



## Effect of Mentoring on Career Success, Career Satisfaction and Career Commitment among the Primary School Teachers

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**Abstract:** *Mentoring is an important aspect of any organization which engage employee performance. The main purpose of the study is to examine the effect of mentoring on career success, career satisfaction and career commitment. The Data has been collected in one shot through a questionnaire. Participants included 250 members from various Primary Schools in District Swabi.KP-Pakistan. The result of the study reveals that academic mentoring has a positive effect on faculty member's career success, career satisfaction and career commitment. It also examines what and how much is the role of mentoring, career success, career satisfaction and career commitment in driving the performance of employees working specifically in the Swabi area towards a higher level. In last the study shows the recommendations for future researches and implications for individuals, Organizations, Researchers and Policymakers.*

**Key Words:** Mentoring, Career Success, Career Satisfaction and Career Commitment

### Introduction

Mentoring is defined as a progressive connection that engages an organizational member of unparalleled rank peers or less frequently (Kram, 1988). The connection may include a diversity of socio-emotional (e.g. Counselling, friendship) and career development (e.g., career guidance, role modelling) roles that worker is provided (Noe, 1988). The researcher further recognized it as a human resource exercise and as personal efforts for career accomplishment. A decent body of practical, systematic research has explored its character, background, and price (Anderson & Shannon, 1988). With few exceptions' mentors find a shortage of systematic practical investigation of mentoring. Career success gives us the concept of actual or objective and supposed or subjective attainment in a person work setting (Judge, Cable, Boudreau, & Bretz, 1995). Observation from different case studies indicates that an increase in satisfaction, success and commitment of employees is directly related to increasing mentoring (Dreher & Ash, 1990). Objective career victory pretends to career activities assess through external or objective criteria, which uses public or managerial definition of victory or failure (Gattiker & Larwood, 1986). Furthermore, the researcher suggested that subjective career success is individuals own evaluations of their career actions on an internal basis.

Nowadays the Mentoring is considered one of the burning issues. Mentoring plays a vital role in support from older employee to their younger employee to protect his/her career. The advantages of having a mentor have received greater opportunities (Seema & Sujatha, 2015). Research studies concluded that an employee having a mentor have more chances of promotions opportunities than personnel without a counsellor (Baugh & Scandura, 1999). The person fulfils his/her needs through Career success and desires through achievements, execution and power gaining (Baugh & Scandura,

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1999). It mentions both objective and subjective essentials of attainment and growth of an employee through the career lifetime (Baugh & Scandura, 1999). The researcher can measure the objective career success in terms of extrinsic measures, such as Bonus, salary and business status (Kuijpers, Schyns, & Scheerens, 2006). Subjective career success is measured in terms of an individual opinion of career actualization success (Kuijpers et al., 2006). Career success is the most important factor for individuals as well as organizations. Considering employee perception, career success may be defined as not only happiness and satisfaction, source of power, but also gaining of money-oriented progression (Gattiker & Larwood, 1986). The employees feel happier and more successful than those who benefit from career success using their own internal standards. (Higgins & Kram, 2001).

## Problem Statement

Several researchers, especially Seema and Sujatha (2015) and Hofmans and Dries (2015), have been conducted studies in developed countries, but less study has been conducted in developing countries. Therefore, the researcher tried to find the gap and selected Pakistan, where Pakistan is under research country. Furthermore, career success has been studied in a different sector, but few studies have been conducted (Baugh & Scandura, 1999).

## Research Objectives

1. To examine the relationship of mentoring with career success, career commitment and career satisfaction in the primary education sector of Swabi, KP-Pakistan.
2. To find the effect of mentoring on career success, career satisfaction and career commitment in the primary education sector of Swabi, KP-Pakistan.

## Contribution of the Study

This study will be helpful to the researchers for their further studies about the education sector in district Swabi, especially the primary sector of education. The researcher will facilitate the current study methodology and variable use in the study research. Furthermore, the employers of the primary education sector will gain awareness and greater productivity to achieve more their target job. The employer will get motivation within their responsibilities. Mentors' advice reduces the chances of mistakes on the part of the employee and losses to the employer. An organization may use its mentoring program to attract new workers.

## Literature Review

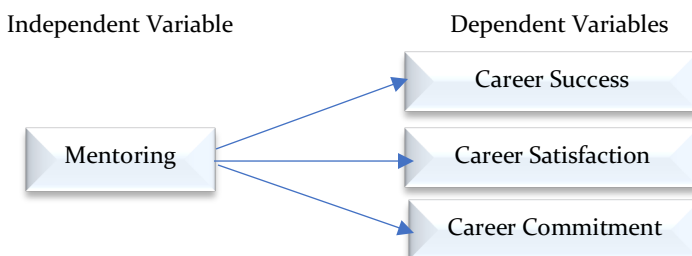
A mentor is referred to as an important individual who has difficult experience and knowledge but provides support and mobility to others careers (Fagenson, 1989). According to Ragins and Cotton (1999), "Mentoring is helpful in a sense because it imparts career development assistance that asserts the mentee to advance in the organization which eventually results in mentee's professional development and personal growth. Like, mentee's are happier from /her job and are much more dedicated to his /her work (Baugh & Scandura, 1999). Mentee not only report having apparent career victory (Turban & Dougherty, 1994), but surely obtain more upgrades (Dreher & Ash, 1990), and make more wealth (Scandura, 1992). Fagenson (1989) stated that "empirical research provides a strong support for the relation between mentoring and positive career outcomes such as more career satisfaction, promotions, higher income and mobility". Studies have explored mentoring influences on career success (Cox & Nkomo, 1991). Indeed, empirical research showed strong evidence for the relation between mentoring and positive career consequences such as more high income, career satisfaction, promotions and more mobility (Kram, 1988).

Consider employee point of view, career success is crucial for both managers and employees (Erikson, 1980). So, this trend becomes an important to everyone who want to be gratify in his/her work. (Erikson, 1980). By understanding the aspects, it will be effortless for both management and workers in result of better career success plans. Career success may be defined as long term gratification of an individual's in their career (Judge et al., 1995). Career victory is also the gratification that individuals get

from both basic and extrinsic aspect of their careers, containing career developmental opportunity, improvement, rank and pay (Cox & Nkomo, 1991). Jobs consist of different steps an individual has during one work-life (Feldman, 1996). While the natural hope of individuals in their career is a victory, the success nature depends on that person's expectation from it (Feldman, 1996). All employees have their own diverse descriptions of career success based on their own perception (Ebadan & Winstanley, 1997).

A career loyalty is based on employees' performances receiving and understanding the motivation to match involvement that's maybe also rewarded matching with the mission (Fagenson, 1989). One factor is the employee's exciting attachment physiological that is liable for the positive acknowledgement from the organization through pleasure, loyalty, belongings and kindness, etc. All in all, the organizational goal gets supports from career loyalty (Fagenson, 1989). Different theories and models are present to prove this statement, but our focus is the conceptualization model (Lunsford, 2012). Organizational career commitment is a strategic procedure and planned largely under the control of one wave and implicit on whole management (Fagenson, 1989). For continuous betterment in job mobility, attention and current job behavioural characteristics are examined in the work-related environment (Seema & Sujatha, 2015)

### Conceptual Framework



### Research Hypotheses

The research hypotheses for the study are as follows:

- H<sub>1</sub>:** There is a positive effect between mentoring and career success
- H<sub>2</sub>:** There is a positive effect between mentoring and career satisfaction
- H<sub>3</sub>:** There is a positive effect between mentoring and career commitment.

### Research Methodology

The population of this research study is employees of the primary education sector district Swabi. In the primary education sector district Swabi, all the male primary schools in district Swabi in which there are 2500 teaching staffs on permanent and contract base. According to Krejcie and Morgan (1970), the selected respondent will be 330 from the whole population 2500. The study respondents from different primary schools of District Swabi were selected on the basis of probability sampling because official or experts who are directly working on the issues are usually have rich knowledge data than other persons.

### Data Collection Instrument

In this study, a survey questionnaire method was used, where the questionnaire was distributed. The questionnaire consists of different sections. Section One contains information regarding the demographics of the participants. Section two consists of eighteen (18) closed-ended questions of career success, career satisfaction and commitment having five Likert Scale.

### Data Analysis

#### Characteristics of Data

This includes the demographic data of the respondents. The respondents were requested to write his/their gender, marital status, designation, age, salary, education, experience and term of employment.

In the study, there are 250 male employees, mean 100% and no female employees out of 250 employees because the study is only done in the male primary education sector of District Swabi. In the study, there are 74 single mean 29.6%, and 176 Married mean 70.4 per cent out of 250 populations in the primary education sector of Swabi. The study tells us 91 employees are PST (primary school teacher) which is 36.4 percent of the total population. 110 of them are SPST which is 44.0 percent of population. 35 of them are Head Masters, which is 14.0 percent, and 13 is DPEs which is 5.2 percent of the population.

In the study, there are different scales of age in which 1 employee are below 20 mean 0.4% .19 employees are in age scale of 21-30 which mean 7.6% ,64 employees are in age between 31-35 mean 8.5% and 20 employees are between 36-40 with percentage of 8.5%. In this study every employee having salary according to their position in the primary education sector of Swabi; there are 9 employees with having salary below 15000 with percentage 3.6. While 11 employees are getting salary in-between 15001 to 20000 mean 4.4% and 62 employees are getting salary from 20001 to 25000 mean 24.8% while 12 employees are getting salary among 25001 to 30000 with 4.8 percent. And 156 employees are those who get salary above 30000 which is the 62.4 percent of the total population

In this study, employees having different experience 75 of which have less than 3-year experience, which is 30 percent of the total population of my studies. Employees having experience within the limit of 3 to 6 are 12 in number, which is 4.8 of the total population. Employees having experience of 7 to 9 years are 24 in number, which is 9.6 percent of the total population of the study. 40 employees have experience more than 10 to 12 years means 16.00 percent of the total population, while 99 are those who have experienced more than 12 years

In the study, there are 39 employees who have passed their SSC, 19 employees have their FSC/FA degree. 165 employees are bachelor degree holder while 12 employees are master and 15 employees have a diploma in physical education degree. There are two types of employees permanent and on contract bases, so in this study, there are 41 employees on contract bases, and 209 employees are permanent with percentage of 83.6.

## Descriptive Statistics

Descriptive statistics quantitatively explains the features of the data collected. In the above table in the first column are the names of the variables which are Mentoring as an (independent variable) Success, Satisfaction and commitment as an (dependent variables). In the second column N, are the numbers of respondents which are 255 in this case. The third columns give us value of mean which explains central tendency of each of the variable. And then the last column provides the standard deviation of each variable.

**Table 1.** Descriptive Statistics

	N	Mean	Std. Deviation
Mentoring	250	3.1640	.75612
Success	250	2.9680	.73869
Satisfaction	250	3.1608	.89760
Commitment	250	3.0770	.63989
N	250		

## Reliability Analysis of the Scale

After the distribution of questionnaire among a sample of 250 respondents consisting 30 questions, the data collected was analyzed for checking the reliability of the scale. Using Cronbach's Alpha reliability in SPSS 21, the result came out to be .886 as in the above table which is an adequate reliable value. As per the assumption of the Reliability Test the more the value is closer to zero means the research tool is reliable.

Mentoring is an independent variable in this study and the reliability value of mentoring is .753 for more detail see table 2. Career success is an independent variable in this study and the reliability value

of career success is .866 as shown above. Career satisfaction is an independent variable in this study and the reliability value of satisfaction is .795 as shown above. Career commitment is an independent variable in this study and the reliability value of commitment is .707 as shown above.

### Testing Hypotheses

**H1:** There is an Effect of mentoring on career success

According to correlation table 2 the association between mentoring and career success is positive. Hence the hypothesis H1 is proved and accepted. In table 2, the correlation coefficient value is 0.553 that falls under coefficient range 0.41 to 0.70 hence the relationship between mentoring and career success is moderate. The relationship between these two variables is positive so the hypothesis accepted.

**Table 2.** Correlations

	Cronbach's alpha	N	Mentoring	Success	Satisfaction	Commitment
Mentoring	0.753	250	1			
Success	0.866	250	.553	1		
Satisfaction	0.795	250	.531	.438	1	
Commitment	0.707	250	.682	.438	.646	1

Moreover, Table 3, R represent value that measures the quality of prediction of the dependent variable. Value of R is .209 that lies in acceptance range, which indicates the good prediction of a dependent variable, while R square represents change in the dependent variable that is success and mentoring as the independent variable. The R square value is .114 means that 11.4% change in the dependent variable is explained by independent variable like mentoring.

**Table 3.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.209 <sup>a</sup>	.114	.040	1.02653	.114	11.364	1	248	.000

*Predictors: (Constant), Mentoring*

**H2:** There is an Effect of mentoring on career satisfaction

According above correlation table 2 the relationship between mentoring and career satisfaction is positive. Hence the hypothesis H2 is proved and accepted. In table 2, above the correlation coefficient value is 0.531 that falls under coefficient range 0.41 to 0.70 hence the relationship between mentoring and career satisfaction is moderate. The relationship between these two variables is positive so the hypothesis is accepted.

In addition, Table 4, R represent value that measures the quality of prediction of dependent variable. Value of R is .593 that lies in acceptance range, which indicates good prediction of dependent variable while R square represents change in dependent variable that is satisfaction and mentoring as independent variable. The R square value is .352 which means that 35.2% change in dependent variable, which is explained by independent variable like mentoring.

**Table 4.** Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.593 <sup>a</sup>	.352	.349	.72402	.352	134.700	1	248	.000

*a. Predictors: (Constant), Mentoring*

**H<sub>3</sub>:** There is an Effect of mentoring on career satisfaction

According to Pearson correlation, the relationship between mentoring and career commitment is positive. Hence the hypothesis H<sub>3</sub> is proved and accepted. In table 2 above, the correlation coefficient value is 0.682 that falls under coefficient range 0.41 to 0.70. Hence the relationship between mentoring and career commitment is moderate. The relationship between these two variables is positive, therefore, hypothesis is accepted.

For finding the effect of the variables Table 5, R represent value that measures the quality of prediction of dependent variable. Value of R is .637 that lies in acceptance range, which indicates good prediction of dependent variable while R square represents change in dependent variable that is commitment and mentoring as independent variable. The R square value is .405 which means that 40.5% change in dependent variable which is explained by independent variable like mentoring.

**Table 5.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.637 <sup>a</sup>	.405	.403	.60949	.405	168.945	1	248	.000

a. Predictors: (Constant), Mentoring

**Conclusion, Recommendations, implications and limitations of the study**

The purpose of the study was to examine the effect of monitoring with career commitment, success and satisfaction. The study result indicated that the hypotheses of the study has been supported with data collected from the primary schools' teachers. Furthermore, the result of the study is positive between mentoring with career success, satisfaction and commitment which is similar to study (Seema and Sujatha, 2015). Furthermore, the study results also examined that there is positive effect of the variable on each other, which explain that as the level of monitoring increase the level of career success, satisfaction and commitment will be increases among the primary school teacher.

Moreover, from the research study the researcher suggested that the study framework may be tested in the longitudinal method to achieve best result. Based on the results and findings of the research, it is recommended to the policy makers of HR in educational sector to focus more on providing proper mentoring and specifically career success as it is found to be the major motivational force for employees working in educational sector of Swabi area. In future researchers are advised to use both quantitative and qualitative measure for better understanding the effect of mentoring on career success, career satisfaction and career commitment of employees in an organization. The educational sector needs to be corporative with researchers because they are trying to help them out and helping in make good policies for them.

This study will be helpful to educational sector to arrange mentoring that reduce employee's turnover, stress and improve satisfaction, success and commitment of employees in an educational sector. This study will be helpful for the researchers which can use the results of the study for their future researchers. It also contributes to the body of literature. Moreover, the research study will be helpful the individual to improve their satisfaction and committed with their organization, which ultimately increases success of employee. This study will help policy maker for making batter policy for educational sector that will save their time and money they just need to study research paper and make policies for their organization.

Every study has limitation, so the current study is not exempted from limitations as well. Due to a shortage of time the researcher used cross-sectional method. This study was carried out in primary government sector of Swabi area only and the results therefore cannot be generalized or cannot predict all the teaching staff on a broad level. Sample of this research study include most of the male participants which shows that it is limited to male employee mostly and there is a need to include majority of female

employees in education sector. Another limitation is that data collection instrument used in this study is a questionnaire while other methods could have been used to provide a better insight like interviews or focus groups. This research finds out the effect of mentoring on career success, career satisfaction and career commitment of employees in an organization.

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