

## Unlocking the Potential of Employee Performance Through Mentoring Practices: Evidence from Organisational Settings

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### Abstract

The objective of the present study was to analyse the influence of mentoring practices on employee performance, with self-efficacy and work environment as mediators and emotional engagement as a moderator. A structured questionnaire was used to gather data from 385 employees of different organisations using a quantitative research approach. The respondents were selected applying a purposive sampling. PLS-SEM was applied to validate the eight hypotheses formulated for the study. The findings confirmed a significant positive direct influence of mentoring on employee performance. Self-efficacy and work environment significantly mediated the mentoring- performance relationship, while emotional engagement moderated the effect of self-efficacy on employee performance, with eight hypotheses supported.

**Keywords:** *mentoring practices, employee performance, work environment, self-efficacy*

### 1. Introduction

Mentoring is extensively recognised as a crucial mechanism for realising employees' professional and personal potential, though its effectiveness depends on organisational conditions and clearly specified mentoring goals (Hryshchenko et al., 2025). It can be described as a professional association whereby a qualified mentor directs a less qualified mentee in acquiring skills and knowledge for personal and professional development (Khojah & Asif, 2020). Mentoring also functions as informal training that enhances employee skills, productivity and organisational effectiveness (Salau et al., 2018; Masri & Suliman, 2019; Alhammadi & Romle, 2023; Alhammadi & Romle, 2023). It facilitates the acquisition of valuable insights, professional networks and constructive feedback, helping individuals overcome work-related challenges and achieve career goals (Faisal, 2024). Mentoring support manifests through motivation, role modelling, information sharing and guidance (Baluku et al., 2020). Employee ability and motivation are key factors influencing employee performance (Benjamin & Onuoha, 2020), while highly committed employees are subjected to be more capable and motivated to achieve organisational goals (Sasanti et al., 2025). Again, role modelling forms part of broader development practices, including coaching, supervision and advising, that facilitate learning and professional growth (Koh et al., 2023). Information sharing clarifies role expectations and enhances job performance (Akinyoola, 2021; Zheng et al., 2021), while guidance supports personal and knowledge acquisition (Sarabipour et al., 2022; Faisal, 2024). Well-designed mentoring programmes improve communication, work processes and career adaptation, particularly among new employees (Priya & Christopher, 2025; Sarabipour et al., 2022; Khojah & Asif, 2020; Brown et al., 2020; Hryshchenko et al., 2025; Feriandy, 2025).

Self-efficacy and organisational work environment play a significant role in influencing employee performance (Ambarita et al., 2022). Self-efficacy reflects employees' trust in their capacity to effectively execute allocated tasks, whereby individuals with higher self-efficacy demonstrate greater confidence, resilience, and improved performance (Chhajer et al., 2018; Fuadi et al., 2020; Ahmed et al., 2022; Ambarita et al., 2022). When confronted with challenging situations, employees with low self-efficacy have a tendency to lose hope, whereas those with high self-efficacy persist and work harder to avoid obstacles (Lestari et al., 2024). Employee satisfaction and self-efficacy are proven to be better in organisations that promote ongoing development and uphold a strong learning focus (Brown et al., 2020; Egele et al., 2025; Priya & Christopher, 2025). Conversely, a supportive work environment creates a positive organisational climate that encourages a sense of belonging and strengthens employees' connection to their organisation (Tripathi & Kalia, 2024). A progressive work environment, characterised by positive colleague and supervisory relationships, positively influences employee attitudes, behaviour and organisational commitment (Sari et al., 2025; Sasanti et al., 2025). Naz et al. (2020)

further contend that a supportive work environment enhances organisational performance and fosters an innovative work culture.

Coming to emotional engagement, at work emotional experience results in feelings of enthusiasm, hostility and pride (Chhajer et al., 2018). The experiences associated with emotions can be either positive or negative, specifically when the process of change is being experienced. Trust and emotional attachment to an organisation are the variables that measure employee commitment and serve as mediators between these variables and employee performance (Sasanti et al., 2025). Therefore, act for emotional engagement, relates to a strong assurance to work and the experience of pride, eagerness and challenges as well (Kwon et al., 2024).

Employee performance is a key cause of organisational accomplishment and competitiveness in an increasingly dynamic environment and is closely associated with the multidimensional nature of employee development (Kwon et al., 2024; Sari et al., 2025). Employee performance reflects the productivity and output resulting from development efforts, encompassing ability, task perception and individual effort (Hee et al., 2019; Sasanti et al., 2025). Developing individual skills through targeted interventions supports organisational growth and enhances overall employee performance (Benjamin & Onuoha, 2020; Bhartiya, 2015). The overarching goals of employee training, empowerment and development include strengthening workforce competencies, retaining talented employees and reducing turnover (Aruoren & Echewa, 2023; Chandani et al., 2016). Employee empowerment denotes to the extent to which organisations grant employees the autonomy to fulfil their workplace responsibilities effectively (Aruoren & Echewa, 2023). Development practices further encompass delegation, training, career management and contribution in decision-making (Al-Tit et al., 2022). In contrast, both formal and informal learning settings play a critical role in enhancing employees' skills, knowledge and engagement (Abadi et al., 2023; Kwon et al., 2024). Formal learning activities, such as structured training, significantly enhance employee engagement (Huo & Boxall, 2022), while informal learning activities, including coaching, feedback and reflection, support continuous workplace development (Abadi et al., 2023; Kwon et al., 2024).

Mentoring is widely recognised for supporting employee learning and career growth; however, its effectiveness in enhancing employee performance across organisations remains underexplored (Faisal, 2024; Hryshchenko et al., 2025). Existing studies have largely concentrated on mentoring programmes (Afandi, 2021; Akinyoola, 2021; Baluku et al., 2020; Feriandy, 2025; Khojah & Asif, 2020; Kwon et al., 2024; Sarabipour et al., 2022) without sufficiently examining how mentoring translates into improved employee performance (Alhammadi & Romle, 2023; Khojah & Asif, 2020). In particular, limited empirical attention has been given to mediating roles of work environment, self-efficacy and moderating role of emotional engagement in relationship mentoring and employee performance (Ambarita et al., 2022; Kwon et al., 2024; Tripathi & Kalia, 2024). Addressing this gap, the present study objectives to observe the impact of mentoring on performance of employee while analysing the mediating influences of self-efficacy, work environment and moderating function of emotional engagement on this association.

The present paper is organized as follows, the next segment shows the conceptual framework and hypotheses, followed by the research methodology. The subsequent section reports empirical findings and the final segment debates conclusions, limitations, implications and future research focuses.

## 2. Conceptual Framework and Hypotheses Development

Mentoring also helps in the development of success processes (Syailendra et al., 2023). It has been observed that mentoring positively influenced the staff's professional development and their career growth (Hryshchenko et al., 2025). As Jalal & Anshori (2023) discuss, mentoring programs highlight a critical role in employee development by enhancing human resources quality, job satisfaction, productivity, and overall organisational and employee performance. In this way, mentoring has emerged as an essential measure to enhance employee performance and organisational growth (Xu et al., 2021). Again, Nugraha & Wardhani (2022) and Faisal (2024) mentioned that motivation, managerial training and person-job fit impact employee performance. Therefore, the first hypothesis examines the role of mentoring on employee performance and was formulated as discussed:

*H1: Mentoring has a significant positive impact on employee performance.*

Mentoring has a significant positive influence on employees' self-efficacy by fostering confidence, career guidance, skill acquisition and role modelling (Andrew et al., 2025; Rani, 2018; Deng et al., 2022; Zeng et al., 2020). It enhances employees' belief in their personal abilities, enabling them to manage workplace challenges, adapt to new roles and overcome professional barriers more effectively. Previous studies confirmed that mentoring develops self-efficacy through learning, whereby observing competent mentors allows employees to refine their own skills (Deng et al., 2022; Sheu et al., 2018). Mentors' encouragement and constructive feedback further reinforce employees' confidence and empower them within a supportive organisational environment (Andrew et al., 2025; Deng et al., 2022; Zeng et al., 2020). As self-efficacy shapes behaviour, regulates emotions and influences motivation (Baluku et al., 2020), mentoring serves as a critical mechanism in strengthening employees' self-efficacy beliefs. Therefore, the below hypothesis was framed.

*H2: Mentoring has a significant positive impact on employees' self-efficacy.*

By affecting how employees approach their work and growth, self-efficacy plays a part in bolstering the association between coaching and mentoring and employee engagement (Andrew et al., 2025). Employee performance and organisational commitment are positively and significantly impacted by self-efficacy (Maria et al., 2021). Fuadi et al. (2020) demonstrated that self-efficacy significantly impacts employee performance. Thereby, third hypothesis was formulated to test this in the present scenario.

*H3: Self-efficacy has a significant positive impact on employee performance.*

The relationship between mentoring roles and employee performance is mediated by employee relational self-efficacy (Malik & Nawaz, 2021). Previous research revealed that self-efficacy mediates the association between career development, motivation and also employee performance (Hanafi & Safaria, 2025). Therefore, the below hypothesis was formulated.

*H4: Self-efficacy mediates the relationship between mentoring and employee performance.*

Mentoring has a strong positive impact on the working environment, enhancing the job performance of employees, organisational commitment and turnover intentions (Keltu, 2024; Naim & Lenka, 2017; Nkomo et al., 2018; Kumari et al., 2022; Zeng et al., 2020). It fosters a positive, supportive culture that enhances skill development, psychological safety and career satisfaction, leading to higher productivity and better adaptation to organisational changes. Thereby, the fifth hypothesis was formulated to test this in the present scenario.

*H5: Mentoring has a significant positive influence on the work environment.*

A study exhibited that the work environment and employee development programs have a large positive influence on job satisfaction and productivity (Utama et al., 2024). Moreover, Dulloh et al. (2024) revealed that working environmental conditions have a significant effect on employee performance. These results highlight the need to provide a positive work environment and provide employees with lifelong learning prospects to improve their satisfaction and performance (Ambarita et al., 2022). Once again, it has been shown that a pleasant work environment is capable of enhancing the performance of employees (Mariyam & Lakshmi, 2025; Zhenjing et al., 2022). Therefore, the next hypothesis tends to validate the function of the work environment on employee development.

*H6: The work environment has a significant positive effect on employee performance.*

A positive work environment is a key mediator between mentoring and employee development, enhancing the effects of mentoring in career growth, skills and commitment (Ambarita et al., 2022; Naim & Lenka, 2017). Thereby, the seventh hypothesis was formulated to test that in the present scenario.

*H7: Work environment mediates the relationship between mentoring and employee performance.*

Emotional engagement has a considerable positive impact on development, enhancing productivity, motivation and retention (Kinnary et al., 2023). It has also been demonstrated that emotional intelligence has an effect on self-efficacy and employee performance can enhance the impact of emotional intelligence on employee performance (Arroni & Jimad, 2022). Therefore, the next hypothesis was framed.

*H8: Emotional engagement has a moderate effect on self-efficacy and employee performance.*

Based on the above-mentioned hypotheses, the conceptual framework was developed for the study, showing the associations between study variables as presented in Figure 1. Mentoring, comprising motivation, information support, role models and guidance, served as the independent variable, while self-efficacy and work environment acted as mediators, emotional engagement as the moderator and employee performance, encompassing empowerment, delegation, and formal/informal learning activities, as the dependent variable.



**Figure 1: The Conceptual Model of the Study**

### 3. Methodology

This study applied a positivist research philosophy with a deductive approach and adopted the quantitative, cross-sectional research design was utilised to test the influences of mentoring on employee performance, along with the mediating roles of self-efficacy, supportive work environment and emotional engagement. A structured survey-based approach was adopted to gather standardised data from the employees working in different organisations. This design was considered suitable to test the hypothesis and provide empirical evidence of the associations between study variables.

The study population embraced 385 employees from IT departments across private, public and multinational organisations, representing diverse demographic backgrounds. The non-probability purposive sampling technique was used, selecting only employees currently engaged in a workplace mentoring relationship, thereby ensuring relevant and informed responses.

Data or information were collected with the assistance of a structured questionnaire which comprising six sections covering demographics and study variables. The first section captured gender, age, qualification of education, designation, work experience and organisational type. Mentoring practices were measured through four components, such as motivation, information support, role models and guidance, comprising 20 items. Self-efficacy and work environment were measured using seven items, while emotional engagement was assessed with five items. Employee performance was measured through empowerment, delegation and formal/informal learning activities, comprising 15 items. A 5-point Likert scale (1= Strongly Disagree to 5 = Strongly Agree) was used to score each issue, and a link for survey was shared with all organisations via email and SMS.

Partial Least Squares Structural Equation Modelling (PLS-SEM) was finalised as the analytical technique using SmartPLS v3.3.3, owing to its suitability for complex, prediction-oriented models involving mediation effects. The analysis continued with two stages, counting the measurement model and structured model assessment. Reliability and validity were assessed by Composite Reliability (CR), Average Variance Extracted (AVE), Heterotrait-Monotrait (HTMT) ratio and the Fornell-Larcker criterion. The structured model was tested using bootstrapping with 5,000 resamples to scrutinise direct and indirect impacts, with significance set at  $p < 0.05$ .

Model fit was estimated using SRMR and  $R^2$  values to regulate the overall explanatory power of the model (Hair et al., 2014).

#### 4. Results

The socio-demographic details of the 385 participants are existing in Table 1, highlighting the distribution across gender, age, education, job level, work experience and organisational type. The findings reveal that the mainstream of respondents were male (58.8%), while the rest (46.2%) were female. Regarding age, most employees were above 30 years, with 56.1% falling within the 31 to 50 years group. In terms of educational qualification, the majority hold a bachelor's degree (59.0%), followed by a master's degree (37.7%), reflecting a predominantly well-educated workforce, while only a small portion hold doctoral qualifications (3.4%). Concerning job level, senior-level employees formed the largest group (30.9%), followed by middle-level employees (27.0%) and those in managerial or leadership positions (21.6%). In terms of work experience, 30.9% had 11–20 years of work experience, although 21.6% had almost 20 years of work experience, indicating a largely experienced sample. Finally, the mainstream respondents were employed in the private sector (64.2%), followed by multinational corporations (24.9%), while a smaller proportion worked in the public sector (10.9%).

**Table 1: The respondents' demographic characteristics**

Demographic attribute	Frequency (%)
<b>Gender</b>	
Male	207 (53.8%)
Female	178 (46.2%)
<b>Age (years)</b>	
21–30	86 (22.3%)
31–40	111 (28.8%)
41–50	105 (27.3%)
> 50 years	83 (21.6%)
<b>Education</b>	
Bachelor's Degree	227 (59.0%)
Master's Degree	145 (37.7%)
Doctorate	13 (3.4%)
<b>Designation / Job Level</b>	
Entry-level	79 (20.5%)
Middle-level	104 (27.0%)
Senior-level	119 (30.9%)
Managerial / Leadership	83 (21.6%)
<b>Total Experience of Work</b>	
< 5 years	79 (20.5%)
5–10 years	104 (27.0%)
11–20 years	119 (30.9%)
More than 20 years	83 (21.6%)
<b>Nature of Organisation</b>	
Public Sector	42 (10.9%)
Private Sector	247 (64.2%)
Multinational Corporation	96 (24.9%)

The descriptive statistics analysis for all study variables is represented across the key constructs examined in this study. Regarding motivation, respondents agreed that their mentor was willing to listen to their concerns ( $3.28 \pm 0.85$ ) and encouraged discussions about their ability to succeed ( $3.08 \pm 0.96$ ), though active mentor involvement was comparatively low ( $2.93 \pm 0.68$ ). Concerning information support, respondents acknowledged receiving recommendations to develop professional skills ( $3.26 \pm 0.97$ ), while fewer agreed that the mentor

shared personal experiences for career success ( $2.81 \pm 1.04$ ). Respondents reported benefiting personally and professionally from role modelling ( $3.51 \pm 0.92$ ) and agreed that guidance helped them achieve career objectives ( $3.56 \pm 0.89$ ). Concerning self-efficacy, confidence in presenting to colleagues ( $3.32 \pm 0.88$ ) was relatively low, while confidence in achieving their personal goals was relatively low ( $2.92 \pm 0.84$ ). For the work environment, respondents agreed that the supervisor set clear expectations ( $3.30 \pm 0.92$ ) and felt aligned with the organisation's mission and vision ( $3.43 \pm 0.87$ ). For employee performance, meaningful recognition was acknowledged ( $3.38 \pm 0.84$ ), persistence in overcoming obstacles was strongly agreed upon ( $3.84 \pm 0.78$ ) and training was recognised as effective in developing job-related skills ( $3.30 \pm 0.92$ ).

The test of reliability or reproducibility of the questionnaire was tested applying Cronbach's alpha ( $\alpha$ ). Cronbach's alpha values, ranging from 0 to 1, indicate the internal consistency of the scale (Raharjanti et al., 2022). Alpha values nearer to 1 indicate better reliability, whereas exceeding 0.6 is considered satisfactory. In this study, the Cronbach's alpha values for mentoring practices, namely motivation ( $\alpha = 0.828$ , 5 items), information support ( $\alpha = 0.690$ , 5 items), role models ( $\alpha = 0.706$ , 4 items) and guidance ( $\alpha = 0.819$ , 6 items), self-efficacy ( $\alpha = 0.762$ , 7 items), work environment ( $\alpha = 0.793$ , 7 items), emotional engagement ( $\alpha = 0.716$ , 5 items) and employee performance, namely empowerment ( $\alpha = 0.768$ , 5 items), delegation ( $\alpha = 0.648$ , 5 items) and formal/informal learning activities ( $\alpha = 0.644$ , 5 items), all surpass the threshold of 0.06, indicating acceptable reliability across all constructs (Table A1).

The correlation analysis showed that all variables were statistically positive and significantly correlated at the  $p < 0.01$  level. Among employee performance constructs, empowerment and delegation recorded the strongest correlation ( $r = .799$ ). Within mentoring practices, information support and guidance exhibited the highest association ( $r = .781$ ), followed by guidance and role model ( $r = .746$ ). Regarding the mediating and moderating constructs, work environment and emotional engagement were notably correlated ( $r = .724$ ), while self-efficacy and work environment recorded  $r = .703$ . Formal/informal learning activities demonstrated the strongest links with mentoring practices, particularly with guidance ( $r = .699$ ) and role models ( $r = .688$ ), suggesting mentoring significantly influences employee performance outcomes.

The eight hypotheses were validated using PLS-SEM, with the measurement model (Figure 2) measured for composite reliability, convergent and discriminant validity. Composite reliability values varied from 0.789 (self-efficacy) to 0.884 (motivation), all exceeding the suggested threshold of 0.70, validating satisfactory internal consistency across all constructs.

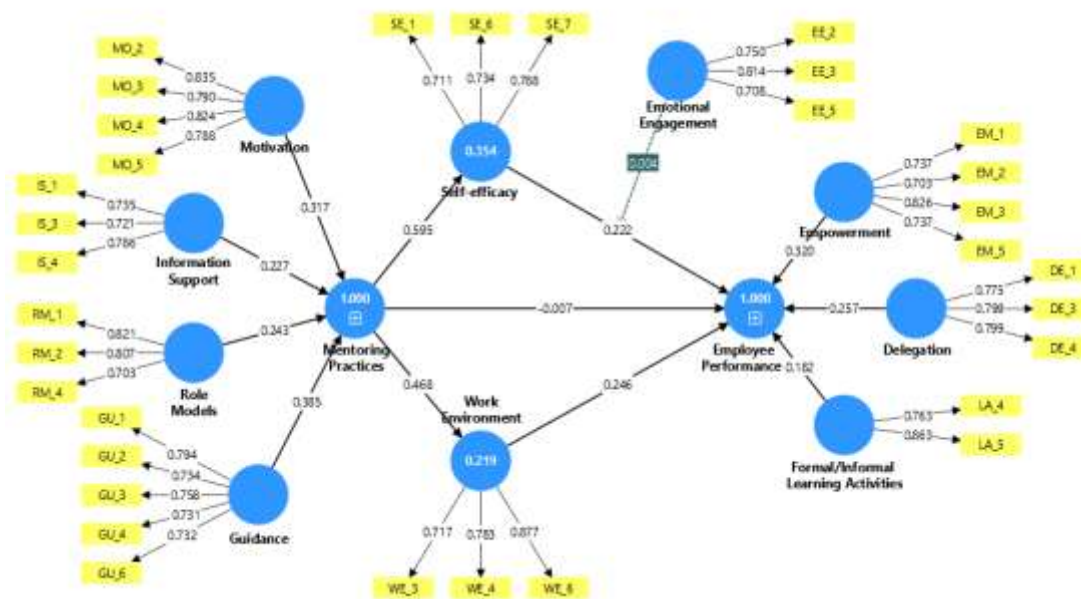


Figure 2 Measurement model

Convergent and discriminant validity were used to evaluate the construct validity. All items demonstrated outer loading greater than 0.70, satisfying indicator reliability, while AVE values exceeded the suggested threshold of 0.5, ranging from 0.555 (self-efficacy) to 0.664 (formal/informal learning activities), confirming strong convergent validity (Table A2). There was no discernible multicollinearity between the constructs, since all of the variance Inflation Factor (VIF) values were less than 5.

Discriminant validity was measured using two approaches. HTMT ratio values for all construct pairs were found to be below the recommended threshold of 0.850, confirmatory adequate discriminant validity (Table A3). The Fornell-Larcker criterion inveterate that the square root of each construct's AVE exceeded its correlations with all other constructs, collectively confirming that all constructs were sufficiently distinct from one another (Table A4).

The coefficient of determination ( $R^2$ ) for self-efficacy was found to be 0.354 (Adj.  $R^2 = 0.347$ ), indicating that mentoring practices account for 35.4% of the variance in self-efficacy. Similarly, the  $R^2$  value for work environment was 0.219 (Adj.  $R^2 = 0.211$ ), suggesting that 21.9% of the variance in work environment is clarified by mentoring practices. These values reflect meaningful explanatory power and confirm that mentoring significantly contributes to both mediating constructs. The model fit was assessed using the standardised root mean square residual (SEMR), NFI and  $Q^2$  values. The SRMR values for the saturated (0.062) and estimated (0.063) models were below the recommended threshold of 0.08, the NFI values of 0.912 and 0.932 exceeded the 0.90 threshold and the  $Q^2$  value of 4.51 indicated strong predictive relevance, confirming a satisfactory overall model fit (Table A5).

The structural model was tested to evaluate the direct, mediation and moderation effects among mentoring practices, self-efficacy, work environment, emotional engagement and employee performance as presented in Table 2. Path coefficients were considered significant when the t-value exceeded the threshold of 1.96 for two-tailed tests ( $p < 0.05$ ). Based on the results, all eight hypotheses formulated for the study were supported. Mentoring practices were found to have a significant positive direct influence on employee performance ( $t = 2.600, p = 0.005$ ), supporting H1. Mentoring practices also significantly and positively influenced self-efficacy ( $t = 9.491, p = 0.000$ ), supporting H2, while self-efficacy significantly impacted employee performance ( $t = 10.924, p = 0.000$ ), supporting H3. The mediation outcome of self-efficacy in the relationship between mentoring practices and employee performance was also confirmed ( $t = 6.085, p = 0.000$ ), supporting H4. Regarding the work environment pathway, mentoring practices significantly influenced work environment ( $t =$

6.816,  $p = 0.000$ ), supporting H5 and work environment significantly impacted employee performance ( $t = 12.120$ ,  $p = 0.000$ ), supporting H6. The mediation effect of work environment was further validated ( $t = 5.484$ ,  $p = 0.000$ ), supporting H7. Finally, the moderation outcome of emotional engagement on the relationship between self-efficacy and employee performance was found to be significant ( $t = 2.175$ ,  $p = 0.015$ ), supporting H8, indicating that emotional engagement supports the impact of self-efficacy on employee performance outcomes.

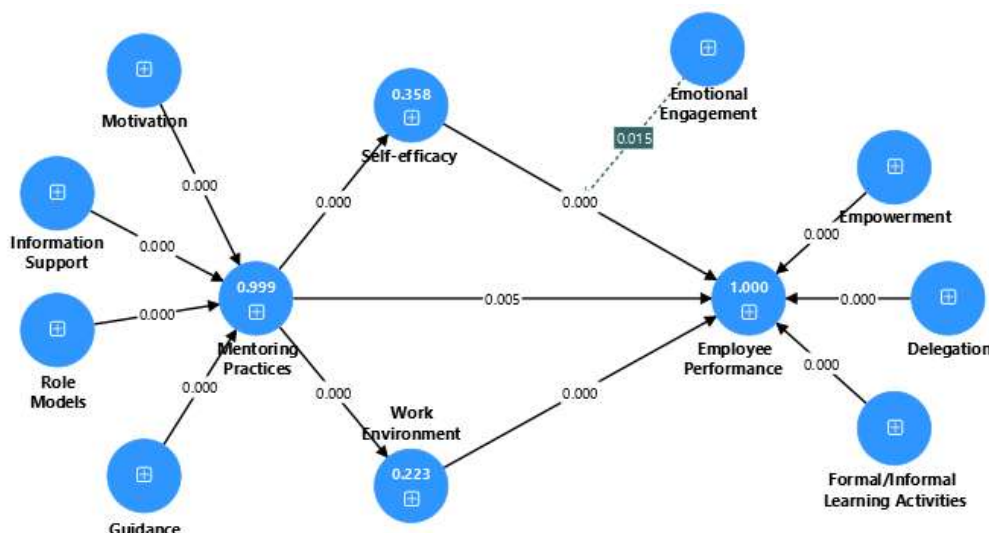


Figure 3: Structural model

Table 2: Path coefficients and hypothesis testing

Paths	t value	p value
<b>Direct effects</b>		
Mentoring Practices -> Employee Performance	2.600	0.005
Mentoring Practices -> Self-efficacy	9.431	0.000
Self-efficacy -> Employee Performance	10.924	0.000
Mentoring Practices -> Work Environment	6.816	0.000
Work Environment -> Employee Performance	12.120	0.000
<b>Mediation effects</b>		
Mentoring Practices -> Self-efficacy -> Employee Performance	6.085	0.000
Mentoring Practices -> Work Environment -> Employee Performance	5.484	0.000
<b>Moderation effects</b>		
Emotional Engagement x Self-efficacy -> Employee Performance	2.175	0.015

## 5. Discussion

The findings reveal that mentoring practices have a significant positive influence on employee performance, supporting Xu et al. (2021), who identified mentoring as a key strategy for employee and organisational development. Motivation, as a core component of mentoring, was found to significantly influence performance, consistent with prior research demonstrating that motivation, managerial training and person-job fit positively affect employee performance, with engagement serving as a mediating mechanism (Nugraha & Wardhani, 2022; Faisal, 2024). Al Hemeiri et al. (2021) further affirm that embedding a mentoring culture within organisations enhances employee performance and strengthens competitive market viability. Present findings further support Fuadi (2020), who revealed that motivation and training have a significant impact on employee performance. The findings reveal that mentoring has a significant positive influence on self-efficacy, consistent with Andrew et al. (2025), who found that mentoring and coaching positively influence self-efficacy and management support. Similarly, supervisory mentoring is identified as a significant mechanism affecting the self-efficacy of

bank employees (Rani, 2018). The present study further confirms that self-efficacy significantly impacts employee performance, aligning with Maria et al.(2021), Hadi (2023), Fuadi et al. (2020) and Zwane (2024), who collectively established a significant and positive association between self-efficacy and employee performance. Self-efficacy enhances performance by strengthening motivation, resilience and persistence in challenging tasks, keeping employees engaged and proactive (Arnada et al., 2021; Maria et al., 2021; Yagil et al., 2023). Higher self-efficacy enables employees to cope with demands, embrace changes and overcome challenges more effectively, which also positively influencing job satisfaction, empowerment and organisational commitment (Syahreza et al., 2025). Furthermore, the mediation effect of self-efficacy on the relationship between mentoring and employee performance in the present study is significant and positive, which is consistent with Malik & Nawaz (2021), who established that employee relational self-efficacy mediates the association between employee performance and mentoring functions (Malik & Nawaz, 2021). Again, Baluku et al. (2020) highlight that self-efficacy was measured as a mediating mechanism through entrepreneurial mentoring, which asserts its effect on satisfaction of the requirement for autonomy, extrinsic and intrinsic work satisfaction, as well as the wish to stay in self-employment. Findings of the present study also revealed that mentoring practices significantly influenced the work environment and the work environment significantly impacted employee performance, similarly Zhenjing et al. (2022) and Mariyam & Lakshmi (2025) found that a positive work environment had the power to develop employee performance. In addition, the mediating effect of work environment on mentoring and employee performance in the present study was significant, which aligns with Ambarita et al. (2022) and Naim & Lenka (2017), who revealed that a supportive work environment acts as a key mediator between employee development and mentoring, strengthening the influence of mentoring on career growth, commitment and skills. Besides, the moderation effect of emotional engagement on the relationship between self-efficacy and employee performance is consistent with Arroni & Jimad (2022) who established that emotional intelligence has an impact on worker performance, and that this influence can be amplified by self-efficacy.

## 6. Conclusion

This study establishes that mentoring practices significantly enhance employee performance, mediated through self-efficacy and work environment, with emotional engagement amplifying the association among self-efficacy and performance. The outcome confirms that mentoring directly influences performance while also operating through strengthening self-efficacy beliefs and enriching the work environment. Organisations should therefore prioritise mentoring as a strategic tool that promotes confidence, workplace support and emotional connection to sustain improved employee performance.

Based on these findings, organisations and policymakers are recommended to formalise mentoring structures across all job levels, create emotionally supportive workplaces, integrate self-efficacy building activities into training programmes and align mentoring goals with broader organisational performance objectives. The study contributes empirical evidence of the interdependence among mentoring, self-efficacy, work environment and employee performance within a unified framework. However, limits of the research include a cross-sectional design, self-reported measures and a single sector focus; future studies should adopt longitudinal designs, qualitative approaches and border industry comparisons to extend these findings.

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## Appendix

**Table A1 Internal consistency estimates for model constructs**

Constructs	Mean±SD	Cronbach's Alpha	N of Items
<b>Mentoring Practices</b>			
Motivation	3.05±0.64	0.828	5
Information Support	2.99±0.60	0.690	5
Role Models	3.24±0.63	0.706	4
Guidance	3.26±0.62	0.819	6
<b>Self-efficacy</b>	3.11±0.58	0.762	7
<b>Work Environment</b>	3.19±0.59	0.793	7
<b>Emotional Engagement</b>	3.18±0.61	0.716	5
<b>Employee Performance</b>			
Empowerment	3.13±0.60	0.768	5

Delegation	3.49±0.58	0.648	5
Formal/Informal Learning Activities	3.06±0.57	0.644	5

**Table A2: Indicator Reliability and Convergent Validity**

Constructs	Outer loadings	Composite reliability	Average variance extracted	VIF
<b>Mentoring Practices</b>				
<b>Motivation</b>		<b>0.884</b>	<b>0.655</b>	
MO 2: My mentor is always willing to listen to my concerns.	0.835			2.603
MO 3: I am very pleased with the level of support I received continuously from my mentor.	0.790			1.718
MO 4: My mentor has stimulated me to deliberate how I feel about my ability to flourish at work.	0.824			2.335
MO 5: My mentor has expressed their confidence in my ability to perform well at work.	0.788			1.988
<b>Information Support</b>		<b>0.792</b>	<b>0.559</b>	
IS 1: My mentor has introduced me to instructional methods/strategies that I was not aware of before.	0.735			1.277
IS 3: Through interactions with my mentors, I have received recommendations to develop my professional skills.	0.721			1.128
IS 4: My mentor shares their personal involvement to clarify how I can attain career accomplishment.	0.786			1.331
<b>Role Models</b>		<b>0.821</b>	<b>0.606</b>	
RM 1: My mentor has helped me to develop professionally.	0.821			2.318
RM 2: I learned new things about myself and benefited personally and professionally from this relationship.	0.807			1.747
RM 4: My mentor has directed me to reconnoitre my personal powers that are valuable to my work role.	0.703			1.425
<b>Guidance</b>		<b>0.865</b>	<b>0.563</b>	
GU 1: My mentor meets with me on a regular basis.	0.794			2.113
GU 2: My mentor consistently anticipated my requirements.	0.734			1.498
GU 3: My mentor always expects me to raise the topics or problems we discuss.	0.758			1.578
GU 4: My mentor has invigorated me to deliberate my honest feelings and work experiences with them.	0.731			1.683
GU 6: I have received help in emerging better managing strategies when I did not achieve my work goals.	0.732			1.527
<b>Self-efficacy</b>		<b>0.789</b>	<b>0.555</b>	
SE 1: I feel confident in analysing work-related problems to identify effective solutions.	0.711			1.448
SE 6: I correctly recognised my own negative emotions at work.	0.734			1.268
SE 7: I can manage conflict situations with people at work.	0.788			1.310
<b>Work Environment</b>		<b>0.837</b>	<b>0.632</b>	
WE 3: I have received training opportunities that support	0.717			1.247

Constructs	Outer loadings	Composite reliability	Average variance extracted	VIF
my career advancement.				
WE 4: I have received training that helps me to develop my work efficiency.	0.783			1.862
WE 6: Communication between my immediate supervisors and me is well established.	0.877			1.754
<b>Emotional Engagement</b>		<b>0.802</b>	<b>0.576</b>	
EE 2: I trust my colleagues and senior management and feel a strong sense of belonging at work.	0.750			1.255
EE 3: This organisation delivers meaningful opportunities for me to learn, grow and feel that my work is important.	0.814			1.278
EE 5: I am pleased to tell people that I am a part of this company and feel motivated to contribute positively to it.	0.708			1.209
<b>Employee Performance</b>				
<b>Empowerment</b>		<b>0.838</b>	<b>0.566</b>	
EM 1: I received meaningful recognition for work well done.	0.737			1.718
EM 2: I feel motivated knowing that my work contributes to the company.	0.703			1.670
EM 3: I received useful feedback from my supervisor that helps me develop my job performance.	0.826			2.127
EM 5: I feel encouraged to put effort into my work to achieve good performance.	0.737			1.906
<b>Delegation</b>		<b>0.834</b>	<b>0.626</b>	
DE 1: I clearly comprehend what is anticipated of me when tasks are assigned.	0.775			1.316
DE 3: I am encouraged to take responsibility for completing my work effectively.	0.799			1.439
DE 4: I am given the opportunities to manage my work independently.	0.799			1.372
<b>Formal/Informal Learning Activities</b>		<b>0.797</b>	<b>0.664</b>	
LA 4: Informal learning at work helps me apply new knowledge to my job.	0.763			1.124
LA 5: Training and development activities support my career growth.	0.863			1.878

**Table A3: Discriminant validity – HTMT ratio**

	1	2	3	4	5	6	7	8	9	10
Delegation (1)										
Emotional Engagement (2)	0.777									
Empowerment (3)	0.627	0.841								
Formal/Informal Learning Activities (4)	0.804	0.761	0.773							
Guidance (5)	0.451	0.539	0.385	0.559						
Information Support (6)	0.546	0.775	0.556	0.836	0.720					
Motivation (7)	0.486	0.549	0.457	0.591	0.665	0.841				
Role Models (8)	0.520	0.629	0.596	0.674	0.782	0.786	0.628			
Self-efficacy (9)	0.811	0.819	0.759	0.798	0.702	0.831	0.632	0.840		
Work Environment (10)	0.691	0.815	0.758	0.822	0.544	0.589	0.519	0.517	0.762	

**Table A4: Discriminant validity – Fornell–Larcker criterion**

	1	2	3	4	5	6	7	8	9	10
Delegation (1)	0.791									
Emotional Engagement (2)	0.653	0.767								
Empowerment (3)	0.743	0.653	0.752							
Formal/Informal Learning Activities (4)	0.550	0.759	0.610	0.815						
Guidance (5)	0.341	0.387	0.306	0.357	0.750					
Information Support (6)	0.366	0.494	0.392	0.474	0.722	0.748				
Motivation (7)	0.376	0.408	0.364	0.394	0.553	0.666	0.810			
Role Models (8)	0.369	0.425	0.437	0.399	0.735	0.652	0.484	0.779		
Self-efficacy (9)	0.529	0.566	0.509	0.537	0.492	0.522	0.458	0.570	0.745	
Work Environment (10)	0.489	0.610	0.550	0.524	0.414	0.393	0.399	0.368	0.631	0.795

**Table A5: Coefficient of determination and model fitness results**

Variables	Coefficient of Determination (R2)	
	R2	Adj. R2
Self-efficacy	0.354	0.347
Work Environment	0.219	0.211
<b>Model fit summary</b>	<b>Saturated model</b>	<b>Estimated model</b>
SRMR	0.062	0.063
Q2	0.231	0.451
NFI	0.912	0.932