



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !



ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

MBA PROGRAM

The Effect of Mentoring Function on Employee Engagement: The Mediation Role of Job Satisfaction in the Case of Ethiopian Electric Utility.

**A Thesis Submitted to Addis Ababa University College of Business and Economics
School of Graduate Studies MBA Program in Partial Fulfilment of the Requirements
for the Award of Master Business Administration in Management:**

By

Hana Assefa

Advisor:

Ethiopia Legesse (D.Sc.)

July 10, 2021

Addis Ababa, Ethiopia

Declaration

I hereby declare that the research work titled “**The Effect of Mentoring Function on Employee Engagement: The Mediation Role of Job Satisfaction in the Case of Ethiopian Electric Utility**” is an outcome of my effort and study. This study has not been submitted for a degree in any other university. It is submitted to the College of Business and Economics at Addis Ababa University in Partial Fulfillment of the Requirements for the degree of Master of Business Administration. All sources of materials used for the Research have been duly acknowledged, cited, and referenced.

Name: Hana Assefa Baharu

Signature: -----

Date of submission: -----

Advisor: Ethiopia Legesse (D.Sc.)

Signature: _____

Letter of Certification

This is to certify that Hana Assefa has carried out her study under my supervision on the topic of: “The Effect of Mentoring Function on Employee Engagement: The Mediation Role of Job Satisfaction in the Case of Ethiopian Electric Utility” under the supervision of me. This research paper is suitable in partial fulfillment of the requirement for the award of Degree Master of Business Administration in Management.

Ethiopia Legesse (D.Sc.)

(Advisor)Signature _____ Date _____

ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
POST GRADUATE PROGRAM OF BUSINESS ADMINISTRATION

The Effect of Mentoring Function on Employee Engagement: The Mediation Role of Job Satisfaction in the Case of Ethiopian Electric Utility.

By:

Hana Assefa

Approved by board examiners:

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

Acknowledgement

First and foremost, I would like to thank my Almighty GOD for His overflowing grace which enabled me to complete this thesis. My sincere gratitude and appreciation go to my advisor, Dr. Ethiopia Legesse for her valuable guidance and in-depth understanding that she extended to me during the entire work for this paper. Next, I would like to take this chance to express my heartfelt gratitude towards a number of very special people whose contribution, support, and understanding were important for the completion of this paper. I would like to acknowledge, with gratitude, my debt of thanks to my mother Yeshiwork Tessema, and my father Assefa Baharu their encouragement and love have contributed a lot to the completion of this paper. It would have been daunting without you. I also take this opportunity to record my sincere thanks to my best and special friends, Bethelhem Feleke and Rahel for their continuous support and encouragement and also Ambo Gameda for his valuable advice and support. I am thankful to all Ethiopian Electric Utility employees and management staff for filling the questionnaires and providing necessary information for the study without sacrificing their precious time.

Finally, I would extend my sense of gratitude to my family and everyone who had directly or indirectly have lent their helping hand in this venture. I truly appreciate their assistance, encouragement, advice, and suggestions on every stage in completing this study. Finally, am grateful to all Ethiopian Electric Utility employees and management staff for filling the questionnaires and providing necessary information for the study without sacrificing their precious time.

Abstract

The objective of the study was to examine the effect of mentoring function on employee engagement and mediating role of job satisfaction in Ethiopian Electric Utility (Addis Ababa). The conceptual framework was designed by considering mentoring function as the independent variable, employee engagement as the dependent variable, and job satisfaction as mediating variable. To achieve the objective, three research questions and ten hypotheses were formulated. Causal or Explanatory research design with a quantitative research approach was applied. To check the reliability and internal consistency of the questionnaire, Cronbach's alpha was tested. The data were obtained by structured closed-ended questionnaires consisted of 73 statements with a five-point Likert scale. The data were collected from a total target population of 3582 permanent employees and a sample of 347 respondents, out of which 322(92.8%) were returned from Ethiopia Electric utility (Addis Ababa). SPSS was used to examine the data (version 24). multistage sampling technique were employed First stratified sampling to draw representative from strata and next using purposive sampling participant are selected based on the research requirement (select mentored employee) to select the samples and both descriptive and inferential statistics were used to analyze the data and interpret results. Pearson Correlation and multiple regression analyses were conducted to investigate the suggested hypothesis and test the direct and mediated relationships among variables. Mediation analysis test was also carried using Baron and Kenny"s (1986) model. The findings indicated that the overall mentoring function dimensions have a positive and significant relationship with employee engagement with career support, psychosocial support, and role modeling and the result is consistent with previous works in mentoring function literature. Additionally, the study found that job satisfaction partially mediates the relationship between mentoring function and employee engagement indicating Ethiopian Electric Utility. Based on the research findings and research conclusions, the Ethiopian Electric Utility should observe the mentoring function and should check whether the mentoring they have a consistent approach to human resource development practice are making their employees more engaged or not. The Ethiopian Electric Utility has to make sure that the career, psychosocial, and role modeling was practiced so that employee engagement improved.

Keywords: Mentoring Function, Career, Psychosocial, Role Modelling, Job Satisfaction, and Employee Engagement.

Contents

Acknowledgement	V
Abstract.....	VI
List of Tables	X
List of Figures.....	X
List of Acronym.....	X
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of Study	1
1.2 Background of Ethiopian Electric Utility	3
1.3 Statement of Problem	3
1.4 Research Question	5
1.5 Objective of Study.....	6
1.5.1 General Objective of Study	6
1.5.2 Specific Objective of study	6
1.6 Significance of Study.....	6
1.7 Scope of Study	7
1.8 Limitation of Study	7
1.9 Definition of Key Terms	8
1.10 Organization of Study.....	9
CHAPTER TWO	10
LITERATURE REVIEW	10
2.1 Theoretical Literature Review.....	10
2.1.1 Concept of Mentoring Function.....	10
2.1.2 Mentoring function	11
2.1.2.1 Mentoring Function as Career Support	11
2.1.2.2 Mentoring function as Psychosocial Support.....	12
2.1.2.3 Mentoring Function as Role Modelling	13
2.1.3 Types of Mentoring Relationship.....	13
2.1.3.1 Formal Mentoring	14
2.1.3.2 Informal Mentoring.....	14
2.1.4 Stage of Mentoring	14
2.1.5 Models of Mentoring.....	15

2.1.5.1 Social Exchange Theory	15
2.1.5.2 Adult learning Theory	16
2.1.5.3 The Cognitive Apprenticeship Model	17
2.1.6 Employee Engagement.....	18
2.1.6.1 Dimension of Employee Engagement	19
2.1.7 Job Satisfaction.....	20
2.2 Empirical Review	21
2.2.1 Career Support and Employee Engagement	21
2.2.2 Psychosocial Support and Employee Engagement.....	21
2.2.3 Role modelling and Employee Engagement.....	22
2.2.4 Mentoring Function and Job Satisfaction.....	22
2.2.5 Job Satisfaction and Employee Engagement	23
2.3 Conceptual Framework.....	23
2.4 Summary of Hypothesis	24
CHAPTER THREE	25
RESEARCH METHDOLOGY	25
3.1 Introduction.....	25
3.2 Research Approach.....	25
3.3 Research Design	25
3.4 Sampling Design.....	26
3.4.1 Target Population.....	26
3.4.2 Sampling Size Determination.....	26
3.4.3 Sampling Technique.....	27
3.5 Sources of Data.....	28
3.6 Questionnaire Design.....	28
3.7 Method of Data Analysis	29
3.8 Model Specification.....	29
3.9 Validity and Reliability.....	30
3.9.1 Validity	30
3.9.2 Reliability	30
3.10 Ethical Consideration	31
CHAPTER FOUR.....	32
DATA PRESENTATION, ANALYSIS, AND DISCUSSION	32

4.1 Introduction.....	32
4.2 Response Rate of Respondent	32
4.3 Demographic Profile of Respondent	32
4.4 General Mentoring Descriptive Analysis.....	35
4.5 Descriptive Analysis of Independent, Mediation, and Dependent Variable.....	37
4.6 Correlation Analysis	38
4.6.1 Relationships between Dependent and Independent variable	39
4.6.2 Relation between Independent Variable and Dependent Variable with Mediator Variable	40
4.7 Regression Analysis	40
4.7.1 Multicollinearity Assumption Test	41
4.7.2 Linearity Assumption Test	41
4.7.3 Homoscedasticity Assumption Test	42
4.7.4 Normality Test.....	43
4.7.5 Testing for Autocorrelation.....	44
4.8 Testing Hypothesis with Regression Analysis	44
4.8.1 Controlling Variable	45
4.8.2 Regression Result	47
4.8.2.1 The effect of Mentoring Function on Employee Engagement	48
4.8.2.2 The effect of Mentoring Function on Job satisfaction.....	50
4.8.2.3 The effect of Job Satisfaction on Employee Engagement	52
4.8.3 Mediation Regression Analysis	53
CHAPTER FIVE	58
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	58
5.1 Introduction.....	58
5.2 Summary of Findings	58
5.3 Discussions	60
5.4 Conclusion	62
5.5 Recommendation.....	63
5.6 Suggestion for Future Study	64
Reference	65

List of Tables

Table 3.1 sampling frame	27
Table 3.2 Reliability Test of items	30
Table 4.1: The demographic profile of respondent.....	32
Table 4.2 General mentoring descriptive analysis	35
Table 4.3 Descriptive Statistics of variables	38
Table 4.4 relationship between Independent and dependent variable with mediator variable.....	40
Table 4.5: result of Multicollinearity	41
Table 4.6: result of autocorrelation	44
Table 4.7: Regression dependent variable, constant predictors and independent predictors.	45
Table 4.8: Regression mediator variable, constant predictors and independent predictors.	46
Table 4.9: model summary and coefficients	48
Table 4.10: model summary and coefficients	50
Table 4.11: model summary and coefficients 3	52
Table 4.12: coefficient (Model 4)	55
Table 4.13 summary of hypothesis result	56

List of Figures

Figure 2.1: Conceptual Framework Model	24
Figure 4.1: Age of Respondent.....	34
Figure 4.2: linearity assumption test.....	41
Figure 4.3 Homoscedasticity Assumption test.....	42
Figure 4.4 Normality test.....	43

List of Acronym

EEU – Ethiopian Electric Utility

HR- Human Resource

HRD – Human Resource Development

SET – social Exchange Theory

CHAPTER ONE

INTRODUCTION

This chapter introduces and provides brief background information about the topic and the organizations under consideration in this study. It also presents the statement of the problem, the research questions, objectives of the study, significance of the study, the scope of the study, limitations of the study, definition of key terms, and organization of the study.

1.1 Background of Study

Employees are the most valuable assets in the organization, and their involvement and engagement in the organization, making the organization more competitive (Roodt et al., 2002; Gul, Ahmad, Rehman, Shabir, & Razzaq, 2012; Voon, Lo, & Ayob, 2011). Managers and senior leaders are actively searching for ways to build a productive work atmosphere that motivates and inspires workers.

The presence of a motivated and engaged workforce is vital to organizational and operational success. Managers have a hard time meeting productivity goals without a motivated and engaged team (Abraham, 2012). In building a strong workforce human resource development has many issues to consider, including how to develop employees, and the best ways to assist them as they adapt to new organizational roles. Effective human resource management is critical in managing talent to create and deliver value in terms of employee engagement, job satisfaction, and organizational commitment.

Mentoring as a human resource development practice is critical to developing employees, and human resources have discovered that mentoring has a significant influence on employee retention, engagement, and job satisfaction (Short, 2013). Mentoring is a developmental moment for people, and mentoring programs are also part of the training and career growth efforts of an organization. (Allen, Finkelstein, & Poteet, 2009).

The recent publication of research on mentoring highlights that our knowledge of mentoring and advances have been made in understanding the nature, process, and outcomes of mentoring relationships (Allen, Noe, et al., 2002; Wanberg, Welsh, & Hezlett, 2003; Eby, Poteet, Lentz, & Lima, 2004).

Mentoring is a natural one-on-one, mutually committed connection developed between a more experienced and knowledgeable person (the mentor) who acts as a role model, communicates information, skills, and friendship to the mentee, and supports the mentee's development within the organization. Mentored employees possess positive attitudes and a positive attachment to their organization (Dawley, Andrews, & Bucklew, 2010; Finney, MacDougall, & O'Neill, 2012).

Mentoring can also pave the way for increased employee engagement. Employees who have formed a personal relationship with their mentors have shown an increase in work participation (Finney et al., 2012). Mentors help their mentees perform better (Baranik et al., 2010; Rolfe, 2010). Employee engagement refers to an employee's attitude toward the organization where he or she works and the ideals that exist there. Engaged employees are committed to the company's aims and values, as well as motivated to contribute to its success. They also have a better sense of well-being (Anitha, 2014; Amhalhal et al. 2015).

Mentoring has been shown to have positive development benefits for the mentee. Employment satisfaction is one of these advantages (Ensher et al., 2001). Job satisfaction refers to an employee's pleasure with the job he or she is doing and encourages an employee to like different characteristics and dimensions of the job such as management or the nature of the work performed. Effective employee engagement activities result in job satisfaction. This is because strong employee engagement practices open up a communication channel between the organization and its members.

This research investigates the effect of mentoring function (career support, psychosocial support, and role modeling) on employee engagement and the mediating role of job satisfaction in Ethiopian Electric Utility. The study was conducted to analyze mentoring function using (Scandura 1992), which is reflected in three dimensions namely: career support, psychosocial support, role-modeling; and employee engagement by using (Schaufeli et al. 2006), the dimension which reflected: vigor, dedication, and Absorption; and finally Job Satisfaction in Ethiopian Electric Utility. The research was intended to identify which mentoring function dimensions significantly be correlated with employee engagement and identifies how job satisfaction mediate between mentoring function and employee engagement given understanding the concept of mentoring function, employee engagement, and job satisfaction asserted by different researchers.

1.2 Background of Ethiopian Electric Utility

EEU is a sole state-owned electric power service provider for the domestic and industrial sector hence, contributing a great deal to the development of the nation's economy and infrastructure. Power development was established in Ethiopia as early as the 1950s. During these times, three landmark stages have passed to reach the current status of the sector. Firstly, in 1956 the Ethiopian Electric Light and Power Authority (EELPA) were established. Secondly, in 1996 Ethiopian Electric Power Corporation was established. Thirdly, 2013 Ethiopian Electric Power Corporation was classified into two state-owned enterprises, namely the Ethiopian Electric Utility (EEU) and Ethiopian Electric Power (EEP).

The Ethiopian Electric Utility came into existence on The Regulation may be cited as the "Ethiopian Electric Utility Establishment Council of Ministers Regulation No. 303/2013". The Ethiopian Electric Utility is established as a public enterprise. The Enterprise shall be governed by the Public Enterprises Proclamation No. 25/1992. The Ministry of Water, Irrigation, and Energy shall be the supervising authority of the Enterprise.

EEU has 15 regions across the country and 18,200 talented, professional permanent and fixed contract staff is available in EEU and has envisioned "By the year 2025, to be a middle-class electric power provider energizing Ethiopia's substantial growth and enable the country to be the power hub of Africa". The EEU shall have its head office in Piasa, Degol Square Addis Ababa. Source: (Ethiopian Electric Utility, Delegation of Human Resource Management Authority, February 2017).

1.3 Statement of Problem

Effective organizations place highlighting; on their people and consider their most important asset in achieving their goals (Peters & Waterman, 1982). The same works for Ethiopian Electric Utility. To acquire the necessary output from employees, human resource development should work hard to provide mentoring that enhances employee engagement and satisfaction to benefit their organization.

The role of mentoring in human resource development practice greatly affects the lives of both mentors and protégés (mentees). Mentoring creates many career consequences in the workplace, such as career development and progress, increased promotions, increased

compensation, better organizational socialization, increased job satisfaction, and increased employee engagement in the organization (Higgins & Kram, 2001, Ensher et al. 2001).

According to Kram (1985), mentors are generally viewed as providing two types of functions to their mentees. These are career function and psychosocial function. Schaufeli & Bakker, (2004) stated that mentoring is significant in improving the level of employee engagement to the organizations but not all organizational mentoring measures have a direct effect on employee engagement. The result of the study shows a significant and positive relationship between mentoring function (career and psychosocial mentoring) and employee engagement.

Although some studies have found that role modeling may represent third dimensions of mentoring (Scandura, 1992; Scandura & Ragins, 1993). Scandura (1992), this study found that career support and psychosocial support of mentoring function dimension has a significant influence on employee engagement; and the relationship between role modeling and employee engagement was not significant. Hence, this researcher concluded that Role modeling is not significantly correlated with employee engagement.

According to Lim et al. (1994) mentors helped their mentees develop self-confidence, credibility with others, critical job skills, and technical knowledge. The mentors also benefited from the bonding. Eby et al. (2013) provided evidence regarding the outcomes associated with career mentoring and psychosocial mentoring functions. The result shows that both career mentoring and psychosocial mentoring were positively related to various constructs, including mentee satisfaction, sense of affiliation, learning/socialization, career success, and self-efficacy. Furthermore, career mentoring and psychosocial mentoring functions showed negative associations to protégé turnover intentions and psychological/physical strain.

According to Some literature, there is a close relationship between job satisfaction and employee engagement (Al-dalahmeh et al., 2018, Wright and Bonett, 2007). In research, the mediation model is more realistic because no single mediator can perfectly explain the link between the independent and dependent variables (Baron and Kenny, 1986). As a result, in this study, job satisfaction is considered a mediating variable and investigate the effect of mentoring function on employee engagement, and how mentoring function affects employee engagement.

Employee engagement was one of the top issues in many firms, and it is the crucial issue for a company's competitive advantage, according to the researcher's findings thus far. The Competitive advantage of one organization is based on workforce and human resource development have to create a mechanism to boost their employee engagement. According to Gierveld and Bakker (2005), engaged employees had a significant impact on their work and could perform additional tasks beyond their core responsibilities with their superiors even, willing to assign them difficult tasks.

In Ethiopia, there has been little research on mentoring, and particularly no study was performed in Ethiopian Electric Utility, regardless of the mentoring function being an important ingredient to human resource development and engagement of employees and most empirical studies have focused on the direct relationship between mentoring function and employee engagement.

Overall, there is empirical evidence that mentoring function influences employee engagement in the organization, however, the current empirical studies have not adequately addressed the mediation influence/role and most of them have focused on the direct relationship of mentoring function and employee engagement only rather than indirect /mediation effect. The study of mentoring function on employee engagement with mediating role of job satisfaction in Ethiopian electric utility, particularly in Ethiopia is somehow limited and the EEU was selected to undertake this study.

This brings a great gap that needs to be filled in this research by considering the fact that Mentoring function is a good tool for human resource development practice and helps every organization to strive to gain a competitive advantage over the others, to retain the best employees, and one-step towards a culture of mentoring function in Ethiopian Electric Utility.

Therefore, this study investigated the effect of mentoring function (career, psychosocial, and role modeling) on employee engagement with mediating role of job satisfaction in Ethiopian Electric Utility (Addis Ababa) employees.

1.4 Research Question

The following questions are the possible research questions the study was attempted to answer:

- i. What is the effect of mentoring function (i.e. career support, psychosocial support, and role modelling) on employee engagement in EEU?
- ii. What is the relationship between mentoring function (i.e. career support, psychosocial support, and role modelling) and job satisfaction in EEU?
- iii. Does job satisfaction have a mediating role in the relationship between mentoring (i.e. career support, psychosocial support and role modelling) and employee engagement in EEU?

1.5 Objective of Study

The research objective is a statement of purpose because it is the guide to be accomplished by the researcher in conducting his / her research project (Cooper and Schindler, 2006). The study has the following general and specific objectives.

1.5.1 General Objective of Study

The general objective of the study was to examine the effect of mentoring function (i.e. career support, psychosocial support, and role modelling) on employee engagement and the mediating role of job satisfaction in context of Ethiopian Electric Utility.

1.5.2 Specific Objective of study

The specific objectives of the study are;

- ✚ To examine the effect of mentoring function (i.e. Career support, psychosocial support, and role modelling) on employee engagement in EEU.
- ✚ To investigate the relationship between mentoring function (i.e. Career support, psychosocial support, and role modelling) and Job satisfaction in EEU.
- ✚ To assess the mediating role of job satisfaction in relationship with mentoring function (i.e. Career support, psychosocial support, and role modelling) and employee engagement in EEU.

1.6 Significance of Study

This study aims to generate results that can add value to the understanding of the mentoring function on employee engagement and assess job satisfaction as mediating role between mentoring function and employee engagement. The results of this study add a great deal to

EEU's HRD practice on how to devise and execute mentoring role techniques to involve its employees. Besides, this research would open the door and act as a stepping stone for other researchers who eventually choose to explore the field further. A standardized questionnaire was used in this study to gather data from EEU employees. Furthermore, this study had the following significances:

- Help the human resource management of Ethiopian Electric Utility to understand employee behavior better, to develop policies and employee engagement strategies.
- To create knowledge and information for academicians and other researchers on the effect of mentoring function on employee engagement and the mediating role of job satisfaction.

1.7 Scope of Study

This research focused on the effect of mentoring function (i.e. Career support, psychosocial support, and role modelling) on employee engagement, as well as the mediating role of job satisfaction in the case of EEU. A standardized questionnaire was used in this study to collect data from the EEU target population, which is based in Addis Ababa, Ethiopia's capital, head office and four districts (North, South, East, and west). Both informal and formal mentoring relationships between mentor and mentee (protégés) are examined in this study. And the study uses both descriptive and explanatory research design to see the relationship of the mentoring function and employee engagement and also mediating role of job satisfaction between mentoring function and employee engagement.

1.8 Limitation of Study

EEU has more than 18,000 employees over the country, but due to budget, time constraint, and geographical area, the study is limited to focus only on employees who are working only in Addis Ababa districts and Head Office to generalize the result. There was also a shortage in the accessibility of written documents that yield the company's human resource management practice. And also the respondent was biased while answering the questionnaire and the software that used for analysis by itself has some limitation.

Even though there were a good number of primary and quantitative data available, the major limitation remains in finding secondary data.

1.9 Definition of Key Terms

Mentoring: is defined as an intense interpersonal relationship between an experienced colleague (mentor) and a less experienced younger colleague (protégé or mentee) in which the mentor provides Career, Psychosocial support, and Role modelling (Kram, 1985; Scandura, 2004).

Career support: involves when a mentor create awareness among protégés about the function of organizations while preparing them for career advancement opportunities. Career mentoring includes being protective, providing challenging assignments, greater exposure and visibility, coaching, and sponsorship (Kram, 1983; Allen et al., 2017).

Psychosocial support: are those aspects of a relationship that enhance an individual's sense of competence, identity, and effectiveness in a professional role" (Kram, 1985, p. 32). Psychosocial support includes acceptance-and-confirmation, counseling, and friendship (Scandura, 2004).

Role modeling: when a mentor representing proper behavior and talents to motivate, earns respect, impart knowledge, and influence the mentee thus receiving better admiration (Scandura 2004).

Employee Engagement: is described as an involved, optimistic, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption and can affect the health of employees (Schaufeli et al., 2006).

Vigor: is characterized by high energy levels and psychological endurance during work as well resistance to diverse distractors. (Rayton and Yalabik, 2014).

Dedication: Working means doing it happily, feeling a sense of its value, and being proud of every chance to do it (Witemeyer, 2013).

Absorption: this refers to feelings of total focus and absorption in one's work, which can be followed by the sense of time moving unnaturally rapidly (Schaufeli, 2006).

Job satisfaction: An attitude an individual possesses towards his or her job. An individual with a high level of job satisfaction will possess a positive attitude toward his or her job, whereas an individual who possesses a low level of job satisfaction will possess a negative attitude toward his or her job (Robbins, 1998).

1.10 Organization of Study

The research is organized into five chapters. The first chapter is the introduction part which contains; background of the study, statement of the problem, the background of the organization, research questions, objective of the study, significance of study, scope, and limitation of the study. The second chapter mainly focuses on existing literature which includes conceptual and theoretical framework review. The third chapter discussed the methodology of the study. It includes research design, research methods, as well as data collection instruments, and data analysis techniques. The fourth chapter was research findings and results and the last chapter presents the major findings, the drawn conclusions, and recommendation, and wind up the report by highlighting future research areas.

CHAPTER TWO

LITERATURE REVIEW

The Literature review gives an insight to readers about the foundation of knowledge and theoretical understanding of the topics under study. Based on the problem, objective, and question of the study, this chapter covers topics related to the historical background, meaning, concept, and theories of mentoring function, employee engagement and job satisfaction. In addition, the chapter includes empirical reviews. In the end, the conceptual framework and hypothesis test of the study were included.

2.1 Theoretical Literature Review

2.1.1 Concept of Mentoring Function

The term mentoring is defined by different scholars; Jacobi (1991), defined mentoring as different forms of relationships, it includes; academic counseling, study or laboratory supervision, appraisal, informal encouragement, and career coaching.

Kram, (1985) and Scandura, (2002) defined mentoring as an intense interpersonal relationship between an experienced colleague (mentor) and a less experienced, younger colleague (protégé or mentee) in which the mentor provides Career support, Psychosocial support, and Role modelling.

Mentoring is a reciprocal, dynamic, social, and psychological practice (Roberts 2000). According to Fletcher and Ragins (2007), mentoring could promote relationship skills and competencies that contribute to improved job outcomes, such as mentoring progression and satisfaction.

Pfund et al., (2016) defined mentoring as a reciprocal, interaction between a mentor (mentoring team) and mentee, encouraging both satisfaction and development. Mentoring is about one individual helping to accomplish something for another individual. In particular, something that is important to them.

Mentoring is generally a developmental relationship between mentors (respected and leading person) and protégés in an organization or work environment in which mentors transfer expertise, skills, information, experience, encouragement, and friendship to protégés

(Wanberg et al, 2003; Parsloe & Wray 2004; Forret and de Janasz (2005); Taherian and Shekarchian 2008; Haggard et al., 2010; Wu et al., 2019).

2.1.2 Mentoring function

Mentor function can serve as a measure of the quality of mentoring given or obtained (Hayes, 1998). According to Kram (1985), mentors are generally viewed as providing two types of functions to their mentees. These are career function and psychosocial function. Although some studies have found that role modeling may represent third dimensions of mentoring function (Scandura, 1992; Scandura & Ragins, 1993) and research in large organizations and entrepreneurship applies to three types of support that a mentee can receive: career support, psychological support, and role modeling (Bouquillon, Sosik, and Lee, 2005; Pellegrini and Scandura, 2005; Waters et al., 2002).

2.1.2.1 Mentoring Function as Career Support

Mentoring is a special kind of interpersonal interaction that can impact the advancement of careers. Career support mentoring is related to; job satisfaction, the job itself, promotions, and relationships with superiors (Lo & Ramayah, 2011). By presenting the mentee to key management members, providing resources, publicity, exposure, protection, and coaching through demanding tasks, the career support role increases the chances of success (Brashear-Alejandro et al., 2019; Kram, 1985). Johnson described the career function of mentoring as “learning ropes” (2002, p.89).

Sponsorship: is defined as one of the most frequent career functions observed in the mentoring relationship. And usually involves promoting the protégé as the best candidate when opportunities for advancement arise in the organization. Sponsorship helps individuals to build a reputation, recognized for their competence, and performance which in turn may help them to be taken into account to climb the organizational ladder (Kram, 1985).

Exposure-and-visibility: is prevailing when the mentor decides to give responsibility to the protégé to demonstrate his or her competence and performance. This function, in particular, aids the protégé in becoming ‘visible’ to key figures within the organization and ‘exposing’ him or her to future chances (Kram, 1985).

Coaching: when mentors provide access to information that is available only to higher-level members of the organization, share career histories, suggest specific strategies to achieves

career goals, and assist in job-related skills and knowledge (O'Neill; Scandura, 1992; Shen & Kram, 2011).

Protection: when a mentor reduces unnecessary risks that might threaten protégés reputation and Shields from untimely or potentially adverse interaction with senior executives by taking credit or responsibility in challenging circumstances or interfering when the mentee is ill-equipped to achieve a satisfactory resolution (Dreher & Ash, 1990; Levesque et al., 2005; Ragins and McFralin, 1990).

Challenging assignments: When a mentor pushes protégés into situations that are out of their comfort zone and assign work or tasks that help to learn and develop new skills. The aim is to enable protégés to flourish a sense of competency and accomplishment. This function is critical in helping the protégé to be prepared to perform well on a difficult task and be equipped with high skills (Kram, 1983; Levesque et al., 2005; Shen & Kram, 2011).

2.1.2.2 Mentoring function as Psychosocial Support

It can be helpful for employers to provide mentoring that offers psychosocial help. Psychosocial mentoring functions represent a deeper, more intense mentoring relationship and depend more on relationship quality (Allen et al., 2004). Researchers have described mentoring that mitigates work-related stress by offering psychosocial support and employees who suffer less tension are more interested in their job (Craig et al., 2013). Managers can build stronger bonds with their employees through interaction and personal involvement. The psychosocial part of mentoring helps the client build confidence and feeling self-worth in and out of the organization.

Psychosocial support from the mentor may include friendship and counseling, which encourages acceptance and confirmation, enhance an individual's sense of competence, identity and effectiveness and affect the protégé on a more personal level (Kram, 1985, Brashear-Alejandro et al., 2019).

Acceptance-and-confirmation: when mentors are reported to convey feelings of respect, signal approval even in times of failure, convey unconditional positive regard, and accept their protégés as competent professionals (Dreher & Ash, 1990; Ragins and McFralin, 1990; Thomas, 1990). According to Kram (1985), the protégé feels free to explore “who he wants to become in the organizational world” without spending “more energy trying to please and win acceptance” from the mentor.

Counseling: when mentors show empathy for protégés concerns, encourage protégés to talk openly about their anxiety, and act as sounding boards for the protégés to understand him/herself (Levesque, O'Neill, Nelson & Dumas, 2005; Scandura & Viator, 1994; Shen & Kram, 2011).

Friendship: when mentors are individuals with whom protégés can confide in, interact socially and spend leisure discussing a variety of non-work interests. The social interaction between mentor and protégé is perceived as an enjoyable informal exchange both in work and outside work settings, then friendship takes in (Shen & Kram, 2011; Ragins & McFarlin, 1990; Lowler & O'Gorman, 2005).

2.1.2.3 Mentoring Function as Role Modelling

Role modeling is suitable approaches, principles, and behaviors for the protégés. And consists of the mentor representing proper behavior and talents, thus receiving better admiration and appreciation. The role modeling functions include the mentor's ability to motivate, earn respect, impart knowledge, values, skills, and influence the mentee (Ginnantonio, & Feren, 1988; Scandura & Ragins, 1993; Lévesque et al., 2005; Shen & Kram, 2011; Brashear-Alejandro et al., 2019;).

Role modeling has an impact on career behaviors, attitudes, emotions and is a strong predictor of positive outcomes for the protégé (Kram's, 1985; Haggard, Dougherty, Turban, & Wilbanks, 2011).

Role modeling function is observed in the mentoring relationship and involves an identification process that is both conscious and unconscious. The mentor may be unaware of being a desirable example that he or she is setting, and the protégé may be unaware of the power of the identification process. The conscious part of the role modeling process happens around business tasks when the protégé learns different approaches, attitudes, and values from his/her mentor.

2.1.3 Types of Mentoring Relationship

The link between career mentorship, psychosocial mentorship, and role modeling mentorship functions may be dependent upon the type of mentorship. There are two types of mentorship; these are formal and informal. The differences between formal and informal mentorships are in the degree of match and motivation may translate into differences in the activities which influence a protégés self-image, competence, and career advancement.

2.1.3.1 Formal Mentoring

Formal mentoring exists when mentorship programs are facilitated and sanctioned through the assistance of organizations in establishing guidelines on the formation of relationships and responsibilities allocated to the parties involved (Holt et al., 2016). In a formal mentoring relationship mentors and protégé do not choose each other. The match between mentor and protégés may range from random assignment to committee assignment to mentor selection based on protégés files. Furthermore, an extensive adjustment period may be required for formal mentors and protégés to get to know one another.

2.1.3.2 Informal Mentoring

When parties are naturally, and by choice drawn to each other based on a mutual sense of competence and interpersonal comfort, an informal mentoring relationship occurs (Holt et al., 2016). Informal mentorships are not operated, coordinated, or officially acknowledged by the company and occur because of the mentor's ability to support the protégé and the protégés' willingness to be open to the mentor's guidance and assistance. Mentors also choose a protégé they can connect with and with whom they are prepared to learn and pay attention.

2.1.4 Stage of Mentoring

Accordingly, the American Psychological Association (2006) described consecutive stages of the mentoring relationship. The successful mentoring relationship goes through four separate stages of mentoring namely; initiation, cultivation, separation, and redefinition.

The initiation Stage is when two individuals enter into a mentoring relationship and its complete screening and preparation and eventually match a mentor or mentee. The cultivation stage is the stage of learning and development. The mentee learns from the mentor in the cultivation process. The separation stage represents the conclusion of a mentoring relationship. For multiple reasons, the relationship can end. The mentee may want to develop an independent identity. Both mentor and mentee agree that their relationship will continue throughout the redefinition process, but it will not be the same as their mentoring relationship. The relationship will develop into a collegial relationship or social friendship if both parties compromise effectively through the separation process.

2.1.5 Models of Mentoring

2.1.5.1 Social Exchange Theory

The social exchange theory is defined as a series of relation between at least two individuals who are in a state of reciprocity, and it's crucial for interpreting actions in the work world (Cropanzano & Mitchell, 2005; Gruman & Saks, 2011). In social exchange the state of reciprocals represented as; the one who takes the service and the one who provides service and the two actions continues until the exchange is unfavorable (Blau 1964). SET refers to voluntary actions of individuals that are motivated by the returns they are looking forward to bring, and typically do bring from others (Blau 1964).

The social exchange theory supports concepts such as Mentoring and Employee Engagement. A perceived benefit of entering into a mentoring relationship follows the social exchange framework. The perceived benefits for the mentee were psychosocial support; confirmation and acceptance, increased self-image, emotional support, being friendship and the career support; sponsorship, exposure, visibility, challenging assignment, and finally role modelling (Cropanzano & Mitchell, 2005). The anticipated benefits for the mentor included increased production, a supportive environment, and personal career satisfaction.

Employee engagement is based on the idea that people want to express and integrate themselves into the work or organization (Byrne & Hochwarter, 2008). Employee engagement, according to Kahn (1990), is a psychological state characterized by psychological significance, psychological safety, and psychological availability.

SET is a psychological rationale for determining employee engagement, according to Saks (2006), which describes why workers chose to become more or less interested in their job and organization. He notes that through their degree of commitment, one way for people to reimburse their organization. A very profound way for individuals to react to an organization's behavior is to bring themselves more deeply into their job roles and devote higher amounts of mental, emotional, and physical energy. As performance is often measured and used as the basis for salaries and other administrative decisions, it is more difficult for workers to vary their levels of job performance. Employees are also more likely to trade their commitment for the services and benefits their company offers.

2.1.5.2 Adult learning Theory

The utilization of Knowles' adult learning theory, according to Wu et al., explains mentoring. Adult learning theory is founded on five key principles, which are as follows when applied to mentoring:

1. Mentees are adults who display self-directed learning. This is evident in the presence of mentee-defined goals of mentoring relationships in mentee initiated mentoring relationships and in their subscription to the overarching goals of a formal mentoring program which mentees enter.
2. Mentees apply what they've learned from their mentors. Experiential learning and case-based learning are particularly beneficial in this situation, especially as mentorship contacts progress from purely theoretical conversations to real clinical role modeling and research. This is critical for Interprofessional Education (IPE), which would underpin mosaic mentorship by allowing “two or more professions to learn about, from, and with one other to facilitate effective collaboration and better health outcomes.”
3. Mentees show intrinsic rather than extrinsic motivation to learn, and motivation is a key component of effective mentoring relationships.
4. As they improve their palliative care ‘case based, in-training’ capabilities, mentees in clinical palliative care mentoring partnerships notice a shift in learning from subject-centered to performance-driven abilities and practices.
5. Mentees' willingness to study becomes increasingly focused on the developmental tasks associated with their social duties. This may be seen in the changing character of mentoring relationships, which includes the emergence of new roles in clinical practice as well as increased participation in the mentoring relationship. Mentors nurture and guide the development of such positions.

Wu et al., suggest that mentoring is an individualized context dependent process that sees learning being dependent upon the mentee’s individual experiences and self-directed and reflective learning processes. Reflective practice however is commonly not considered in adult learning theories. Also, the idea that mentees grow and learn from their experiences points to Experiential learning theories, while having perspectives shaped in a safe mentoring environment that is challenged and supported by the mentor points to the need to think about Perspective transformation theory. These inconsistencies see Wu et al. (2016) adopt Taylor and Hamdy’s multi-theories model that brings together several adult learning theories and better captures and explains their findings.

There are five steps to the multi-theory model. The changing nature of mentoring relationships is reflected in the varying obligations bestowed on the mentee and mentor at each step. Gaps in the mentee's understanding are identified during the dissonance phase. In this phase, the mentor's responsibility is to assess the mentee's motivation, learning styles, and developmental stage in order to create a mentoring plan and offer the mentee the resources they need to grow.

The addition of new data and experiences to existing knowledge and understanding leads to the production of new concepts in the refining phase. This happens as mentees brainstorm solutions to various challenges, actively participate in and complete tasks, and then refine their experiences and data into concepts. The organization phase is marked by mentees restructuring their existing knowledge pool through the process of validating hypotheses of the new knowledge. The feedback and consolidation phase allows the mentee to reflect and validate any new information, acknowledging the increase in their knowledge base as well as the learning process.

This model's adaptability allows it to be used in a variety of mentor-mentee relationships and situations. The model also distinguishes between superficial and deep learning, implying that each learning style has a role at different levels of learning. Finally, the model recognizes that learning is context-dependent, citing the situated cognition model, which contends that learning is a social activity in which the setting impacts the learning outcome. External factors, such as the learning environment, might affect a mentee's motivation, according to this approach.

2.1.5.3 The Cognitive Apprenticeship Model

The model of cognitive apprenticeship In their study of mentoring relationships, Wahab et al. recommend using the cognitive apprenticeship model to explain their findings. The mentee enters a legitimate career in the perimeter and creates a new identity through a process called legitimate peripheral engagement. Greater participation, learning, and practice lead to progress. Modern clinical training reflects this: medical students begin by observing their mentors and eventually adapt, assimilate, and undertake diverse roles and duties. Rather than "learning about practice," this learning process is guided by practical and clinical considerations, focusing on developing a well-prepared and professional clinician through the acquisition and role modeling of "tacit knowledge," identifiable attitudes, and demonstrable knowledge and skills.

Cognitive apprenticeship is adapted from the traditional model of apprenticeship focuses upon assimilation and application of cognitive skills. There are 6 elements to cognitive apprenticeship including:

1. Role modeling, this relates to the demonstration of skill by the mentors.
2. Coaching that refers to the provision of feedback by mentors after observing their mentees.
3. Scaffolding which is the process of supporting the mentees in their learning.
4. Articulation serves to encourage mentees to discuss their thoughts in response to questions.
5. Reflection encourages deliberation upon their actions and the reasons underpinning their strengths and weaknesses.
6. Exploration allows mentees to frame and pursue their own problems.

The cognitive apprenticeship model appears to represent some of the learning processes observed in clinical and social interactions between mentors and mentees, according to empirical evidence. The use of mosaic and e-mentoring to facilitate learning, skills training, and personal development from multiple mentors within an interprofessional setting facilitates learning of practical skills and physical processes not commonly associated with the cognitive apprenticeship model and envisaging mentoring to be a more holistic and evolving learning process.

2.1.6 Employee Engagement

The academic literature on the topic indicates that the word employee engagement is interpreted in many ways. Kahn (1990) coined one of the most recognizable concepts of engagement to the position of organizational members. Work engagement is a state of enthusiasm and full participation in work (Rich et al., 2010; Cooper-Thomas et al., 2014). (Schaufeli et al., 2006) described work engagement as an involved, optimistic, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption and can affect the health of employees (Inoue et al., 2013).

Engagement from the perspective of the organization, employee engagement can manifest itself in a variety of forms: a commitment to the institution, the employer; a commitment to one's work and profession; and a commitment to the social environment in which the employee function (Juchnowicz, 2010b, pp. 57–58).

Employee engagement is an effort spent in work, and the cognitive, emotional, and behavioral energy that an employee directs to positive organizational results (Shuck & Wollard, 2010). Gierveld and Bakker (2005) stated that engaged employees had a significant impact on their work and could perform additional tasks beyond their core responsibilities with their superiors even, willing to assign them difficult tasks.

The level of employee engagement in work is correlated with the company's functional efficiency and engagement is one of the most important factors responsible for organizational success (Harter et al., 2006; Bakker & Bal, 2010). Furthermore, some studies show that employee engagement positively correlates with investing more effort in work. Known as "extra-role performance", such effort involves carrying out tasks that go beyond the responsibilities ordinarily assigned to the job (Halbesleben & Wheeler, 2008).

A researcher has suggested that the level of work engagement, in general, is affected by personal identity, the workplace (Brown, 1996; Kahn, 1990; Kirkpatrick, 2007), and the characteristics of the work, including job status and job demands (Mauno et al., 2007). Engaged employees feel energetic and vigorous at work, enthusiastic and optimistic about the work they do, and are very often absorbed in work. EEU employee engagement might be affected by characteristics like identity, self-esteem, and sense of efficacy.

2.1.6.1 Dimension of Employee Engagement

Engagement is conceived as a positive, affective-cognitive state; composed of vigor, dedication, and absorption (Schaufeli et al. 2006).

Vigor: is characterized by high energy levels and psychological endurance during work as well as resistance to diverse distractors. It also incorporates a desire to work even in the face of emerging adversities and difficulties (Rayton and Yalabik, 2014).

Dedication: Working means doing it happily, feeling a sense of its value, and being proud of every chance to do it (Witemeyer, 2013).

Absorption: this refers to feelings of total focus and absorption in one's work, which can be followed by the sense of time moving unnaturally rapidly adding, that being fully immersed in one's work is similar to what 'flow' has been called a state of ideal experience characterized by concentrated attention, clear unison of mind, body, effortless focus, complete control, lack of self-consciousness, time distortion, and intrinsic pleasure (Schaufeli & Bakker, 2003; Shirom 2011; Csikszentmihalyi, 1990).

2.1.7 Job Satisfaction

Job satisfaction can be defined as an employee's level of happiness with the job that he or she is doing, as well as the numerous characteristics and features of the employment that encourage an employee to like or detest his jobs, such as supervision or the nature of the task performed.

According to Fu and Deshpande (2013) job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Wicker (2011), defined the concept of job satisfaction depends upon the nature of the organization and the attitudes of the employees

Ahmad et al. (2014) looked at job satisfaction variables like salary, work itself, advancement, supervision, and coworkers and discovered that a good compensation system can boost employee performance and keep them in the company for a long time.

Job satisfaction, according to Hashim and Mahmood (2011), is an effective response to one's work situation. Job satisfaction can be a good predictor of work habits such as organizational citizenship, absenteeism, turnover, and overall job efficiency.

Intrinsic and extrinsic work satisfaction is used to operationalize job satisfaction. Desirable and demanding work tasks, acknowledgment of accomplishment, obligation, and promotion were used to operationalize intrinsic job satisfaction. Employees' right to use their discretion and the ability to do things that do not interfere with their conscience is among them (Stringer, 2006). Supervisory, interpersonal relations, physical working environments, equal pay, coworkers, and job protection were all used to measure extrinsic job satisfaction (Stringer, 2006).

According to Haque et al. (2012), work satisfaction dimensions or factors influencing it can be divided into two categories: personal factors and organizational factors. Employee work satisfaction is greatly influenced by personal factors such as age, gender, ethnicity, and religion. Leadership, technological advancement, professional growth, recruiting, retention, and rotation practices, working climate, pay, and workload are all organizational considerations.

According to Lovering (2017), the dimensions of work satisfaction can be understood using Herzberg's two-factor principle. According to this theory, there are two types of causes: hygiene factors and motivators. The hygiene factors, such as work climate, fair practices, and

fair pay, are important for an organization without which the employee will not be happy in the organization and will not be able to work properly. Motivators, on the other hand, strive to maximize the use of individual abilities while also assisting them in being respected within the company. This, in turn, motivates them to work better and ensures job satisfaction.

2.2 Empirical Review

2.2.1 Career Support and Employee Engagement

Career support involves when a mentor create awareness among protégés about the function of organizations while preparing them for career advancement opportunities.

Many scholars agree that employee engagement is a state of enthusiasm, optimistic, and full participation in work. Therefore, if organization wants to engage their employees then there is the need for them to focus on career support of mentoring functions. According to Schaufeli & Bakker, (2004) mentoring function of career support has a significant predictor of work engagement. This indicates that being protective, providing challenging assignments, greater exposure and visibility, coaching, and sponsorship leads to employee engagement.

2.2.2 Psychosocial Support and Employee Engagement

Psychosocial supports are those aspects of a relationship that enhance an individual's sense of competence, identity, and effectiveness in a professional role (Kram, 1985, p. 32). Individuals who have good interpersonal interactions with co-workers and supervisors will undergo psychological meaningfulness and be engaged in their work (May et al., 2004). Employees are engaged to the job and the organization when they feel psychological meaningfulness in the workplace. Psychological importance is connected to the value that people have gained in achieving their job goals relative to their personal goals (May et al., 2004). Psychosocial help may have a positive effect on the morale, dedication, and engagement of workers because of socialization.

Employees want to feel proud, appreciate, feel supported, but more than that, they want to believe that their role is important and their values align with it. Engagement from the perspective of the organization can manifest itself in a variety of forms: a commitment to the institution, the employer; a commitment to one's work and profession; and a commitment to the social environment in which the employee function (Juchnowicz, 2010b, pp. 57–58).

Therefore, to engage employee's organization has to focus on psychosocial support of mentoring function.

Psychosocial mentoring is significant predictor with increased job engagement, employee satisfaction, commitment, and decreased employee propensity to turnover (Kobereg et al., 1998; Young & Perrew, 2000; Reid et al., 2008; Craig et al. 2013).

2.2.3 Role modelling and Employee Engagement

Role modeling is when mentors representing proper behavior and talents to motivate, earn respect, impart knowledge, and influence the mentee thus receiving better admiration (Scandura 2004). Role modeling predicts employee engagement due to the benefits of the mentoring experience on mentees' skills and engagement in their job responsibilities.

There is evidence that role modeling can alleviate stress as a mentoring mechanism because workers are more comfortable expressing their feelings with their mentors (Baranik et al., 2010). This confirms that not only can managers influence their employees' work engagement through role modeling (Baranik et al., 2010; Rolfe, 2010), but that role modeling can predict the level of dedication of employees. This indicates that role modelling is predictor of employee engagement.

2.2.4 Mentoring Function and Job Satisfaction

Mentoring has been shown to have positive career development benefits for the protégé. Job satisfaction is one of these advantages (Ensher et al., 2001). Mentoring has been linked to higher levels of job satisfaction in employees in a variety of disciplines (Allen et al., 2004). "Everyone who succeeds has had a mentor," said Donald S. Perkins, former chairman, and chief executive officer of Jewel Companies (Hegstad, 1999, p. 383).

Mentoring has been identified as a powerful HRD intervention that has the ability to influence employee career outcomes such as job satisfaction, success, and promotions, among other things (Ayoobzadeh 2019; Turban et al. 2017; Van Vianen et al. 2018). Fletcher and Ragins (2007) indicated that mentoring could promote relationship skills and competencies that contribute to improved job outcomes, such as mentoring progression and satisfaction.

Hunt and Michael (1983) identified a wide range of benefits from mentoring relationships, including improved education, compensation, professional advancement, and job satisfaction. Individuals that have mentored have higher levels of work satisfaction, according to multiple reports (Fagenson, 1989; Phillips & Imhoff, 1997; Ragins & Cotton, 1999; Scandura, 1992;

van Emmerik, 2004). Barnes (2004) posited job satisfaction transpires when employees accomplish work-related duties that accompany a likelihood of receiving valued rewards and it creates a sense of fulfillment or a positive emotional state ensuing from an evaluation of a person's job or job experiences.

According to researchers finding so far mentoring function dimensions; (career support, psychosocial support, and role modelling) influence on job satisfaction was not studied, so the researcher aimed to investigate effect of mentoring function dimension (career support, psychosocial support, and role modelling) on job satisfaction.

2.2.5 Job Satisfaction and Employee Engagement

Good employee engagement practices result in job satisfaction. This is due to the reason that good employee engagement practice facilitates a channel of communication between the organization and its members. Employees are free to express their thoughts, viewpoints, and opinions to their bosses, and they are aware that their suggestions will be taken into consideration. These activities not only inspire workers to work harder but also give them a sense of belonging, which leads to a higher level of employee job satisfaction (Dajani, 2015).

According to (Al-dalahmeh et al., 2018) employee engagement is positively associated and related with job satisfaction and organizational performance and negatively related to turnover and burnout. Wright and Bonett (2007), states that satisfied employees are more willing to stay at their jobs, being more productive, and working towards achieving their organization's goals. If an employee is not satisfied with the job there are chances for absenteeism, turnover, and lower productivity (Mohd et al., 2013). This indicates that job satisfaction is predictor of employee engagement.

The researcher adopted social exchange theory for mentoring function. career support, psychosocial support, and role modelling from mentoring function was adopted as independent variable, employee engagement as dependent variable, and job satisfaction as mediating variable.

2.3 Conceptual Framework

The conceptual framework was designed by considering mentoring function as an independent variable, employee engagement as dependent variable and job satisfaction as mediator variable.

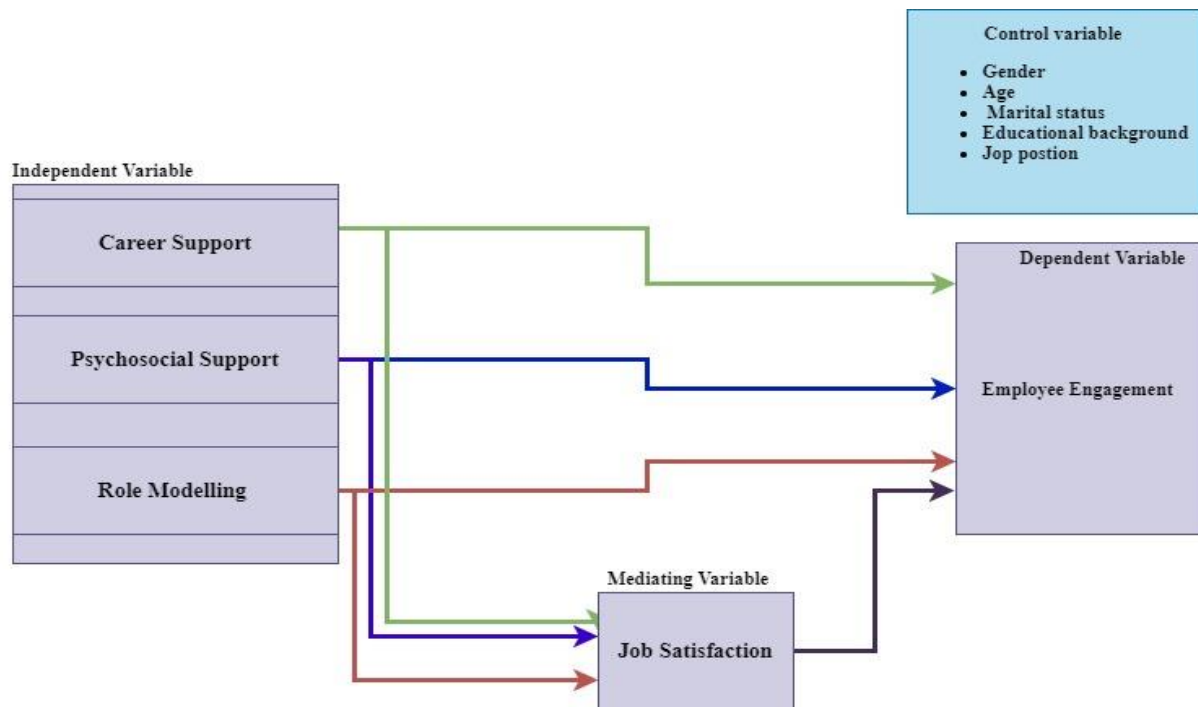


Figure 2.1: Conceptual Framework Model

2.4 Summary of Hypothesis

Based on the conceptual framework and research questions, the summary of the null hypothesis of the main questions was outlined in such a manner as follows.

- H1:** there is a significant effect of **career support** on **employee engagement** in EEU.
- H2:** there is a significant effect of **psychosocial support** on **employee engagement** in EEU.
- H3:** there is a significant effect of **role modeling** on **employee engagement** in EEU.
- H4:** there is a significant effect of **career support** on **job satisfaction** in EEU.
- H5:** there is a significant effect of **psychosocial support** on **job satisfaction** in EEU.
- H6:** there is a significant effect of **role modeling** on **job satisfaction** in EEU.
- H7:** there is a significant effect of **Job satisfaction** on **Employee Engagement** in EEU.
- H8:** There is a significant mediating effect of **job satisfaction** on the relationship between **career support** and **employee engagement** in EEU.
- H9:** There is a significant mediating effect of job satisfaction on the relationship between **psychosocial Support** and **employee engagement** in EEU.
- H10:** There is a significant mediating effect of job satisfaction on the relationship between **role modeling** and **employee engagement** in EEU.

CHAPTER THREE

RESEARCH METHDOLOGY

3.1 Introduction

A method is the techniques and procedures used to find and analyze research data, including questionnaires, observations, interviews, and statistical and non-statistical techniques (Saunders, Lewis and Thornhill, 2009). This chapter deals with the research approach, research design, sampling design, target population, sampling size determination, sampling technique, data sources, questionnaire design, data analysis, Model specification, and beside this the chapter present the validity and reliability of tests as component of the data analysis tools and the ethical considerations.

3.2 Research Approach

According to Kothari (2004), the two fundamental approaches to research are the quantitative approach and the qualitative approach. The quantitative approach contains the group of data in a quantitative form, which could be subjected to troublesome quantitative analysis formally and informally. On the other hand, the qualitative approach is concerned with the subjective examination of attitudes, opinions, and behavior. The quantitative approach was used in this study to examine the effect of mentoring function (i.e. Career support, psychosocial support, and role modelling) on employee engagement through the mediation role of job satisfaction; as a quantitative methodology, it helps to discover, present, identify, and examine relationships and trends within data, as well as collect results in numerical and organized data (Saunders, Lewis and Thorhill, 2009).

3.3 Research Design

Research design is the blueprint for satisfying research objectives and answering questions (Cooper and Schindler, 2006). And categorized into three; exploratory research, descriptive research, and causal or explanatory research (Saunders, Lewis, and Thorhill, 2009). Exploratory research aims to formulate a problem, highlight the discovery of ideas, and observe for more accurate investigation. Descriptive studies are those studies in which the characteristics of a particular individual or a group are defined. Explanatory or causal research design emphasizes studying a situation or a problem to explain the relationship

between variables (Saunders, Lewis, and Thorhill, 2009). In causal or explanatory research, the researcher tests the hypotheses of causal relationships between variables.

The study was following descriptive and explanatory research design to examine the effect of mentoring function on employee engagement and the mediating role of job satisfaction between mentoring function and employee engagement at Ethiopian Electric Utility.

3.4 Sampling Design

3.4.1 Target Population

The population is the total collection of objects, events, and peoples to be studied (Walliman, 2011). Ethiopian Electric Utility has over 18,000 employees all over the country as stated in August 2020, data. The study population consisted of permanent employees and those individuals who have received formal or informal mentoring at one or more times during their career at EEU at Head Office and all districts located in Addis Ababa only. The total number of permanent employees in Addis Ababa at Head Office and all districts in Addis Ababa is 3582.

3.4.2 Sampling Size Determination

The sample size refers to the number of objects to be collected from the population to form a sample. According to Kothari (2004), the sample size should neither be excessively large nor too small; rather, it should be optimum; and an optimum sample is one that fulfills the requirements of efficiency, representativeness, reliability, and flexibility. The representative sample of EEU employees was calculated based on the formula for sample size determination and finite population. According to Kothari (2004), it is given by the formula;

$$n = \frac{Z^2 * p * q * N}{e^2 * (N - 1) + Z^2 * p * q}$$

Where, n = the desired sample size

z = the value of the standard variation at a given confidence level

p = the proportion of target population estimated (50%)

q = 1-p

e = acceptable error (the precision)

N = population size

Therefore, representative sample of population will be determined at 95% degree of confidence. Hence at 95% degree of confidence,

$N = 3582$, $Z = 1.96$, $p = 0.5$, $q = 1-p = 1-0.5 = 0.5$, $e = 5\% = 0.05$; by substituting into the formula;

$$n = \frac{(1.96)^2 * 0.5 * 0.5 * 3582}{0.05^2 * (3582 - 1) + 1.96^2 * 0.5 * 0.5}$$

$n = 347.04$ which is approximately equal to **347**

For this analysis, the researchers use the above formula on the assumption that it is used for finite population and reduce sampling error by considering sampling technique, and to calculate the sample size of **347** from **3582** permanent workers employed at Head Office and all district of Ethiopian Electric Utility in Addis Ababa.

3.4.3 Sampling Technique

Sampling is the process of selecting a sufficient number of elements from the population. There are different types of sampling techniques such as simple random sampling, systematic sampling, cluster sampling, quota sampling, and stratified sampling.

In this study multistage sampling technique were employed: stratified sampling and purposive sampling. Since all districts and Head Office of Ethiopian Electric Utility operate similarly concerning policies and practices while; it's located in different geographical areas, and the researcher uses a stratified sampling technique. Stratified Sampling involves a process of stratification or segregation from each geographical area location of EEU in Addis Ababa and According to Kothari (2004), stratified sampling results in more reliable, detailed information and makes it possible to get more representative samples.

In this analysis, 347 survey respondents were drawn by purposive sampling from the population of Ethiopian Electric Utility in Addis Ababa Head Office and districts. The researcher uses purposive sampling because the participants are selected based on the research requirements. In this study, all respondent was mentored through their stay in the organization. With purposive sampling, the study benefits from the selected participants because they present sufficient knowledge and information to contribute answers relevant to the research questions (Barratt et al., 2015; Walia et al., 2014)

Table 3.1 sampling frame

Head office and	Total number of employees	Sample size	Percentage
-----------------	---------------------------	-------------	------------

Addis Ababa District			
Head Office	1002	97	28%
East	669	65	18.7%
West	659	64	18.4%
South	640	62	17.9%
North	612	59	17%
Total	3582	347	100%

Source: From HR Training and development of EEU Feb 4, 2021.

3.5 Sources of Data

Kothari (2004) noted that there are two types of data, which are primary and secondary. The researcher utilizes both primary and secondary data to get a picture of the present situations regarding the mentoring function in EEU and its effect on employee engagement, through mediating role of job satisfaction. Accordingly, Primary data was obtained from the Employees of EEU by using a structured questionnaire. Moreover, the researcher uses secondary data such as relevant journal articles, books, and Company profiles.

3.6 Questionnaire Design

A questionnaire is easy and straightforward to handle and helps gather information from respondents (Zikmund et al., 2010). The questionnaire was consist of four sections, section one is structured to collect demographic information from the respondent, and section two consist of mentoring function questions, section three consist of employee engagement questions, and section four consist of Job satisfaction questionnaire.

The questionnaire was lead to an improved understanding of the Mentoring Function, Employee Engagement, and Job satisfaction in EEU. Mentoring function questionnaire MFQ was based on Scandura's (2004). The MFQ is a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The scale measures participants' vocational support (career support), psychosocial support, and role modeling. EEU work engagement is measured using the Utrecht Work Engagement Scale (UWES) developed by (Scaufeli et al. 2002) and aiming to measure the three dimensions of work engagement; vigor, dedication, and absorption. And all items bind in a 5point Likert scale ranging from 1(strongly disagree)

to 5 (strongly agree). And lastly, job satisfaction is measured using a job satisfaction survey with a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

3.7 Method of Data Analysis

Data collected via a questionnaire were analyzed using version 24 of the Statistical Package for Social Sciences (SPSS) before hypothesis testing preliminary data analysis was conducted to determine the effect of mentoring function on employee engagement and the mediating role of job satisfaction. Pearson correlation test was used to determine the nature, direction, and significance of the relationship between mentoring function, employee engagement, and mediating role of job satisfaction; and to indicate the degree to which two or more variables are related to each other. To evaluate the hypothesis, the researcher used multiple linear regression analyses to examine at the relationship between one dependent variable and several independent variables.

Descriptive statistics such as frequencies, percentages, means, and standard deviations were summarized and present the data using SPSS. To undertake mediation test Baron and Kenny's (1986) model for testing mediation was used as a guiding framework. Accordingly, mediation was tested and three regression models were analyzed (Baron and Kenny, 1986; Field, 2013).

3.8 Model Specification

The model specification is defined as the existence of a formally stated model. It shows the explicit change of theory into mathematical equations and involves using all the available relevant theory research and information and developing a theoretical model. The following model was present for running multiple linear regressions that are necessary to test the effects and statistical significance level of mentoring function (i.e. Career support, psychosocial support, and role modelling) on employee engagement and mediating role of job satisfaction between mentoring function and employee engagement in Ethiopian Electric Utility. The researcher proposes four research models:

Model 1: The effect of mentoring function (i.e. Career support, psychosocial support, and role modelling) on employee engagement.

$$Y = \alpha + \beta_{11} X1 + \beta_{12} X2 + \beta_{13} X3$$

Model 2: The effect of mentoring function (i.e. Career support, psychosocial support, and role modelling) on job satisfaction.

$$M = \alpha + \beta_{21} X1 + \beta_{22} X2 + \beta_{23} X3$$

Model 3: The effect of job satisfaction on employee engagement.

$$Y = \alpha + \beta_{31} M$$

Model 4: The effect of mentoring function (i.e. Career support, psychosocial support, and role modelling) and job satisfaction on employee engagement.

$$Y = \alpha + \beta_{41} X1 + \beta_{42} X2 + \beta_{43} X3 + \beta(\alpha + \beta_{42} M + e)$$

Where: **Y** = Dependent variable (Employee Engagement)

α = constant, **β** = (Beta value) coefficient slope of regression model

X= mentoring Function (**X1** = career support, **X2** = psychosocial support, and **X3** = Role modelling)

M= job Satisfaction (Mediator variable)

3.9 Validity and Reliability

3.9.1 Validity

Validity, according to Joppe (2000), refers to the degree to which the findings of data analysis accurately represent the phenomenon under investigation. The questionnaire were adapted from Scandura's (2004), Utrecht employee engagement by scaufeli et.al (2002), and from job satisfaction survey, standard questions in order to increase its validity. Besides, the researcher discussed with the advisor about the questionnaires before it was distributed in order to assure the validity of the study.

3.9.2 Reliability

Reliability relates to the consistency of a measure and it's based of internal consistency. Cronbach's alpha coefficient is the popular method to test the internal consistency for the items in each construct. Cronbach's alpha coefficient value is between 0 and 1 and According to Sekaran and Bougie (2016) reliabilities less than 0.60 are poor, those in the 0.70 range acceptable, and those over 0.80 good.

Table3.2 Reliability Test of items

variable	Cronbach's Alpha	No of Items
Career Support	.895	21
Psychosocial Support	.890	12

Role Modelling	.911	5
Employee Engagement	.890	16
Job satisfaction	.893	19

Source: own survey, 2021

3.10 Ethical Consideration

This study was conducted by taking ethical issues into consideration. Following Bryman and Bell (2007) stated about ethical issues, the researcher notes the following ethical consideration; all participants was briefly be informed about the reason for conducting the research and their contribution to its completion, the dignity of research participant are respected and prioritized, the protection of the privacy of research respondent is ensured, and the type of communication in relation to the research should be done with honesty and transparency.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1 Introduction

This chapter contains result data presentation, analysis, interpretation and discussion on findings under each presentation, aimed at achieving the research objective. In this regard, the chapter discusses the response rate; descriptive analysis; the result of tests of assumptions; and hypothesis analysis was tested.

4.2 Response Rate of Respondent

A total of 347 questionnaires were distributed and out of which 322 (92.8%) were returned on time, while 25(7.2%) of the respondent did not return. Therefore, 322 questionnaires served as a source of data for analysis, findings presentation, and concluding.

4.3 Demographic Profile of Respondent

This section presents a descriptive analysis of the personal profile of the respondent of Ethiopian Electric Utility (Addis Ababa). The personal profile includes; gender, age, marital status, education level, working place, and job position. Descriptive statistics was carried out on the demographic variables as a means of describing the respondents.

Table 4.1: The demographic profile of respondent

	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
GENDER	Male	181	56.2	56.2
	Female	141	43.8	100
	Total	322	100	
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
AGE	18-25	19	5.9	5.9
	26-35	153	47.5	53.4
	36-45	110	34.2	87.6
	>46	40	12.4	100

	Total	322	100	
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
MARITAL STATUS	Single	118	36.6	36.6
	Married	188	58.4	95
	Divorced	10	3.1	98.1
	Widowed	6	1.9	100
	Total	322	100	
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
EDUCATION LEVEL	Diploma (TVET)	56	17.4	17.4
	Bachelor's Degree	201	62.4	79.8
	Master	65	20.2	100
	Total	322	100	
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
PLACE OF WORK	Head Quarter	97	30.1	30.1
	Branch	225	69.9	100
	Total	322	100	
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
POSITION	Managerial	61	18.9	18.9
	Non-Managerial	261	81.1	100
	Total	322	100	

Source: survey data, 2021

Gender profile of respondent

From the above table, we can understand that 181(56.2%) of the respondents are male and 141(43.8%) are female. This tells us that majority of the respondents in this survey are male

and we can conclude that most of the employees of Ethiopian electric Utility (Addis Ababa) are male.

Age profile of respondent

As observed from the table, large number of respondents are dominated by the age group of 26-35 years was 153 (47.5%), respondent whose age group fall in between 36-45 are 110 (34.2%), those in the age group of more than 46 are 40 (12.4%), and those in the age group between 18-25 are 19(5.9%). This indicate that majority of respondents (81.7%) are between 26-45 years old which shows they are relatively younger age group and expected to have energy, passion to work on their assigned job properly.



Figure 4.1: Age of Respondent

Marital Status of respondents

The marital status of the respondents indicate that 188(58.4%) are married, 118(36.6%) of them were single, those who were divorced are 10(3.1%) and 6(1.9%) were widowed. This shows that majority of the respondents are married in this survey.

Educational status of respondent

Concerning the educational level of the respondents, the largest portions 201 (62.4%) were university graduates with Bachelor's degree, 65 (20.2%) of them were Second Degree or Master's Degree holders, and the remaining 56 (17.4%) of them were College graduates with Diploma/TVET. The result reveals that the majority of the employees of the Ethiopian Electric Utility are first-degree holders which show that they have better motivational and engagement levels.

Place of work

The result shows that 225(69.9%) of the respondent are branch or district employees of EEU in Addis Ababa, and 97 (30.1%) were worked in Head office.

Job position of Respondent

The above table result shows that 261(81.1%) of the respondent are under non-managerial position and the remaining 61(18.9%) of the respondent are managerial job position.

4.4 General Mentoring Descriptive Analysis

As shown in Table 4.2 below, in EEU (Addis Ababa), **219 (68%)** of respondents have mentoring experience (mentor other employees), and the remaining respondent **102 (32%)** haven't taken a role as a mentor. The researcher uses purposive sampling method and all sample of the respondent was mentored **N=322 (100%)**. **195 (60.6%)** of respondent was mentored by male mentor and **127 (39.4%)** respondent was mentored by the female mentor. The mentored employee was mentored by an experienced employee with a minimum of two years to above eleven years of working experience in EEU. **122 (37.9%)** of mentee was mentored by 6-8 years experienced mentor, **87 (27%)** of mentee was mentored by 9-11 years experienced mentor, **64 (19.9%)** of mentee was mentored by 2-5 years experienced mentor, and **49 (15.2%)** of mentee was mentored by above11 years experienced mentor. Respondents participate in three types of mentoring relationship namely; formal, informal, and both formal and informal relationship. **170 (52.8%)** of respondents participate in both types of relationship, **86 (26.7%)** of respondents were participating in informal mentorship type and **66 (20.5%)** of respondents have taken formal mentoring relationship. **204 (63.4%)** of respondent says the informal mentoring relationship is more influential than formal, and **118 (36.6%)** respondent says the formal mentoring relationship is influential than informal relationship. Most of respondents **278 (86.3%)** stays in a mentoring relationship for about 6month – 2years and **44 (13.75)** of respondent stays in a mentorship relationship for 3-6 years.

Table 4.2 General mentoring descriptive analysis

	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
Have you been a mentor	yes	219	68	68
	no	103	32	100
	total	322	100	

	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
Have you been mentored by someone else?	yes	322	100	100
	no	0		
	total	100		
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
What is the gender of your mentor?	male	195	60.6	60.6
	female	127	39.4	100
	total	322	100	
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
How many years of experience does your mentor have?	2-5	64	19.9	19.9
	6-8	122	37.9	57.8
	9-11	87	27	84.8
	>11	49	15.2	100
	total	322	100	
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
Which type of mentoring relationship were you in?	formal	66	20.5	20.5
	informal	86	26.7	47.2
	both	170	52.8	100
	total	322	100	
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT
If you have had both a formal and an informal mentoring relationship, which mentor was the most influential?	formal	118	36.6	36.6
	informal	204	63.4	100
	total	322	100	
	ITEM	FREQUENCY	PERCENT	CUMMULATIVE PERCENT

				PERCENT
How long have you been in mentoring relation	6month – 2year	278	86.3	86.3
	3-6 years	44	13.7	100
	Total	322		

Source: own survey, 2021

From the above table the researcher concludes all respondent are mentored, and majority are; have mentoring experience, mentored by male mentor, mentored by 6 to 8 years experienced mentor, prefer informal mentoring relationship, and stays in mentoring relationship not more than two years.

4.5 Descriptive Analysis of Independent, Mediation, and Dependent Variable

To investigate the perception of the respondents regarding the mentoring function (i.e. career support, psychosocial support, and role modeling), Job Satisfaction, and Employee Engagement; the researcher has summarized the mentoring function dimensions, job satisfaction, and employee engagement using frequency, mean, and standard deviation using 5-point Likert scale. The 5-point with their numeric value was: 1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor disagree, 4: Agree, and 5: Strongly Agree.

The mean shows how much the sample group agrees or disagrees with the various statements on average. According to Marczyk et al. (2005), the lower the mean, the more people disagree with the claims. The higher the mean, the more agreeable the statement is to the respondents.

Thus, a mean score of 1 to 2.33 indicates low agreement, a mean score of 2.34 to 3.67 indicates moderate (medium) agreement, and a mean score of 3.68 or higher indicates strong agreement (Zaidatol et al., 2012).

As shown in table 4.3, career support was evaluated using twenty-one questions with a mean score of 3.945 and a standard deviation (SD) of 0.42. Psychosocial support was assessed using twelve questions; with a mean score of 3.904 and a standard deviation (SD) of 0.418. Role modeling was assessed using five questions; with a mean score of 3.948 and a standard

deviation (SD) of 0.515. And Job satisfaction was assessed using nineteen questions; with a mean score of 3.898 and standard deviation (SD) of 0.431 and finally, employee engagement was assessed with sixteen questions; with a mean score of 3.99 and standard deviation of 0.443.

The mean of; mentoring function (i.e. career support, psychosocial support, and role modeling), job satisfaction, and employee engagement is greater than 3.68 and it reveals the majority of Ethiopian Electric Utility respondents strongly agree with the given statement following (Marczyk et al., 2005; Zaidatol et al., 2012).

Table 4.3 Descriptive Statistics of variables

Aspect	statics	minimum	maximum	mean	Std.dev
Career Support	322	1	6.62	3.945	0.425
Psychosocial support	322	1	4.75	3.904	0.418
Role modelling	322	1	5	3.948	0.515
Mentoring function	322	1	5.42	3.936	0.372
Job satisfaction	322	1	4.89	3.898	0.431
Employee engagement	322	1	4.94	3.990	0.443

Source: own survey, 2021

4.6 Correlation Analysis

Correlation analysis is a method of statistical evaluation used to study the strength of the relationship of one variable to another and can be considered as a standardized covariance that shows the extent to which a change in one variable corresponds systematically to a change in another (Zikmund et al, 2013). This section presents the relationship between the dependent variable (employee engagement) and independent variables mentoring function with career support, psychosocial support, and role modeling dimensions. And to discuss

briefly the relationships between Independent variables and Dependent variables with the Mediator variable (Job Satisfaction).

4.6.1 Relationships between Dependent and Independent variable

This study employs correlation analysis, which investigates the strength of the relationships between mentoring function (career support, psychosocial support, and role modeling) and employee engagement in Ethiopian Electric utility(Addis Ababa). Specifically, the relationship between career support and employee engagement, psychosocial support and employee engagement, and role modelling and employee engagement.

The statistics of Pearson correlation analysis were used in this study, and the findings are summarized in the sections below. Pearson correlation measures the strength and direction of the linear relationship between dependent and independent variables. The relationship between the variables is acquired through Pearson product-moment correlation coefficient "r". Pearson correlation coefficients reveal magnitude [-1 to +1] and the direction (-1 to+1) of relationships. Correlations are perhaps the most basic and most useful measure of association between two or more variables (Marczyk, D. & Festinger, 2005). According to Marczyk, D. & Festinger, (2005) correlations of .01 to .30 are considered small, correlations of .30 to .70 are considered moderate, correlations of .70 to .90 are considered large, and correlations of .90 to 1.00 are considered very large.

As shown in below table 4.4, the result shows there is a strong positive and significant correlation between career support and employee engagement ($r = .720$, $p = .000$). Psychosocial support has also strong positive and significant correlation with employee engagement ($r = .701$, $p = .000$). In addition role modelling has positive and significant correlation with employee engagement ($r = .622$, $p = .000$).

In general, the above correlation result shows that career support, psychosocial support, and role modeling all have a clear positive correlation with employee engagement in Ethiopian Electric Utility, and all variables are statistically significant. Therefore, this study in line with the Schaufeli and Bakker (2004); Rana and Ayşe et al., (2013).

4.6.2 Relation between Independent Variable and Dependent Variable with Mediator Variable

As shown in below table 4.4, the positive and significant correlation exists between independent variable mentoring function (i.e. career support, psychosocial support, and role modeling) with mediator variable (Job satisfaction) with career support ($r = .661$, $p = .000$), psychosocial support ($r = .687$, $p = .000$), and role modeling ($r = .640$, $p = .000$). In addition, there is a positive and significant correlation between the dependent variable (employee engagement) and the mediator variable (Job satisfaction) with ($r = .792$, $p = .000$) which is moderately correlated. This is in agreement with the literature; Scandura's, (1992); Ensher et al., (2011); schaufeli & Bakker (2004); Al-dalahment et al.(2018)

Table 4.4 relationship between Independent and dependent variable with mediator variable

	CS	PS	RM	MF	EE	JS
Career Support (CS)	1					
Psychosocial support (PS)	.752*	1				
Role modelling (RM)	.636*	.695*	1			
Employee Engagement(EE)	.720*	.701*	.622*	.757*	1	.792*
Job satisfaction(JS)	.661*	.687*	.640*	.718*	.792*	1
Correlation is significant at the 0.01 level (2-tailed)						

Source: own survey, 2021

4.7 Regression Analysis

In this study, before employing regression analysis and testing the research hypothesis, a preliminary analysis was revealed to validate the crucial assumptions of regressions such as Multicollinearity, linearity, and normality tests.

4.7.1 Multicollinearity Assumption Test

Multicollinearity occurs when the independent /predictor variables are strongly correlated. It also expresses the degree of correlation between the independent variables used in multiple regression analysis (Zikmund et al., 2013; Ramadan et al., 2017). The complexity of computing unique estimates for a regression model is implied by a perfect linear relationship among the independent variables. The estimates from the regression model become unreliable as the degree of Multicollinearity increases, making it difficult to discretize the separate effects of predictor variables.

Multicollinearity was tested using tolerance and variance inflation factor (VIF) statistics in this study. According to Andy (2006), a tolerance value of less than 0.1 almost always indicates a serious collinearity issue. A Variance inflation factor (VIF) value greater than 10 is also an issue, according to Burns (2008), indicating that there was a significant collinearity problem. All of the independent variables in the sample (Career Support, Psychosocial Support, and Role Modeling) were found to have a tolerance of more than 0.1 and VIF values less than 10, indicating that there is no issue of Multicollinearity in the study, as shown in the table below.

Table 4.5: result of Multicollinearity

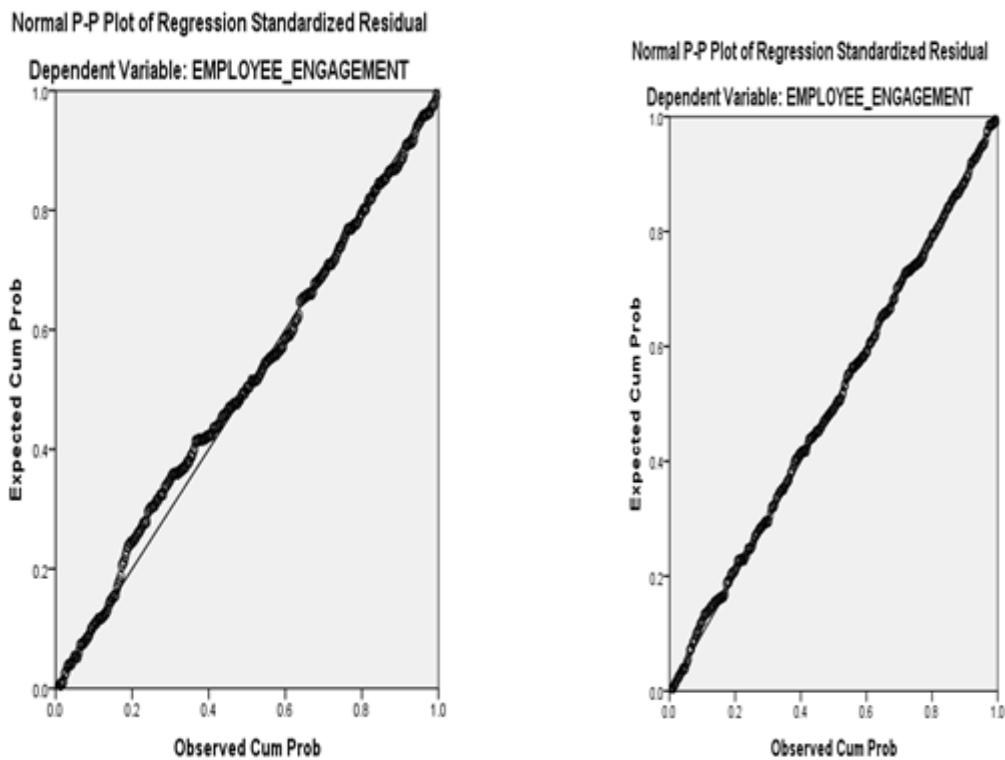
Coefficient ^a		
Model	Collinearity Statics	
	Tolerance	VIF
Career Support	0.410	2.436
Psychosocial support	0.356	2.811
Role modelling	0.487	2.052
Dependent Employee Engagement		

Source: own survey, 2021

4.7.2 Linearity Assumption Test

The aim of the linearity test is to see if the relationship between the dependent and independent variables is linear. The linearity assumption was verified using SPSS software and scatterplots of the regression residuals for each model, as well as a histogram or a P-P-Plot.

Figure 4.2: linearity assumption test

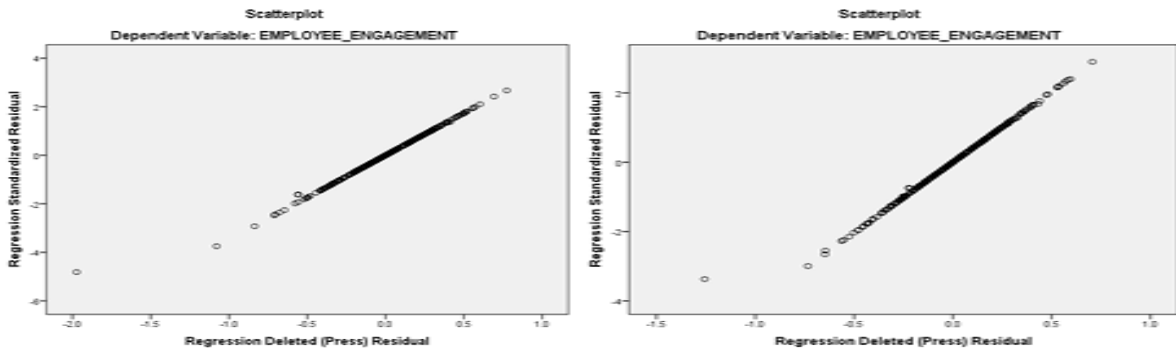


Source: own survey, 2021

4.7.3 Homoscedasticity Assumption Test

The assumption of homoscedasticity refers to having a common or equally distributed variance of errors across all levels of the independent variables. This means that errors are spread out consistently between the variables. The scatter plot is a good way to check whether the data are homoscedastic. Homoscedasticity can be checked by visual examination of a plot of the standardized residuals by the regression standardized predicted value. Ideally, residuals are randomly scattered around zero (the horizontal line) providing even distribution. Therefore, in this study, the assumption of homoscedasticity was not violated as shown below.

Figure 4.3 Homoscedasticity Assumption test

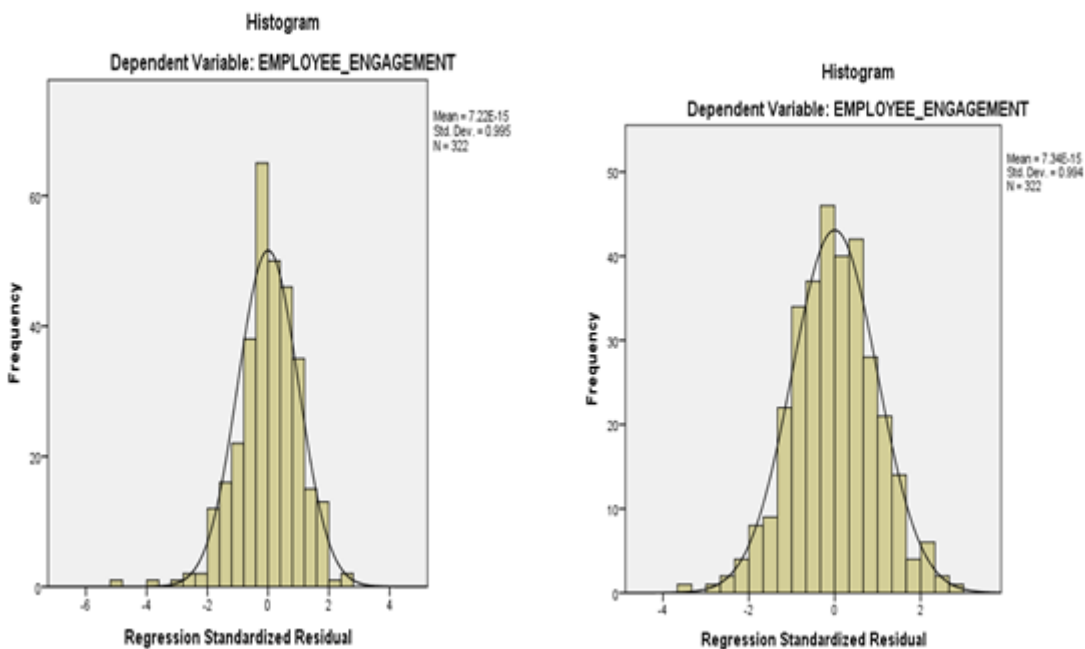


Source: own survey, 2021

4.7.4 Normality Test

A normality test is used to determine if a data set is well-modeled by a normal distribution and to calculate the probability that a random variable underlying the data set is normally distributed (Wikipedia, 2021). As a result, the following histogram depicts the normality test for the data used in this analysis, which clearly shows that error terms are normally distributed.

Figure 4.4 Normality test



Source: own survey, 2021

4.7.5 Testing for Autocorrelation

Autocorrelation refers to the degree of correlation between the values of the same variables across different observations in the data. According to Will Kenton (2019), Durbin Watson's (DW) statistic is a test for autocorrelation in the residuals from a statistical regression analysis. The value of the Durbin-Watson statistic will always be between 0 and 4. A value of 2.0 indicates that the sample contains no autocorrelation. Positive autocorrelation is defined as a value between 0 and less than 2, whereas negative autocorrelation is defined as a value between 2 and 4. Values below 1 and above 3 are generally concerning and can invalidate the report.

Table 4.6: result of autocorrelation

Model Summary						
Model	R	R square	Adjusted square	R	Std. Error of the Estimate	Durbin Watson
1	0.761^a	0.579	0.575		0.289	1.498
Predictors: (constant) independent variable; CS, PS, RM						
Dependent variable: employee engagement						

Source: own survey, 2021

In this study, the Durbin-Watson statistics showed (Durbin-Watson = 1.5). Hence, the result is greater than 1 and falls between 1 and 3, the researcher assumed independence of residuals assumption is satisfied.

4.8 Testing Hypothesis with Regression Analysis

The researcher had conducted multiple regressions analysis to test the hypothesis and used to examine the relationship between one dependent variable and several independent variables (Pedhazur, 1997). A proposed causal chain in which one variable influences a second variable, which influences a third variable, is known as mediation. Baron and Kenny (1986) proposed a four-step approach used for testing mediation, and correlation coefficient (R) measures the linear correlation between observed and model predicted values of dependent variable, the coefficients of determination (R square value) represent portion of variance in the dependent variable that can be explained by independent variable, the regression

coefficients (Beta coefficient), and the p-values for each of the significant relationships were examined at each step 0.05.

The hypothesis is a statement about the relationship between two or more variables that are only speculative. The hypothesis is a prediction that is then evaluated by collecting and evaluating data. Depending on the data, the hypotheses may either be confirmed or falsified. As a result, the regression coefficient data was used to evaluate the ten hypotheses that were established earlier in chapter two

4.8.1 Controlling Variable

In this study, the researcher included control variable and enhance the internal validity of a study by including controls for other independent variables and may have impact on the employee engagement and job satisfaction of the Ethiopian Electric Utility employees due Gender, Age, Marital Status, Educational background, and Job position.

Table 4.7: Regression dependent variable, constant predictors and independent predictors.

Step 1				Step 2				
	Unstandardized coefficient		standardized coefficient	sig	Unstandardized coefficient		standardized coefficient	sig
Variables	B	S.E	Beta		B	S.E	Beta	
Constant	3.767	.286		.000	.535	.239		.026
Gender	.029	.05	.033	.565	.043	.033	.048	.192
Age	.036	.036	.064	.321	.018	.023	.031	.454
Marital status	-.082	.046	-.115	.075	-.041	.030	-.057	.166
Educational level	.088	.054	.122	.106	.040	.035	.056	.248
Job position	.028	.085	.025	.740	-.018	.055	-.016	.749
CS					.420	.058	.402	.000
PS					.292	.064	.276	.000
RM					.145	.044	.168	.001
R square change	.023				.577			

R square	.023	.600
----------	------	------

Source: own survey, 2021

Note: Dependent variable: employee engagement, Predictors A: (Constant), gender, age, marital status, educational level, job position; Predictors B: (Constant), gender, age, marital status, educational level, job position, career support, psychosocial support, role modelling.

As shown below in table 4.7; the R^2 shows that 2.3% of the variation in the employee engagement (dependent variable) is explained by the control variable. The control variable of standardized coefficients of gender ($\beta = .033$, $P = .565$) tells gender has positively and insignificantly associated with employee engagement. There was the positive and insignificant association between age ($\beta = .064$, $P = .321$) and employee engagement. There was a positive and insignificant association between educational status ($\beta = .122$, $P = .106$) and employee engagement. There is also a positive and insignificant association between job position ($\beta = .025$, $P = .074$) and employee engagement. There was negative and insignificant relation between marital status ($\beta = -.115$, $P = .075$) and employee engagement. Generally; gender, age, educational level, and position have positive and insignificant relation with employee engagement while marital status has negative and insignificant relation with employee engagement in Ethiopian Electric Utility (Addis Ababa).

In step two, While evaluating the influence of demographic factors: gender, age, marital status, educational level, job position; it is found that none of these factors have significant effect on employee engagement when regression is done along with independent variables.

Table 4.8: Regression mediator variable, constant predictors and independent predictors.

Step 1				Step 2				
	Unstandardized coefficient		standardized coefficient	sig	Unstandardized coefficient		standardized coefficient	sig
Variables	B	S.E	Beta		B	S.E	Beta	
Constant	3.469	.278		.000	.484	.243		.047
Gender	.016	.049	.018	.745	.022	.033	.026	.497
Age	-.022	.034	-.039	.541	-.041	.024	-.075	.085
Marital status	-.019	.045	-.028	.666	.019	.030	.027	.535

Educational level	.136	.053	.194	.010	.089	.035	.127	.012
Job position	.120	.083	.109	.149	.074	.056	.067	.183
CS					.273	.059	.269	.000
PS					.312	.065	.303	.000
RM					.214	.045	.255	.000
R square change	.027				.540			
R square	.027				.567			

Source: own survey, 2021

Note: Dependent variable: job satisfaction, Predictors A: (Constant), gender, age, marital status, educational level, job position; Predictors B: (Constant), gender, age, marital status, educational level, job position, career support, psychosocial support, role modelling.

As shown below in table 4.8; the R^2 shows that 2.7% of the variation in the job satisfaction (mediator variable) is explained by the control variable. The control variable of standardized coefficients of gender ($\beta = .018$, $P = .745$) tells gender has positively and insignificantly associated with job satisfaction. There was a positive and significant association between educational status ($\beta = .194$, $P = .010$) and job satisfaction. There is also a positive and insignificant association between job position ($\beta = .109$, $P = .149$) and job satisfaction. There was the negative and insignificant association between age ($\beta = -.039$, $P = .541$) and job satisfaction. There was negative and insignificant relation between marital status ($\beta = -.028$, $P = .666$) and job satisfaction. Generally, the result reveals that educational status has positive and significant relation with job satisfaction when regression is done along with independent variable. This tells us the more the employees are educated the more they are satisfied about their job in Ethiopian Electric Utility. On the other hand gender and job position have positive and insignificant relation with job satisfaction while age and marital status has negative and insignificant relation with job satisfaction in Ethiopian Electric Utility (Addis Ababa).

4.8.2 Regression Result

This section discusses the effect of mentoring function (i.e. career support, psychosocial support, and role modelling) on employee engagement and to briefly discuss the effect of

mentoring function on job satisfaction and the effect of job satisfaction on employee engagement.

4.8.2.1 The effect of Mentoring Function on Employee Engagement

As shown in Table 4.9, the R^2 shows that 59.1% of the variation in the dependent variable (employee engagement) is determined by the independent variables; mentoring function (i.e. Career support, psychosocial support, and role modeling) of Ethiopian Electric Utility. The adjusted R^2 gives an idea of how the model generalizes and summarizes the results taken from the respondents to the whole population. Therefore, the regression model is useable for predicting how strong the influence of the predictor variables towards employee engagement. The remaining 40.1% is explained by other independent variables that are not explained in this research. The adjusted R^2 value will be equal to or less than the R^2 value. The value of adjusted R^2 is .588 which is close to the R^2 value of .591. If the adjusted R^2 is excluded from the R^2 the value will be $(.591-.588=0.003)$. This amount of reduction means that if the whole population participates in the study and the model has been fitted then, there will be 0.3% less variance in the outcome.

Based on the regression result, Career Support is a predictor of employee engagement (Beta=.416, 0.00, $P < 0.01$), Psychosocial Support (Beta=.297, 0.00, $P < 0.01$), and Role Modelling (Beta=.150). Career Support has the highest beta coefficient, with a value of 0.416, 0.00, $P < 0.01$), indicating that it has the greatest impact on employee engagement as compared to Psychosocial Support and Role Modeling. This result tells that when employees mentored during their stay in one organization the level of engagement to the job and as well organization also increases. At the same time when the mentor gives to mentee career support, psychosocial support, and role model to the mentee the more the employees are engaged.

The above results show consistency with previously reviled studies, for example; as study done by Schaufeli and Bakker (2007) and Scandura's (1992) concluded that career support, psychosocial support, and role modelling has significant effect on employee engagement. As a result, the findings support the first three hypotheses, indicating that the mentoring function (career support, psychosocial support, and role modeling) has a significant effect on employee engagement.

Table 4.9: model summary and coefficients

	Unstandardized coefficient			sig
	B	Std.error	T	
Constant	.598	.159	3.749	.000
Career support	.416	.058	7.135	.000
Psychosocial support	.297	.064	4.658	.000
Role modelling	.150	.044	3.382	.001
R	.769			
R ²	.591			
Adj.R ²	.588			
Sig change of R ²	.591			
Dependent variable: Employee Engagement				

Source: own survey, 2021

The result obtained in this study reveals that in Ethiopian Electric Utility (Addis Ababa) mentoring function has a significant positive effect on employee engagement.

Hypothesis 1

H1: There is a significant effect of **career support** on **employee engagement** in EEU.

The regression coefficient result of career support in EEU was indicated as ($\beta=.416$, $P<0.01$), which implies that 41.6% of increase in employee engagement is due to the change in the career support of mentoring function dimensions, assumed all other variables are being constant, which entails that career support has significant relationship and effects on employee engagement, therefore the Hypothesis 1 is accepted.

Hypothesis 2

H2: There is a significant effect of **psychosocial support** on **employee engagement** in EEU.

The regression coefficient result of psychosocial support in EEU was indicated as ($\beta=.297$, $P<0.01$), which implies that 29.7% of increase in employee engagement is due to the change in the psychosocial support of mentoring function dimensions, assumed all other variables are being constant, which entails that psychosocial support has significant relationship and effects on employee engagement, therefore the Hypothesis 2 is accepted.

Hypothesis 3

H3: There is a significant effect of **role modeling** on **employee engagement** in EEU.

The regression coefficient result of role modelling in EEU was indicated as ($\beta=.150$, $P<0.01$), which implies that 15% of increase in employee engagement is due to the change in the role modelling of mentoring function dimensions, assumed all other variables are being constant, which entails that role modelling has significant relationship and effects on employee engagement, therefore the Hypothesis 3 is accepted.

4.8.2.2 The effect of Mentoring Function on Job satisfaction

As shown in Table 4.10, the R2 shows that 55.2% of the variation in the dependent variable (Job Satisfaction) is determined by the independent variables; mentoring function (Career support, psychosocial support, and role modeling) of Ethiopian Electric Utility. Therefore, the regression model is useable for predicting how strong the influence of the predictor variables towards job satisfaction. The remaining 44.8% is explained by other independent variables that are not explained in this research. The value of adjusted R2 is .547 which is close to the R2 value of .552. If the adjusted R2 is excluded from the R2 the value will be (.552 - .547=0.005). This amount of reduction means that if the whole population participates in the study and the model has been fitted then, there will be 0.5% less variance in the outcome.

As shown in the table below the regression result shows that career support, psychosocial support, and role modeling have the strongest significant effect on job satisfaction with (Beta = .270, Beta = .318, and Beta = .216) respectively. This result tells that when employees mentored during their stay in one organization, employees will be satisfied on their job, and the more employees have the capabilities of doing assigned job, they will be happy on their job; further when employees received career support, psychosocial support and role modelling they will be satisfied about their job.

As a result, the findings support the 4th, 5th, and 6th hypotheses, indicating that the mentoring function (career support, psychosocial support, and role modeling) has a major impact on job satisfaction. This conclusion was also endorsed by Scandura (1992), Ensher et al., (2011), hunt and Michael (1983).

Table 4.10: model summary and coefficients

	Unstandardized coefficient			Sig
	B	Std.error	T	
Constant	.742	.163	4.561	.000

Career Support	.270	.060	4.533	.000
Psychosocial Support	.318	.065	4.892	.000
Role Modelling	.216	.045	4.784	.000
R	.743			
R²	.552			
Adj. R²	.547			
Sig.change R²	.552			
Dependent variable: Job Satisfaction				

Source: own survey, 2021

The findings of this study show that mentoring has a substantial positive effect on job satisfaction in Ethiopian Electric Utility (Addis Ababa). Via formal or informal mentorship, mentored workers receive career, psychosocial, and role modeling from their mentor, resulting in high job satisfaction.

Hypothesis 4

H4: There is a significant effect of **career support** on **job satisfaction** in EEU

The regression coefficient result of career support in EEU was indicated as ($\beta=.270$, $P<0.01$), which implies that 27% of increase in job satisfaction is due to the change in the career support of mentoring function dimensions, assumed all other variables are being constant, which entails that career support has significant relationship and effects on job satisfaction, therefore the Hypothesis 4 is accepted.

Hypothesis 5

H5: There is a significant effect of **psychosocial support** on **job satisfaction** in EEU.

The regression coefficient result of psychosocial support in EEU was indicated as ($\beta=.318$, $P<0.01$), which implies that 31.8% of increase in job satisfaction is due to the change in the psychosocial support of mentoring function dimensions, assumed all other variables are being constant, which entails that psychosocial support has significant relationship and effects on job satisfaction, therefore the Hypothesis 5 is accepted.

Hypothesis 6

H6: There is a significant effect of **role modeling** on **job satisfaction** in EEU.

The regression coefficient result of role modelling in EEU was indicated as ($\beta=.216$, $P<0.01$), which implies that 21.6% of increase in job satisfaction is due to the change in the role

modelling of mentoring function dimensions, assumed all other variables are being constant, which entails that role modelling has significant relationship and effects on job satisfaction, therefore the Hypothesis 6 is accepted.

4.8.2.3 The effect of Job Satisfaction on Employee Engagement

As shown in Table 4.11, the independent variables (Job satisfaction) of Ethiopian Electric Utility R² account for 62.7 of the difference in the dependent variable (employee engagement). Therefore, the regression model is useable for predicting how strong the influence of the predictor variables towards employee engagement. The remaining 37.3% is explained by other independent variables that are not explained in this research. The value of adjusted R2 is .626 which is close to the R2 value of .627. If the adjusted R2 is excluded from the R2 the value will be (.627 - .626=0.001). thus there is a significant effect of Job satisfaction on Employee Engagement and supports the 7th hypothesis which states that Ethiopian Electric Utility (Addis Ababa) employee Job Satisfaction has a strongly significant and positive effect on employee engagement with (Beta=.813, p=0.000). Dajani, Al-dalahment, et al, 2018, and wright & Bonett (2007) also support this conclusion.

Table 4.11: model summary and coefficients 3

	Unstandardized coefficient			Sig
	B	Std.err	T	
constant	.819	.138	5.954	.000
Job satisfaction	.813	.035	23.177	.000
R²	.627			
Adj. R²	.626			
Sig.change R²	.627			
Dependent variable: Employee Engagement				

Source: own survey, 2021

Hypothesis 7

H4: There is a significant effect of **Job satisfaction** on **Employee Engagement** in EEU.

The regression coefficient result of job satisfaction in EEU was indicated as ($\beta=.813$, $P<0.01$), which implies that 81.3% of increase in employee engagement is due to the change in the job satisfaction, assumed all other variables are being constant, which entails that job

satisfaction has significant relationship and effects on employee engagement, therefore the Hypothesis 7 is accepted.

4.8.3 Mediation Regression Analysis

Baron and Kenny's (1986) model was used for testing mediation hypotheses and in this study job satisfaction has a mediating role. Mediational variables are variables in which the influence of an independent variable on a dependent variable is believed to be mediated by a mediating variable's operation. In testing the mediated relationship, the four-step causal procedure, which was first devised by Baron and Kenny (1986) and summarized by Hayes (2017), was adopted. According to Hayes (2017), first the independent variable must be related to the dependent variable. Second, the independent variable and the mediator variable must be linked. Third, the mediator variable must be related to the dependent variable substantially. Finally, after controlling for the mediator variable, the relationship (i.e., the coefficient) between the independent and dependent variables should be either non-significant (full mediation) or significantly reduced (partial mediation). Complete mediation means the indirect mechanism fully accounts for the association between the independent and dependent variables, whereas partial mediation means the indirect mechanism fully accounts for the association between the independent and dependent variables Hayes, (2017).

Note:

X: Mentoring Function(X1 career support, X2 psychosocial supports, X3 role modelling)

Y: Employee Engagement

M: Job Satisfaction

e: error term

Accordingly, the result of the first regression, it is exhibited a statistically significant relationship between predictor variables; career support, psychosocial support, and role modeling and dependent variable: employee engagement. Therefore, this study in agreement with the literature of Schaufeli and Bakker (2004), Rana, and Ayse et al(2013).

$$Y = .598 + .416X1 + .297X2 + .150X3$$

Results of the second regression demonstrated a statistically significant relationship existed between predictor variables; career support, psychosocial support, and role modeling, and mediator variable: job satisfaction. Therefore, this study in agreement with the literature of Ensher et al (2011), Scandura (1992).

$$M = .742 + .270X1 + .318X2 + .216X3$$

The result of the third regression shows the existence of a statically significant relationship between job satisfaction and employee engagement. Therefore, this study in agreement with the literature of Dajani, Al-dalahmet et al.2018.

$$Y = .819 + .813M$$

In the relationship between the independent variables and dependent variable, job satisfaction met the first three conditions of mediation specified by Baron and Kenny (1986). Then job satisfaction was then tested to determine if it met the fourth condition for mediation. The analysis was carried out to examine the effect of job satisfaction where independent variables; career support, psychosocial support, and role modeling, and employee engagement was the dependent variable.

The fourth multiple regression analysis model 4 result shows, the effect of career support with ($\beta=.278$, $p= .000$) psychosocial support ($\beta=.133$, $p= .000$) Job satisfaction $\beta=.515$ are positively and significantly affected by Employee engagement, and role modeling $\beta=.039$, are positively and insignificantly affected by Employee engagement. The fourth condition states the independent variable must predict the dependent variable less strongly in model 3 than in model 1. So, the regression coefficient shows a change and reduction by a small amount ($\beta= 0.138$, 0.164 , & 0.111) respectively after the mediator, job satisfaction but not zero. This indicates the presence of partial mediation, so that job satisfaction partially mediates the relationship between mentoring function and employee engagement.

The entire baron and Kenny's procedures are met, and confirming that 8, 9, and 10th hypotheses fulfilled to be tested, which states that there is a significant mediating effect of Job Satisfaction on the Relationship between Mentoring Function (i.e. career support, psychosocial supports, and role modeling) and Employee engagement. Therefore, the resulting studies supporting the 8th and 9th hypotheses, while rejecting the 10th hypothesis.

$$Y = 0.216 + 0.278x1 + 0.133x2 + 0.039x3 + \beta(0.216 + 0.515M + e)$$

Table 4.12: coefficient (Model 4)

	Unstandardized coefficient		Standardized coefficient		
	B	Std.err	B	T	sig
Constant	.216	.140		1.540	.124
Career support	.278	.051	.266	5.407	.000
Psychosocial support	.133	.056	.126	2.364	.019
Role modelling	.039	.039	.045	.987	.324
Job satisfaction	.515	.047	.501	10.976	.000
Dependent Variable: Employee Engagement					

Source: own survey, 2021

Hypothesis 8 (supported)

H8: There is a significant mediating effect of **job satisfaction** on the relationship between **career support** and **employee engagement** in EEU.

The regression coefficient result of career support and job satisfaction in EEU was indicated as ($\beta=.278$; $\beta=.515$ at $P<0.01$), are positively and significantly affected by Employee engagement, Hypothesis 8 is accepted.

Hypothesis 9 (supported)

H9: There is a significant mediating effect of **job satisfaction** on the relationship between **psychosocial support** and **employee engagement** in EEU.

The regression coefficient result of psychosocial support and job satisfaction in EEU was indicated as ($\beta=.133$; $\beta=.515$ at $P<0.01$), are positively and significantly affected by Employee engagement, Hypothesis 9 is accepted.

Hypothesis 10 (not supported)

H10: There is a significant mediating effect of **job satisfaction** on the relationship between **role modelling** and **employee engagement** in EEU.

The regression coefficient result of role modelling and job satisfaction in EEU was indicated as ($\beta=.039$; $P=.324$ and $\beta=.515$ at $P<0.01$), are positively and insignificantly affected by Employee engagement, Hypothesis 10 is rejected.

Table 4.13 summary of hypothesis result

Hypothesis	Method used		Result
H1: there is significant effect of career support on employee engagement in EEU.	Correlation Regression	&	Accepted: ($\beta = 0.416$, $p < 0.05$) 95% confidence
H2: there is significant effect of psychosocial support on employee engagement in EEU	Correlation Regression	&	Accepted: ($\beta = 0.297$, $p < 0.05$) 95% confidence
H3: there is significant effect of role modelling on employee engagement in EEU	Correlation Regression	&	Accepted: ($\beta = 0.150$, $p < 0.05$) 95% confidence
H4: there is significant effect of career support on job satisfaction in EEU	Correlation Regression	&	Accepted: ($\beta = 0.270$, $p < 0.05$) 95% confidence
H5: there is significant effect of psychosocial support on job satisfaction in EEU	Correlation Regression	&	Accepted: ($\beta = 0.318$, $p < 0.05$) 95% confidence
H6: there is significant effect of role modelling on job satisfaction in EEU	Correlation Regression	&	Accepted: ($\beta = 0.216$, $p < 0.05$) 95% confidence
H7: there is significant effect of Job satisfaction on Employee Engagement in EEU	Correlation Regression	&	Accepted: ($\beta = 0.813$, $p < 0.05$) 95% confidence
H8: There is significant mediating effect of job satisfaction on the relationship between career support and employee engagement in EEU	Correlation Regression	&	Accepted: ($\beta = 0.278$, $p < 0.05$) 95% confidence

H9: There is significant mediating effect of job satisfaction on the relationship between psychosocial Support and employee engagement in EEU	Correlation & Regression	Accepted: ($\beta = 0.133$, $p < 0.05$) 95% confidence
H10: There is significant mediating effect of job satisfaction on the relationship between role modelling and employee engagement in EEU	Correlation & Regression	Rejected: ($\beta = 0.039$, $p > 0.05$)

Source: own survey, 2021

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings with respect to the study objectives, conclusions, recommendations of the study, and finally suggestion for future study.

5.2 Summary of Findings

This study aimed to examine the effect of mentoring function (i.e. career support, psychosocial support, and role modeling) on employee engagement with job satisfaction as a mediator role in Ethiopian Electric Utility (Addis Ababa).

The data was collected from Ethiopian Electric Utility in the form of questionnaires to a pre-determined sample of employees in EEU. A total of 347 questionnaires were distributed to respondents and 322 were returned on time with a response rate of 92.8%. An overall value of Cronbach alpha ($\alpha = 0.915$) was obtained and the overall internal consistency test of research instruments was found in the “excellent” reliability range.

The personal profiles of the respondents were analyzed as per their gender, age, marital status, educational background, place of work and, job position, as a result, that the analysis could be more meaningful for readers. The majority of the respondents are male which accounts for 181(56.2%) of the total respondent. The age group shows that most of the respondents are aged in the range of 26-35 was 153(47.5%) of the total respondents. Most of the respondents 188(58.4%) are married, about the educational level of the respondents, the largest portion of 201 (62.4%) were Bachelor’s degree holders, and the majority of the respondents had non-managerial positions and work in branch in EEU.

During their time in the EEU, all of the selected sample respondents (347) have had mentoring experience, either as a mentor or as a mentee. The majority of the respondents have mentoring experience (take the role as a mentor) from a total of the respondent. During their mentorship program, the majority of the respondents were mentored by a male, either formally or informally, and the mentee was mentored by experienced individuals. The majority of respondents were participating in informal mentorship type and they prefer it over

formal mentoring type. Respondent stays in the mentorship program for not more than two years.

Through the descriptive statistical analysis, an overall frequency, percentages, and mean score were computed for each independent variable (career support, psychosocial support, and role modeling), mediation variable (job satisfaction), and dependent variable (employee engagement). The overall study revealed that the mean score for the measures of Role modeling was relatively high mean (M) = 4.20 with standard deviation (SD) 0.447, followed by career support mean score of 4.095 with SD 0.831 and psychosocial support with M= 4.083 with SD 0.669. Job satisfaction's computed mean score is 4.053 with SD 0.705 and the mean score of employee engagement is 3.5 with SD 0.516.

The Pearson correlation analysis result indicates that with 95% confidence level career support, psychosocial support, and role modeling had with employee engagement was significant at $p=.00$ with career support($r=.720$), psychosocial support ($r=.701$) at $p=.000$, and role modeling ($r=.622$) at $p=.000$ respectively and all mentoring function moderately correlated with employee engagement.

There is also significant correlation exists between Independent variables; mentoring function (i.e. career support, psychosocial support, and role modeling) with mediator variable (Job satisfaction) with career support ($r=.661$, $p<.05$), psychosocial support ($r=.687$, $p<.05$), role modeling ($r=.640$, $p<.05$) which shows career support, psychosocial support, and role modeling are positively, significantly, and moderately correlated to mediator variable (job satisfaction). In addition, there also is a significant correlation between the dependent variable (employee engagement) and the Mediator variable (Job satisfaction) with ($r=.792$, $p<.05$) this is strongly correlated.

The result of control variable reveals; gender, age, educational level, and position have positive and insignificant relation with employee engagement while marital status has negative and insignificant relation with employee engagement. Furthermore, educational status has positive and significant relation with job satisfaction on the other hand, gender and job position have positive and insignificant relation with job satisfaction while age and marital status has negative and insignificant relation with job satisfaction in Ethiopian Electric Utility (Addis Ababa).

The first regression results have shown that mentoring function (i.e. career support, psychosocial support, and role modeling) has positive and significant predictor of employee engagement with career support ($\beta = .416$, $p = .000$), psychosocial supports ($\beta = .297$, $p = .000$), and role modeling ($\beta = .150$, $p = .000$) respectively.

The second regression result showed that career support, psychosocial support, and role modeling have a positive and strongest significant effect on job satisfaction with ($\beta = .270$, $\beta = .318$, & $\beta = .216$, $p = .000$) respectively.

The third regression result reveals that Job satisfaction has a positive and strongest significant effect on employee engagement with ($\beta = .813$, $p = .000$).

Ten hypotheses were tested to answer the research questions and fulfilled the research objectives. Except for hypothesis 10, the overall hypotheses tested results showed that the null hypothesis should be rejected, and the alternative hypothesis should be accepted since the p-value for regression and correlation (< 0.05) falls below the established 95% confidence interval and for hypothesis 10, a p-value is greater than 0.05 the null hypothesis is accepted for hypothesis 10.

5.3 Discussions

The first research question: what is the effect of mentoring function (i.e Career support, psychosocial support, and role modeling) on employee engagement?

Based on the result of the study, mentoring function (i.e Career support, psychosocial support, and role modeling) have a positive and statistically significant relationship with employee engagement in EEU (Addis Ababa), which this result was as expected and Such a relationship implies that mentoring function is crucial to EEU and the employee's development and engagement.

Hence, the researcher concluded that career support is the most significant independent variable which has a significant statistical contribution to employee engagement. If there is career support of coaching, sponsorship, exposure, protection, and challenges among employees of the Ethiopian electric utility, they were more engaged to EEU.

The career support had positively and significantly related to employee engagement in EEU. This was consistence with the career support has significant influence on employee

engagement and consistent with work of Schaufeli & Bakker, (2004); Anitha's (2014) in their study they aimed to assess the relation between mentoring function and employee engagement.

The other two mentoring function dimensions; psychosocial support and role modeling were ranked depending on their correlation level from highly correlated to the least correlated. Psychosocial support is the significant predictor of employee engagement and has a significant contribution towards employee engagement. Therefore, the researcher can be concluded that the more the mentor accepts, counsels, and being a friend to the mentee, the more the mentee is engaged with the company. Which was consistence with psychosocial support of mentoring function is the predictor for employee engagement.

Psychosocial mentoring is associated with increased job engagement, employee satisfaction, commitment, and decreased employee propensity to turnover (Kobereg et al., 1998; Young & Perrew, 2000; Reid et al., 2008; Craig et al., 2013).

Relatively, role modeling was less positively correlated with employee engagement and role modeling can also have a positive and significant effect on employee engagement in EEU. The researcher concludes that the mentor's ability to motivate, career behaviors, impart knowledge, values, skills, influence the mentee, and makes the mentee more engaged to the organization. This was consistence to a positive and significant relation between role modelling and employee engagement (Schaufeli and Bakker, 2004; Rana, and Ayse et al., 2013).

Extending the findings of the Rich et al. (2010) study, the result found that role modeling may also have a positive effect on employee engagement. There is evidence that role modeling can alleviate stress as a mentoring mechanism because workers are more comfortable expressing their feelings with their mentors (Baranik et al., 2010). This confirms that not only can managers influence their employees' work engagement through role modeling (Baranik et al., 2010; Rolfe, 2010), but that role modeling can predict the level of dedication of employees.

The second research question: what is the relationship between mentoring function and Job satisfaction?

The result shows that mentoring function (i.e. career support, psychosocial support, and role modeling) has the positive and strongest significant effect on job satisfaction in EEU (Addis

Ababa), which this result was as expected. Therefore, this study was in line with Scandura (1992), Ensher, et al., (2011), hunt and Michael (1983).

The third research question: Does job satisfaction have a mediating role in the relationship between mentoring (i.e career support, psychosocial support, and role modeling) and employee engagement in EEU?

The result of the study reveals there is a significant mediating effect of job satisfaction on the Relationship between Mentoring Function (career support and psychosocial supports) and Employee engagement, which is the result expected and also there is an insignificant mediating effect of Job Satisfaction on the Relationship between roles modeling and employee engagement, which is not expected.

Generally, the result of the study confirmed that job Satisfaction has a partial mediating role in relationship between mentoring function and employee engagement. This implies that there is also an indirect effect of job satisfaction between mentoring function and employee engagement in EEU (Addis Ababa).

5.4 Conclusion

On the basis of analysis, it can be concluded that mentoring function (i.e. career support, psychosocial support, and role modelling) have positive and statistically significant relationship with employee engagement, which this result was as expected. This means, these predictor variables motivates and inspires employees to work towards to their organizational values and goals. Mentoring is crucial for employee's development and engagement.

The study also evidenced that employee's marital status from the demographic factors impacts employee engagement to a certain extent in EEU. This relationship reveals negative based on the result where, this tells us that single employees have higher level on engagement. The development of effective Mentoring strategies by Ethiopian Electric Utility would help them to improve satisfaction their employees. Mentoring function (i.e. Career support, psychosocial support, and role modeling) positively and significantly influence job satisfaction of employees. In general, expect role modelling all the predictor variables and job satisfaction have positive significant relationship with the employee engagement (dependent variable). Besides, from control variables educational level have significant relationship with job satisfaction.

Effective Mentoring function approach by EEU would help them to improve their employee's job satisfaction and mentored employees are engaged to the organization. Since, the direct effect of mentoring function on employee engagement is decreased by a small amount, but not to zero, this indicate the presence of partial mediator variable. Therefore job satisfaction partially mediates the relationship between mentoring function and employee engagement in EEU (Addis Ababa).

Finally, the researcher concluded that the Ethiopian electric Utility have to adopt mentoring strategies for their employees so that they engage their employees which in turn boost their satisfaction in their work, this could lead to the development and reputation of the organization.

5.5 Recommendation

Based on the summaries and conclusions the following recommendations are forwarded To Ethiopian Electric Utility to improve the level of employee engagement.

- ✓ The human resource development has to set strategies for developing their employees as they adapt to new organizational roles.
- ✓ Managers should give priority to make fully engaged employees in their jobs and create a working environment that facilitates the satisfaction of EEU employees.
- ✓ Mentoring can set the stage for the development of employee engagement. Top managers of EEU (Addis Ababa) have to adopt mentoring function (Career support, psychosocial support, and Role modeling) strategies because they had a significant and positive effect on employee engagement.
- ✓ The result of study reveals role modelling dimension of mentoring function shows low effect on employee engagement. This implies the mentors of EEU have to provide suitable approaches, principles, and behaviors for the mentee, and to get crucial competitive advantages, if not they will negatively affect the employee engagement of the company. So that top managers give priority to the role modeling dimension of the mentoring function in EEU.
- ✓ The researcher also recommends the human resource development of EEU to use the result of this study and decide which area should give attention to maintain and maximize employee engagement. In most theories and researches, it is reviled that employees be more engaged when they are given something that stimulates them to do so, and the

human resource development provides a mentoring program for employees and maintains give and take assumption systematically, so that employee engagement level improved in the EEU.

The result of the study has brought insights into employee engagement in the case of EEU. Regression output; career support, psychosocial support, and role modeling are significant and positive factors to employee engagement of the EEU. So, EEU needs to have a formal or informal mentoring program so that employees will be engaged more in their assigned job. According to Aon Hewitt's global engagement study from 2014, firms will need employees to go above and beyond in a variety of ways, not just by working harder, but also by demonstrating resiliency, learning, flexibility, and speed.

5.6 Suggestion for Future Study

The study was limited to only in EEU (Addis Ababa) with limited sample size and also the study employs only quantitative approach. The researcher suggests any future study can be conducted using mixed research approach (quantitative and qualitative) with a larger sample size drawn from EEU as a whole (AA and all Regions) as well as other organizations to obtain a more detailed representation and generalizations of the study findings.

For a deeper understanding and awareness of mentoring function, the researcher suggests using different mediator variables such as employee commitment or organizational culture.

Reference

- Abraham, S. (2012). Job satisfaction as an antecedent to employee engagement. *Journal of Management*, 8(2).
- Aktouf, O. (1992). Management and theories of organizations in the 1990s: Toward a critical radical humanism?. *Academy of Management Review*, 17(3), 407-431.
- Al-dalahmeh, M., Khalaf, R., & Obeidat, B. (2018). The effect of employee engagement on organizational performance via the mediating role of job satisfaction: The case of IT employees in Jordanian banking sector. *Modern Applied Science*, 12(6), 17-43.
- Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for protégés: A meta-analysis. *Journal of applied psychology*, 89(1), 127.
- Allen, T. D., Smith, M. A., Mael, F. A., Gavan O'Shea, P., & Eby, L. T. (2009). Organization-level mentoring and organizational performance within substance abuse centers. *Journal of Management*, 35(5), 1113-1128.
- Anitha, J., & Aruna, M. (2016). Enablers of Employee Engagement of Gen Y at the Workplace with reference to Automobile Sector. *Amity Journal of Training and Development*, 1(1), 93-108.
- Aruna, M., & Anitha, J. (2015). Employee retention enablers: Generation Y employees. *SCMS Journal of Indian Management*, 12(3), 94.
- Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career development international*.
- Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work & stress*, 22(3), 187-200.
- Baran, M. (2017). The Importance of Mentoring in Employee Work Engagement—based on research of company employees in Poland. *International Journal of Contemporary Management*, 16(2), 33-56.
- Baranik, L. E., Roling, E. A., & Eby, L. T. (2010). Why does mentoring work? The role of perceived organizational support. *Journal of vocational behavior*, 76(3), 366-373.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.
- Bedarkar, M., & Pandita, D. (2014). A study on the drivers of employee engagement impacting employee performance. *Procedia-Social and Behavioral Sciences*, 133, 106-115.
- Bell, E., & Bryman, A. (2007). The ethics of management research: an exploratory content analysis. *British journal of management*, 18(1), 63-77.

- Benschop, Y., Holgersson, C., Van den Brink, M., & Wahl, A. (2015). Future challenges for practices of diversity management in organizations. *Handbook for Diversity in Organizations*, Oxford University Press, Oxford, 553-574.
- Bin Shmailan, A. S. (2016). The relationship between job satisfaction, job performance and employee engagement: An explorative study. *Issues in Business Management and Economics*, 4 (1), 1-8. Bindu, PH (2012). Role of job-related factors in Engaging Employees. *Journal of Management*, 1(3), 1-42.
- Blau, P. M. (1964). Social exchange theory. Retrieved September, 3(2007), 62.
- Bouquillon, E. A., Sosik, J. J., & Lee, D. (2005). 'It's only a phase': examining trust, identification and mentoring functions received across the mentoring phases. *Mentoring & Tutoring: Partnership in Learning*, 13(2), 239-258.
- Brashear-Alejandro, T., Barksdale, H., Bellenger, D. N., Boles, J. S., & James, C. (2019). Mentoring characteristics and functions: mentoring's influence on salespeople. *Journal of Business & Industrial Marketing*.
- Breevaart, K., Bakker, A. B., Demerouti, E., & van den Heuvel, M. (2015). Leader-member exchange, work engagement, and job performance. *Journal of Managerial Psychology*.
- Brown, T. H. (1996). *Weaving the Net: Conditional Engagement with China*. Council on Foreign Relations.
- Byrne, Z. S., & Hochwarter, W. A. (2008). Perceived organizational support and performance: Relationships across levels of organizational cynicism. *Journal of Managerial Psychology*.
- Chadwick-Jones, J. K. (1976). *Social exchange theory: Its structure and influence in social psychology* (No. 8). Academic press.
- Chun, J. U., Sosik, J. J., & Yun, N. Y. (2012). A longitudinal study of mentor and protégé outcomes in formal mentoring relationships. *Journal of Organizational Behavior*, 33(8), 1071-1094.
- Clapper, T. C. (2010). Beyond Knowles: What those conducting simulation need to know about adult learning theory. *Clinical simulation in nursing*, 6(1), e7-e14.
- Clutterbuck, D., & Ragsin, B. R. (2002). *Mentoring and diversity: An international perspective*. Routledge.
- Coleman, M. (2007). A geopolitics of engagement: Neoliberalism, the war on terrorism, and the reconfiguration of US immigration enforcement. *Geopolitics*, 12(4), 607-634.
- Cooper, D. R., & Schindler, P. S. (2006). *Marketing research*. New York: McGraw-Hill/Irwin.

- Cooper-Thomas, H. D., Paterson, N. L., Stadler, M. J., & Saks, A. M. (2014). The relative importance of proactive behaviors and outcomes for predicting newcomer learning, well-being, and work engagement. *Journal of Vocational Behavior*, 84(3), 318-331.
- Craig, C. A., Allen, M. W., Reid, M. F., Riemenschneider, C. K., & Armstrong, D. J. (2013). The impact of career mentoring and psychosocial mentoring on affective organizational commitment, job involvement, and turnover intention. *Administration & Society*, 45(8), 949-973.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, 31(6), 874-900.
- Crosbie, P. V. (1972). Social exchange and power compliance: A test of Homans' propositions. *Sociometry*, 203-222.
- Dappen, L. D., & Isernhagen, J. C. (2005). Developing a student mentoring program: Building connections for at-risk students. *Preventing School Failure: Alternative Education for Children and Youth*, 49(3), 21-25.
- Dawley, D. D., Andrews, M. C., & Bucklew, N. S. (2010). Enhancing the ties that bind: Mentoring as a moderator. *Career Development International*.
- DeMatteo, D., Heilbrun, K., & Marczyk, G. (2005). Psychopathy, risk of violence, and protective factors in a noninstitutionalized and noncriminal sample. *International Journal of Forensic Mental Health*, 4(2), 147-157.
- Dreher, G. F., & Ash, R. A. (1990). A comparative study of mentoring among men and women in managerial, professional, and technical positions. *Journal of applied psychology*, 75(5), 539.
- Eby, L. T. D. T., Allen, T. D., Hoffman, B. J., Baranik, L. E., Sauer, J. B., Baldwin, S., ... & Evans, S. C. (2013). An interdisciplinary meta-analysis of the potential antecedents, correlates, and consequences of protégé perceptions of mentoring. *Psychological bulletin*, 139(2), 441.
- Emerson, R. M. (1987). Social exchange theory.
- Ensher, E. A., & Murphy, S. E. (2011). The mentoring relationship challenges scale: The impact of mentoring stage, type, and gender. *Journal of Vocational Behavior*, 79(1), 253-266.
- Finney, S., MacDougall, J., & O'Neill, M. L. (2012). A rapid matrix mentoring pilot. *Leadership in Health Services*.
- Fletcher, J. K., & Ragins, B. R. (2007). Stone center relational cultural theory. *The handbook of mentoring at work: Theory, research, and practice*, 373-399.

- Garza, R., & Harter, R. A. (2016). Perspectives from pre-service mathematics and science teachers in an urban residency program: Characteristics of effective mentors. *Education and Urban Society*, 48(4), 403-420.
- Gay, B., & Stephenson, J. (1998). The mentoring dilemma: guidance and/or direction?. *Mentoring & Tutoring: Partnership in Learning*, 6(1-2), 43-54.
- González-Romá, V., Schaufeli, W. B., Bakker, A. B., & Lloret, S. (2006). Burnout and work engagement: Independent factors or opposite poles?. *Journal of vocational behavior*, 68(1), 165-174.
- Gruman, J. A., & Saks, A. M. (2011). Performance management and employee engagement. *Human resource management review*, 21(2), 123-136.
- Gul, S., Ahmad, B., Rehman, S. U., Shabir, N., & Razzaq, N. (2012). Leadership styles, turnover intentions and the mediating role of organizational commitment. In *Information and Knowledge Management (Vol. 2, No. 7, pp. 44-51)*.
- Hagerty, B. (1986). A second look at mentors. *Nursing Outlook*, 34(1), 16.
- Hallberg, U. E., & Schaufeli, W. B. (2006). "Same same" but different? Can work engagement be discriminated from job involvement and organizational commitment?. *European psychologist*, 11(2), 119-127.
- Hayes, E. F. (1998). Mentoring and nurse practitioner student self-efficacy. *Western Journal of Nursing Research*, 20(5), 521-535.
- Hegstad, C. D. (1999). Formal mentoring as a strategy for human resource development: A review of research. *Human Resource Development Quarterly*, 10(4), 383.
- Higgins, M. C., & Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *Academy of management review*, 26(2), 264-288.
- Hitt, M. A., & Ireland, R. D. (1987). Peters and Waterman revisited: The unended quest for excellence. *Academy of Management Perspectives*, 1(2), 91-98.
- Hoffman, R. M., Lewis, C. L., Pignone, M. P., Couper, M. P., Barry, M. J., Elmore, J. G., ... & Zikmund-Fisher, B. J. (2010). Decision-making processes for breast, colorectal, and prostate cancer screening: the DECISIONS survey. *Medical Decision Making*, 30(5_suppl), 53-64.
- Holt, D. T., Markova, G., Dhaenens, A. J., Marler, L. E., & Heilmann, S. G. (2016). Formal or informal mentoring: What drives employees to seek informal mentors?. *Journal of Managerial Issues*, 67-82.
- Inoue, A., Kawakami, N., Tsuno, K., Shimazu, A., Tomioka, K., & Nakanishi, M. (2013). Job demands, job resources, and work engagement of Japanese employees: a prospective cohort study. *International archives of occupational and environmental health*, 86(4), 441-449.

- Jacobs, R. L., & Park, Y. (2009). A proposed conceptual framework of workplace learning: Implications for theory development and research in human resource development. *Human resource development review*, 8(2), 133-150.
- Johnson, U. (2007). Psychosocial antecedents of sport injury, prevention, and intervention: An overview of theoretical approaches and empirical findings. *International Journal of Sport and Exercise Psychology*, 5(4), 352-369.
- Johnson, W. B. (2002). The intentional mentor: Strategies and guidelines for the practice of mentoring. *Professional psychology: Research and practice*, 33(1), 88.
- Jones, R. L., Harris, R., & Miles, A. (2009). Mentoring in sports coaching: A review of the literature. *Physical Education and Sport Pedagogy*, 14(3), 267-284.
- Joppe, G. (2000). Testing reliability and validity of research instruments. *Journal of American Academy of Business Cambridge*, 4(1/2), 49-54.
- Juchnowicz, M. (2010). *Management through engagement*. Warsaw: PWE.
- Kahn, W. A. (2010). The essence of engagement: Lessons from the field. *Handbook of employee engagement: Perspectives, issues, research and practice*, 20-30.
- Karimshah, A., Wyder, M., Henman, P., Tay, D., Capelin, E., & Short, P. (2013). Overcoming adversity among low SES students: A study of strategies for retention. *Australian Universities' Review*, The, 55(2), 5-14.
- Keuroghlian, A. S., Palmer, B. A., Choi-Kain, L. W., Borba, C. P., Links, P. S., & Gunderson, J. G. (2016). The effect of attending good psychiatric management (GPM) workshops on attitudes toward patients with borderline personality disorder. *Journal of personality disorders*, 30(4), 567-576.
- Kirkpatrick, C. L. (2007, April). To invest, coast or idle: Second-stage teachers enact their job engagement. In *American Educational Research Association Annual Conference*.
- Kirkpatrick, C. L., & Johnson, S. M. (2014). Ensuring the ongoing engagement of second-stage teachers. *Journal of Educational Change*, 15(3), 231-252.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kumar, P. (2018). Exploring incongruence in mentoring dyads in Indian firms: The protégé perspective. *South Asian Journal of Human Resources Management*, 5(2), 216-233.
- Ligadu, C. P. (2012). The impact of the professional learning and psychological mentoring support for teacher trainees. *Journal of Social Sciences*, 8(3), 350.
- Lim, L., Clarke, A., Ross, F., & Wells, J. (2015). Mentoring experiences, perceived benefits, and impact on current job positions of African American accountants. *Advancing Women in Leadership Journal*, 35, 193-203.

- Lo, M. C., & Ramayah, T. (2011). Mentoring and job satisfaction in Malaysian SMEs. *Journal of management development*.
- Lynch, P. D., Eisenberger, R., & Armeli, S. (1999). Perceived organizational support: Inferior versus superior performance by wary employees. *Journal of applied psychology*, 84(4), 467.
- Mauno, S., Kinnunen, U., & Ruokolainen, M. (2007). Job demands and resources as antecedents of work engagement: A longitudinal study. *Journal of vocational behavior*, 70(1), 149-171.
- McDonald, K. S., & Hite, L. M. (2005). Ethical issues in mentoring: The role of HRD. *Advances in developing human resources*, 7(4), 569-582.
- Messmer, M. (2003). Building an effective mentoring program. *Strategic Finance*, 84(8), 17-18.
- Mobley, G. M., Jaret, C., Marsh, K., & Lim, Y. Y. (1994). Mentoring, job satisfaction, gender, and the legal profession. *Sex Roles*, 31(1-2), 79-98.
- Monaghan, J., & Lunt, N. (1992). Mentoring: Person, process, practice and problems. *British Journal of Educational Studies*, 40(3), 248-263.
- MUHAMMAD, A. (2016). THE EFFECTIVENESS OF SPONTANEOUS ARGUMENTATION DEBATE (SPARD) TECHNIQUE TOWARDS STUDENTS' SPEAKING SKILL (A Pre-Experimental Research to the Eleventh Grade Students of SMK Mandiri Pontianak in the Academic Year of 2015/2016) (Doctoral dissertation, IKIP PGRI PONTIANAK).
- Murray, J. P. (1999). Faculty development in a national sample of community colleges. *Community college review*, 27(3), 47-64.
- Newble, D. I., & Clarke, R. M. (1986). The approaches to learning of students in a traditional and in an innovative problem-based medical school. *Medical education*, 20(4), 267-273.
- Noe, R. A., Greenberger, D. B., & Wang, S. (2002). Mentoring: What we know and where we might go. In *Research in personnel and human resources management*. Emerald Group Publishing Limited.
- Ostroff, C., & Kozlowski, S. W. (1993). The role of mentoring in the information gathering processes of newcomers during early organizational socialization. *Journal of Vocational behavior*, 42(2), 170-183.
- Pellegrini, E. K., & Scandura, T. A. (2005). Construct equivalence across groups: An unexplored issue in mentoring research. *Educational and Psychological Measurement*, 65(2), 323-335.

- Pfund, C., Byars-Winston, A., Branchaw, J., Hurtado, S., & Eagan, K. (2016). Defining attributes and metrics of effective research mentoring relationships. *AIDS and Behavior*, 20(2), 238-248.
- Ragins, B. R., & Scandura, T. A. (1994). Gender differences in expected outcomes of mentoring relationships. *Academy of management Journal*, 37(4), 957-971.
- Ramaswami, A., Dreher, G. F., Bretz, R., & Wiethoff, C. (2010). Gender, mentoring, and career success: The importance of organizational context. *Personnel Psychology*, 63(2), 385-405.
- Rana, S. (2015). High-involvement work practices and employee engagement. *Human Resource Development International*, 18(3), 308-316.
- Rayton, B. A., & Yalabik, Z. Y. (2014). Work engagement, psychological contract breach and job satisfaction. *The International Journal of Human Resource Management*, 25(17), 2382-2400.
- Renn, R. W., & Vandenberg, R. J. (1995). The critical psychological states: An underrepresented component in job characteristics model research. *Journal of management*, 21(2), 279-303.
- Robinson, D., Perryman, S., & Hayday, S. (2004). *The drivers of employee engagement*. Institute for Employment Studies.
- Rolfe, A. (2010). Eureka! Conversations that create insight. *Training and Development in Australia*, 37(2), 18.
- Roodt, G., Rieger, H. S., & Sempene, M. E. (2002). Job satisfaction in relation to organisational culture. *SA Journal of industrial Psychology*, 28(2), 23-30.
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of managerial psychology*.
- Saunders, M., Lewis, P., & Thornhill, A. (2003). *Research methods for business students*. Essex: Prentice Hall: Financial Times.
- Scandura, T. A. (1992). Mentorship and career mobility: An empirical investigation. *Journal of organizational behavior*, 13(2), 169-174.
- Schaufeli, W., & Salanova, M. (2007). Work engagement. *Managing social and ethical issues in organizations*, 135, 177.
- Seppälä, P., Mauno, S., Kinnunen, M. L., Feldt, T., Juuti, T., Tolvanen, A., & Rusko, H. (2012). Is work engagement related to healthy cardiac autonomic activity? Evidence from a field study among Finnish women workers. *The Journal of Positive Psychology*, 7(2), 95-106.
- Sheff, E. J. (2018). *Predictors of Work Engagement Among Doctorally-Prepared Nursing Faculty*.

- Sherhoff, D. J., Csikszentmihalyi, M., Schneider, B., & Sherhoff, E. S. (2014). Student engagement in high school classrooms from the perspective of flow theory. In *Applications of flow in human development and education* (pp. 475-494). Springer, Dordrecht.
- Shirom, A. (2011). Vigor as a positive affect at work: Conceptualizing vigor, its relations with related constructs, and its antecedents and consequences. *Review of General Psychology*, 15(1), 50-64.
- Short, T. W. (2014). Workplace mentoring: an old idea with new meaning (part 2). *Development and Learning in Organizations*.
- Shuck, B., & Herd, A. M. (2012). Employee engagement and leadership: Exploring the convergence of two frameworks and implications for leadership development in HRD. *Human resource development review*, 11(2), 156-181.
- Shuck, B., & Wollard, K. (2010). Employee engagement and HRD: A seminal review of the foundations. *Human resource development review*, 9(1), 89-110.
- Smith, L. S., McAllister, L. E., & Crawford, C. S. (2001). Mentoring benefits and issues for public health nurses. *Public health nursing*, 18(2), 101-107.
- Sobral, D. T. (2004). What kind of motivation drives medical students' learning quests?. *Medical education*, 38(9), 950-957.
- Sonnentag, S. (2011). Research on work engagement is well and alive. *European Journal of Work and Organizational Psychology*, 20(1), 29-38.
- Stumbo, N. J., Martin, J. K., Nordstrom, D., Rolfe, T., Burgstahler, S., Whitney, J., ... & Miguez, E. (2011). Evidence-Based Practices in Mentoring Students with Disabilities: Four Case Studies. *Journal of Science Education for Students with Disabilities*, 14(1), 33-54.
- Tansel Cetin, A., Kizil, C., & Zengin, H. İ. (2013). Impact of mentoring on organizational commitment and job satisfaction of accounting-finance academicians employed in Turkey. *Emerging Markets Journal (EMAJ)*, University of Pittsburgh Press (USA), 3(2), 1-28.
- van Knippenberg, D., Nishii, L. H., & Dwertmann, D. J. (2020). Synergy from diversity: Managing team diversity to enhance performance. *Behavioral Science & Policy*, 6(1), 75-92.
- Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Sciences*, 2(1), 24-32.
- Walliman, N. (2006). Experimental design. *Social Research Methods*, 101-110.
- Wanberg, C. R., Welsh, E. T., & Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. *Research in personnel and human resources management*.

Waters, L., McCabe, M., Kiellerup, D., & Kiellerup, S. (2002). The role of formal mentoring on business success and self-esteem in participants of a new business start-up program. *Journal of business and psychology*, 17(1), 107-121.

Wesley, L., Ikbal, M., Wu, J., Wahab, M. T., & Yeam, C. T. (2017). Towards a practice guided evidence based theory of mentoring in palliative care. *J Palliat Care Med*, 7(296), 2.

Wheeler, A. R., Halbesleben, J. R., & Shanine, K. (2010). Eating their cake and everyone else's cake, too: Resources as the main ingredient to workplace bullying. *Business Horizons*, 53(6), 553-560.

Whitely, W., Dougherty, T. W., & Dreher, G. F. (1991). Relationship of career mentoring and socioeconomic origin to managers' and professionals' early career progress. *Academy of management journal*, 34(2), 331-350.

Williams, S. N., Thakore, B. K., & McGee, R. (2016). Coaching to augment mentoring to achieve faculty diversity: A randomized controlled trial. *Academic medicine: journal of the Association of American Medical Colleges*, 91(8), 1128.

Witemeyer, H. A. (2013). Employee engagement construct and instrument validation.

Wu, Y., Schuster, M., Chen, Z., Le, Q. V., Norouzi, M., Macherey, W., ... & Dean, J. (2016). Google's neural machine translation system: Bridging the gap between human and machine translation. *arXiv preprint arXiv:1609.08144*.

Appendix



Seek Wisdom, Elevate your Intellect and Serve Humanity

Addis Ababa University
አዲስ አበባ ዩኒቨርሲቲ



ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

MBA PROGRAM (REGULAR)

Questionnaire to be filled by Respondent

Dear respondents,

I am Hana Assefa and one of the students of Master of Business Administration in Addis Ababa University College of Business and Economics. This questionnaire is prepared to assess “**The effect of Mentoring as Human Resource Development Practise on Employee Engagement: The Mediation Role of Job Satisfaction in case of Ethiopian Electric Utility**”. The information you provide will be kept confidential and will be used for the academic purpose only and will not be transferred to a third person. Thus, you are kindly asked to give us your genuine response to the all questions. Therefore, your genuine, honest and prompt response is a valuable input for the quality and successful completion of the research paper.

GENERAL INSTRUCTION

- ❖ You are not required to write your name
- ❖ Please put a “√” mark on your choice on the space provided.

If you have any further query about this questionnaire, please do not hesitate to contact the researcher.

E-mail: hana.assefa@aau.edu.et

Cell Phone: 09 12 97 94 83

Thank you so much for your precious time, cooperation, participation and prompt response!

Section one

Demographic Information

1. Sex: A. Female B. Male
2. Age:
- A. 18 - 25 B. 26 - 35
- C. 36 - 45 D. More than 46
3. Marital Status:
- A. Single C. Divorce
- B. Married D. Widowed
4. Educational Background:
- A. Diploma (TVET) C. Master
- B. Bachelor's Degree D. PHD and above
5. Place of work: A. Head Quarter B. Branch
6. Occupation/Job title: A. Managerial B. Non- Managerial

Section Two

General Mentoring Questionnaire

1. Have you been a mentor? (For purpose of this survey, mentoring is defines as an intense interpersonal relationship between an older, experienced, colleague (the mentor) and a less experienced, (mentee) in which mentor provides career, psychosocial and role modelling support (kram,1985; scaunder,2004))
- A. Yes B. No
2. Have you been mentored by someone else?
- A. Yes B. No

3. What is the gender of your mentor?

A. Male B. Female

4. How many years of experience does your mentor have?

A. 2 to 5 years B. 6 to 8 years

C. 9 to 11 years D. Above 10 years

5. In order to assist individuals in their development and advancement, some organizations have established formal mentoring programs. Protégés and mentors are linked by organization through assigned mentors or formal opportunities aimed at developing the relationship. Informal mentoring relationship is developed spontaneously, without organization assistance (Ragin & Cotton, 1994; Day & Allen, 2004).

Which type of mentoring relationship were you in?

A. Formal B. Informal C. Both

6. If you have had both a formal and an informal mentoring relationship, which mentor was the most influential?

A. Mentor in Formal Relationship B. Mentor in Informal Relationship

7. How long have you been in mentoring relation?

A. from 6 month to 2 years B. above 2 years to 6 years

C. above 6 years to 10 years D. Above 10 years

Mentoring Function

Please indicate the extent to which you agree or disagree with the following statements related with the three dimension of Mentoring function; career support, psychosocial support and Role modelling in Ethiopian Electric Utility by putting (√) on your choice.

Key: 1(SD) – Strongly Disagree; 2 (D) – Disagree; 3 (N) – Neutral; 4 (A) – Agree; and 5 (SA) – Strongly Agree

no	Dimension of Mentoring function in EEU	SD (1)	D (2)	N (3)	A (4)	SA (5)
1	Career Support					
1.1	Coaching					
1.1.1	My mentor has shared his/her career history and previous experience with me					
1.1.2	My mentor has encouraged me to participate in professional developmental/growth activities					
1.1.3	My mentor has suggested specific strategies to me for achieving career goals					
1.1.4	My mentor has given me feedback regarding performance in his/her present position					
1.2	Sponsorship					
1.2.1	My organization sponsors individual protégé for a promotion/lateral movement					
1.2.2	My organization sponsors mentee to learn a new aspect of the job/organization					
1.2.3	Sponsorship for a role in the organization build mentee reputation in the organization					
1.3	Exposure					
1.3.1	My mentor has helped me meet new colleagues					
1.3.2	My mentor has given me projects that increased written and personal contact with colleagues					
1.3.3	My mentor encouraged me to assume responsibilities that increase personal contact with people in the district who may influence my future career function					
1.3.4	My mentor has given me an opportunity to interact with key members of the organization					
1.3.5	My mentor has given me an opportunity to gain knowledge on the organization and acceptance in the organization					
1.3.6	My mentor gave me recommendations for promotion and advancing opportunities in my career					
1.4	Protection					
1.4.1	My mentor has helped me with problems that could threaten the possibility of me obtaining other desired positions/assignments					
1.4.2	My mentor protect me from work related problems					
1.4.3	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.					
1.4.4	My mentor has kept me informed about what is going on at higher levels, or how external conditions are influencing the firm.					
1.4.5	My mentor has discussed concerns I have regarding feelings of competence, relationships with peers and supervisors, and/or work/family conflicts					
1.5	Challenges					
1.5.1	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.					
1.5.2	My mentor has helped me to finish assignments or meet deadlines that otherwise would have been difficult to complete.					
1.5.3	My mentor helped me by assigning in challenging duties					
2.	Psychosocial Support					
2.1	Friendship					
2.1.1	My mentor has asked me for suggestions concerning problems he/she has encountered at the organization					
2.1.2	I engage in social activities and chat with my mentor after work					
2.1.3	My mentor has invited me to join him/her for lunch (or another function) at work					
2.1.4	I share my personal problems with my mentor.					
2.1.5	I consider my mentor as a friend.					
2.2	Counselling					
2.2.1	My mentor has demonstrated good listening skills in our conversations					
2.2.2	My mentor has addressed my concerns regarding relationships with peers, supervisors, and/or work/family conflicts					
2.2.3	My mentor has shared personal experiences as an alternative perspective to my problems or concerns					
2.2.4	My mentor has encouraged me to talk openly about anxiety and fears that cause work detractions					
2.3	Acceptance					
2.3.1	My mentor has conveyed feelings of respect for me as an individual and as a professional					
2.3.2	My mentor has discussed my concerns about					

	advancement opportunities with the organization					
2.3.3	My mentor has conveyed empathy for concerns and feelings I have discussed					
3	Role Modelling					
3.1	I try to model my mentor's behaviours and do my best to display similar actions					
3.2	My mentor demonstrates realistic ways of solving problems.					
3.3	My mentor has earned respect and admiration of me					
3.4	My mentor has encouraged me to strive for high levels of expertise in my current and future positions					
3.5	my mentor teach his/her behaviour through dialogue on tasks, career issues and common organizational concerns for me					

Section Three

Employee Engagement

The following questions are about the level of employee engagement in their jobs. Please indicate the magnitude of your agreement/disagreement by putting “√” on the choice that best describes your view.

No	Employee Engagement	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	Vigor					
1.1	At my job, I feel strong and vigorous/energetic					
1.2	When I get up in the morning, I feel like going to work					
1.3	I can continue working for very long periods at a time					
1.4	At my job, I am very resilient, mentally					
1.5	At my work I always persevere, even when things do not go well					
2.	Dedication					
2.1	My job inspires me					
2.2	I am enthusiastic/passionate about my job					
2.3	I am proud of the work that I do at my organization					
2.4	I find the work that I do full of meaning and purpose					
2.5	To me, my job is challenging					
3.	Absorption					
3.1	I feel happy when I am working intensely					
3.2	I am immersed in my work during work hours					

3.3	When I am working, I forget everything else around me					
3.4	I get carried away when I'm working					
3.5	It is difficult to detach myself from my job					
3.6	Time flies when I am working					

Section Four

Job Satisfaction

The following questions are about how you feel at work. Please indicate the magnitude of your agreement/disagreement by putting “√” on the choice that best describes your view.

No	Job satisfaction	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	I am proud to work in Ethiopian Electric Utility					
2.	My job is enjoyable.					
3.	I feel satisfied at work because of my relationship with my mentor					
4.	When I do a good job, I receive the recognition for it that I should receive.					
5.	I have opportunity for independent thought and action					
6.	My job allows me to learn new skills and experience for career advancement					
7.	There is a good promotion and career prospect to right candidate in Ethiopian Electric Utility					
8.	My job allows me to grow and develop as a person					
9.	My job is challenging and exciting					
10.	Ethiopian Electric Utility provides excellent fringe benefit package (medical, insurance, allowance, leave...etc).					
11.	I am fairly paid for what I contribute to Ethiopian Electric Utility					
12.	My mentor enables me to perform at my best capacity					
13.	When I have questions or concerns my mentor is able to address them					
14.	My job able to keep me busy all the time					
15.	I like the people I work with					
16.	My colleagues are cooperative and friendly					
17.	I have good interactions with my mentor and co-workers					
18.	I completely understand the mission of Ethiopian Electric Utility					

19.	I believe my job is secure					
-----	----------------------------	--	--	--	--	--

If you have any additional comment or suggestion

Thank you very much for filling the questionnaire!