

Empirical investigation of a moderating and mediating variable in between mentoring and job performance: A structural model



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ABSTRACT

This study evaluates the role of self-efficacy between mentoring and its outcomes namely, relationship quality, communication satisfaction, and personal learning. It also examines the mediating role of relationship quality, communication satisfaction, and personal learning between mentoring and job performance. Besides, this moderated mediation relationship is also evaluated. Data has been collected from 276 employees working in banking sector in Jammu & Kashmir (J&K, India). The confirmatory factor analysis has been done for confirming the factor structure and structural equation modelling for testing the hypothesized relations. Results revealed that self-efficacy moderates the relationship between mentoring and personal learning, relationship quality, and communication satisfaction. Further the study revealed that interaction effect of mentoring and self-efficacy on job performance is mediated by personal learning, relationship quality, and communication satisfaction. The data has been collected using a questionnaire at a single point of time. For future research longitudinal study should be conducted.

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La investigación empírica de una variable moderadora y mediadora entre el mentoring y el desempeño laboral: modelo estructural

RESUMEN

El estudio analiza el rol que juega la autoeficacia entre el mentoring y sus resultados, es decir, la calidad de la relación, la satisfacción en la comunicación y el aprendizaje personal. También indaga en el papel mediador de la calidad de la relación, la satisfacción en la comunicación y el aprendizaje personal entre el mentoring y el desempeño laboral. Además, se analiza esta relación de mediación moderada. Se recogieron datos de 276 empleados del sector bancario en Jammu y Kashmir (J&K), India. Se llevó a cabo un análisis factorial confirmatorio con el fin de confirmar la estructura factorial y el modelado de ecuaciones estructurales para probar las relaciones postuladas. Los resultados pusieron de manifiesto que la autoeficacia modera la relación entre mentoring y aprendizaje personal, calidad de la relación y satisfacción en la comunicación. Dichos datos se recogieron mediante cuestionario en un momento puntual. En investigaciones futuras debería llevarse a cabo un estudio longitudinal.

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Palabras clave:

Mentoring

Autoeficacia

Aprendizaje personal

Calidad de la relación

Satisfacción en la comunicación

Desempeño laboral

Human resources are valuable intangible assets in the organisation. Their needs and desires are diverse, and difficult to understand. Due to increasing size of the industry and the complexity associated with its operations and human element, many

organisations have been implementing mentoring programmes. Mentoring helps in increasing the morale of the employees and motivates them to achieve organisational goals. Through mentoring, organisations see their employees more personally and obtain knowledge about their personal as well as work related needs. It is just like a thread that integrates individual and organisational-based goals. Organisations can attain manifold benefits from mentoring their employees (Allen, Eby, Poteet, Lentz, & Lima, 2004; Ismail et al., 2009; Ismail & Ridzwan, 2012;

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Washington, 2011). These gains are further strengthened through the presence of a mentoring culture and a mentoring structure in the organisation (Jyoti & Sharma, 2015a). There are certain employee characteristics, like self-efficacy (Pan, Sun, & Chow, 2011) and mentor's willingness, that can also boost mentoring outcomes (Ismail & Ridzwan, 2012). Various types of mentoring programmes exist in organisations, like formal and informal mentoring programmes. Formal mentoring programmes are deliberate action plans implemented by the organisation. In this programme, organisation appoints mentors, who guide, protect, coach, and counsel mentees/employees, whereas in the informal mentoring relations develop on their own (Hansman, 2000), i.e., a person approaches a favoured person (mentor) and that person agrees to form a mentoring relationship. It develops through mutual interaction or attraction (Hu, Wang, Wang, Chen, & Jiang, 2016). Ragins and Cotton (1999) explored formal as well as informal mentoring relationships and revealed that protégés with informal mentors receive greater benefits than protégés with formal mentors. Protégés with informal mentors experience more career development and psychosocial functions than protégés with formal mentors. They also found that protégés with informal mentors are more satisfied with their mentors than protégés with formal mentors. Ragins, Cotton, and Miller (2000) also examined mentoring in both formal and informal environment. They compared career and job attitudes among individuals with formal mentors and informal mentors and found that satisfaction with a mentoring relationship had a stronger impact on attitudes, irrespective of the type of relationship, i.e., formal or informal.

Earlier conceptual and empirical research papers have revealed that mentoring results in job satisfaction (Lo, Thurasamy, & Liew, 2014). In a mentoring relationship the mentor helps the mentee understand his/her job roles and responsibilities, which removes job ambiguity and role ambiguity to a great extent (Lankau & Scandura, 2002), which in turn enhances employees' job satisfaction (Jyoti & Sharma, 2015a; Lo, Ramayah, & Kui, 2013). The mentor provides career functions and psychosocial functions, and acts as a role model to continuously encourage the mentee to exhibit his/her best talent that motivates him/her to achieve personal as well as organisation goals (Akarak & Ussahawanitchakit, 2008; Emmerik, 2008; Lo et al., 2013). Further, coaching and counselling provided by the mentor with regard to different aspects of job as well as the organisation help to develop loyalty components among the mentees that results in organisational commitment (Ghosh & Reio, 2013), low turnover (Chen, Liao, & Wen, 2014; Payne & Huffman, 2005), emotional sharing (Liu, Jun, & Weitz, 2011), employee satisfaction and perceived career success (Lester, Hannah, Harms, Vogelgesang, & Avolio 2011; Murphy & Ensher, 2001), etc.

Research has also been conducted on formal and informal mentoring (Chen et al., 2014; Emmerik, 2008; Germain, 2011; Okurame, 2008; Ragins et al., 2000; Ramaswami, Huang, & Dreher 2014; Washington, 2011) and on gender and race differences in mentoring (Lo et al., 2013; Ramaswami et al., 2014; Vries, Webb, & Eveline, 2006). Earlier studies have also recommended exploration of the moderating and mediating variables between mentoring and its outcomes (DuBois, Holloway, Valentin, & Cooper, 2002; Godshalk & Sosik, 2000; Jyoti & Sharma, 2015b). Previous researchers have revealed a positive impact of mentoring on quality of relationship (Lakind, Atkins, & Eddy, 2015; Langhout, Rhodes, & Osborne, 2004; Sandner, 2015), communication satisfaction (Madlock & Lightsey, 2010; Rowland, 2012), and personal learning (Lankau & Scandura, 2002; Pan et al., 2011). Further, Schunk and Mullen (2013) conceptualised that an integration of mentoring with self-regulated learning gives desired results, i.e., academic motivation, achievement, long-term productivity, and retention of individuals in the profession. Pan et al. (2011) proved that

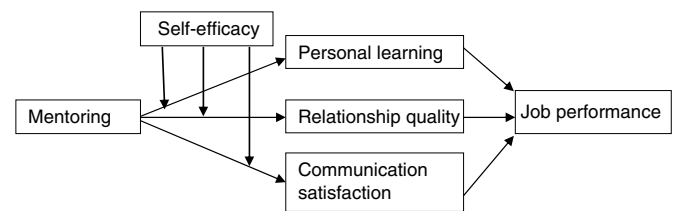


Figure 1. Theoretical Framework.

self-efficacy moderates the relationship between mentoring and personal learning and suggested exploring this subordinate characteristic, i.e., self efficacy, between mentoring and related outcomes. Jyoti and Sharma (2015a, 2015b) proved that organisational characteristics like mentoring structure and mentoring culture strengthen the relationship between mentoring and career development, and mentoring and job satisfaction. Authors have revealed that personal characteristics such as proactive personality (Wang, Hu, Hurst, & Yang, 2014), core self-evaluation (Wu, Zhuang, & Hung, 2014), and emotional intelligence (Hu et al., 2016) moderate the relationship between mentoring and its related outcomes. Taking clue from this, we generated the theoretical framework wherein self-efficacy moderates between mentoring and relationship quality, mentoring and communication, and mentoring and personal learning. Additionally, researchers have pointed that the impact of mentoring on mentees' attitude is not direct but it is mediated through various other mechanisms and hinted at the need to explore the mediating variables (Lankau & Scandura, 2002; Liu et al., 2011; Madlock & Lightsey, 2010). Pan et al. (2011) suggested mentoring quality should be explored between mentoring and job performance. Further, Ragins et al. (2000) suggested that future research should focus on more in-depth examination of the quality of mentoring relationships. Therefore, the present research focuses on the evaluation of the mediating role of personal learning, relationship quality, and communication satisfaction between mentoring and job performance (this is presented diagrammatically in Figure 1). Further, the integrated model (moderated-mediation) about the overall impact of moderating and mediation variables between mentoring and job performance has not been evaluated earlier. This can help to reveal a clear picture of the impact of mentoring on job performance (Table 1). Thus, the focus of present research is on the mediated effect of personal learning, relationship quality, and communication satisfaction between the interaction effect of mentoring and self-efficacy on job performance.

Theoretical Background and Hypotheses Development

Moderation Hypotheses

There are studies which have proved career self-efficacy as a mediator between mentoring and career success (Day & Allen, 2004). Further, St-Jean and Mathieu (2015) evaluated entrepreneurial self-efficacy as a mediator between mentoring and job satisfaction as well as intention to stay, but DiRenzo, Linnehan, Shao, and Rosenberg (2010), Huang and Weng (2011), Pan et al. (2011), and Park and Lee (2012) all empirically proved that employees' self-efficacy moderates the relationship between mentoring and personal learning. Taking clue from this, we have generated the following hypotheses.

Self-efficacy, mentoring, and personal learning. Self-efficacy is defined as the personal judgement about one's capability to adopt certain behaviours and actions in order to accomplish certain objectives and expected outcomes (Pan et al., 2011; Wu, Lee, & Tsai, 2012). It has an impact on an individual's emotional reactions and thought patterns (Cherian & Jacob, 2013). Researchers

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