helps employees plan, develop, and manage their careers. It also helps them become more resilient in times of change, more self-reliant in their careers and more responsible as self-directed learners;

Leadership and Management Development:-Mentoring encourages the development of leadership competencies. These competencies are often more easily gained through example, guided practice or experience than by education and training;

Education Support:-Mentoring helps bridge the gap between theory and practice. Formal education and training is complemented by the knowledge and hands-on experience of a competent practitioner;

Customer Service :-Mentoring assists in modelling desired behaviours, encouraging the development of competencies in support of customer service, and above all, cultivating the right attitudes;

Knowledge Management/Knowledge Transfer:-Mentoring provides for the interchange/exchange of information/knowledge between members of different organizations.

Staff retention :-Mentoring provides an encouraging environment through incomplete communications, coaching, teaching, and role modelling that speedup improvement inside the organization; mentoring has power to pressure worker retention because it assists to set up an institutional culture that is attractive to the high skilful clamouring for growth opportunities. Mentoring is a concrete means to demonstrate workers that they are valued and that the company's future includes them. Mentoring helps to keep good people, to maintain competitive advantage. Employees that are in mentoring schemes are less than half as likely to be thinking about leaving (again reducing recruitment/selection costs).

2.4.2 Benefit to the mentee:

The purpose of mentoring is to develop protégés; most of the literature on mentoring outcomes has been examining the benefits and impact to a protégé rather than discussing the benefits to the mentor or organization. Benefits to the protégé have been identified in mainly both career and psychosocial development areas, but increasing individual performance is also one of the biggest beneficial areas, which can be linked to organizational performance (Jacobs & Washington, 2003). At the beginning mentoring function and socialization has a number of positive effects on mentees' abilities/skills and retention. The purposes of function of mentoring are positively related with compensation, amount of sponsorships, career contentment, expectation for progress, career commitment, high level of job satisfaction and low turnover interest (Chester et al., 2013). And the benefits for the protégé based on University of Wolver Hampton business school (2009/10), a chance to discuss and put the theory to practice, when studying qualifications and Obtaining opportunities to network, visibility (access to senior management thinking).additionally, according to charlotte,(2010) the mentee gets personal support, encouragement and opportunities.

2.4.3 Benefit to mentor:

According to Charlotte, (2010) the mentor obtains job improvement, the contentment of role modelling and sharing experience. Besides, Mentor's benefits from mentoring relationships are found to be related to professional identity and psychosocial aspect, while some are related to the development of leadership and communication skills. Mentor's benefits are professional identity along with respect and organizational power (Hegstad, 1999); building leadership, supervisory, and training ability (Messmer, 2003); networking opportunity and performance improvement (Scandura & Schriesheim, 1994); and job satisfaction and retention (Messmer, 2003). Mentors not only gain loyal followers, but also earn the respect and admiration of peers (Ragins & Scandura, 1994).

2.5 Types of mentoring

Even though, the narrative mainly only constructs a difference between informal and formal mentoring, in fact they are more but the researcher will take eleven types of mentoring according to United States office of personnel management (2008) and (Thorndyke, et al 2008, Wilson, et al., 2012 and Pan et al, 2011), namely:

Flash Mentoring: - is a new concept in mentoring which is growing in popularity. It is a low budget and simple option to recruit busy executives and other senior staff to become mentors without investing a lot of time. The only requirement is one-hour or less of a mentor's time to meet with a protégé. During the one-hour session, mentors can share lessons learned, life experiences and advice to aspiring protégés.

Group Mentoring: - is when one mentor can be teamed with several protégés who meet at the same time. As the mentor poses questions, listens and reflects he or she engages all members of the group into the conversation. Each one has their own experience and insight to share and can draw their own learning from the discussion.

Peer Mentoring: - is usually a relationship with an individual within the same grade, organization, and/or job series and the relationship is relatively informal and can lead to information sharing, emotional support and in some cases, to close relationship. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning and to build a sense of community. Peer mentoring is not hierarchical, prescriptive, judgmental or evaluative.

Functional mentoring: - is a more specific and structured type of mentoring relationship, to assist a mentee complete a particular project or assignment sometime as part of an educational or professional development programme.

Reverse Mentoring: - is the mentoring of a senior person (in terms of age, experience or position) by a junior (in terms of age, experience or position) individual. Reverse mentoring aims to help older, more senior people learn from the knowledge of younger people, usually in the field of information technology, computing, and Internet communications. The key to success in reverse mentoring is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position.

Situational Mentoring: - is the right help at the right time provided by a mentor when a protégé needs guidance and advice. It is usually short term addressing an immediate situation but can transition to a more long-term connection.

Supervisory Mentoring: - is an inherent responsibility of leadership. The protégé boss (supervisor/ manager) becomes his/her mentor. The Individual Development Plan usually outlines expectations for supervisory coaching and feedback. Most frequently, this mentoring is informal and related to day-to-day guidance about the current job. As leaders, supervisors should also encourage outside mentoring partnerships, informal and formal, and allow their employees the time to work on them.

Team Mentoring: - involves more than one mentor working with one protégé or a group of protégés. Team mentoring allows mentors to work together or separately to help the protégé reach identified developmental goals (If mentors work separately, they should communicate regularly to share information and ideas.)

Virtual Mentoring: - uses videoconferencing, the Internet, and e-mail to mentor individuals. This is beneficial for those who are unable to leave their workplace and for those who live in rural or remote communities. Virtual mentoring is usually less expensive compared to face-to-face mentoring and provides an individual with more choices for mentors. Even with virtual mentoring, it is recommended the mentor and protégé meet face-to-face at least once.

2.6 Stages of mentoring

According to American Psychological Association (2006) described consecutive stages of mentoring relationship. And clear four separate stages of mentoring, namely initiation, cultivation, separation and redefinition.

2.6.1 Initiation stage

In the initiation stage, two individuals enter into a mentoring relationship. For informal mentoring, the matching process occurs through professional or social interactions between potential mentors and mentees. Potential mentees search for experienced, successful people whom they admire and perceive as good role models. Potential mentors search for talented people who are “coachable.” Mentoring research describes this stage as a period when a

potential mentee proves him- or herself worthy of a mentor's attention. Both parties seek a positive, enjoyable relationship that would justify the extra time and effort required in mentoring.

2.6.2 Cultivation stage

The cultivation stage is the primary stage of learning and development. Assuming a successful initiation stage, during the cultivation stage, the mentee learns from the mentor. Two broad mentoring functions are at their peak during this stage. The career-related function often emerges first when the mentor coaches the mentee on how to work effectively and efficiently. Coaching may be active within the mentee's organization when a mentor assigns challenging assignments to the mentee, maximizes the mentee's exposure and visibility in the organization, and actively sponsors the mentee through promotions and recognition. Mentors outside of the mentee's organization can also provide valuable advice on how to thrive and survive; although they lack organizational power to directly intervene on behalf of the mentee. The psychosocial function emerges after the mentor and mentee have established an interpersonal bond. Within this function, the mentor accepts and confirms the mentee's professional identity and the relationship matures into a strong friendship. The cultivation stage is generally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from the mentor's experience and expertise. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field.

2.6.3 Separation stage

The separation stage generally describes the end of a mentoring relationship. The relationship may end for a number of reasons. There may be nothing left to learn, the mentee may want to establish an independent identity, or the mentor may send the mentee off on his or her own the way a parent sends off an adult child. If the relationship's end is not accepted by both parties, this stage can be stressful with one party unwilling to accept the loss. Problems between the mentor and mentee arise when only one party wants to terminate the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared if they perceive the separation to be premature. Mentors may feel betrayed or used if the mentee no longer seeks their counsel or support.

2.6.4 Redefinition stage

During the redefinition stage, both mentor and mentee recognize that their relationship can continue but that it will not be the same as their mentoring relationship. If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship or social friendship. Unlike the cultivation stage, the focus of the

relationship is no longer centered on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may serve as a mentor to others.

2.7 Functions of mentoring

National mentoring program Mentoring functions posted on 2 April (2016) There are two overarching ways that influencing the lives of mentees. First, the mentors probably serve a career development function in a particular stage of a mentee's work life. Second, they likely also serve psychological functions that help to grow and strengthen the mentee holistically. In related to mentors own awareness and capabilities with these two key functions will help you become a better mentor and a better leader.

Career mentoring

The capacities that mentors serve which directly stimulate career-development in others include sponsorship, coaching, exposure & visibility, protection and challenge. Not all of these capacities are fully articulated in all mentors. Some mentors are more protective coaches for their mentees, for example, while others may open doors and create opportunities for new experiences.

Psycho-social/psychological mentoring

Mentors also serve in the sometimes less-recognized function that assists in developing organizational leaders as better people in their family, personal and community contexts. In this function, techniques such as role-modelling, counselling, friendship and acceptance provide a space for psychological and social development. While the psycho-social function certainly encompasses career development, it also delves into deeper leadership questions of personal ethics, values and mission.

Kammeyer, Mueller, and Judge, (2008) described mentoring relationships in terms of two broad categories or functions provided by mentors based on both qualitative and quantitative data. The first category was "career functions" which included actions such as linking protégés with human capital enhancement opportunities and to powerful individuals in the organization.

The second was "psychosocial functions" which included counselling the protégé about anxieties and uncertainties, providing friendship and acceptance, and role modelling. They reported that it was unfortunate that the correlation between mentoring methods was not investigated in the research studies that they reviewed.

According to Wanberg, Welsh and Hezlett (2003) identified two broad mentoring functions they found consistent with the functions described by Kammeyer-Mueller and Judge: career

and psychosocial. Career functions are those that aid career advancement, including challenging assignments, coaching, exposure, protection, and sponsorship. Psychosocial functions are those they help build a sense of identity, competence, and effectiveness. Embedded in this discussion was the relationship between mentoring, supervision, and leadership, but they delayed their discussion of these “mentoring types” and proceeded to identify two areas of uncertainty. Besides, Gina (2012) and Pinkerton (2009) mentors provide two main functions to protégés, namely: Career mentoring and psychological mentoring.

2.7.1 Career mentoring:

According to Bette (2012), career mentoring is primarily concerned with cultivating the positive aspect of the mentees to achieve their objectives in their Career in different ways including promotion, giving opportunities and others which establish commitment and trust in the mentees. Career mentoring includes sponsorship, exposure-and-visibility, coaching, protection and challenging assignments. There is highly correlated bond among career support activities and constructive workers outcomes including sentimental organizational commitment, job involvement, and reduced turnover intention.

Sponsorship: Actively nominates junior colleague for desirable lateral moves and promotions. Its advantage for the mentor and mentees is, viewed as having excellent judgment, known for finding and developing talent; can enhance or damage mentor's reputation, depending on how mentee performs and build reputation and obtains job opportunities respectively.

Exposure/Visibility: Gives junior colleague responsibilities that allow for the development of relationships with key figures. Mentee learns about other parts of the organization and organizational life at a higher level, increases personal visibility, and gains knowledge about future opportunities; socializing force. Mentor can enhance or damage mentor's reputation, depending on how mentee performs

Coaching: Passing on knowledge confirms the value of experience; feels effective; ensures that personal view of the future is carried on. It provides informal knowledge of organization, broadens perspective, and enhances ability to navigate in organization for mentees. And for mentor outlines specific strategies for accomplishing work objectives and achieving career aspirations; shares understanding of important issues and players

Protection: Confirms ability to positively intervene and use clout; however, can be self-serving if used to build own reputation at expense of mentee's growth. Mentees Reduces risk yet can be supportive or smothering; also may prevent exposure that could enhance reputation; balance can be more difficult to find in cross-gender relationships. And mentor

Shields from untimely or potentially damaging contact with senior managers by taking credit or blame in controversial situations or intervening when mentee is ill-equipped to achieve satisfactory resolution

Challenging Assignments: Can relieve senior manager of tasks; receives support that allows attention to other tasks. Its advantage for mentee is, Essential technical and managerial skills developed through work, supported through learning difficult tasks. And its advantage for mentor is, Assigns mentee challenging work, supported with training and ongoing performance feedback.

2.7.2 Psychosocial mentoring:

Lee and Kim, (2011) based on their finding stated that psychosocial mentoring refers to psychosocial make up of a person paying attention to affective domains that help the mentees develop positive attitude towards their career and achieving satisfaction in their job. That means it enhances an individual's sense of competence, characteristics, and efficiency in an expert position. Psychosocial mentoring includes inherent functions such as acceptance, counselling, friendship and role modelling. Because of this mentors provide their protégés with psychosocial support and opportunities for development.

Acceptance/Confirmation: As senior colleague faces aging and end-of-career issues, the junior colleague offers support and appreciation that enables the senior to find value in what he or she has to offer. Both individuals derive a sense of self from positive regard conveyed by the other. Junior colleague is provided support and encouragement; basic trust is established and, given a foundation of acceptance, risk-taking is encouraged, allowing for experimentation with new behaviours

Counselling: Enables an individual to explore personal concerns that may interfere with a positive sense of self and career accomplishment. Junior colleague derives comfort in discovering that doubts and concerns can be shared confidentially. Sharing insights enables senior colleague to review previous points of decision during earlier career stages and provides a basis for feeling valued.

Friendship: Social interaction results in mutual liking and understanding, with enjoyable informal exchange about work and non work experiences. It allows junior colleague to feel like a peer and senior colleague can maintain connection to more youthful parts of self and extend connection with next generation

Role modelling: Role modelling is helping as a role model of suitable approaches, principles and behaviours for the protégé's. Role modelling consists of the mentor representing proper behaviour and talents, thus receiving better admiration and appreciation. According to Burk

and Eby, (2010), the mentor expresses appreciated behaviour, approaches and talents that assist the protégée in attaining competence, confidence and an expert characteristic. The mentor's values, attitudes and behaviours giving an example for the mentee, who in turn identifies with the mentor's desirable example and in turn respects and admires his/her mentor. In terms of the organizational circumstance, the mentor leads by example.

2.7.3 Personnel retention:

James, L., and Mathew, L. (2012) conducted the study on Employee Retention Strategies and concluded that the basic principle of retention strategies is to prevent the loss of competent employees from the organization. That means Employee retention is one of the most difficult thing to maintain the knowledgeable person in an organization. Particularly in this competitive world, employees may look for different advantages here and there. However, an organization needs to have mechanisms of employee retention by giving time to understand what the employees need, expect and think about the organization. No Organization can afford losing their star performers. It is the challenge of HR managers to identify the right retention strategies which their employees perceive to be effective. Secondary data source reveals that proper communication is necessary to generate a conducive environment in the organization.

According to Ethiopian Army Human resource Field Manual (2011), personnel retention is maintained and strengthens military personnel to gain a competitive advantage. Retention of personnel is critically important in military units to be insuring combat readiness.

2.8 Empirical findings

2.8.1 The effect of career mentoring on retention:

According to, Sheryn and Ye, (2011), As cited in aman(2018) carry out a study on consequences of mentoring programs on fresh teacher Retention in the University of North Carolina concludes that career support can greatly affect individual retention and careers development. In their quantitative review of mentoring research, Kammeyer-Mueller and Judge (2008) ensured that mentoring has considerable consequences on work and career satisfaction, but the other variables such as core self-evaluations, permanent status, and education have even powerful effects on career. If and only if, such associated variables as demographics, human capital, and self-evaluations can be held constant.”

David, et, al (2015) in their research article titled “Attrition in IT” Sector” explored that Leaders must put in efforts to build trust among employees for the development of employees. Merited recognition should be provided for retention and provide scope for career growth and opportunities for skill development.

Khadijetou, (2013), carry out the study on effect of career development programs on employee retention in international nongovernmental organizations in Kenya. The study shows that career development programs affect employee retention. Also it was established that organizational Career planning is a fundamental human resource policy in INGOs in Kenya.

According to McGarry (2011), a study carried out on Strategic success on mentoring and army succession planning on Canadian forces. The study highlighted that career support benefits all the parties involved in mentoring. For the mentees, knowledge and skills of accomplishing job are gained plus to learning the effective aspects to achieve organizational goals. Also the mentee gains knowledge about the organization has increased self-confidence, increased career motivation and retention. Aman, (2018) conducted a study on the effect of mentoring on personnel retention on military academies in Ethiopia .Career mentoring, has positively and statistically significant influence on personnel retention. In addition, On the other hand, Mehta et al. (2010) conducted the study on workers Loyalty towards organization: a study of Academician in Nigeria. The result of the study showed that if an organization wants to maintain employee's retention and satisfaction, career support has to be given first place which in turn brings success and loyalty for the employee. Besides, it also can reduce employee turnover and increasing retention, loyalty, and profitability towards the organization.

Roy and Gottlieb (2017), based on their research Career Advising Program and a nationwide sponsorship initiative enhanced confidence around professional self-advocacy, achieving promotion to the next academic rank, and expanded job opportunities as benefits of the program.

Carver et al. (2013) conducted a study on the role of mentorship in the Retention of graduate Interns in South Africa. The study evidenced that mentoring is two way passages of information, direction and experience. In doing so, interpersonal relationships and high quality individual performance could be achieved. Mentoring has beneficial effects on protégés' job satisfaction, compensation, number of promotions, and intent to remain with an organization.

2.8.2 The effect of psychological mentoring on retention:

Jae et al. (2012) in their research in USA, Japan and Korea comparing mentored and non-mentored persons, the study were found that mentored persons are more responsive, committed and showed high self confidence and satisfaction in their job than non-mentored individuals.

Christina (2012) conducted a study on the impact of the professional learning and psychological mentoring support for teacher trainees in Malaysia. And conclude that the overall effect of the specialized learning and psychological support in this mentoring program was varied but normally positive for both mentees and mentors.

The effect of Role modelling on retention: Ayse et al. (2013) carried out research entitled, the effect of mentoring on organizational devotion and work contentment of accounting finance professionals working in turkey. The result confirmed that role modelling had a positive and statistically significant effect on organizational devotion and job satisfaction of worker.

Chun et al. (2012) conducted a study on mentor and protégé outcomes in formal mentoring relationships in Korea and concluded the role-modelling function is taken as a good way to transfer mentors good values and experiences. Which means encourage just right pressure behaviour on mentee through perfect principles and success of the mentor, own beliefs and values, presenting altruism, and stating the significance of having a physically powerful sense of reason. Additionally the consequence point out that role-modelling can positively influence retention and encouraging confidence of protégé's to speak freely without terror of madding errors.

2.8.3 Effect of mentoring on personnel retention:

Sunday et al. (2017) conducted a study on Impact of mentoring on staff retention through knowledge transfer: an empirical evaluation of four private universities in the north central zone of Nigeria. The finding reveals that mentoring improves staff retention and knowledge transfer in private universities in Nigeria and conceptualization of mentoring is required for staff retention in organizations as the goal of employers is usually to decrease labour turnover, thereby decreasing recruitment costs, training costs, and loss of talents associated with managerial knowledge

According to, Wasim (2013) in his study on “impact of mentoring on employee retention in service sector of Pakistan” suggested that mentoring has a positive impact on employee retention. This indicted that there is a need mentoring to apply it in an organization. Similarly, Hall et al (2009) in his research study findings stated that mentoring usually minimize turnover interest/intention through providing professional mentoring, psychological mentoring, and role modelling.

Vanderbilt, Allison A., (2010). Conducted a study on Perceptions of career and psychosocial functions between mentor and protégé teachers in USA University of south Florida and

concluded that increasing/applying mentoring program potentially lead the organization to the retention of qualified teachers.

In Addition to, Conboy and Elly. (2016). in their research study founded that mentorship programs are most likely to improve/upgrade promotion and retention of various groups in the organization. On the other hand a study by, Azman et al. (2009) conducted a study on “Mentoring program and its impact on individuals advancement in Malaysian” and they assured that the advantage of mentoring is unquestionable or there is no doubt about that it improves turnover problems and individual performance.

2.9. Conceptual framework of the study

Conceptual frameworks of the study have ten independent variables which are Sponsorship, Exposure/Visibility, Coaching, Protection, Challenging (career mentoring), Role modelling, Friendship, Counselling, Acceptance/Confirmation (psychological mentoring) and mentoring practice with one dependent variable (personnel retention).

Independent variable categories of Career and psychological Mentoring

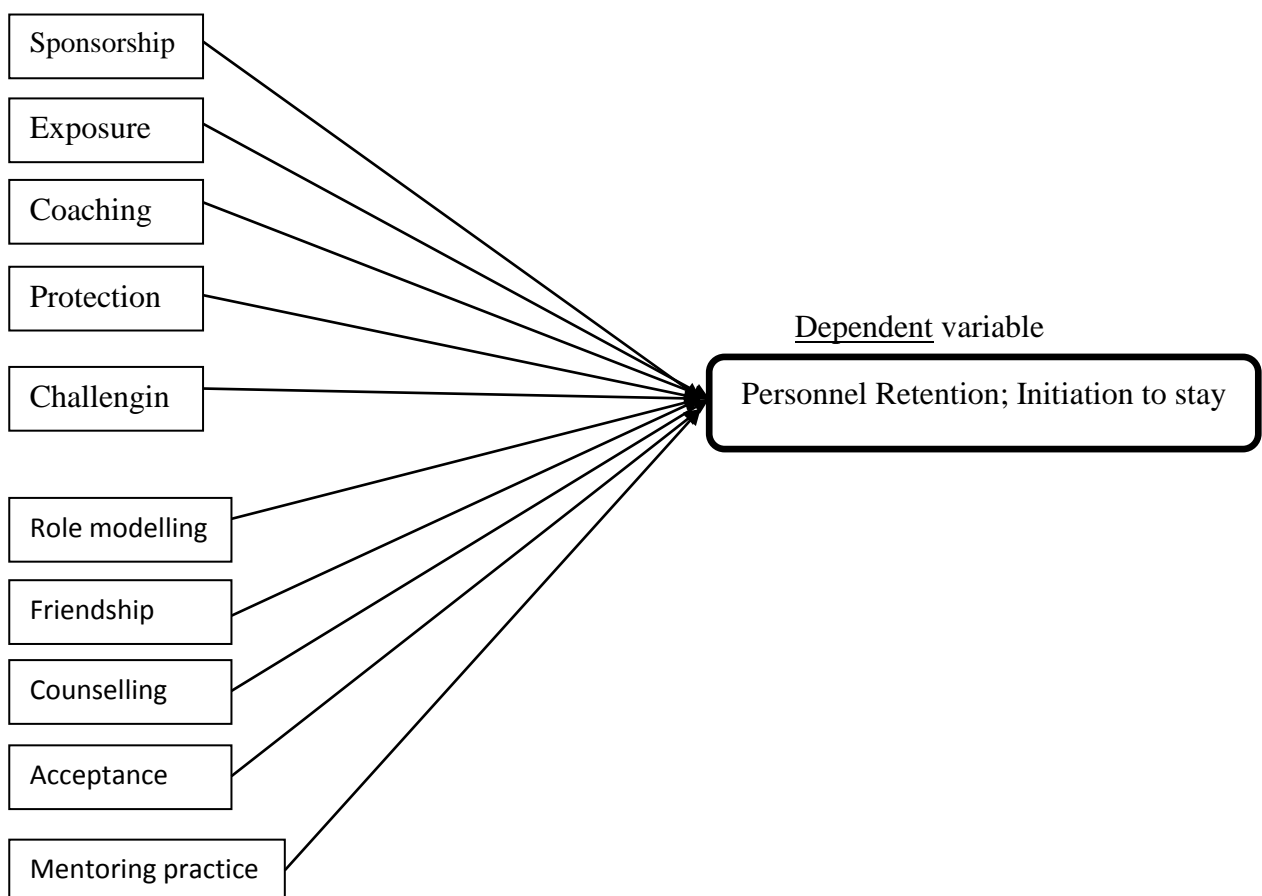


Figure 2.1: Conceptual framework illustrating the effect of mentoring on personnel retention. Roy and Gottlieb (2017) in a survey of the Society of General Internal Medicine’s Career Advising Program, a nationwide sponsorship initiative, and participants reported enhanced

confidence around professional self-advocacy, achieving promotion to the next academic rank, and expanded job opportunities as benefits of the program. Additionally, Patton et al (2017) another investigation of the same cohort revealed a significant association between sponsorship and junior investigators' professional success and on the effect of mentoring on retention, affective commitment, and trust. Which indicated that the supportive mentoring functions would positively impact retention through affective commitment; the informational mentoring functions also had a strong effect.

According to, Helms et al, (2016) In terms of upward career mobility, mentoring is potentially limited because of its scope as well as its focus on mentee behaviour. Sponsorship, on the other hand, directly targets career advancement and is anchored in the sponsor's awareness of organizational structures and critical professional opportunities for junior faculty. Besides, Ibarra et al (2010), Travis et al (2013) and Helms et al, (2016) A sponsor encourages a junior person (or protégé) to be ready to accept new challenges while also persuading other institutional decision makers to see the protégé's capabilities. Evidence to support the value of this type of relationship within academic medicine has begun to emerge.

De Castro and colleagues 2014 identified that promoting a mentee's career through networking and advocacy, actions typically associated with sponsorship, were mentor activities that influenced mentee career satisfaction. Besides, (Ibarra et al 2010, Travis et al 2013, Roy and Gottlieb 2017, Helms et al 2016), they concluded Sponsorship focuses on enhancing the visibility, credibility, and professional networks of talented individuals. A sponsor must have significant organizational influence and an ability and willingness to advocate for others regarding competitive assignments, leadership opportunities, and high-level committee membership.

Suhasini, and Babu, (2013) in their research study titled "Talent Retention: A road map for organizational success in competitive business environment in their study of retention in the IT and ITES sector" inferred that provision of career development opportunities enhance employee employability on internal/external labour market which can affect employee retention.

Aman, (2018) conducted a study on the effect of mentoring on personnel retention in military academies in Ethiopia .The finding of this research indicated that providing Career mentoring and psychological mentoring for military personnel is positively and significantly related to higher personnel commitment and higher personnel retention. And also more intense

mentoring relationship enhance an individual's ability, effectiveness, help to improve work-related stress, evolve into a strong emotional bond between the mentor and the protégé, then become a positive satisfying interpersonal contact that contribute to the general satisfaction of protégés above and beyond the extrinsic rewards they can secure for protégés.

The loss skilful and knowledgeable or experienced persons through turnover can negatively affect military unit and growth; thus, retention of military personnel has become more significant to safeguard the country from external threat. Thus the above conceptual frame works describe that mentoring provides an attractive situation through incomplete communications, coaching, counselling and psychological support that speedup development inside the military units. Therefore Retention of a positive and motivated employee is very important for the organization's success. High employee turnover increases the expenses and also has a negative impact on the organization's morale. Implementation of an employee retention program is an effective way of making sure that the pivotal workers remain employed while balancing and maintaining job performance and productivity. Effective retention Enhancing Recruitment, managing Employee Turnover, Maintaining Performance and Productivity, making Cost Effective ,Increases Morale.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter is mainly focused on the research methodology that adopted in this study. Therefore, the researcher described the following things in this part: Such as a description of the study area, the research approach, research design, population and sampling technique, sources of data and data collection instruments, methods of data analysis, measurement of variables, validity and reliability.

3.1 Description of the Study Area

Military Academies are colleges and training centres which are found in Ethiopian defence force training main department. One of those military academies in national defence is Major general Hayelom Araya military academy.

This study will be conducted in Major General HAYELOM ARAYA Military Academy which is found in HOLETA GENET FINFINE ZURIA LIYU Zone of OROMIA Region. This town has altitude and longitude of 903' N & 38030'E and altitude of 2391 meters above sea level. HOLETA GENET comes into existence with the construction of Addis Ababa-Ambo road.

In Ethiopia, the beginning of Cadet Academy goes back to 1930's when the HOLETA Military Academy was established. This Academy was functional until the Italian Occupation Period and the Military Academy was re-opened after the withdrawal of the enemy forces from the country. Later on, in the late 1950's, the HARAR Military Academy was opened to strengthen the process of army building in the country

HOLETA GENET Military Academy opened in January 1935 and staffed with 5 Swedish officers the first class of 120 cadets. They did not complete their studies due to the second Ethio- Italian war. It was reopened once again Emperor HAILE SSELASSIE returned to Ethiopia and continues up to dergue regime (the Nordic Africa institute website).

However, these Academies were primarily founded to produce junior officers who lead the army primarily organized to safeguard only the interests of the ruling classes and therefore, they couldn't sustain their existence. Both the HOLETA and HARAR Military Academies were collapsed upon the downfall of the Dergue Regime

Then after, Ethiopia is more committed than ever to modernize its defence capabilities. Even though the country is much more committed to peaceful developmental efforts, peace

cannot be guaranteed without defence capability to pre-empt or avert aggressions and decisively win inevitable wars.

After a murder of major general HAYLOM ARAYA (one of the hero leader of EPRDF) in February 1994 the academy was reopened and named by him. Currently, the only Cadet Academy in the country is the Major General HAYELOM ARAYA Military Academy. The main objective of re-establishing this Academy is to produce qualified military officers who would effectively safeguard the FDRE Constitution and serve at the lower level leadership in different units and positions of the army. The academy has a mission to generate well qualified and capable lower level unites and equivalent level leader for defence force by providing quality education and training. The academy has capacity to take on 300 cadets every year and graduate with diploma and degree programs and military rank of second lieutenant. To support its mission the military academy uses mentoring as a tool to retain the graduate officers. (Source from unpublished document of the academy)

3.2 Research Design

Business research can be classified on the basis of either technique or purpose. One is based on their purpose. In terms of their purpose we can divide the research in to exploratory, descriptive or causal study. Matching the particular decision situation with the right type of research is important in obtaining useful research results. (William, Barry, Carr, & Griffin, 2010) Research design is the blueprint for fulfilling research objectives and answering research questions (John A.H. et al., 2007). In other words, it is a master plan specifying the methods and procedures for collecting and analyzing the needed information. It ensures that the study will be relevant to the problem and that it uses economical procedures. In order to describe and examine the effect of mentoring on military personnel retention in the case of Major General Haylom Araya Military Academy, In order to address the research question and to achieve the objectives of this research, the researcher will use mixed research method and the study followed descriptive and explanatory research design. According Creswell (2003), mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using separate designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone The study will use a descriptive design through surveys to find out the effect of mentoring on military personnel retention. The descriptive design helps to describe accurately the

characteristics of a particular individual, situation or a group. The descriptive survey research design is appropriate choice, and the study aimed at measuring the attitude of the employees in their organization (Creswell, 2003). And Explanatory Studies that establish causal relationships between variables may be termed explanatory research. The emphasis here is on studying a condition or a problem in order to describe the relationship between variables. According to Saunders, Lewis and Thornhill (2009), the researcher use explanatory type of research design. The main aim of explanatory research is to identify any causal links between the factors or variables that pertain to the research problem.

Based on the above, the researcher will try to collect or analyze not only numerical data or quantitative research, but also narrative data or qualitative research in order to address the research question defined for a particular research study. That means, in order to collect both data, the researcher will use survey method that contains closed-ended questions to collect the numerical or quantitative data and also an interview questions to collect the narrative or qualitative data.

3.3 Population, sampling techniques and sample size

The study will conduct to find out the effect of mentoring on military personnel retention in the M.G.H.A military academy. The military academy is composed by staff officers, none commissioned officers (NCOs), cadets (regular and short term cadet) and private soldiers, and categorized in departments. The target population is 300 protégés that the study focused on. The study used Proportionate stratified random sampling technique in order to give proportional representation to the selected military academy, which form the sampling frame of the study. According to, Kothari (2004) mentioned that stratified sampling results in more reliable and detailed information and enables to get more representative samples.

The researcher used the sample size determination table developed by Israel, (2013), the appropriate sample size for population of $N=300$ mentees $n=172$ and confidence level is = 0.05.

The strata for this research will include high officers, junior officers, none commissioned officers (NCOS) and officer cadets. The total sample size of each stratum is shown with their population based on their rank in the table.

$$n = N / (1 + Ne^2)$$

Where n = Number of samples,

N = Total population and

e = Error tolerance (confidence level of 95 percent used)

Table 3.1:- Sample size description.

Organization	Protégés	Population	Sample size
Major General Hayelom Araya Military Academy	High officer	11	6
	First line officer	90	52
	None commissioned officer	45	26
	Officer cadet 1 st company	79	45
	Officer cadet 2 nd company	75	43
Total		300	172

3.4 Source of Data

According to William, et al., (2010), there are two types of data, primary and secondary. The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand (Kothari, 2004). Secondary data is defined as Data that have been previously collected for some purpose other than the one at hand. For the purpose of this study in order to obtain relevant information both primary and secondary data was used.

In order to, achieve the objective of this study, relevant data will be collected. The main source of data for this research is both primary and secondary data sources. Primary source of data is very important to collect first hand information from the protégées of the military academy in Ethiopia to know their feelings, attitudes, opinions and perceptions towards a particular issue. And to develop conceptual frame work the researcher used secondary data sources.

3.5 Data Collection methods

To answer the above research questions primary and secondary data were collected. In order to collect primary data the questionnaire were adopted by the researcher. The study will use mixed research approach which is quantitative and qualitative, so the data will collect through semi-structured interview, close ended questionnaire which was rated on a likert scale of 1

(strongly disagree) to 5 (strongly agree). Questionnaire is simple and quick to manage and it helps to collect data from the respondents (Zikmund et al., 2010). So the researcher uses a random sampling techniques for questionnaire and purposive sampling techniques for interview and group discussion. In addition, secondary data will collected from files, pamphlets, circulars and different policy papers were used to provide additional information when the need arises, thesis, books will also to reach the objective of the research. And the researcher will use a different document which is related to mentoring and retention, like reports, researches in the M.G.H.A military academy.

3.6 Reliability and validity

The reliability of the questionnaire is tested by Cronbach’s alpha or called the alpha coefficient to show the internal consistency of the questionnaires as stated by Joseph and Mary (2003).The closer the reliability coefficient to 1.00 is the better. Reliabilities less than 0.60 are considered poor, those in the range of 0.60 to 0.80 are considered good and acceptable. Pilot test is carried out on 20 respondents to test the reliability of data from questionnaires. The researcher in order, to measure mentoring effect, the questions will adapt from previous researchers, they are (Vanderbilt, Allison A, 2010; Christopher et al., 2012; Hu et al., 2011 & Ayse et al., 2013). In addition, Employee retention 5 questions will adapt from Jane (2013). The mechanisms were constantly tested by previous researchers and their reliability test is above 0.90. Furthermore, the researcher was modify the adopt instruments to make them suitable to examine the effect of mentoring in military academy and re-examined the reliability. After the adoption of the questionnaire the researcher checked their Cronbach’s alpha. The result is below in the table.

Table 3.2 reliability test

Reliability test		
	Cronbach's Alpha	N of Items
Coaching	.901	6
Sponsorship	.824	5
Protection	.736	6
exposure	.769	6
challenging	.882	5
friendship	.931	6
Counselling	.891	7
Acceptance	.836	5
Role modelling	.874	8
Mentoring practice	.931	8
Personnel retention	.712	10

Validity: The researcher adopted the questionnaires based on specific objectives. And to validate the study from bias, the questionnaires were forwarded for one subject matter graduate officer of the Institution. In addition, face to face interviews with the Institution's cadet, NCOS, first line officers and higher officers carried out to crosscheck some parts of the information collected through questionnaires, validated the outcome of the analysis. According to Nicholas et al (2016), qualitative data collected using semi-structured interview is a significant way of triangulating quantitative data collected by other ways such as questionnaire.

3.7 Data Analysis Methods

The data that are collected through questionnaire is analysed by using Statistical Package for Social Sciences (SPSS) version 20. Both descriptive and inferential systems are applied in order to come up with a better result. Inferential statistics is used to find the correlation and regression analysis of the variables whereas Descriptive statistics are used to describe the result of frequency of occurrence, means, and standard deviations scores of each items. Correlation analysis is used to find the level of relationships among the independent variables and the dependent variable. Regression reflects the impact of the unit change in the independent variable on the dependent variable. The information collected through the interview from the respondents is described by using words.

3.8 Ethical consideration of confidentiality

According to Mark, Philip and Adrian (2016), most ethical issues have fallen into one of the following four categories; informed consent, confidentiality, security and honesty. Therefore, the researcher is considered all these issues in the questionnaire guidelines in the following manner:-

Informed consent: all participants were briefly informed about the reason of conducting such study, therefore, enabled them to join with full consent. **Right to privacy (confidentiality):** the researcher kept the nature and quality of participants' performance strictly confidential. No information is recorded about respondents. **Security:** the researcher did not expose the participants to unusual stress, embarrassment, or loss of self-esteem. **Honesty:** the researcher reported the findings in complete honesty.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

Introduction

In this chapter an overview of the data obtained in the study is analyzed, presented and discussed. It contains the data analysis, the research findings (results), and based on the results, discussion and triangulation have been undertaken. The researcher gives discussion on the findings and also some interpretation of the result. In order to interpret findings and do the discussion about the effect of mentoring on military personnel retention in the case of Major General HAYELOM ARAYA Military Academy, the researcher used different form of tables, graphs and figures. Also quantitative and qualitative analyses have been made. In addition, the chapter has two parts. The first part is concerned with characteristics of respondents; the second part is concerned with analysis and interpretation of main data.

4.1 Response Rate

There were 172 protégé cadets surveyed. The sample consisted of 172 respondents. The survey contained 6 demographic questions items and 72-question items in Likerty type scale about mentoring for mentees. One hundred seventy two questioners were distributed to the mentees and out of these 170 questioners were collected which accounts 98.8 % response rate. Out of 170 questionnaires distributed two were discarded due to incomplete response, and 3 were not filled properly. The total number of questions items used for analysis was 165. Accordingly the analysis of this study is based on the number of questionnaire collected.

4.2 Demographic Characteristics of Participants

The first section of the questionnaire demanded personal information from respondents. These questions include: gender, age, educational background, mentoring relationship, military rank, current occupation and service year in the academy. The response of personal information are presented and discussed below.

Table 4.1 indicated that, 76.4 % (n=126) of the sample respondents were males and 23.6 % (n= 39) were females. This implies that the study consists of more male than female respondents and this is not intentionally done, because female respondents have given an equal chance to be selected, but the actual number of male in the target population was greater than female.

Table 4.1 Demographic characteristics of participants

Variables	Characteristics categories	Respondent	
		Frequency	%
Sex	Male	126	76.4
	Female	39	23.6
	Total	172	100
Age	Below 25	5	3.0
	25-29	73	44.2
	30-34	61	37.0
	35 and above	26	15.8
	Total	165	100
Educational qualification	other	66	40.0
	diploma	48	29.1
	Degree	41	24.8
	Master	10	6.1
	Total	165	100.0
Service year	below 5 year	30	18.2
	5-10	82	49.7
	above 10	53	32.1
	Total	165	100.0
mentoring relation	below 5 year	29	17.6
	5-10	83	50.3
	above 10	53	32.1
	Total	165	100.0
Rank	cadet	81	49.1
	none commissioned officer	26	15.8
	line officer	52	31.5
	higher officer	6	3.6
	Total	165	100.0

Source: based on Primary data of this study

Concerning the graphic representation of the age distribution of the sample is presented in the above table, the majority of respondents (n=73 or 44.2 %) fall in the age category of 25-29 years. This is followed by 37.0% (n=61) of the respondents in the age category of 30-34 years. The age category below 25 years old constitutes 3.0 % (n=5) of the sample. The rest respondents (n=26 or 15.8 %) fall in the age category of 35 and above years. This indicated that the above result can be seen as respondents are fairly young. Respondents in relation to their age category are fairly representative of the total population as seen on the total demographic distribution of mentees of the military academy. Another information concerning the education levels of respondents were acquired as discussed in the table above, indicated that participants who have second degree were 6.1 %, first degree 24.8 %

and the person with collage diploma were 29.1% and other were 40.0 % respectively. Based on the description majority of respondents were other that means high school (12th complete), certificate (military) etc.

According to respondents' years of service of participants is significant to assess the level of understanding of the respondents in the military academy. Facts from the study are described in the table above, that is evident that majority of the respondents are giving service in the military were 5 - 10 years 49.7% , who have served above 10 years 32.1% and who have served in the military below 5 years at 18.2%. Results from the respondents are shown on the table above, majority of the respondents 50.3 % have been mentored in the military academy between 5- 10 years and those who have been mentored above 10 years 32.1 %, below 5 years 17.6 % respectively. This implies that the high percent of the member of the military academy was passed through mentoring.

This research required and gained details related the rank detained by the participants in the military academy to clearly knowing their role in the variables of the research. The description of participants related to their title are shown in above table, results showed that majority of respondents in this study were officer cadets (81) 49.1%, followed by line officers (52) 31.5 %, none commissioned officer (26)15.8 %, higher officers (6) 3.6 % respectively. From the above description, the majorities of the participants in this study are participated/ involved in the execution of mentoring process.

4.3 Analyses of Collected Data

4.3.1 Descriptive Analyses

The surveys administered during this study (Mentoring Function Scale for the Protégé) were comprised of two components of the mentoring functions: career and psychosocial functions and its practice. These functions (career and psychosocial) derived from Kram (1985b). The career functions category included: coaching, protection, exposure and visibility, sponsorship, and challenging assignments. Psychosocial functions included: acceptance, role modelling, counselling and friendship. This section addresses the mean scores and the standard deviation for each item.

The participants in this study were asked to complete a survey about mentoring. The survey had Likert scale. The Likert scale had a range of five options: (1) Strongly disagree, (2) disagree, (3) neither agree or disagree, (4) agree, and (5) strongly agree. A mean (M) score of 0-1.5 is Very low, between 1.51 to 2.50 means low, 2.51 to 3.50 means moderately affect 3.51-4.50 means high and mean of above 4.51 is very high. The tables which were shown

below describe the means and standard deviations for the survey items by functions for protégés/mentees.

Overall, the mean scores for all 165 respondents indicated that the protégé /mentees agreed career mentoring (coaching, protection, exposure and visibility, sponsorship, and challenging assignments) and psychosocial mentoring (acceptance, role modelling, counselling, and friendship) functions were provided during the mentoring relationship or mentoring process. The score was mean 3.48 (SD=0.718). The result indicated that those mentoring functions were provided or practiced moderately in the military academy and the result revealed that how much attention given by the military academy for the process of mentoring.

4.3.1.1 Coaching: -

Table 4.2 description of coaching by items

No	coaching	Descriptive Frequency Table								
		Scale					N	Mean	SD	
		1	2	3	4	5				
Q1	shared his/her career history and previous experience	f	23	25	2	75	40	165	3.51	1.37
		%	13.9	15.2	1.2	45.5	24.2			
Q2	encouraged to participate in professional growth activities	f	20	26	2	67	50	165	3.61	1.38
		%	12.1	15.8	1.2	40.6	30.3			
Q3	suggested specific strategies for achieving career goals	f	5	9	-	85	66	165	4.20	0.93
		%	3.0	5.5	-	51.5	40.0			
Q4	supported to have responsibilities in the academy, to strengthen relations	f	16	22	2	71	54	165	3.76	1.30
		%	9.7	13.3	1.2	43.0	32.7			
Q5	suggested specific strategies for accomplishing my task objectives	f	55	56	2	37	15	165	2.40	1.38
		%	33.3	33.9	1.2	22.4	9.1			
Q6	given feedback regarding performance	f	40	56	36	33	40	165	2.79	1.52
		%	24.2	33.9	21.8	20.0	24.2			
Coaching Total score								165	3.35	1.01

Source: based on Primary data of this study

There were six questions that measured coaching in the survey. Regarding the above table 4.2 on question one protégés cadet agreed that their mentor shared the career history and previous experience. The protégés cadet mean score was 3.51 (SD= 1.373). Question two the protégés cadet agreed that their mentor encouraged participation in professional development activities. The protégés cadet mean score was 3.61 (SD= 1.377). Question three the protégés cadet agreed that their mentor provided specific strategies to achieve career goals were shared. The protégés cadet mean score was 4.20 (SD= 0.925). And then on question 4 the

protégés cadets agreed that their mentor supported to have responsibilities in the military academy which did strengthen their relations. The protégés mean score was 3.3.76 (SD= 1.303). Question five had a mean score 2.40 (SD=1.383), the result indicated the protégés cadet disagree that their mentor suggested specific strategies to accomplish their task objectives. And also Question six had a mean score 2.79 (SD=1.516) this revealed that the protégé cadets was not agreed their mentor provided feedback regarding performance in present position. The overall mean score of coaching was M=3.35(SD=1.01) this indicated that during the process of mentoring coaching is moderately affect personnel retention in the military academy.

4.3.1.2 Sponsorship

Table 4.3description of sponsorship by items

No	Sponsorship	Descriptive Frequency Table								
		Scale					N	Mea n	SD	
		1	2	3	4	5				
Q7	My organization nominates individual cadets for sponsorship	f	70	62	4	14	15	165	2.04	1.27
		%	42.4	37.6	2.4	8.5	9.1			
Q8	sponsors individual cadets for a promotion/lateral movement	f	7	13	4	77	64	165	4.08	1.1
		%	4.2	7.9	2.4	46.7	38.8			
Q9	sponsors cadets to learn a new aspect of the job/ organization	f	20	26	2	67	50	165	3.61	1.38
		%	12.1	15.8	1.2	40.6	30.3			
Q10	Sponsorship for a role builds cadets reputation in the organization	f	18	22	12	63	20	165	3.64	1.33
		%	10.9	13.3	7.3	38.2	30.3			
Q11	Sponsorship has opened up cadet opportunities in the organization	f	28	29	15	52	41	165	3.30	1.45
		%	17.0	17.6	9.1	31.5	24.8			
Sponsorship Total score							165	3.33	0.67	

Source: based on Primary data of this study

Sponsorship:-There were five questions that measured sponsorship in the survey. By referring the above table 4.3 question 7 had a mean score 2.04 (SD= 1.27) the result showed protégés cadet was not agreed that the military academy nominates individual cadets for sponsorship. On question 8, 9, 10, 11 had a mean score 4.08(SD=1.1), 3.61 (SD=1.4), 3.64 (SD= 1.3), 3.30 (SD= 1.4) and this indicted that protégés cadet agreed; their academy sponsors individual cadet for a promotion/lateral movement and to learn a new aspect of the job/military academy, sponsorship build cadets reputation in the military academy and opened up cadet opportunities in the military academy respectively. The overall mean score

of sponsorship was $M=3.33(SD=0.67)$ this indicated that during the process of mentoring sponsorship is moderately affect personnel retention. But the military academy has a problem related to sponsorship, that means the military academy dose not nominate individual cadets for sponsorship.

4.3.1.3 Protection

Table 4.4 description of protection by items

No	protection	Descriptive Frequency Table								
		Scale					N	Mea n	SD	
		1	2	3	4	5				
Q12	helped with problems that could threaten the possibility of obtaining other desired positions	f	10	11	5	74	65	165	4.05	1.1
		%	6.1	6.7	3.0	44.8	39.4			
Q13	My mentor protect me from work related problems	f	10	15	4	80	56	165	3.95	1.23
		%	6.1	9.1	2.4	48.5	33.9			
Q14	helped to complete projects/tasks or meet deadlines that otherwise would have been difficult to complete	f	36	79	4	28	18	165	2.47	1.13
		%	21.8	47.9	2.4	17.0	10.9			
Q15	Alerted potential conflicts with managers (or partners) before I knew about their likes/dislikes, opinions on controversial topics, or the politics in the firm.	f	12	17	7	76	53	165	3.85	1.2
		%	7.3	10.3	4.2	46.1	32.1			
Q16	Kept me informed about what is going on at higher levels, or how external conditions are influencing the firm.	f	46	62	-	30	27	165	2.58	1.5
		%	27.9	37.6	-	18.2	16.4			
Q17	discussed concerns regarding feelings of competence, relationships with peers and supervisors, and/or work/family conflicts	f	50	62	5	30	18	165	2.42	1.4
		%	30.3	37.6	3.0	18.2	10.9			
protection Total score							165	3.22	1.00	

Source: based on Primary data of this study

Protection: - There were six questions that measured protection in the survey. Based on the above table 4.4 for question 12 the protégés cadet agreed that mentoring relationship helped with problems that could threaten the possibility of obtaining desired positions/assignments. The protégés cadet mean score was 4.05 (SD= 1.1). Question 13 had a mean score 3.95 (SD= 1.13) the result showed protégés cadet agreed that their mentor protect them from work related problems. On question 14, protégés cadets agreed that mentoring relationship was not help with problems that could threaten the possibility of obtaining desired positions/assignments. The protégés cadet mean score was 2.47 (SD= 1.3). Question 15 had a

mean score 3.85 (SD= 1.2) the result indicated that protégés cadet agreed their mentor has alerted them about the potential conflicts with leaders or partners before they know about their likes/dislikes, opinions on controversial topics, or the politics in the military academy. Regarding question 16, protégés cadets agreed that their mentor was not inform about what groining is on at higher levels, or how external conditions are influencing the military academy. The protégés cadet mean score was 2.58 (SD= 1.5). Finally on question 17 had a mean score 2.42 (SD= 1.4) the result indicated that protégés cadet agreed, still there is discussion about concerns of cadet, which is peers relationship. But the respondents disagree that their mentor discussed concerns regarding filing of competence, supervisors, and/or work or family conflicts. The overall mean score of protection was $M=3.22(SD=1.00)$ this indicated that during the process of mentoring protection is moderately affect personnel retention. There is a problem related to protection, which means mentoring relationship was not help cadets with problems that could threaten the possibility of obtaining desired positions, their mentor were not discussed concerns regarding filing of competence, supervisors, and/or work or family conflicts and not inform about what groining is on at higher levels, or how external conditions are influencing the military academy. So the military academy must give concentration to solve the above problem.

4.3.1.4 Exposure

Exposure and Visibility: - There were six items that measured exposure and visibility in the survey. Concerning the table 4.5below, for item 18, protégés agreed that mentoring relationship helped meet new colleagues. The protégés cadet mean score was 3.87 (SD= 1.5). And item 22 had a mean score 3.03(SD=1.5) the result showed the protégés cadet agreed that their mentor has given an opportunity to gain knowledge and acceptance in the military academy. And items 19, 20, 21, 23 had a mean score 2.28(SD=1.3),2.20(SD=1.3), 2.35(SD=1.3), 2.64(SD=1.5) the result indicated that protégé cadets disagreed their mentor did not given; projects that increased written and personal contact with colleagues, encouraged to assume responsibilities that increase personal contact with people in the district that may influence their future career function , given an opportunity to interact with key members of the organization and finally gave recommendations for promotion and advancing opportunities in their career respectively.

The overall mean score of exposure was $M=2.73(SD=0.86)$ this indicated that during the process of mentoring exposure is moderately affect personnel retention. But the military academy has a problem related to exposure which is explained in the above, so the military academy must give attention to solve the above problem.

Table 4.5 description of exposure by items

No	Exposure	Descriptive Frequency Table								
		Scale					N	Me an	SD	
		1	2	3	4	5				
Q18	My mentor has helped me meet new colleagues	f	13	18	5	71	58	165	3.87	1.23
		%	7.9	10.9	3.0	43.0	35.2			
Q19	given me projects that increased written and personal contact with colleagues	f	49	71	7	25	13	165	2.28	1.26
		%	29.7	43.0	4.2	15.2	7.9			
Q20	encouraged me to assume responsibilities that increase personal contact with people in the district that may influence my future career function	f	52	71	9	23	10	165	2.20	1.20
		%	31.5	43.0	5.5	13.9	6.1			
Q21	given an opportunity to interact with key members of the organization	f	54	59	7	30	15	165	2.35	1.34
		%	32.7	35.8	4.2	18.2	9.1			
Q22	given an opportunity to gain knowledge on the organization and acceptance in the organization	f	33	49	-	46	37	165	3.03	1.51
		%	20.0	29.7	-	27.9	22.4			
Q23	gave recommendations for promotion and advancing opportunities in my career	f	53	43	2	44	23	165	2.64	1.50
		%	32.1	26.1	1.2	26.7	13.9			
Exposure Total score							165	2.73	0.86	

Source: based on Primary data of this study

4.3.1.5 Challenging

Challenging/ Assignments: - There were five questions that measured challenging assignments in the survey. From the table 4.6 below for question 24, 26, 27, 28, protégés agreed that their mentor has recommended them (or supported) in obtaining assignments that increased their contact with important clients, offered opportunities to learn new skills or develop expertise in a specific area, help to finish assignments or meet deadlines that otherwise would have been difficult to complete and help them by assigning in challenging duties. The mean score of each item was 3.85 (SD= 1.2), 3.86 (SD= 1.2), 4.08 (SD=1.2), 3.60 (SD= 1.3) respectively. On item25 had a mean score 2.80(SD=1.5) the result revealed the respondents disagreed that their mentor did not recommended them (or supported) in obtaining assignments that increased personal contact with important (key) leaders or partners in the military academy. The overall mean score of challenging was $M=3.64(SD=0.75)$ this indicated that during the process of mentoring protection is moderately affect personnel retention. But the military academy has a problem correlated to protection, which means the military academy must give concentration to solve the above problem.

Table 4.6 Description of challenging by items

No	Challenging	Descriptive Frequency Table								
		Scale					N	Mean	SD	
		1	2	3	4	5				
Q24	recommended (supported) in obtaining assignments that increased my contact with important clients.(assignment)	f	14	16	2	82	51	165	3.85	1.20
		%	8.5	9.7	1.2	49.7	30.9			
Q25	recommended (supported) in obtaining assignments that increased personal contact with important (key) leaders or partners in the organization	f	41	53	3	34	34	165	2.80	1.52
		%	24.8	32.1	1.8	20.6	20.6			
Q26	Recommended (supported) in obtaining assignments that offered opportunities to learn new skills, or develop expertise in a specific area.	f	14	14	5	80	52	165	3.86	1.19
		%	8.5	8.5	3.0	48.5	31.5			
Q27	Helped to finish assignments or meet deadlines that otherwise would have been difficult to complete.	f	11	12	5	61	76	165	4.08	1.18
		%	6.7	7.3	3.0	37.0	46.1			
Q28	My mentor helped me by assigning in challenging duties	f	16	29	7	66	47	165	3.60	1.32
		%	9.7	17.6	4.2	40.0	28.5			
Challenging Total score								165	3.64	0.75

Source: based on Primary data of this study

4.3.1.6 Friendship

Friendship: - There were six questions that measured friendship in the survey. Concerning the table 4.7, for question 29 protégés cadet agreed that their mentor has asked them suggestions concerning problems he/she has encountered at the academy. The respondents mean score was 3.76 (SD=1.15). Question 30 had a mean score 4.22 (SD= 1.1) this indicated that protégé cadets agreed they engage in social activities and chat with their mentor after work. Regarding question 31 the protégés cadet agreed that their mentor has invited them to join him/her for lunch (or another function) at work. The participants mean score was 3.85 (SD=1.3). And also item 32 had a mean score 4.12 (SD=0.972), the result showed the respondents agreed that they share their personal problems with their mentor. Following item 33 had a mean score 3.29 (SD=1.5) this indicated that the protégés cadet agreed they consider their mentor as a friend. Next to that for question 34 protégés cadet agreed that their mentor interacted socially with the protégés cadet outside of work. The protégés cadet mean score was 3.61 (SD= 1.45). The overall mean score of friendship was $M=3.86(SD=0.914)$ this

indicated that during the process of mentoring friendship is highly affect personnel retention. That means the practice of friendship is successful in the military academy.

Table 4.7 description of friendship by items

No	Friendship		Descriptive Frequency Table							
			Scale					N	Mean	SD
			1	2	3	4	5			
Q29	asked me for suggestions concerning problems he/she has encountered at the academy	f	13	16	7	91	38	165	3.76	1.15
		%	7.9	9.7	4.2	55.2	23.0			
Q30	Engage in social activities and chat with my mentor after work.	f	9	9	4	57	86	165	4.22	1.10
		%	5.5	5.5	2.4	34.5	52.1			
Q31	invited to join him/her for lunch (or another function) at work	f	18	15	5	62	65	165	3.85	1.33
		%	10.9	9.1	3.0	37.6	39.4			
Q32	I share my personal problems with my mentor.	f	5	12	3	84	61	165	4.12	0.97
		%	3.0	7.3	1.8	50.9	37.0			
Q33	I consider my mentor as a friend.	f	27	35	7	55	41	165	3.29	1.46
		%	16.4	21.2	4.2	33.3	24.8			
Q34	I interacted with me socially outside of work	f	26	19	5	58	57	165	3.61	1.45
		%	15.8	11.5	3.0	35.2	34.5			
friendship Total score								165	3.86	0.91

Source: based on Primary data of this study

4.3.1.7 Counselling

Regarding the table 4.8 there were seven questions that measured counselling in the survey. For question 35 protégés cadet agreed that their mentor demonstrated good listening skills during their conversations. The protégés mean score was 3.95 (SD= 1.2). Question 36 protégé cadets agreed that the mentor addressed questions or concerns regarding feelings of competence. The protégés cadet mean score was 3.74 (SD= 1.1). Question 37 had a mean score 2.30 (SD=1.3) the result revealed protégé cadet agreed that their mentor was not addressed concerns regarding relationships with peers and supervisors, and/or work/family conflicts. Question 38 protégé cadets agreed that the mentor shared personal experiences as an alternative perspective to their problems or concerns.

The protégés cadet mean score was 3.63 (SD= 1.3). Question 39 protégés cadet agreed that the mentor encouraged protégés cadet to talk openly about anxiety and fears that cause work distractions. The protégé mean score was 3.74 (SD= 1.2). Question 40 had a mean score 4.00(SD=1.3) this showed protégés cadet agreed that the mentor conveyed empathy for concerns and feelings during their discussions. Question 41 the protégés cadet agreed that their mentor kept feelings of doubts shared in strict confidence. The protégé mean score was 4.06 (SD= 1.3). The overall mean score of counselling was M=3.63(SD=079) this indicated that during the process of mentoring counselling is highly affect personnel retention. But it

has a problem related to counselling, which is the mentor was not addressed concerns regarding relationships with peers and supervisors, and/or work/family conflicts, which means the military academy must solve the above problem to be successful more.

Table 4.8 description of counselling by items

No	Counselling	Descriptive Frequency Table								
		Scale					N	Mean	SD	
		1	2	3	4	5				
Q35	demonstrated good listening skills in our conversations	f	13	12	5	76	59	165	3.95	1.18
		%	7.9	7.3	3.0	46.1	35.8			
Q36	addressed questions or concerns regarding feelings of competence	f	15	18	7	80	45	165	3.74	1.13
		%	9.1	10.9	4.2	48.5	27.3			
Q37	addressed concerns regarding relationships with peers, supervisors, and/or work/family conflicts	f	50	70	6	24	15	165	2.30	1.3
		%	30.3	42.4	3.6	14.5	9.1			
Q38	shared personal experiences as an alternative perspective to my problems or concerns	f	16	21	10	79	39	165	3.63	1.25
		%	9.7	12.7	6.1	47.9	23.6			
Q39	encouraged to talk openly about anxiety and fears that cause work detractions	f	14	15	16	75	45	165	3.74	1.20
		%	8.5	9.1	9.7	45.5	27.3			
Q40	conveyed empathy for concerns and feelings during our discussions	f	15	18	3	45	84	165	4.00	1.34
		%	9.1	10.9	1.8	27.3	50.9			
Q41	kept my feelings and doubts in strict confidence	f	16	11	5	48	85	165	4.06	1.3
		%	9.7	6.7	3.0	29.1	51.5			
Counselling Total score								165	3.63	0.79

Source: based on Primary data of this study

4.3.1.8 Acceptance

Acceptance and Confirmation: - There were five questions that measured acceptance and confirmation in the survey. Concerning the table 4.9 below on question 42 protégés cadet agreed that mentoring relationship encouraged new approaches of methods of teaching and interaction with other cadets in the military academy.

The protégés cadet mean score was 3.76 (SD= 1.2). Question forty three had a mean score 4.22 (SD=1.1) this result showed protégés cadet agreed that the relationship conveyed feelings of respect as an individual and as a professional. Question forty five had a mean score 4.12(SD=0.97) this revealed protégés cadet agreed that their mentor shared personal experience and teaches them to solve their problem and to develop self confidence. Question forty six protégés cadet agreed that their mentor moderately conveyed empathy for concerns and feelings discussed. The protégé mean score was 3.29 (SD= 1.5).finally question forty four had a mean score 2.18 (SD=1.24) the result indicated the protégés cadet disagreed that

their mentor was not discussed their concerns about advancement opportunities with the military academy. The overall mean score of acceptance was $M=3.51(SD=0.67)$ this indicated that during the process of mentoring acceptance is highly affect personnel retention.

Table 4.9 description of acceptance by items

No	Acceptance	Descriptive Frequency Table								
		Scale					N	Mean	SD	
		1	2	3	4	5				
Q42	encouraged me to try new approaches or methods of communication and interacting with another cadet in the academy	f	13	16	7	91	38	165	3.76	1.15
		%	7.9	9.7	4.2	55.2	23.0			
Q43	conveyed feelings of respect for me as an individual and as a professional	f	9	9	4	57	86	165	4.22	1.1
		%	5.5	5.5	2.4	34.5	52.1			
Q44	discussed my concerns about advancement opportunities with the academy	f	54	72	9	15	15	165	2.18	1.24
		%	32.7	43.6	5.5	9.1	9.1			
Q45	Shared personal experience and teaches me to solve my problem and to develop self confidence.	f	5	12	3	84	61	165	4.12	0.97
		%	3.0	7.3	1.8	50.9	37.0			
Q46	conveyed empathy for concerns and feelings I have discussed	f	27	35	7	55	41	165	3.29	1.46
		%	16.4	21.2	4.2	33.3	24.8			
Acceptance Total score								165	3.51	0.67

Source: based on Primary data of this study

But it has a problem related to acceptance, that is their mentor were not discussed their concerns about advancement opportunities with the military academy, which means the military academy should focus to solve the above problem concerning acceptance.

4.3.1.9 Role modelling

Role Modelling: - There were eight questions that measured role modelling in the survey. Concerning the above table 4.10, for question 47 protégés cadet agreed that they try to model their mentor's behaviour and do their best to display similar actions. The protégés mean score was 3.51 (SD= 1.4). Question 48 had a mean score 3.91 (SD=1.2) the result revealed protégés cadet agreed that their mentor demonstrates realistic ways of solving problems. Question 49 the protégés cadet agreed that they modelled their mentor teaching style. The protégé mean score was 4.12 (SD= 1.1). Question 50 had a mean score 3.99 (SD=1.1) this indicated that protégé cadet agreed they modelled their mentor attitudes and values regarding education. For Question 51 the protégés cadet agreed that their mentor earned respect and admiration of the protégé. The protégé mean score was 3.61 (SD= 1.4). Question 52 had a mean score 4.09 (SD=0.95) the result showed that the protégés cadet agreed their mentors encouraged them to

strive for high levels of expertise in their current and future positions. Question 53 had a mean score 3.59 (SD=1.2) the result indicated that the protégés cadet was agreed their mentors teach his/her behaviour through dialogue on tasks, career issues and common organizational concerns. Question 54 the protégés cadet agreed that cadets trying to tackle work activities using the approaches learnt from their superiors. The protégé mean score was 3.98 (SD= 1.2). The overall mean score of acceptance was M=3.85(SD=0.75) this indicated that during the process of mentoring role modelling is highly affect personnel retention. Still it needs focus to be successful more.

Table 4.10 description of remodelling by items

No	Role modelling	Descriptive Frequency Table								
		Scale					N	Mean	SD	
		1	2	3	4	5				
Q47	I try to model my mentor's behaviours and do my best to display similar actions	f	23	25	2	75	40	165	3.51	1.4
		%	13.9	15.2	1.2	45.5	24.2			
Q48	Demonstrates realistic ways of solving problems.	f	10	20	-	80	55	165	3.91	1.2
		%	6.1	12.1	-	48.5	33.3			
Q49	modelled his/her teaching style for me	f	10	10	2	71	72	165	4.12	1.1
		%	6.1	6.1	1.2	43.0	43.6			
Q50	modelled his/her attitudes and values regarding education for me	f	11	11	3	83	57	165	3.99	1.1
		%	6.7	6.7	1.8	50.3	34.5			
Q51	earned respect and admiration of me	f	20	26	2	67	50	165	3.61	1.4
		%	12.1	15.8	1.2	40.6	30.3			
Q52	encouraged me to strive for high levels of expertise in my current and future positions	f	7	6	7	90	55	165	4.09	0.95
		%	4.2	3.6	4.2	54.5	33.3			
Q53	teach his/her behaviour through dialogue on tasks, career issues and common organizational concerns for me	f	14	22	14	83	32	165	3.59	1.19
		%	8.5	13.3	8.5	50.3	19.4			
Q54	Cadets tackle work activities using the approaches learnt from their superiors	f	13	10	4	78	60	165	3.98	1.16
		%	7.9	6.1	2.4	47.3	36.4			
Coaching Total score							165	3.85	0.75	

Source: based on Primary data of this study

4.3.1.10. Mentoring practice

Mentoring practice: - regarding the above table4.11, there were eight questions that measured mentoring practice in the survey. For question 55 protégés cadet disagreed that the Individuals who assign as a mentor has enough knowledge and skill about mentoring practice. The protégés mean score was 2.47 (SD= 1.3). Question 56 had a mean score 2.42 (SD=1.37) the result revealed protégés cadet disagreed that the mentoring activity in the

academy which were implemented/practiced based on its plan. Question 57 the protégés cadet disagreed that the mentoring practice in the military academy conducted based on scientific method.

Table 4.11 description of mentoring practice by items

No	Mentoring practice	Descriptive Frequency Table								
		Scale					N	Mean	SD	
		1	2	3	4	5				
Q55	Individuals who assign as a mentor has enough knowledge and skill about mentoring practice	f	36	79	4	28	18	165	2.47	1.3
		%	21.8	47.9	2.4	17.0	10.9			
Q56	The mentoring activity in the academy implemented/practiced based on its plan.	f	48	65	7	25	20	165	2.42	1.37
		%	29.1	39.4	4.2	15.2	12.1			
Q57	The mentoring practice in the military academy conducted based on scientific method.	f	50	62	5	31	17	165	2.41	1.36
		%	30.3	37.6	3.0	18.8	10.3			
Q58	The mentoring practice is given by its own expertise (specialization).	f	50	68	7	24	16	165	2.32	1.31
		%	30.3	41.2	4.2	14.5	9.7			
Q59	The practice of mentoring is given by experienced mentor.	f	51	68	7	28	11	165	2.27	1.25
		%	30.9	41.2	4.2	17.0	6.7			
Q60	The mentoring practice is given by in confidentiality manner.	f	54	59	7	30	15	165	2.35	1.34
		%	32.7	35.8	4.2	18.2	9.1			
Q61	The mentoring practice given in the military academy is successful.	f	47	68	5	25	20	165	2.41	1.36
		%	28.5	41.2	3.0	15.2	12.1			
Q62	The effectiveness of mentoring practice is evaluated regularly.	f	42	57	3	35	28	165	2.70	1.47
		%	25.5	34.5	1.8	21.2	17.0			
Mentoring practice Total score							165	2.42	1.31	

Source: based on Primary data of this study

The protégé mean score was 2.41 (SD= 1.36). Question 58 had a mean score 2.32 (SD=1.31) this indicated that protégé cadet disagreed the mentoring practice was given by its own expertise (specialization) that means the military academy performing the mentoring practice traditionally. For Question 59 the protégés cadet agreed that the practice of mentoring was not given by experienced mentor or was not capable enough. The protégé mean score was 2.27 (SD= 1.25). Question 60 had a mean score 2.35 (SD=1.34) the result showed that the protégés cadet disagreed the mentoring practice is given by in confidentiality manner. Question 61 had a mean score 2.41 (SD=1.36) the result indicated that the protégés cadet was disagreed the mentoring practice given in the military academy is successful. Question 62 the protégés cadet moderately agreed that the effectiveness of mentoring practice is evaluated regularly according to the situation which is faced in the military academy. The protégé mean score was 2.70 (SD= 1.47). The overall mean score of mentoring practice was

M=2.42(SD=1.31) this indicated that the practice of mentoring is low. That means it has a problem related to mentoring practice, which is the military academy must give highly concentration to solve the problem of mentoring practice described in the above. Generally the mentoring practice which was practiced in the military academy were not successful or implemented based on its plan, the controlling mechanism of the military academy is very low and also the mentor was not follow scientific way of mentoring practice because they were not have enough knowledge and skill about mentoring. So the military academy must give highly attention to the mentoring practice to be retaining more its human power.

4.3.1.11 Retention

Concerning the table 4.12, there were ten questions that measured retention in the survey. For question 63 protégés cadet agreed that they were willing to continue their employment in this military academy and in the institution at large at this part of time. The protégés mean score was 3.92 (SD= 1.3). Question 64 had a mean score 3.79 (SD=1.3) the result revealed protégés cadet agreed that they were willing to stay with this organization even if other jobs offer them more pay. Question 65 the protégés cadet agreed that they were upholds the organization reputation to public. The protégé mean score was 3.65 (SD= 1.4). Question 66 had a mean score 3.70 (SD=1.3) this indicated that protégé cadet agreed they have no intention of leaving the organization.

For Question 67 the protégés cadet agreed that they would not take the job, if they were received an attractive job offer from another company. The protégé mean score was 1.71 (SD= 1.0.88). Question 68 had a mean score 1.85 (SD=1.02) the result showed that the protégés cadet agreed within this organization their work not gives satisfaction. Question 69 had a mean score 3.55 (SD=1.4) the result indicated that the protégés cadet was agreed; the rate of turnover in the organization is minimal. Question 70 the protégés cadet agreed that member of the organization were not satisfied with their wages in the military academy. The protégé mean score was 2.4 (SD= 0.92). Question 71 had a mean score 4.20 (SD=0.95) the result indicated that the protégés cadet was agreed they trying to enhance the organization image to the public. Question 72 the protégés cadet agreed that they have strong commitment to continue providing their service at this academy and in the institution until retirement. The protégé mean score was 3.74 (SD= 1.4). The overall mean score of personnel retention was M=3.44(SD=0.64) this revealed that personnel retention in the military academy is moderately successful. Which means the military academy should focus to solve the above problem to be successful more.

Table 4.12 description of role modelling by items

No	Retention	Descriptive Frequency Table								
			Scale					N	Mean	SD
			1	2	3	4	5			
Q63	I am willing to continue my employment in this organization at this part of time.	f	17	16	5	53	74	165	3.92	1.34
		%	10.3	9.7	3.0	32.1	44.8			
Q64	I am willing to stay with this organization even if other jobs offer me more pay.	f	14	23	3	69	56	165	3.79	1.28
		%	8.5	13.9	1.8	41.8	33.9			
Q65	I will uphold the organization reputation to public	f	17	30	2	60	56	165	3.65	1.38
		%	10.3	18.2	1.2	36.4	33.9			
Q66	I have no intention of leaving the organization	f	17	24	3	68	53	165	3.70	1.33
		%	10.3	14.5	1.8	41.2	32.1			
Q67	If I receive an attractive job offer from another company, I would take the job	f	77	74	2	9	3	165	1.71	0.88
		%	46.7	44.8	1.2	5.5	1.8			
Q68	Within this organization my work gives me satisfaction	f	70	74	2	14	5	165	1.85	1.02
		%	42.4	44.8	1.2	8.5	3.0			
Q69	The rate of turnover in the organization is minimal.	f	19	34	4	54	54	165	3.55	1.42
		%	11.5	20.6	2.4	32.7	32.7			
Q70	Member of the organization are satisfied with their wages	f	5	7	2	78	73	165	4.25	0.92
		%	3.0	4.2	1.2	47.3	44.2			
Q71	I will enhance the organization image to the public.	f	6	5	10	73	71	165	4.20	0.95
		%	3.6	3.0	6.1	44.2	43.0			
Q72	I have strong commitment to continue providing my services at this academy until retirement.	f	23	18	3	56	65	165	3.74	1.43
		%	13.9	10.9	1.8	33.9	39.4			
Retention Total score								165	3.44	0.64

Source: based on Primary data of this study

In addition to the questionnaires distributed to the academy's community, the researcher has conducted an interview with protégés cadet, Non commissioned officers, first line officers and higher officers; respondents were purposefully selected and participated in the interview. Their responses were similar with the above analysis that the academy mentoring process is moderately successful but it has a problem which faced during practice.

Besides the researcher has checked if the academy mentoring(GINBATA) department has a document of mentoring practice but except report, there were no well written, articulated and developed documents of mentoring practice. Therefore; the researcher collects data from report documents only. The findings of documents also supported the above analysis.

In addition to the questionnaires distributed to the academy's community, which is regarding the factors that affect the mentoring system which is implemented in the military academy. The respondents argued that there were problems during practice. According to them the

main factors were due to poor performance of the academy mentoring practice. That means continuity, commitment, lack of knowledge and skill, lack of attention and follow up. To generalize their responses, they said that without well practiced, manageable, successful implementation of mentoring based on its plan relating to the vision, mission and objective of the military academy impossible to create well qualified cable knowledgeable and skilful military leader and to be retaining in the military academy and in the institution. The result of interview relate with the above findings which are gained by closed ended questions and support the above descriptive analysis.

4.3.2 Correlation analysis

Correlation is a measure of the linear relationship between two variables. According to Nandini (2005), a correlation is commonly used measure of the size of an effect: values of ± 0.1 represent a small effect, ± 0.3 represent a medium effect, and ± 0.5 is a large effect. A Pearson Coefficient Correlation is measures the degree of correspondence between the ordering of two random variables. The researcher used correlation analysis to examine the degree of relationship between two variables. In this study it measures the degree of relationship between independent variable (mentoring) and dependent variable (personnel retention). The researcher was made use of the linear product-moment correlation coefficient, also known as Pearson's correlation coefficient (r), to express the strength of the relationship. The value of r always lies between -1 and 1 inclusive, that is, $-1 \leq r \leq 1$. If Y & X two variables and Y increase when X increases, we say that there is positive or direct correlation between them. However, if Y decreases when X increases (or vice versa), then we say that they are negatively or inversely correlated. The reader must have noticed that direct and inverse are terms that are used in the context of variation or proportionality. The extreme values of r , that is, when $r = \pm 1$, indicate that there is perfect (positive or negative) correlation between X and Y . However, if r is 0 , we say that there is no or zero correlation. Note When $r = 0$, we may not assert that there is no correlation at all between X and Y . Pearson's correlation coefficient is meant to measure linear relationship only. It should not be used in the case of non-linear relationships since it will obviously lead to an erroneous interpretation. The remaining values, falling in subintervals of $[-1, 1]$, describe the relationship in terms of its Strength.

To test relationship between the dependent variable-military personnel retention and independent variable- function of mentoring which is career mentoring (coaching, sponsorship, protection, exposure, challenging) and psychological mentoring (friendship, counselling, acceptance and role modelling). Pearson correlation analysis was applied to

assess whether mentoring in the military academy related with personnel retention. The finding of the analysis is clearly depicted below categorically which means career and psychological mentoring.

4.3.2.1 Correlation Analysis of coaching, sponsorship, protection, exposure, challenging and military personnel retention

As it is shown in the table 4.13 below, coaching is positively and significantly related with military personnel retention, the Pearson correlation coefficient of 0.715 ($r=0.715$) and significance value is less than 0.001. Sponsorship, its Pearson correlation coefficient of 0.635 ($r=0.635$, $p<0.01$) is positively and significantly related with personnel retention, protection with a Pearson correlation coefficient of 0.671($r=0.671$) and significance value of less than 0.001. This significance tells that there is strong relationship between protection and military personnel retention. In the same table, Exposure is positively and significantly related to military personnel retention, with a Pearson correlation coefficient of 0.658($r=0.658$) and significance value is less than 0.001, similarly regarding to the above table, challenging with a Pearson correlation coefficient of 0.660($r=0.660$) and significance value of less than 0.001. This significance tells that there is strong relationship between challenging and military personnel retention. Generally concerning the above table, the result indicated that there is a significant and positive relationship between career mentoring and military personnel retention. This means the effectiveness and the improvement of or an increase/decrease in career mentoring will bring corresponding change in military personnel retention.

Table 4.13 Correlation Analysis of coaching, sponsorship, protection, exposure, challenging and military personnel retention

Correlations							
		Coaching	Sponsorship	protection	Exposure	Challenging	Retention
coaching	Pearson Correlation	1	.689**	.790**	.892**	.864**	.715**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	165	165	165	165	165	165
sponsorship	Pearson Correlation	.689**	1	.417**	.503**	.509**	.635**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	165	165	165	165	165	165
protection	Pearson Correlation	.790**	.417**	1	.852**	.882**	.671**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	165	165	165	165	165	165
Exposure	Pearson Correlation	.892**	.503**	.852**	1	.814**	.658**
	Sig. (2-tailed)	.000	.000	.000		.000	.000

	N	165	165	165	165	165	165
Challenging	Pearson Correlation	.864**	.509**	.882**	.814**	1	.660**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	165	165	165	165	165	165
retention	Pearson Correlation	.715**	.635**	.671**	.658**	.660**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	165	165	165	165	165	165
**. Correlation is significant at the 0.01 level (2-tailed).							

4.3.2.2 Correlation analysis friendship, counselling, acceptance, role modelling and military personnel retention

The result on the below table shows that friendship ($r=0.671$, $p<0.001$) is positively and significantly related with military personal retention. This means an increase or decrease or properly/improperly handling of friendship significantly will affect the military personnel retention.

Table 4.14 Correlation analysis friendship, counselling, acceptance, role modelling and military personnel retention

Correlations						
		Friendship	Counselling	Acceptance	Remodelling	Retention
Friendship	Pearson Correlation	1	.821**	.916**	.830**	.671**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	165	165	165	165	165
Counselling	Pearson Correlation	.821**	1	.820**	.894**	.686**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	165	165	165	165	165
Acceptance	Pearson Correlation	.916**	.820**	1	.817**	.675**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	165	165	165	165	165
Remodelling	Pearson Correlation	.830**	.894**	.817**	1	.735**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	165	165	165	165	165
Retention	Pearson Correlation	.671**	.686**	.675**	.735**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	165	165	165	165	165
**. Correlation is significant at the 0.01 level (2-tailed).						

And counselling is positively and significantly related with military personnel retention, the Pearson correlation coefficient of counselling were 0.686 ($r=0.686$) and significance value is less than 0.001, this implying that a change in the counselling that means implementing or

providing it in a good manner will have a corresponding change or result on military personnel retention. As well as in the same table acceptance ($r=0.675$, $p<0.001$) is positively and significantly related with military personnel retention. This means that providing applying acceptance in a good way it will have a corresponding change on military personnel retention. Similarly in the above table, role modelling is significantly and positively related with military personnel retention, the Pearson correlation coefficient of role modelling were 0.735 ($r=0.735$) and significance value is less than 0.001 , this implying that a change in the role modelling that means implementing, providing /practicing or applying it in a good manner will have a corresponding change or effect on military personnel retention. Generally regarding the above table, the result indicated that there is a significant and positive relationship between psychological mentoring and military personnel retention. This means the effectiveness and the improvement of or an increase/decrease or the successfulness of the practice of psychological mentoring will bring corresponding change or effect on military personnel retention.

Table 4.15 Correlation Analysis between mentoring and military personnel retention.

Correlations					
		Career	Psychological	Mentoring total	Retention
Career	Pearson Correlation	1	.857**	.969**	.747**
	Sig. (2-tailed)		.000	.000	.000
	N	165	165	165	165
Psychological	Pearson Correlation	.857**	1	.958**	.733**
	Sig. (2-tailed)	.000		.000	.000
	N	165	165	165	165
Mentoring total	Pearson Correlation	.969**	.958**	1	.768**
	Sig. (2-tailed)	.000	.000		.000
	N	165	165	165	165
Retention	Pearson Correlation	.747**	.733**	.768**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	165	165	165	165

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

The result of the study revealed that mentoring is positively correlated with personnel retention. As it is shown in the above **Table 15**, it describes that mentoring was positively and significantly related to personnel retention ($r = 0.768$, $p < 0.001$) at 0.01 significance level. This implies that better participation, implementation and practice in mentoring leads to higher personnel retention in military academy and in the institution at large.

4.3.3 Multiple Regression Analysis

Regression is a statistical technique to determine the linear relationship between two or more variables. Regression is primarily used for prediction and causal inference. In its simplest (bi-variant) form, regression shows the relationship between one independent variable (X) and a dependent variable (Y). In this research mentoring is independent variable and military personnel retention is dependent variable. So regression is the best technique for investigating the relation and effect of the two variables. The researcher used Multiple Regression Analysis to assess the effects of mentoring which includes Career mentoring (coaching, sponsorship, protection, exposure and challenging) and Psychological mentoring (friendship, counselling, acceptance, Role model) and dependent variable (Personnel Retention) in the military academy.

According to (Cooper & Schindler, 2008; Zikmund et al., 2010), cited in Aman shewa before a parametric test assumptions of parametric test must be adhered. In line of the assumptions preliminary analyses were performed to ensure no violation of the assumptions and the result indicates that sample size of the study was in line with $N \geq 50 + 8 \times m$ formula and samples were selected randomly from the population. In addition, the tolerance level of variables is greater than 0.10 and the variance inflation factors (VIF) is less than 10.0 and concerning on the table below, in this study there is no a value that is extreme for one variable and the combination are logical.

Multi co-linearity test

Table 4.16 Co linearity test

Model	Co linearity Statistics	
	Tolerance	VIF
Career mentoring	.891	9.373
Psychological mentoring	.200	4.990
Mentoring practice	.190	5.269

a. Dependent Variable: retention

Regarding the above table 4.16 the result indicated that there is no Co linearity bet ween independent variables

Normality test

According to, Susan Rose, et al (2015) Statistical methods include diagnostic hypothesis tests for normality, and a rule of thumb that says a variable is reasonably close to normal, if its

skewness and kurtosis have values between -1.0 and $+1.0$. As a general rule of thumb: If **skewness** is less than -1 or greater than 1 , the distribution is highly skewed. If **skewness** is between -1 and -0.5 or between 0.5 and 1 , the distribution is moderately skewed. If **skewness** is between -0.5 and 0.5 , the distribution is approximately symmetric.

A positive skewness value indicates positive (right) skew; a negative value indicates negative (left) skew. The higher the absolute value the greater the skew. Similarly, a positive kurtosis value indicates positive kurtosis; a negative one indicates negative kurtosis. The higher the absolute value the greater the kurtosis.

Test of normality

Table 4.17 test of normality

		Career mentoring	Psychological mentoring	Mentoring practice	Personnel retention
N	Valid	165	165	165	165
	Missing	0	0	0	0
Skewness		-.566	-1.305	.709	-.411
Kurtosis		-.264	.723	-.779	-.604

Value of the Shapiro-Wilk Test is greater than 0.05 , the data is normal. If it is below 0.05 , the data significantly deviate from a normal distribution. Higher the Kolmogorov-Smirnov, better is the model (higher separation between good and bad). KS values can range between $0-100$ percent, KS values greater than 20% are considered acceptable for a model.

Tests of Normality

Table 4.18 test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total career mentoring	.238	7	.200*	.922	7	.482
Total psychology	.213	5	.200*	.939	5	.656
Total mentoring practice	.258	6	.200*	.946	6	.711

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Concerning the above two table 4.17 and 4.18; the result suggests that the data are normal with respect to the statistic.

4.3.3.1 Effect of coaching, sponsorship, protection, exposure, challenging on personnel retention in the military academy

The coefficient table indicates the degree of relationship between each variable. The relative importance of mentoring (independent variables) in contributing to the variance of the military personnel retention (dependent variable) was explained by the standardized Beta coefficient. According to Felicity et al. (2013), the beta value is a measure of how strong independent variable influences the dependent variable. Besides Samprit and Ali (2006), Beta coefficient represents marginal effects of the independent variables on dependent variable.

As illustrated in table 4.16 below, the beta values of the independent variables i.e. career support coaching, sponsorship, protection, exposure, challenging is (B=0.153, P<0.05), (B=0.370, P<0.05), (B=0.428, P<0.05), (B=0.004, P<0.05) And the result shows that the influence of career support coaching, sponsorship, protection and exposure on personnel retention is statistically significant in the model respectively.

Table 4.19, shows that liner multiple regression of career mentoring on personnel retention.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.165	.241		4.831	.000
Coaching	.097	.106	.153	.914	.362
Sponsorship	.356	.071	.370	4.992	.000
protection	.273	.081	.428	3.389	.001
Exposure	.003	.103	.004	.032	.974
Challenging	-.036	.114	-.042	-.315	.753

Also on the same table above the beta value of career support challenging is (B=-0.042, P<0.05), the result indicated that challenging is statistically negative significant in the model. The result obtained from the regression analysis showed that protection is more significant and statistically meaningful when compared with the other variables in terms of enhancing protection. This can be understood as a certain improvement on the military personnel retention will increase in the military academy by 0.428 which is significant.

Table 4.20 Coefficients table of career mentoring

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound

Total career mentoring	.629	.043	.752	14.578	.000	.544	.715
a. Dependent Variable: Retention							

The Coefficients table provides us with information to predict personnel retention from career mentoring. The result in the above table shows that 0.752 unit increase in career mentoring will result to 0.629 increases in personnel retention

Table 4.21 ANOVA of career mentoring

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	38.097	1	38.097	212.505	.000 ^b
Residual	29.222	163	.179		
Total	67.319	164			
a. Dependent Variable: Retention					
b. Predictors: (Constant), Total career mentoring					

The ANOVA table is used to check for Fitness of data in the model. To decide whether there is a statistically significant relationship between variables, based on the table above The **Sig.** Column of 0.000 is less than 0.05. This implies that there is a Statistically Significant relationship between career mentoring and military personnel retention.

Table 4.22 model summary table of career mentoring

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752 ^a	.566	.563	.42341

a. Predictors: (Constant), Total career mentoring

b. Dependent Variable: Retention

The model Summary shows the relationship between the variables. The R square of career mentoring is 0.566 or 57%; the result shows the strength of the relationship between the Independent Variable/Predictor (career mentoring) and the Dependent Variable (personnel retention) in Decimal or Percentage form. That means from the above table, career mentoring accounts for 0.566 or 57 % change in career mentoring. In other words, 57% change in military personnel retention can be explained by the Predictor (career mentoring). This means, 43% percent changes military personnel retention can be attributed or explained by other factors.

Generally, as it's shown the above tables Table 4.19, 4.20 and 4.21; Career mentoring includes sponsorship, exposure-and-visibility, coaching, protection and challenging assignments. It provides strong link between career support activities and positive employee outcomes including affective organizational commitment and reduced turnover intention. From Coefficients, ANOVA and Model Summary table the beta value of career mentoring ($\beta=0.752$, $p<0.05$), the significance level of career mentoring ($\text{sig}=0.000$, $p<0.05$) and the R square value of career mentoring ($R^2 =0.566$ or 57%) respectively. Therefore, the better exposure to career mentoring in the military academy, the more likely that personnel retention will be enhanced. And also there is significant and positive effect of career mentoring on personnel retention in the military academy. The result is consistent with the findings of Aman (2018), Mehta et al. (2010); Sheryn and Ye (2011); Chan et al. (2012); and Carver et al. (2013) which found out Career mentoring, has positive and statistically significant influence on personnel retention. Further, Career mentoring can provide opportunity to employee gain experience and skills. Thus, career mentoring can reduces personnel turnover intentions and increase in chances for advancement and retention. But based on the descriptive analysis, of those types of career mentoring exposure has a problem while implementing in the military academy.

4.3.3.2 Effect of acceptance, counselling, friendship and role modelling on personnel retention in military academy:

The effect of acceptance, counselling, friendship and role modelling; enhances the protégé's sense of competence, identity and effectiveness in his/her role and relying on an emotional bond between the mentor and protégé that enhances personnel commitment and retention. And also psychological support Role-modelling consists of the mentor demonstrating appropriate behaviour and knowledge, thus earning greater respect and admiration. It offers mentee in achieving competence, confidence and a professional identity which creates a strong bond and commitment to the organization which improves personnel retention in academies. According to Tazebache (2011), the beta value is a measure of how strong independent variable affects the dependent variable.

According to in table below, the beta values of the independent variables i.e. psychological support friendship, counselling, acceptance and role modelling is ($B=0.049$, $P<0.05$), ($B=0.047$, $P<0.05$), ($B=0.178$, $P<0.05$), ($B=0.507$, $P<0.05$) And the result shows that the influence of career support friendship, counselling, acceptance and role modelling on personnel retention is statistically significant in the model respectively.

Table 4.23 coefficients table of psychological mentoring

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Beta	Lower Bound
(Constant)	.878	.193		4.556	.000	.497	1.258
Friendship	.038	.108	.049	.351	.726	-.175	.251
Counselling	.038	.101	.047	.373	.710	-.161	.236
Acceptance	.171	.132	.178	1.290	.199	-.091	.432
Role modelling	.435	.109	.507	3.999	.000	.220	.650

a. Dependent Variable: Retention

The result obtained from the regression analysis showed that role modelling is more significant and statistically meaningful when compared with the other variables. That means liner multiple regression of role modelling on personnel retention. And the result revealed that the influence of role modelling on personnel retention is statistically significant in the model ($\beta=0.507$, $p<0.05$) So that the beta value of role modelling is 0.507 which indicates that better involvement in role modelling in the military academy the more likely that personnel retention will be enhanced. Therefore, there is significant and positive influence of role modelling on personnel retention in the military academy. This result is similar to Weng et al. (2010); Sekhosana (2011); Chun et al. (2012) and Ayse et al (2013) the study exposed that role modelling has positive and significant influence on employee commitment and retention. This indicated that role modelling affect employee retention through perfect influence behaviour on mentee, exemplary values and achievements of the mentor, own beliefs and principles, displaying self-sacrifice, and specifying the importance of having a strong sense of purpose.

Table 4.24 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Beta	Lower Bound
(Constant)	1.001	.180		5.568	.000	.646	1.356
Total psychology	.655	.048	.734	13.795	.000	.562	.749

a. Dependent Variable: Retention

The Coefficients table provides us with information to predict personnel retention from psychological mentoring. The result in the above table shows that 0.734 unit increase in psychological mentoring will result to 0.655 increases in personnel retention.

The ANOVA table is used to check for Fitness of data in the model. To decide whether there is a statistically significant relationship between variables, based on the table above The Sig. result of psychological mentoring is 0.000 is less than 0.05. This implies that there is a Statistically Significant relationship between psychological mentoring and military personnel retention.

Table 4.25 ANOVA table of psychological

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	36.262	1	36.262	190.313	.000 ^b
	Residual	31.057	163	.191		
	Total	67.319	164			
a. Dependent Variable: Retention						
b. Predictors: (Constant), Total psychological mentoring						

Table 4.26 model summary of psychological mentoring

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.734 ^a	.539	.536	.43650
a. Predictors: (Constant), Psychological mentoring				
b. Dependent Variable: Retention				

The model Summary shows the relationship between the variables. The R square of psychological mentoring is 0.539 or 54%; the result shows the strength of the relationship between the Independent Variable/Predictor (psychological mentoring) and the Dependent Variable (personnel retention) in Decimal or Percentage form. That means from the above table, psychological mentoring accounts for 0.539 or 54 % change in career mentoring. In other words, 54% change in military personnel retention can be explained by the Predictor (career mentoring). This means, 46% percent changes military personnel retention can be attributed or explained by other factors, which is the above factor or other.

Finally as it's shown in the Table 4.24, 4.25 and 4.26 above; indicates that linear multiple regression of psychological mentoring on personnel retention. And the result revealed that the influence of psychological mentoring on personnel retention is statistically significant in the

model. From Coefficients, ANOVA and Model Summary table the beta value of psychological mentoring. ($\beta=0.734$, $p<0.05$), the significance level of psychological mentoring ($\text{sig}=0.000$, $p<0.05$) and the R square value of psychological mentoring ($R^2=0.539$ or 54%) respectively, which indicates that better experience to psychological mentoring in the military academy the more likely that personnel retention will be improved. Therefore, there is strong significant and positive influence of psychological mentoring on personnel retention in the military academy.

The result of this study is in line with the studies conducted by Aman (2018), Jae et al. (2012); Christopher et al. (2012); Angela (2013) and Venu (2014) which revealed that psychological mentoring had strong positive and significantly influence on protégés commitment and retention in the organization. Furthermore, psychological mentoring provides mentees to meet and share ideas with mentor that can affect the intent to remain in the profession. The reason behind this outcome is the emotional, relational, counselling, and problem-solving aspects of successful psychosocial mentoring.

Effect of mentoring on personnel retention:

Table 4.27 coefficient table of mentoring

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.670	.124		13.442	.000	1.424	1.915
mentoring total	.564	.038	.756	14.740	.000	.489	.640
a. Dependent Variable: Retention							

The Coefficients table provides us with information to predict personnel retention from total mentoring. The result in the above table shows that 0.756 unit increase in total mentoring will result to 0.564 increases in personnel retention.

Table 4.28 ANOVA table of mentoring

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	38.463	1	38.463	217.270	.000 ^b
Residual	28.856	163	.177		
Total	67.319	164			
a. Dependent Variable: Retention					
b. Predictors: (Constant), mentoring total					

The ANOVA table is used to check for Fitness of data in the model. To decide whether there is a statistically significant relationship between variables, based on the table above The **Sig** result of the regression is 0.000 is less than 0.05. This implies that there is a Statistically Significant relationship between total mentoring and military personnel retention.

Model Summary

Table 4.29 model summary of mentoring

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.571	.569	.42075

a. Predictors: (Constant), mentoring total

b. Dependent Variable: Retention

The model Summary shows the relationship between the variables. The R square of total mentoring is 0.571 or 57.1 %; the result shows the strength of the relationship between the Independent Variable/Predictor (total mentoring) and the Dependent Variable (personnel retention) in Decimal or Percentage form. That means from the above table, total mentoring accounts for 0.571 or 57.1 % change in career mentoring. In other words, 57.1 % change in military personnel retention can be explained by the Predictor (mentoring). This means, 442.9 % percent changes military personnel retention can be attributed or explained by other factors, which is not discussed in this study.

Generally as it's shown in the table 4.27, 4.28 and 4.29 above; indicates the linear regression of mentoring on personnel retention. Model was valid and statistically significant since (F (217.270) = 38.463, P< 0.001). The slope of the model (the coefficient of the Constant) is positive (1.670), the regression coefficient of the overall mentoring is positive ($\beta=0.756$) and

statistically significant at $\alpha=0.05$ ($p<0.05$). The correlation coefficient (R value) is 0.756. This shows there is a positive statistically significant relationship. The coefficient of determination for this regression model R square is 0.571 this implies that Career mentoring, psychological mentoring and mentoring practice jointly represent 57.1 % predicting power and has the capacity to explain 57.1% of the variations in personnel retention. But the remaining 42.9% percent changes military personnel retention may be accounted for variables other than the variables included in this study or can be attributed or explained by other factors, which were implemented or practiced in the military academy. Therefore, the above overall result indicates that mentoring has a positive statistically significant influence on personnel retention.

4.3.3.4 Summary of Interview

The researcher has also employed semi-structured interview to triangulate the data collected through the structured questionnaire. The interview were conducted with 08 protégés cadet, 04 Non commissioned officers, 05 first line officers and 03 higher officers; totally 20 respondents were purposefully selected and participated in the interview in the military academy. The findings are as follows;

The following were found in respect of semi-structured interview, the majority participants' perceptions on the effect of mentoring indicated that the evaluation is done in terms of its effect once in a year. Regarding the second question, All respondents were agreed that Factors can have a negative influence on mentoring that includes poor communication, different expectations between mentor and mentee, lack of trust, mistrust between mentor and mentees, lack of skill and knowledge of mentor, misunderstanding of mentees about mentoring and their mentor, personality of mentor, problem of practicing, lack of appreciation of everyday life circumstances that affect each person, lack of continuity. Concerning the question item number three, All participants were given their opinion/answer things that can make mentoring relationship successful is trust and respect, open and honest communication, flexibility and understanding of other perspectives, perseverance (especially to overcome obstacles), better personal characteristics of mentor, doing mentoring according to its plan, continuity, solving the problem which faced in mentees and mentor mind.

Regarding question item number four, The respondents were answered by saying fully yes; that means while the mentoring activity practiced in the military academy and in the institution totally the rate of turnover becomes minimal, and relating to question five the respondents were suggest the rate of turnover currently is less than the turnover rate of the previous which was recorded in the military academy and the institution.

Concerning item six the respondents were answered the question, they think the military academy and the institution must do the following to be retain their members; those are: provide mentoring opportunities to the mentor; which means giving mentoring opportunity to learn something new or to pass on their own expertise, encourage cadets to give and receive honest feedback, offer flexible work schedules, provide comfortable work environment and culture, be generous with praise and recognition, give a career road map, give an opportunity to build a career, not just make money, reward for attitude, not just skills, giving the ability to make their own decisions, be a leader that communicates effectively, develop executive courage, ask during exit interviews, paint their future, cultivate a fun work culture, helping the cadet and their mentor to develop experience, use brand ambassador programs, be more flexible, offer training, be transparent ,check in regularly. This implies that the military academy performing the above fully and correctly mentoring becomes successful.

Regarding the rest question items the participants were agreed that the academy has a strong side about mentoring whether it is career or psychological but they said; there is strong problem at the time of practice that means, the mentor was not help the cadet to complete projects/tasks or meet deadlines that otherwise would have been difficult to complete , given projects that increased written and personal contact with colleagues, addressed my concerns regarding relationships with peers, supervisors, and/or work/family conflicts, discussed my concerns about advancement opportunities with the firm, and the person who assign as a mentor was not enough knowledge and skill about mentoring practice.

Finally; to generalize their responses, they said that without well practiced, manageable, successful implementation of mentoring based on its plan relating to the vision, mission and objective of the military academy impossible to create well qualified cable knowledgeable and skilful military leader and to be retaining in the military academy and in the institution. The results of interview supports the above findings which are gained by closed ended questions.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Introduction

The objective of this study is to examine the effect of mentoring on military personnel retention in Major General HAYELOM ARAYA Military Academy. This chapter deals with the summary of finding, conclusion reached, the recommendation and suggestion for further study forwarded based on the finding.

5.1 Summary of Major Findings

To achieve the general and the specific objectives of this paper that stated in chapter one, different methods and data sources were used. The collected data were properly analyzed and it shows that there are several problems with different degree. The researcher used respondents in this study to respond close ended and interview questions by using their knowledge, understanding, and believe. The purpose of this study was to examine the effect of mentoring on military personnel retention in Major GENERAL HAYELOM Araya Military Academy. To attain this purpose the following basic questions have been developed.

What is the relationship between mentoring and retention?

What is the effect of mentoring on military personnel retention in the M.G.H.A military academy?

How is mentoring practiced in M.G.H.A military academy?

What is the level of military person retention M.G.H.A military academy?

To this end an explanatory and descriptive research design was employed in this study with an assumption that it is helpful to identify any causal links between the factors or variables that pertain to the research problem. Assuming that the population is manageable, the researcher took the sample of target population for the study. Accordingly questionnaires were distributed to a total of 172 protégé cadets surveyed. The sample consisted of 172 respondents. The survey contained 6 demographic questions and 72-question Likert scale about mentoring for mentees. One hundred seventy two questioners were distributed to the mentees and out of these 170 questioners were collected which accounts 98.8 % response rate. Out of 170 questionnaires 2 were discarded due to incomplete response. And 3 were not filled properly, the total number of questionnaire used for analysis were 165. Accordingly the analysis of this study is based on the number of questionnaire collected; besides; interviews

with protégés cadet, non commissioned officers, first line and higher officers regarding mentoring system benefit and practice were analyzed.

The quantitative data collected by using questionnaires were tallied, tabulated, analyzed and interpreted by descriptive statistics (by mean scores and standard deviation), and correlation and regression using SPSS version 20. Percentage was also employed to analyze the background information of the respondents. The qualitative data collected through interview and secondary data source was also analyzed in line with the qualitative data. Therefore; based on the analyzed data, the finding of the study is summarized as follows:

Regarding the relationship between mentoring and personnel retention

The result of the correlation analysis suggests that, there is strong positive relationship between military personnel retention and function of mentoring which are coaching, sponsorship, protection, exposure and challenging, friendship, counselling, acceptance and role modelling. That is if the military academy improve the mentoring activities, it can also increase military personnel retention.

The results of the regression analysis suggest that, there is effective positively and statically significant and causal relationship between coaching, sponsorship, protection, exposure, challenging, friendship, counselling, acceptance, role modelling and military personnel retention. That is; if the quality of mentoring improved, it also improves military personnel retention.

Concerning the effect of mentoring on military personnel retention:

For this question the researcher adopted questionnaires regarding mentoring system, practice and its categories. For those questionnaires the researcher used descriptive statistics like mean and standard deviation analysis with its percent.

Coaching, sponsorship, protection, exposure and challenging, , friendship, counselling, acceptance , role model and practice or system of mentoring functions were provided during the mentoring relationship. And mentoring process of the academy was positive, but not good well. Because, there is some problem while mentoring were implemented in the military academy. The mean score was 3.48 (SD=0.718).

Coaching had an average mean score 3.35 (SD=1.01). Protégés cadet agreed that their mentor shared the career history and previous experience, encouraged participation in professional development activities, provided specific strategies to achieve career goals were shared, supported to have responsibilities in the military academy which did strengthen their relations. And the result indicated that the protégés cadet did not agree that their mentor

suggested specific strategies to accomplish their task objectives, provided feedback regarding performance in present position.

sponsorship had a mean score 3.33 ($SD= 0.67$) this indicated that protégés cadet agreed; their academy sponsors cadet for a promotion/lateral movement and to learn a new aspect of the job/military academy, sponsorship build cadets reputation in the military academy and opened up cadet opportunities in the military academy. And also Protégés cadet was disagreed that the military academy nominates individual cadets for sponsorship.

Protection: - had an average mean score 3.22($SD=1.00$) protégés cadet agreed that mentoring relationship helped with problems that could threaten the possibility of obtaining desired positions/assignments, their mentor protect them from work related problems and alerted them about the potential conflicts with leaders or partners before they know about their likes/dislikes, opinions on controversial topics, or the politics in the military academy.

And also there is a problem related to protection which their mentor did not help with problems that could threaten the possibility of obtaining desired positions/assignments, inform about what grooming is on at higher levels, or how external conditions are influencing the military academy, discussed concerns regarding filing of competence, supervisors, and/or work or family conflicts.

Exposure and Visibility had an average mean score 2.73($SD=0.86$) protégés agreed that mentoring relationship helped meet new colleagues and has given an opportunity to gain knowledge and acceptance in the military academy.

And the result shows protégé cadets disagreed their mentor has given projects that increased written and personal contact with colleagues, encouraged to assume responsibilities that increase personal contact with people in the district that may influence their future career function, given an opportunity to interact with key members of the organization and finally gave recommendations for promotion and advancing opportunities in their career respectively.

Challenging/ Assignments an average mean score was 3.64 ($SD= 0.75$) the result revealed the protégés agreed that their mentor has recommended them (or supported) in obtaining assignments that increased their contact with important clients, offered opportunities to learn new skills or develop expertise in a specific area, help to finish assignments or meet deadlines that otherwise would have been difficult to complete and help them by assigning in challenging duties and obtaining assignments that increased personal contact with important (key) leaders or partners in the military academy.

Friendship had an average mean score was 3.86 (SD=0.83487) this shows that protégés cadet agreed their mentor has asked them suggestions concerning problems he/she has encountered at the academy, engaging in social activities and chat with their mentor after work, invited them to join him/her for lunch (or another function) at work, share their personal problems with their mentor, considering their mentor as a friend, interacted socially with the protégés cadet outside of work.

Counselling there were seven questions that measured counselling in the survey. Counselling had an average mean score 3.63 (SD= 0.79852) this indicated that protégés cadet agreed that their mentor demonstrated good listening skills during their conversations, addressed questions or concerns regarding feelings of competence, shared personal experiences as an alternative perspective to their problems or concerns, encouraged protégés cadet to talk openly about anxiety and fears that cause work distractions, conveyed empathy for concerns and feelings during their discussions, kept feelings of doubts shared in strict confidence. But Question 37 had a mean score 2.30 (SD=1.3) the result revealed protégés cadet disagreed that their mentor addressed concerns regarding relationships with peers and supervisors, and/or work/family conflicts.

Acceptance and Confirmation had an average mean score 3.51 (SD= 0.66671) the result revealed that protégés cadet agreed mentoring relationship encouraged new approaches of methods of teaching and interaction with other cadets in the military academy, the relationship conveyed feelings of respect as an individual and as a professional, their mentor shared personal experience and teaches them to solve their problem and to develop self confidence and moderately conveyed empathy for concerns and feelings discussed. Finally question forty four had a mean score 2.18 (SD=1.24) the result indicated the protégés cadet disagreed that their mentor discussed their concerns about advancement opportunities with the military academy.

Role Modelling had an average mean score 3.85 (SD= 0.75) the result showed protégés cadet agreed that they try to model their mentor's behaviour and do their best to display similar actions, their mentor demonstrates realistic ways of solving problems, modelled their mentor teaching style, behaviour and attitudes and values regarding education, earned respect and admiration of the protégés, encouraged them to strive for high levels of expertise in their current and future positions, teach his/her behaviour through dialogue on tasks, career issues and common organizational concerns, cadets trying to tackle work activities using the approaches learnt from their superiors.

Mentoring practice had an average mean score 2.41 (SD= 1.307) this implies that

The Individuals who assign as a mentor has not enough knowledge and skill about mentoring practice, the mentoring activity in the academy which was not implemented /practiced based on its plan.

The mentoring practice in the military academy did not conducted based on scientific method.

The mentoring practice was not given by its own expertise (specialization) that means the military academy performing the mentoring practice traditionally and the mentoring practice is not given in confidentiality manner and it is successful.

Personnel Retention had an average mean score 3.436 (SD= 0.64069) the result revealed that: protégés cadet agreed they were willing to continue their employment in this military academy and in the institution at this part of time,

They were willing to stay with this organization even if other jobs offer them more pay, and upholds the organization reputation to public.

They have no intention of leaving the organization and they would not take the job, if they were received an attractive job offer from another company.

Within this organization their work not gives satisfaction and member of the organization were not satisfied with their wages.

The rate of turnover in the organization is minimal and they trying to enhance the organization image to the public and have strong commitment to continue providing their service at this academy and in the institution until retirement.

Things that can make mentoring relationship successful is trust and respect, open and honest communication, flexibility and understanding of other perspectives, perseverance (especially to overcome obstacles), better personal characteristics of mentor, doing mentoring according to its plan, continuity, solving the problem which faced in mentees and mentor mind. And factors that can have a negative influence on mentoring include poor communication, differing expectations between mentor and mentee, lack of trust, mistrust between mentor and mentees, lack of skill and knowledge of mentor, misunderstanding of mentees about mentoring and their mentor, personality of mentor, problem of practicing, lack of appreciation of everyday life circumstances that affect each person, lack of continuity.

5.2 Conclusions

This research is conducted on the effect of mentoring on personnel retention in major general HAYELOM ARAYA military academy. Concerning to the research objective and questions the finding revealed that;

Mentoring enhanced personnel retention in major general HAYELOM ARAYA military academy and conceptualization of mentoring is required for personnel retention in organizations as the goal of the military academy is usually to decrease labour turnover, thereby decreasing training costs, and loss of talents associated with managerial

Mentoring has a positive and statistically significant relationship with personnel retention in military academy. Career mentoring and psychological mentoring has positive and statistically significant influence on personnel retention in military academy. The finding of this research indicated that practising Career mentoring and psychological mentoring for military personnel is positively and significantly correlated to higher personnel commitment and higher personnel retention.

Additionally, in this study the outcome showed that psychological mentoring has higher positive and statistically significant effect than career mentoring. The rationale behind psychological mentoring is the emotional, relational, and problem-solving aspects of successful psychosocial mentoring in the military academy. Further a wide, more concentrated mentoring relationship develop an individual's ability, effectiveness, help lighten work-related stress, change into a strong emotional bond between the mentor and the protégé, then become a positive satisfying interpersonal contact that contribute to the general satisfaction of protégés above and beyond the extrinsic rewards they can secure for protégés. There is a strong and positive relationship between mentoring practice and military personnel retention. The relationship between mentoring (the role of mentoring plays) and military personnel retention is very strong and positive. It shows that effect of mentoring have a strong influence on military personnel retention.

Mentoring plays a very important role in any organization, and it is said to be the backbone of strategy implementation. In addition, it is the central in nurturing and strengthening of employee competencies, psychological readiness and personnel retention.

Mentoring has a positive and statistically significant relationship with personnel retention Career mentoring and psychological mentoring has also positive and statistically significant influence on personnel retention

The finding of this research indicated that practising Career mentoring and psychological mentoring for military personnel is positively and significantly correlated to higher personnel commitment and higher personnel retention.

Psychological mentoring has higher positive and statistically significant effect than career mentoring.

The rationale behind psychological mentoring is the emotional, relational, and problem-solving aspects of successful psychosocial mentoring.

Further a wide, more concentrated mentoring relationship develop an individual's ability, effectiveness, help lighten work-related stress, change into a strong emotional bond between the mentor and the protégé,

Then become a positive satisfying interpersonal contact that contribute to the general satisfaction of protégés above and beyond the extrinsic rewards they can secure for protégés.

There is a strong and positive relationship between mentoring practice and military personnel retention.

The relationship between mentoring (the role of mentoring plays) and military personnel retention is very strong and positive. It shows that effect of mentoring have a strong influence on military personnel retention.

Mentoring plays a very important role in any organization, and it is said to be the backbone of strategy implementation.

In addition, it is the central in nurturing and strengthening of employee competencies, psychological readiness and personnel retention

The person who assigns as a mentor was not suggested specific strategies to the cadets to accomplish their task objectives and provided feedback regarding performance in present position.

The military academy was not nominates individual cadets for sponsorship.

The mentor does not help cadets with problems that could threaten the possibility of obtaining desired positions/assignments, inform about what groining is on at higher levels, or how external conditions are influencing the military academy,

The mentors not discussed concerns regarding filing of competence, supervisors, and/or work or family conflicts.

The mentor did not given projects that increased written and personal contact with colleagues
Did not encouraged to assume responsibilities that increase personal contact with people in the district that may influence their future career function,

Did not given an opportunity to interact with key members of the organization and finally gave recommendations for promotion and advancing opportunities in their career.

The mentor was not addressed concerns regarding relationships with peers and supervisors, and/or work/family conflicts.

The mentor were not discussed their concerns about advancement opportunities with the military academy.

And also the researcher conclude that there is a problem concerning Flexibility and understanding of other perspectives, Poor communication, Different expectations between mentor and mentee, Lack of trust/mistrust between mentor and mentees.

Lack of skill and knowledge of mentor, Misunderstanding of mentees about mentoring and their mentor, Personality of mentor, Lack of continuity and Problem of practicing, Lack of appreciation of everyday life circumstances that affect each person,

If and only if the academy has a strong side but there is a number of related problems that need to be addressed. The academy is practicing mentoring in order to reduce military person turnover even if those problems were affected the mentoring function.

Generally the mentoring practice which was practiced in the military academy were not successful or implemented based on its plan, and also the mentor was not follow scientific way of mentoring practice because they were not have enough knowledge and skill about mentoring.

Therefore; it can be conclude that the academy has mentoring implementation problem. This mentoring problem also has a direct impact on military personnel retention. The effect/impact of mentoring activity on military personnel retention is very significant.

5.3 Limitation of the study

This study was conducted in major general HAYELOM ARAYA Military Academy and. The main purpose of this research was done to examine the effect of mentoring on military personnel retention. In order to achieve the objective of this research paper, the researcher was used different data sources like questionnaire, interview and document analysis. Based on questionnaire and interview of the respondents, the researcher was gained the level of retention of the military Academy was moderate and the rate of employee turnover is minimal. In the case organization and in MOND as a whole some issues, like describing level of attrition/turnover rate is highly confidential. Due to this confidentiality, the researcher faced problem in order to explain the employee turnover rate of the military Academy using number

5.4 Recommendations

Based on the findings and conclusion, the following recommendations were made to enhance the effect of mentoring on military personnel retention and solve the challenges in the practice or system of mentoring of Major General HAYELOM ARAYA Military Academy.

The researcher recommends that the military academies could focus on the effects of mentoring functions which is identified in this study.

As the findings show, the psychological mentoring has highest positive and statistically significant effect than career mentoring, it is better to emphasize on psychological mentoring to increase the retention of military personnel as well as better to improve career mentoring in order to increase retention of military persons.

The finding of the study revealed that there are mentoring problems in the academy. Therefore; to improve mentoring and enhance its effect on military personnel retention, the academy must remove or minimize mentoring practice related problems, which is discussed in the above. And also the researcher recommended the following:-

- The person who assigns as a mentor must suggest specific strategies to the protégés cadets to accomplish their task objectives, provided feedback regarding performance in present position. And also the mentor help protégés cadets with problems that could threaten the possibility of obtaining desired positions/assignments, inform about what going on at higher levels, or how external conditions are influencing the military academy,
- The mentor should discussed with protégés cadets based on their concern regarding filing of competence, supervisors, and/or work or family conflicts and giving projects that increased written and personal contact with colleagues,
- The mentor must encouraged the protégés cadets to assume responsibilities that increase personal contact with people in the district that may influence their future career function and giving an opportunity to interact with key members of the organization.
- The mentor should gave recommendations for promotion and advancing opportunities in their career respectively and addressed concerns regarding relationships with peers and supervisors, and/or work/family conflicts. Also the mentor discussed their concerns about advancement opportunities with the military academy.
- Finally the military academy should nominate individual protégés cadets for sponsorship.
- The findings suggested that for effective personnel retention mentoring should be absolutely deliberate and not forced on the participants, “the mentors and the mentees” and privacy should be indispensable in this relationship. However, both the mentors and mentees should entirely know the reasons and limits of their involvement in the military academy and in the institution.

So the military academy human resource and talent management professionals who want to establish successful and sustainable mentorship programs must ensure that the ground work is

thoroughly completed, that participants are trained, and the program is regularly assessed for effectiveness.

The military academy and the institution must do the following to be retain their members; those are: provide mentoring opportunities to the mentor; which means giving mentoring opportunity to learn something new or to pass on their own expertise, encourage cadets to give and receive honest feedback, offer flexible work schedules, provide comfortable work environment and culture, be generous with praise and recognition, give a career road map, give an opportunity to build a career, not just make money, reward for attitude, not just skills, giving the ability to make their own decisions, be a leader that communicates effectively, develop executive courage, ask during exit interviews, paint their future, cultivate a fun work culture, helping the cadet and their mentor to develop experience, use brand ambassador programs, be more flexible, offer training, be transparent ,check in regularly. This implies that the military academy performing the above fully and correctly mentoring becomes successful.

While the mentoring activity practiced in the military academy and in the institution totally the rate of turnover becomes minimal, and the rate of turnover currently is less than the turnover rate of the previous which was recorded in the military academy and the institution. Based on the above finding without well developed, practiced, manageable, successful implementation of mentoring; based on its plan relating to the vision, mission and objective of the military academy impossible to create well qualified cable knowledgeable and skilful military leader and to be retaining in the military academy and in the institution.

Finally the researcher recommended that in the military academy mentoring has a positive impact by improving cadet retention and engagement and shaping culture. It can also serve a strategic purpose when linked to talent strategy, leadership development, workforce planning, and organizational goals. Mentoring programs, however, can quickly flounder if there is no insufficient structure, lack of follow up and commitment to implement and control the execution. So the military academy human resource and talent management professionals who want to establish successful and sustainable mentorship programs must ensure that the ground work is thoroughly completed, that participants are trained, and the program is regularly assessed for effectiveness.

5.6 Suggestion for Further Study

Furthermore, this study only surveyed protégés of major general HAYELOM ARAYA military academy in Ethiopia; therefore, the findings cannot be generalized to other

organizations. Future researchers may collect samples from different organizations mentors and protégés and continue to test the assumptions of this research.

It is recommended that further research be done on how the effect of mentoring can be evaluated organizationally or in MOND generally in terms of the mentee. Therefore, the implication for further study is to include all other dimensions including the influence from other sub unit in the academy in order to have a full picture of factors having significant effect on military personnel retention. In order to be more accurate of mentoring effect, it will also be an interest to conduct the study on Ethiopian national defence in general, which means the study conducted in the level of division, brigades and battalion in detail in order to obtain greater insights into the effect of mentoring.

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ANNEX 1



Addis Ababa university school of commerce
Department of Human resource management
Master of human resource management

This questionnaire is prepared by Abdulkader Mohammed, who is Master of human resource management student at Addis Ababa university school of commerce. The purpose of this questionnaire is to gather data in order to study effect of mentoring functions (career support and psychological support) on military personnel retention in the case of M.G.H.A military academy in Ethiopian. You are kindly requested to cooperate by filling the questionnaire. Because your frank, genuine, and on time response is vital for the success of my study. Besides, the data gathered by this questionnaire is purely for academic purpose and your response will be secured anonymously. Thus, the researcher thoughtfully requests you to respond each item carefully.

Please note that:

1. You are kindly requested to fill the answer by putting “√” mark.
2. Please pay more attention and return the completed questionnaire as much as possible.
3. If you need further explanation, you can contact me on through the address shown below.

Abdulkader Mohamed

Mobile: +251920585040

E-mail:abdumoha488@gmail.com

Thank you in advance, for your cooperation!

Part- one: general information filled by mentee

1. Age

Below 25 25-----29
30-----34 35 and above

2. Educational background of the respondent:

Diploma First Degree Master Degree

Other, please specify.....

3. How long have you been in the military?

Below 5 years 5—9 years above 10 years

4. How long have you been in mentoring relation?

Below 5 years 5—9 years above 10 years

5. Rank

Colonel Major Captain
Lieutenant Second lieutenant Cadet
None commissioned officer (NCOs)

6. Where did you serve? -----

Part-II

The following set of statements describes your general feelings towards Effect of mentoring (career support and psychological support) on military personnel retention and your interest to quiet and remain in the army. Please tick the number that most closely reflects your degree of agreement or disagreement with the following statements. There is no right or wrong answers.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Among the five options given below, indicate how accurately the following statements describe the effect of mentoring on military personnel retention in your academy.

No	Career support coaching	SA	A	N	DA	SDA
1.	My mentor has shared his/her career history and previous experience with me					
2.	My mentor has encouraged me to participate in professional developmental/growth activities					
3.	My mentor has suggested specific strategies to me for achieving career goals					
4.	My mentor supported me to have responsibilities in the academy, which did strengthen my relations					
5.	My mentor has suggested specific strategies to me for accomplishing my task objectives					
6.	My mentor has given me feedback regarding performance in his/her present position					

No	Career support sponsorship	SA	A	N	DA	SDA
7.	My organization nominates individual cadets for sponsorship					
8.	My organization sponsors individual cadets for a promotion/lateral movement					
9.	My organization sponsors cadets to learn a new aspect of the job/ organization					
10.	Sponsorship for a role in the organization build cadets reputation in the organization					

11.	Sponsorship has opened up cadet opportunities in the organization					
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No	Career support protection	SA	A	N	DA	SDA
12.	My mentor has helped me with problems that could threaten the possibility of me obtaining other desired positions/assignments					
13	My mentor protect me from work related problems					
14	My mentor has helped me complete projects/tasks or meet deadlines that otherwise would have been difficult to complete					
15	My mentor has alerted me to potential conflicts with managers (or partners) before I knew about their likes/dislikes, opinions on controversial topics, or the politics in the organization.					
16	My mentor has kept me informed about what is going on at higher levels, or how external conditions are influencing the firm.					
17	My mentor has discussed concerns I have regarding feelings of competence, relationships with peers and supervisors, and/or work/family conflicts					

No	Career support Exposure	SA	A	N	DA	SDA
18	My mentor has helped me meet new colleagues					
19	My mentor has given me projects that increased written and personal contact with colleagues					
20	My mentor encouraged me to assume responsibilities that increase personal contact with people in the district who may influence my future career function					
21	My mentor has given me an opportunity to interact with key members of the organization					
22	My mentor has given me an opportunity to gain knowledge on the organization and acceptance in the organization					
23	My mentor gave me recommendations for promotion and advancing opportunities in my career					

No	Career support challenging	SA	A	N	DA	SDA
24	My mentor has recommended me (or supported me) in obtaining assignments that increased my contact with important clients.(assignment)					
25	My mentor has recommended me (or supported me) in obtaining assignments that increased my personal contact					

	with important (key) leaders or partners in the organization.					
26	My mentor has recommended me (or supported me) in obtaining assignments that offered opportunities to learn new skills, or develop expertise in a specific area.					
27	My mentor has helped me to finish assignments or meet deadlines that otherwise would have been difficult to complete.					
28	My mentor helped me by assigning in challenging duties					

If you have any about career support please specify

No	Psychological support friendship	SA	A	N	DA	SDA
29	My mentor has asked me for suggestions concerning problems he/she has encountered at the academy					
30	I engage in social activities and chat with my mentor after work.					
31	My mentor has invited me to join him/her for lunch (or another function) at work					
32	I share my personal problems with my mentor.					
33	I consider my mentor as a friend.					
34	My mentor has interacted with me socially outside of work					

No	Psychological support counselling	SA	A	N	DA	SDA
35	My mentor has demonstrated good listening skills in our conversations					
36	My mentor has addressed my questions or concerns regarding feelings of competence					
37	My mentor has addressed my concerns regarding relationships with peers, supervisors, and/or work/family conflicts					
38	My mentor has shared personal experiences as an alternative perspective to my problems or concerns					
39	My mentor has encouraged me to talk openly about anxiety and fears that cause work detractions					
40	My mentor has conveyed empathy for my concerns and feelings during our discussions					

41	My mentor has kept my feelings and doubts in strict confidence					
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If you have any please specify

No	Psychological support acceptance	SA	A	N	DA	SDA
42	My mentor has encouraged me to try new approaches or methods of communication and interacting with another cadet in the academy					
43	My mentor has conveyed feelings of respect for me as an individual and as a professional					
44	My mentor has discussed my concerns about advancement opportunities with the academy					
45	My mentor has shared personal experience and teaches me to solve my problem and to develop self confidence.					
46	My mentor has conveyed empathy for concerns and feelings I have discussed					

No	Psychological support Role modelling	SA	A	N	DA	SDA
47	I try to model my mentor's behaviours and do my best to display similar actions					
48	My mentor demonstrates realistic ways of solving problems.					
49	My mentor has modelled his/her teaching style for me					
50	My mentor has modelled his/her attitudes and values regarding education for me					
51	My mentor has earned respect and admiration of me					
52	My mentor has encouraged me to strive for high levels of expertise in my current and future positions					
53	my mentor teach his/her behaviour through dialogue on tasks, career issues and common organizational concerns for me					
54	cadets tackle work activities using the approaches learnt from their superiors					

If you have any about psychological support please specify

No	Mentoring practice	SA	A	N	DA	SDA
55	Individuals who assign as a mentor has enough knowledge and skill about mentoring practice					
56	The mentoring activity in the academy implemented/practiced based on its plan..					
57	The mentoring practice in the military academy conducted based on scientific method.					
58	The mentoring practice is given by its own expertise (specialization).					
59	The practice of mentoring is given by experienced mentor.					
60	The mentoring practice is given by in confidentiality manner.					
61	The mentoring practice given in the military academy is successful.					
62	The effectiveness of mentoring practice is evaluated regularly.					

No	Retention	SA	A	N	D	SD
63	I am willing to continue my employment in this organization at this part of time.					
64	I am willing to stay with this organization even if other jobs offer me more pay.					
65	I will uphold the organization reputation to public.					
66	I have no intention of living the organization					
67	If I receive an attractive job offer from another company, I would like take the job.					
68	Within this organization my work gives me satisfaction					
69	The rate of turnover in this organization is minimal					
70	Member of the organization are satisfied with their wages					
71	I will enhance the organization image to the public.					
72	I have strong commitment to continue providing my services at this academy until retirement.					

If you have any about retention please specify

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Interview questions

1. How do you evaluate the effectiveness of mentoring in your academy?
2. What are the factors that can affect the effectiveness of mentoring practice in your academy?
3. In your opinion, what makes a mentoring relationship successful?
4. Do you believe that the mentoring activity practiced in the military academy reduce number of turnover?
5. How do you suggest/see the rate of turnover in the military academy?
6. What do you think about the solution to retain members?
7. Do you believe your mentor has helped you to complete projects/tasks or meet deadlines that otherwise would have been difficult to complete
8. Does your mentor given projects that increased written and personal contact with your colleagues
9. My mentor has addressed my concerns regarding relationships with peers, supervisors, and/or work/family conflicts
10. My mentor has discussed my concerns about advancement opportunities with the firm
11. Individuals who assign as a mentor has enough knowledge and skill about mentoring practice