

Impact of Mentoring on Employees' Performance

Mohammad Afzal Zarghoni

Researcher,
Bakhtar University Kabul, Afghanistan

Dr. Adil Rasool

Asst. Professor,
Bakhtar University Kabul, Afghanistan

(Received May 16, 2021; Accepted June 26, 2021)

ABSTRACT

Purpose: The study aimed to support the need for team growth and further development of a true learning community by examining the impact of mentoring on employee development, studying how mentoring leads to employee productivity, and identifying challenges and limitations. It will look at mentoring, employee engagement, and the most critical aspects of the mentoring position in employee performance, as well as what elements are necessary for integrating a good move toward growth mentoring and affecting employee performance across the board. **Methodology:** For this study, the target population comprised of all the employees of Community World Service Asia (CWSA) Afghanistan's Office employees of different departments of the Community World Service Asia (CWSA) Afghanistan's Office namely Program, Operation, HR, Advocacy and M&E in three provinces (Kabul, Nangarhar and Laghman). The population of the study comprised the 700 higher, middle staff of Community World Service Asia (CWSA) Afghanistan's Office employees in (Kabul, Nangarhar, and Laghman) who are category proper as population of this study, because they have board experience within organization. As well as they are the best sources of information to respond the questions; they helped the researcher gather related information. The researcher compared conventional mentoring forms and models in Afghanistan's office to new mentoring models. Furthermore, the researcher looked for new mentoring styles that would be compatible with Afghan contacts. It examines mentoring, employee success, and the most critical aspects of mentoring's effect on employee performance, concluding that mentoring has a significant impact on employee performance. **Findings:** This is evidenced by the findings after applying multiple regression and bivariate correlation that coaching, programs are actually used to transfer knowledge, guide career development, and improve skills, which in turn leads to increased employee performance by improving mentoring. **Implications:** this study helps in increasing employee productivity, career advancement as well as it will reducing stress for inexperienced staff because mentoring give more chance to employees on job learning skills. **Originality:** While there have been several studies on mentoring, this is the first study to look at the effect of mentoring on employee success of Community World Service Asia (CWSA) Afghanistan Office, The study attempted to support the need for team growth and greater advancement of a true learning environment by looking at the effects of mentoring on employee development.

Keywords: Mentoring, Employee performance and Afghanistan

INTRODUCTION:

Parr (2019), focused that the mentee is ordinarily the initiator of the mentor/mentee relationship. The relationship exists fundamentally for the development and improvement of the mentee. As such, the mentee ought to be proactive not as it were in looking for out a coach but too in drawing closer by and large mentoring relationship with a motivation in intellect and coming to each mentoring discussion arranged

with subjects for talk. It is up to the mentee to educate the coach how he or she best learns and communicates, and what his and her destinations and vision/dreams are. The more experiences into his or her learning, communication styles and objectives, the way better you'll help her in her development and development (Ritchie and Genoni, 2008). Ideally, the mentee ought to be the one arranging and overseeing the course of her proficient life. It is the mentee who ought to take obligation for her claim development, learning and professional growth. As mentor, you should to back his or her as he or she develops into this part. Also, Acquah (2011), noted that mentoring is among the few apparatuses used/needed for planning tomorrows' gifted employee and are too utilized to reinforce organizational capabilities, insights, construct organization knowledge, and maintain the organization competitive advantage Organizations whether open or private have two recognizable assets; the human and fabric. The previous are the individuals, workforce, employee or manpower of such associations without whom the last mentioned gets to be futile. Further, Mathis and Jackson (2011), stated that employee efficiency is evaluated by looking at the company's profitability, such as quantity of input, output consistency, and production timeliness. Apart from that, it also demonstrates the progress of the workforce in terms of attendance, job performance, and the effectiveness of the work performed. Employees with similar knowledge are more able to understand each other's interests and their work environment, which is made possible by the quality and strength of preparation offered. By putting this into practice, they would be able to achieve the desired outcomes through their combined efforts. Previous research has emphasized the importance of workers working in groups or teams.

Parr (2019), noted that mentoring could be a steady shape of employee preparing that takes put exterior the conventional top-down manager-employee relationship. It ordinarily comes within the frame of long-term direction given by an experienced employee, the coach, to somebody less experienced, the mentee, in an exertion to bolster the mentee's in general improvement. A coach is somebody who has information, abilities, and encounter in a specific region and is willing to share that data by giving knowledge and support. Mentoring offers various benefits to both mentor and mentee. It serves to broaden staff knowledge into the commerce and construct more grounded connections. Mentoring adds to the mentee's success by assisting in implementation, increasing certainty, and addressing strengths and flaws. A mentorship can offer assistance a mentee learn and create speedier by empowering a trade of data that doesn't continuously exist normally.

A variety of research on mentoring have been published. However, this is the first study of its kind on the impact of mentoring on employee performance at the Community World Service Asia (CWSA) Afghanistan Office. The study aimed to support the need for team growth and further development of a true learning community by examining the impact of mentoring on employee development, studying how mentoring leads to employee productivity, and identifying challenges and limitations. It will look at mentoring, employee engagement, and the most critical aspects of the mentoring position in employee performance, as well as what elements are necessary for integrating a good move toward growth mentoring and affecting employee performance across the board. It would also go through the advantages of mentoring in terms of employee success, as well as how they can help an organization grow a high-performing workforce. The research review would look at how constructive mentoring can be of benefit to workers, as well as how poor employee success occurs, as this analysis looks at employee job satisfaction. The researcher compared conventional mentoring forms and models in Afghanistan's office to new mentoring models. Furthermore, the researcher looked for new mentoring styles that would be compatible with Afghan contacts. In addition, the study looked at how mentoring could serve as an alternative treatment model for bringing change to the population of the socially disadvantaged in the near future. This study was conducted to determine the impact of mentoring on employee performance at the Community World Service Asia (CWSA) Afghanistan office in order to create an environment where everybody benefits the employees and the organization, to create a healthy organization, and to lead the organization toward efficiency and inefficiency in order to expand individual and team volume to learning, and to adopt principles of a learner-centered organization.

Coaching: It will have an impact on both individual and corporate performance indicators, and it will aid companies in improving their competitive position through organizational performance effects (MacLennan, 2017).

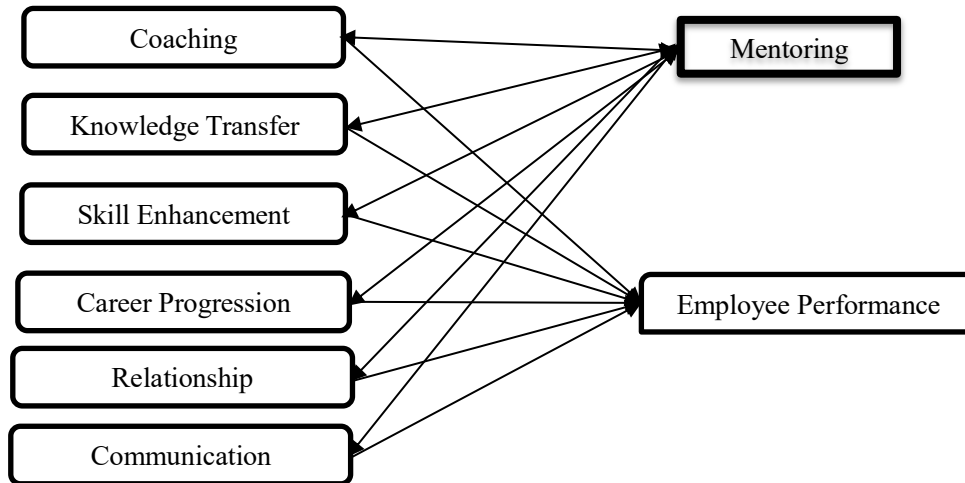
Knowledge Transfer: to share knowledge transfer which is obviously significant for the performance of any organization in increasing mentorship in employee performance (Jyoti and Sharma, 2017).

Employee Skills Enhancement: to rise employee skill on employees' job and improved employee motivation (Hunt and Michael, 2013).

Career Progression Guidance: to managing career in an intra-organizational or inter-organizational situation and career advancement is an important effective mentoring (Stone, 2004).

Mentoring Employee Performance: Mentoring programs result in increased psychosocial reinforcement, job growth, counseling, knowledge, and, as a result, overall job success (Nan et al. 2013).

Conceptual Framework:



Employee Relationship: mentoring relationship helps the employee understand his/her job roles and responsibilities, which eliminates job uncertainty and role uncertainty to a great level.

Communication Satisfaction: will have positive relationship between organization and employee communication satisfaction.

HYPOTHESIS:

H1: There is no impact of mentoring on employee performance.

H2: There is no relationship among mentoring and employee performance dimensions.

RESEARCH DESIGN:

The case analysis, research design, and deductive theory are used in this review. The aim of this study is to see how mentoring affects employee efficiency in the Afghanistan offices of Community World Service Asia (CWSA). Descriptive research aims to explain what is happening in greater depth, filling in the gaps and broadening our interpretation of current knowledge. Community Employees of the World Service Asia (CWSA) Afghanistan Offices were used as the study's population because it was a case study. A total of 259 workers from the Community World Service Asia (CWSA) Afghanistan Offices were chosen using a stratified random sampling methodology to provide in-depth coverage and review of the outcomes or observations. This research was conducted using primary data obtained using a survey instrument. A standardized, well-structured questionnaire was used as the survey tool in this study (Appendix-I). The questionnaires were used to gather primary data and related information from Community World Service Asia (CWSA) Afghanistan Office employees. As part of this study, a survey instrument was created and tested, and it proved to be reliable.

Pre-testing:

A pilot analysis was undertaken to provide a tentative estimate of the research survey instrument questionnaire's internal validity. The survey for this pilot study was made up of 13 workers from the specified sampling areas who work for CWSA. The findings of the pilot analysis validated the instrument's internal reliability, so the same instrument was used to obtain the primary data for the current study in the designated sampling areas. The survey instrument was checked using sufficient reliability analysis, which included computing the Cronbach alpha value for all of the study variables included in the survey

instrument. The alpha value for all of the study variables included in the survey instrument was found to be far above the recommended value of 0.6. (Nunnally, 1978). The specific, details of alpha value for each of the study variable constituting the present work is shown in the Exhibit-1.

Exhibit-1: Details of Cronbach Alpha value for Service Quality dimensions

S. no.	Factors	No. of Items	Cronbach Alpha
1	Coaching	6	0.978
2	Share Knowledge	4	0.897
3	Employee Skills Enhancement	4	0.789
4	Career Progression Guidance	5	0.698
5	Employee Relationship	4	0.897
6	Communication Satisfaction	4	0.786
7	Employee Performance	4	0.789

RESULTS AND FINDINGS:

The dependency impact of mentoring on employee performance dimensions like Coaching, Share Knowledge, Employee Skills Enhancement, Career Progression Guidance, Employee Relationship, and Communication Satisfaction among employees in Community World Service Asia (CWSA) Afghanistan Offices is defined in hypothesis-1, taken up and its results are shown in the table-39, as an outcome of multiple regression model conceptualized. From the results, it can be inferred that the F value of 58.266 is found to be significant at 5 percent level and hence, the hypothesis-1 is rejected. These results suggest that impact of mentoring on the group of 6 employee performance dimensions in Community World Service Asia (CWSA) Afghanistan Offices. Further, the adjusted R square value of .571 from the table-1 indicate that 57 percent of impact mentoring on employee performance among employees significantly depend on these group of 6 dimensions of employee performance in Community World Service Asia (CWSA) Afghanistan Offices. Also, the ‘t’ values of 0.340, 2.016, 0.111, 0.171, 2.712, and 7.544 corresponding to impact of mentoring dimensions such as Coaching, Share Knowledge, Employee Skills Enhancement, Career Progression Guidance, Employee Relationship, and Communication Satisfaction are found to be having significant effects on the model conceived.

More specifically impact of mentoring on employee performance is found to be having significant superior impact of mentoring on employee performance with highest value of 7.544. This clearly confirms the positive impact of mentoring on Communication Satisfaction.

This clearly confirms the positive impact of mentoring have positive relationship between organization and employee communication satisfaction in CWSA staffs.

Similarly impact of mentoring among CWSA staffs’ case significantly good impact on employee performance the next higher t value of 2.712. This clearly confirms the positive impact on mentoring employee relationship helps the employee understand job roles and responsibilities, which eliminates job uncertainty and role uncertainty to a great level among the CWSA staffs.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.762 ^a	0.581	0.571	3.04967		
ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	3251.389	6	541.898	58.266	0.000 ^b
	Residual	2343.716	252	9.300		
	Total	5595.104	258			

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.243	0.631		1.971	0.050
	Coaching	0.015	0.045	0.023	0.340	0.007
	Share Knowledge	0.168	0.083	0.168	2.016	0.045
	Employee Skills Enhancement	0.010	0.089	0.010	0.111	0.009
	Career Progression Guidance	0.011	0.063	0.013	0.171	0.008
	Employee Relationship	0.199	0.073	0.196	2.712	0.007
	Communication Satisfaction	0.465	0.062	0.457	7.544	0.000

Dependent Variable: Employee Performance
Source: Primary Data

Likewise, the impact of mentoring among CWSA staffs causes significantly impact on the employee performance the next higher t value of 2.016. This clearly confirms that share knowledge transfer which is obviously significant for the performance of any organization in increasing mentorship in employee performance.

Also, the impact of mentoring among CWSA staffs causes significantly impact on the employee performance the next higher t value of 0.340. This clearly confirms that coaching influence on both individual performance and organizational performance pointers and helps firms improve their competitive position via effects on organizational performance.

Correspondingly, the impact of mentoring among CWSA staffs causes importantly impact on the employee performance the next higher t value of 0,171. This clearly confirms that career progression guidance managing career in an intra-organizational or inter-organizational situation and career advancement is an important effective mentoring.

Finally, the impact of mentoring among the CWSA staffs causes importantly impact on the employee performance the next higher t value of 0.111. This clearly confirms that employee skills enhancement to rise employee skill on employees' job and improved employee motivation.

Relationship among Mentoring Dimensions:

Table 2: Correlations between Mentoring Dimensions

		Coaching	Share Knowledge	Employee Skills Enhancement	Career Progression Guidance	Employee Relationship	Communication Satisfaction
Coaching	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	259					
Share Knowledge	Pearson Correlation	0.757**	1				
	Sig. (2-tailed)	0.000					
	N	259	259				
Employee Skills Enhancement	Pearson Correlation	0.723**	0.844**	1			
	Sig. (2-tailed)	0.000	0.000				
	N	259	259	259			
Career	Pearson Correlation	0.659**	0.716**	0.781**	1		

		Coaching	Share Knowledge	Employee Skills Enhancement	Career Progression Guidance	Employee Relationship	Communication Satisfaction
Progression Guidance	Sig. (2-tailed)	0.000	0.000	0.000			
	N	259	259	259	259		
Employee Relationship	Pearson Correlation	0.656**	0.649**	0.734**	0.769**	1	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		
	N	259	259	259	259	259	
Communication Satisfaction	Pearson Correlation	0.555**	0.563**	0.647**	0.683**	0.694**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	259	259	259	259	259	259
** Correlation is significant at the 0.01 level (2-tailed).							

The possibility of 6 Impact of Mentoring dimensions such as Coaching, Share Knowledge, Employee Skills Enhancement, Career Progression Guidance, Employee Relationship, and Communication Satisfaction relating with each other is defined in hypothesis-2 taken up and its results are shown in the table-2, as an outcome of Bivariate Correlation test. From the results it can be inferred that Pearson ‘r’ values between the range 0.555 and 0.844 corresponding to 30 different correlations are found to be significant at 5 percent level. While these results form the basis to reject the hypothesis-2, the importance of 15 significant correlations among the total of 30 possibilities gives scope for identifying the different levels of relationship that can exist with impact of mentoring dimensions.

RECOMMENDATIONS AND CONCLUSION:

The study recommends that mentoring helps in increasing employee productivity, career advancement as well as it will reducing stress for inexperienced staff because mentoring give more chance to employees on job learning skills. Mentoring will help in identifying the strengths and weakness and clarity of goals and roles of employees. Mentoring requires a strong commitment from both parties to mentor and employee a strong consulting relationship and achieve the goals of the organization. The mentoring relationship program should work together instead of controlling, and instead of manipulating, there should be mutual respect between the partners. Trust is critical to the success of the guidance program. The tutor should have enough time to interact and learn from the instructor. The study recommends that mentoring helps in sharing the knowledge, knowledge transfer and motivate the employees among the organization. In addition, the study recommends that mentoring raise employee’s skills, improve the capacity, and provides a lot of opportunities for employee’s professional skills among the organization. The study recommends that mentoring improve employee career, provides chance to the employee to get ahead, handled fairly at the organization, and get opportunities for promotion in the organization. Every research study has achieved its objectives, there were some unavoidable limitations. First the data collection is not easy work in Afghanistan because still there is no culture of research existence across the country, most of respondents does not reply in an easy way. Secondly, due to time limitations, the research was conducted on a small number of employees in CWSA. Third, due to COVID-19 it was not easy to get the responds soon from three different provinces (Kabul, Nangarahar, and Laghman) and financial limitations did not allow me to progress more and more. Finally, the concept of the mentoring was a bit new to some of the respondents as they have knowing the same topic under the name of coaching and guidance, therefore the researcher needed to explain the questionnaire to each participant which it takes lots of time. As it is an academic dissertation and the time available for completion was very limited, therefore time is one of the major constraints of this study.

REFERENCES:

Acquaah, M. (2011). Business Strategy and Competitive Advantage in Family Businesses in Ghana: The Role of Social Networking Relationships. *Journal of developmental entrepreneurship* vol. 16 (2) 103-126.

Hunt, D. M. & Michael, C. (2013). Mentorship: a career training and development tool. *Academy of Management Review*.

Jyoti, J., & Sharma, P. (2017). Empirical investigation of a moderating and mediating variable in between mentoring and job performance: A structural model. *Revista de Psicología del Trabajo y de las Organizaciones*, 33(1), 55-67.

MacLennan, N. (2017). Coaching and mentoring. *Routledge*.

Mathis, R. L., & Jackson, J. (2011). Human resource management: Essential perspectives (6th ed.). *Mason, OH: Cengage Learning*.

Nan, L., Hui, G., Yang, S., & Lizhi, L. (2013). Research on factors affecting knowledge transfer in mentoring process. *Mediterranean Journal of Social Sciences*, 4(10), 80.

Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.

Parr, Shawn E. (2019). Mentoring Boosts Employee Performance. Retrieved from <https://www.td.org/insights/mentoring-boosts-employee-performance> [Accessed 04 Nov. 2020].

Parr, Shawn E. (2019). Retrieved from https://www.ache.org/-/media/ache/career-resource-center/mentor_guide.pdf [Accessed 01 Nov. 2020].

Ritchie, A. & Genoni, P. (2008). Mentoring in professional associations: Continuing professional development for librarians. *In Health Libraries Review*.

Stone, F. (2004). *Mentoring Advantage: Creating the Next Generation of Leaders*. Chicago, IL, USA: Dearborn Trade.

APPENDIX – I	
1	<i>Coaching</i>
a	Coaching helps in increasing employee productivity.
b	Coaching helps in career advancement.
c	Coaching helps in reducing stress for inexperienced staff.
d	Coaching helps to identify strengths and weaknesses of an employee.
e	Coaching development work and productive to adjust the employee’s work environment for better performance.
f	Coaching helps in increasing employee Skills.
2	<i>Share Knowledge</i>
a	It helps to share the knowledge among the employees.
b	Knowledge sharing helps communicate and the knowledge receiver internalizes that knowledge.
c	Knowledge transfer can exchange experience between members of organization.
d	Knowledge transfer motivates the team members
3	<i>Employee Skills Enhancement</i>
a	It helps to raise employee’s skills within organization.
b	It helps to raise the employee’s motivation among the team.
c	It helps to improve the capacity of employee’s performance.
d	It provides with opportunities to improve employee’s professional skills among the team.
4	<i>Career Progression Guidance</i>
a	It helps to improve employee career within the team/ organization.
b	It provides the chance to the employee to get ahead as fast within organization as they do individually.
c	It helps the employee changes are handled fairly at the organization.
d	It assures the employee job raises are fair and equitable within organization
e	It helps the employees to get opportunities for promotion in the organization.

5	<i>Employee Relationship</i>
a	It helps employee to understand his/her jobs roles.
b	It helps employee's develop formal relationships between junior and senior members of an organization
c	It helps the department to keep efficient relationship for the timely follow up for organization activities.
d	It provides less-experience staff with learning opportunities from skilled staff.
6	<i>Communication Satisfaction</i>
a	It help to improve the active listening.
b	It provide to keep the focus on you and explain your feelings in response to someone else's.
c	It help to understand from the non-directive approach.
d	It can help the employee in communication constantly.
7	<i>Employee performance</i>
a	It development good practice.
b	It strengthens the values of a profession.
c	It Influence to individual transition.
d	It is reducing stress for inexperienced staff.

