

MENTORING AND JOB SATISFACTION IN MALAYSIA: A TEST ON SMALL MEDIUM ENTERPRISES IN MALAYSIA

May-Chiun Lo¹

University Malaysia Sarawak, Malaysia

T. Ramayah

University Sains Malaysia, Malaysia

Lim Chin Kui

University Malaysia Sarawak, Malaysia

Abstract. Background. Mentoring plays a significant role in bridging the relationship between supervisors and subordinates. Past research studies found that job satisfaction had significant impact on organizations. This study endeavours to investigate mentoring and satisfaction of employees in Malaysian organizations. This study examines mentoring and employees' job satisfaction in the Malaysia context. **Methods and Results.** This research attempts to test empirically and to validate a conceptualization of mentoring, namely, career functions and psychosocial functions, with the presence of supervisors' gender as moderator on job satisfaction. Data was gathered through a survey using a structured questionnaire from a sample of 156 executive level employees employed in small and medium enterprises in Sarawak, Malaysia. **Conclusions.** This study revealed the positive connection between mentoring and job satisfaction was partially supported. Gender was found to have direct impact on employees' job satisfaction. Implications of the findings, potential limitations of the study, and directions for future research are further suggested.

Keywords: job satisfaction, mentoring, Malaysian executives, gender.

Human resource management encounters the daunting tasks of employing essential employees into the organizations to match the organization's requirements and expectations. As a result, there is

¹ Address for correspondence: Faculty of Economics and Business, University Malaysia Sarawak, 94300 Sarawak; phone: +(60) 164491009, e-mail: mclo@feb.unimas.my.

a pronounce need to create suitable ideas, develop appropriate strategies to enhance the interactions between supervisors and workers, and to detailed a broad insight that can assist managers of human resource increased results and enhanced performance. Knippenberg and Steensma (2003) postulated that the expectation of a future interaction between the supervisors and subordinates would reduce the usage of hard influence tactics as this may endanger the relationship and make it less attractive. Previous research have evidenced the impact of mentoring in professional and personal development of young members in the organizations. Extant research has shown that mentoring is one of the best ways in organizational learning and has demonstrated positive results with support (Ortiz-Walters and Gilson, 2005; Okurame, 2008; Simmonds & Zammit Lupi, 2010) and job satisfaction (Bahniuk et al., 1990; Seibert, 1999). It was noted that protégés that received mentoring support were able to demonstrate better job performance and career development (Liden, Sparrowe, & Wayne, 1997) and reduce turnover intention among the employees in the organization mentorship (Bverly & Sharon, 2005; Branch, 1999).

In addition to that, companies that have proper mentoring programs in place are able to attract job seekers and retain good employees (Allen & O'Brien, 2006). Past studies have elucidated that, the rapport between supervisors and subordinates could be strengthened through mentoring (Dawley, Andrews, & Bucklew, 2010). Researchers in the past have evidenced that committed protégé demonstrated high job satisfaction and hence unlikely to look for other jobs (Iverson & Buttigieg, 1999).

Previous researchers have not found consistent evidence concerning the effect of mentor's gender on an individual's job satisfaction. Some studies have confirmed that gender is the foremost important traits that could have a strong effect on how men and women perceived themselves and as perceived by others (Korabik, 1997; Ridgeway, 1992). Hence, there appears to be a gap in extant literature as there shows little evidence of research being done to examine the possibility of mentoring as a predictor of subordinates' job satisfaction and if gender of the mentors has a significant impact in moderating the relationships of these variables. This research attempts to determine the effect of mentoring on job satisfaction among executives working in Malaysian manufacturing industry. This research endeavours to shed lights on the following issues on:

- (i) Does mentoring positively influence employees' job satisfaction?
- (ii) Does gender of the mentors moderate the relationship between mentoring and employees' satisfaction?

LITERATURE REVIEW

Job Satisfaction

Subordinates in the current trend have been given considerable independence to establish their goals and assess outcome, the role that is traditionally held by supervisors. In fact, many firms have reinvented themselves in becoming more competent and departing from the conventional corporate system by giving greater decision making to the lower level of the management. These new trends in the work environment underlines the significance of creating and increasing followers' roles in organizational leadership. These trends also revolutionised the new concept of leaders' openness to the idea delegating power to their subordinates. Phillips (2003) opined that when a minority opinion is recognised to a member from the outside of the group, this opinion could have an impact on the majority group. This view is in tandem with Kanter's (1974) observation that management and employees should share power in order for the employees to be effective in their jobs.

Empirical evidence had shown that value congruence is a strong agent of job satisfaction and organizational commitment among executives at the junior level (Chatman, 1991). Job satisfaction refers to the feelings of positive emotional as a result of the job experiences that the employees encountered (Locke, 1969). Past studies have evidenced that there are several important determinants of job satisfaction such as the reward systems in the organization, the distribution of power, individual differences, self-confidence, locus of control (e.g., Chen & Silverthorne, 2008, Lankau & Scandura, 2002; Lefkowitz, 1994;). It was also noted that other aspect of job personalities such as salary, promotion opportunity, clearness of the assigned task, the use of skills are also significantly contributing to employees' job satisfaction (Ting, 1997). Past researches have shown that subordinates would more often

carry out favors that the managers appreciate and they would prefer to maintain a positive and balanced relationship with their supervisors (Ferris, Judge, Rowland, & Fitzgibbons, 1994; Wayne & Liden, 1994). Hence, proper mentoring system should be in place to ensure employees' job satisfaction. Four dimensions of job satisfaction namely, satisfaction in promotion, coworkers, and supervisor and the job itself will be examined in this study.

Mentoring

The study by Whitener, Brodt, Korsgaard, and Werner (1998) indicated that perceived similarities or differences between managers and followers may change the direct relationships by changing the attraction and thought processes of the followers by comparing the relationship and organizational opinions with regards to the behaviors of managers. In view of this, it is crucial to examine the mentoring relationship of the supervisors or followers. Past study e.g. Argyris and Schon (1996) revealed that to be more effective, managers may accept joint power and mutual determination with their followers. The role that the targets' expect the source to play was affected by the targets' perceptions of source (Venkatesh et al., 1995). Researchers in the past have elucidated that mentoring is a long term process (Burdett, 1998; Hansman, 2002; Ellinger, Hamlin, & Beattie, 2008) and are broadly categorised in two functions, namely, career and psychosocial functions (Zey, 1984).

In mentoring, the relationship normally consists of a master and an apprentice (Irving, Moore, & Hamilton, 2003; Kram, 1985) with certain purposes such as disseminating and transiting knowledge, working experience or thinking from the mentor to their protégés (Clutterbuck & Megginson, 1999). It is undeniable that mentoring plays a significant role in assisting and guiding the protégé in various perspectives such as career and personal growth, sharing detailed information of the organization and serve as a model for the young protégés (Akarak, 2008; Ambrose, 1998; Chao, 1997). It is well documented that appropriate mentoring processes have resulted in job satisfaction, improved on the level of commitment and better employment performance (Kelly, 2001; Scandura, 1992, 1998).

Past studies have noted the prominent two constructs of mentoring namely, career functions and psychosocial functions (Anderson & Lucasse, 1995; Jacobi, 1991; Varney, 2009) in the scope of mentoring studies. Career functions are well defined as the process to enhance learning and guiding the protégés in their career advancement. On the other hand, psychosocial functions help to improve on the social acceptance of the protégés (Kram & Isabella, 1985) and for them, career support is more important than psychosocial support (Ensher, Thomas, & Murphy, 2001). Protégés who feel the concern and care of the organizations about their career development, will reciprocate by being loyal to and performing better in the organizations (Herscovithc & Meyers, 2002; Orpen, 1994).

Gender

The role of gender in the study of mentoring has been highlighted in numerous research in the past (Ragins, 1999). The theory of diversified mentoring relationships state that gender plays a significant role in mentoring because partners of the mentoring process originates from groups that has control on the varying power in the organizations (Ragin, 1997). In addition, Ragins stressed that the familiarity a person has on a member of a group will have a significant influence on the development and success in the process of mentoring. Hence, for the purpose of the study, gender was used as a moderator to investigate its impact of mentoring and employees' job satisfaction.

THEORETICAL FRAMEWORK

Mentoring and Job Satisfaction

Mentoring process is believed to be able to reduce the power distance between the mentor and protégés and further develop mutual care and trust (Yukl, 2010). Furthermore, trust viewed as part of effective leadership (Chao et al., 1992; Currie, 1998; Hosmer, 1995; Peterson, 2005; Schoorman et al., 1996) and employees will feel satisfied if ample organizational supports are given to them. Mentoring process that provides customary job-related and psychosocial support will improve on the satisfaction and commitment level of the employees (Jennings, 1976; Peterson, 2005; Wilson & Elman, 1990) and subsequently improved

on the organizational performance (Adler & Corson, 2003; Ahmad & Raida, 2003; Bartlett, 2001; Levenson et al., 2006).

Past researchers (e.g., Laiho & Brandt, 2012; Scandura, 1997) have evidenced that mentoring is positively connected with organizational commitment and job satisfaction. Hence, to maintain workers' satisfaction, supervisors are encouraged to preserve a good relationship and recognise employees' needs (Locke, 1976). As proposed in the preceding section, the following hypotheses were advanced :

H_{1a}: Career mentoring is positively related to employees' satisfaction such as satisfaction in promotion, supervisor, coworkers and job itself.

H_{1b}: Psychosocial mentoring is positively related employees' satisfaction such as satisfaction in promotion, supervisor, coworkers and job itself.

Mentoring, Gender, and Job Satisfaction

Male supervisors are found to focus more on task roles, opinionated, aggressive, and unlikely to reveal information that are personal. They prefer to be the decision-maker and pass judgment on other people's views and thoughts. On the other hand, women are likely to take a different approach such as nurture, seek clarification, provides greater information and are more supportive. Furthermore, women are likely to avoid conflict by preferring to compromise and to discuss on the problems on hand. (Witherspoon, 1997). These dissimilarities between managers's gender resulted in female managers to stand out in contemporary organizations (Helgesen, 1990).

Interestingly, there are also some controversial researches which discovered that women supervisors were not so competitive, but on the other hand more understanding, eager to share power, to discuss conflicting opinions than the opposite gender (Burrell, Buzzanell & McMillan, 1992). On the other hand, Korabik, Baril, and Watson (1993) found that the differences in the management of male and female supervisors were only existed in female managers who are less experienced. These femate managers rated themselves as more considerate and compromising than the male managers (Busch, 1995).

In view of the fact that, most researches agreed that gender of the supervisor does make a difference towards mentoring, hence, the following hypotheses was developed.

H₂: Supervisor's gender will moderate the relationship between mentoring and employees' satisfaction such as satisfaction in promotion, supervisor, coworkers and the job itself.

Based on the above discussion, a research framework is proposed for further investigation.

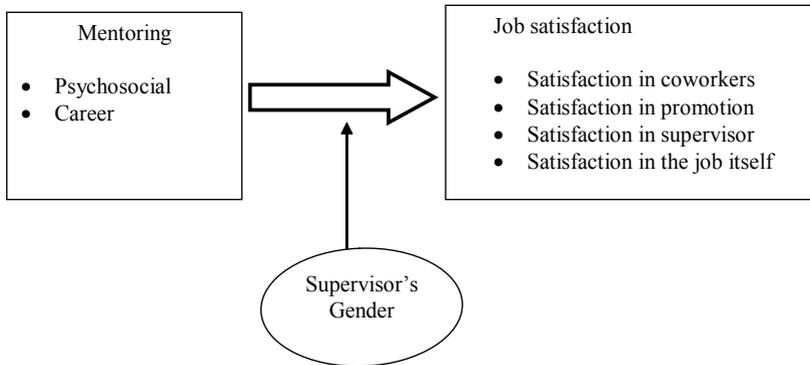


Figure 1. Research Framework

METHODOLOGY

In this study, 200 questionnaires were sent out to middle and lower level management of 21 selected small and medium enterprises in Sarawak, Malaysia. These firms were selected based on the non-probability sampling method, whereby employees in the selected small and medium enterprises have no chance to be chosen as sample subjects. This study employs a 7-point Likert scale from 1 (*strongly disagree*) to 7 (*strongly agree*). Existing items were used to gauge each of the key variables in the study. The questionnaire was developed in English and was divided into three sectors. In Section 1, it employed an 18 item scale adopted from Minnesota job satisfaction. A 7-point Likert scale (1 = never to 7 = always) was used to measure employees' job satisfaction. In measuring job satisfactions, the dimensions of job itself, promotion, supervisor and co-workers were utilized. The second section contains items to measure the degree of mentor's influence, consists of two dimensions namely psychosocial mentoring and career mentoring.

The last section of the questionnaire investigated demographic information of respondents.

Findings

Summary of Personal Profile of Respondents and Respondents' Supervisor is presented in Table 1.

Table 1. *Demographic Profile of Subordinates and Supervisors*

Demographic Variable	Category	Subordinate (N=165)	
		Frequency	Percentage
Age	21-30	95	60.9
	31-40	32	20.5
	Above 50	29	18.6
Gender	Male	61	39.1
	Female	95	60.9
Ethnicity	Malay	37	23.7
	Chinese	97	62.2
	Indian	9	5.8
	Others	13	8.3
Educational level	Year 12	19	12.2
	A Level	29	18.6
	Degree	97	62.2
	Master	11	7.1
Marital status	Single	90	57.7
	Married	66	42.3
Job tenure	< 1 year	21	13.5
	1-5 years	100	64.1
	> 5 years	35	22.4
Gender of supervisor	Male	69	44.2
	Female	87	55.8
Race of supervisor	Malay	36	23.1
	Chinese	114	73.1
	Indian	6	3.8
	Others	0	0
Job tenure of supervisor	< 1 year	21	13.5
	1-5 years	110	70.5
	> 5 years	25	16
Sector of industry	Industrial products	57	36.5
	Consumer products	85	54.5
	Constructions	14	9.0

A total of 156 responses from the 200 distributed questionnaires were returned, thus generating 78% rate of response. 39.1% were male respondents with 60.9% of the respondents were in the age category of 21-30, 20.5% (age category of 31-40), while 18.6% (category of above the age of 50). 57.7% of the respondents were single. The sample of this study consisted of Chinese (62.2%), Malays (23.7%), Indian (5.8%) and others (8.3%). A majority of respondents (69.3%) had tertiary education: specifically, bachelor degrees (62.2%) and masters (7.1%).

The eighteen items of job satisfaction were submitted to a varimax rotated principal component analysis. The KMO measures of sampling adequacy (.86) and the Bartlett's test of sphericity value ($\chi^2=2,532.56$, $p=.00$) signified statistical support. The eighteen items measured several job satisfaction components, namely satisfaction in supervisor, promotion, coworkers and job itself.

The analysis produced four significant factors that yielded eigenvalues greater than one, which accounted for 77.86 percent of the variance. The six items were loading highly on the first factor with eigenvalues of 8.23 accounting for 45.74 percent of variance. This factor was named as "job itself". This factor is then followed by the second factor known as "promotion with an eigenvalue of 2.75 and accounting for 15.29 percent of variance. The other two components were "supervisor" and "coworkers" which has eigenvalues of 1.72 and 1.31 respectively. Both accounted for 9.56 and 7.27 percent, respectively.

Table 2. Factor Analysis Result for Job Satisfaction

	Component			
	Job	Promotion	Supervisor	Co worker
12 Job				
Work processes are well organized where I work.	.922	.116	.150	.097
6 Where I work unnecessary procedures are kept to a minimum.	.898	.185	.161	.137
8 Co-operation between departments is good in this organization.	.868	.240	.114	.138
13 My job provides me with the opportunity to experience a real sense of personal accomplishment.	.865	.160	.147	.214

11	I receive the training I need to do my job effectively.	.863	.125	.199	.196
10	My job provides me with the opportunity to do challenging and interesting work.	.836	.113	.148	.230
1	Promotion It is clear to employees how to advance their careers in this organization.	.104	.882	.226	.181
17	The organization is fair and unbiased in its treatment of all employees.	.073	.845	.115	.206
4	My organization has a good recognition award scheme that rewards one off achievements.	.148	.787	.139	.009
2	I am fairly rewarded for the work do.	.212	.749	.323	-.038
3	All things considered, how satisfied are you with the opportunities to progress in this organization?	.311	.723	.263	.069
15	Supervisor Employees are encouraged to make suggestions to improve the way things are done around here.	.174	.262	.843	.121
16	Our leaders are working together effectively to make the organization successful.	.255	.192	.777	.028
14	My immediate manager inspires me to be my best.	.212	.368	.763	.132
18	The senior leaders within the organization inspire employees do their best.	.083	.184	.755	.405
5	Coworkers I receive effective coaching from colleagues to help me improve my performance.	.203	.150	.071	.817
9	I have the opportunity to socialize with other colleagues.	.226	-.011	.121	.791
7	There are opportunities to learn from the people I work with.	.215	.159	.230	.756
Eigen Values		8.233	2.752	1.721	1.308
Percentage variance explained (77.855)		45.741	15.286	9.559	7.269
Cronbach's Alpha		0.962	0.899	0.885	0.793

The eighteen items of mentoring were submitted to a varimax rotated principal component analysis. The KMO measures of sampling adequacy (.94) and the Bartlett’s test of sphericity value ($\chi^2=2780.67$; $p=.000$) signified statistical support. The eighteen items measured career mentoring and psychosocial mentoring. The analysis produced two significant factors that yielded eigenvalues greater than one, which accounted for 72.08 percent of the variance. The items loading highly on the first component was named “psychosocial mentoring”, with an eigenvalue of 9.92, accounting for 51.12 percent of variance in the data. The other factor named “career mentoring” with an eigenvalue 3.05 and explained 16.97 percent of variance in the data.

There was no item excluded from further analysis and the alpha value for the mentoring items was 0.95, which showed the extremely high internal consistencies and reliability. Table 3 presented the eighteen items and their factor loadings on each factor.

Table 3. Factor Analysis Result for Mentoring

		Component	
		1	2
1	Psychosocial		
	Shared personal experiences as an alternative perspective to your problems.	.926	.116
8	Kept you informed about what is going on at higher levels in the company or how external conditions are influencing the company.	.921	.105
6	Protected you from working with other managers before you knew about their likes/ dislikes, opinions or controversial topics and the nature of the political environment.	.900	.090
4	Given/recommended you for assignments that helped you meet new colleagues.	.877	.110
10	Conveyed empathy for the concerns and feelings you have discussed with him/her.	.876	.192
15	Encouraged you to prepare for advancement.	.857	.228
11	Encouraged you to talk openly about anxiety and fears that detract from your work.	.854	.185
18	Displayed attitudes and values similar to your own.	.853	.272
13	Discussed your questions or concerns regarding feelings of competence, commitment to advancement and work/family conflicts.	.837	.252

16	Encouraged you to try new ways of behaving on the job.	.834	.269
9	Respect for you as an individual.	.804	.226
3	Career		
	Given/recommended you for assignments that increased your contact with higher level managers.	.154	.911
2	Given/recommended you for assignments that required personal contact with managers in different parts of the company.	.098	.806
17	Served as a role model.	.330	.774
7	Gone out of his/her way to promote your career interest.	.079	.752
5	Helped you finish assignments/tasks or meet deadlines that otherwise would have been difficult to complete.	.243	.719
1	Given/recommended you for challenging assignments that present opportunities to learn new skills.	.040	.696
14	Shared history of his/her career with you.	.369	.517
Eigen Value		9.921	3.054
Percentage variance explained (72.084)		55.119	16.965
Cronbach's Alpha		0.973	0.882

The intercorrelations among the subscales were demonstrated in Table 4. It was noted that intercorrelations among the four dimensions of job satisfaction ranged from of .31 to .56 ($p < .01$), whereas, the intercorrelations for the subscales of mentoring ranged from .28 to .56 at the level of $p < .01$. The results from the analysis have confirmed acceptable levels of correlation.

Table 4. Correlation Analysis -Pearson Correlations Matrix

Constructs	Job itself	Satisfaction with co-worker	Satisfaction with supervisor	Satisfaction with promotion	Psychosocial Mentoring	Career Mentoring
1.Job itself						
2.Satisfaction in co-worker	.459**					
3.Satisfaction in supervisor	.440**	.422**				
4. Satisfaction in promotion	.411**	.306**	.563**			
5. Psychosocial Mentoring	.176*	.182*	.313**	.279**		
6.Career Mentoring	.298**	.461**	.489**	.559**	.418**	
No of item	6	3	4	5	11	7
Mean	4.092	4.675	4.083	4.299	3.745	3.81
Standard Deviation	0.0547	0.214	0.118	0.2387	0.0775	0.0786

** $p < 0.01$, * $p < 0.05$

In Table 5, Step 1 was significant for all dimensions ($p < .01$). Gender was found to have direct impact on co-worker and supervisor dimension of job satisfaction. In Step 3, only one dimension namely, co-worker was found to be incremental variance. This underlined that the effects of interaction of mentoring and gender do not have significant contribution in explaining most of the variation in job satisfaction.

DISCUSSION AND CONCLUSION

The works of Barnard (1938), Blau (1964), Mechanic (1962), and Weick (1969) asserted that the relationship between managers and followers symbolized a core foundation of power to apply influence in organisations. This implies that when a supervisor goes the extra mile to help a subordinate on a particular task, the subordinate should feel obligated to repay the good deed of the supervisor. Blau (1964) posited that social exchange theory can be applied in explaining the influence of leadership in terms of interactions of humans which is supported by the works of Hollander and Offermann (1990), whereby they certified the significance of social exchange or transaction over time that had been present in the relationship between the managers and followers, which include mutual influence and interpersonal perception. Furthermore, the capability of individuals in behaving are in harmony with their own distinctiveness and to summon a character in others could be possibly impacted by social context (Stryker, 1994).

The present study was conducted in small medium enterprises in Malaysia with two-fold objectives in mind. First was to investigate the relationships between the process of mentoring with employees' job satisfaction, second, to investigate if gender of mentors would moderate the relationship between mentoring and job satisfaction. In other words, this study attempts to shed light on the effect that gender can have on the mentoring process, whereby past studies could have miscalculated the influence of gender on mentoring process.

Interestingly, the results have demonstrated that career mentoring has a significant positive relationship with all dimensions in job satisfaction namely, co-workers, job itself, promotion and supervisors. As stated by past researchers, employees that undergo mentoring process will learn better than those who do not have mentors (Kram & Isabella,

1985; Ragins, Cotton, & Miller, 2000). The results are congruent with past studies whereby employees who are familiar with the fundamentals of the organizations are able to perform more convincingly and confidently due to the support that they receive from the organizations (Akarak, 2008; Chao, 1997; Kalichman, 2001; Chen et al., 2009; Phornprapha & Chansrichawla, 2007). In addition to that, it was evidenced that employees that are under the care of mentors report high promotion rate, earn better income and achieve higher job satisfaction than the others (Van Emmerik, 2008) and this in turn will result in higher firm performance (Levenson, Van der Stede, & Cohen, 2006). Surprisingly, psychosocial mentoring was not found to significantly affect any aspect of employees' job satisfaction. Psychosocial mentoring is known to be related to non-monetary reward, hence might not be seen as a crucial aspect of mentoring by the employees.

Gender was found to have moderated on only one aspect of job satisfaction namely, co-workers. The result is congruence with past studies on mentoring whereby the influence of gender have been producing conflicting results and thus these studies confirmed that the effect of gender on the mentoring process may be more complex than what it claims to be (Ortiz-Walters, Eddleston, & Simione, 2010; Ragins & Cotton, 1999). The result has indicated that gender of the mentor does not play a vital role in determining protégé's job satisfaction.

On the other hand, supervisor's gender was found to have a moderating effect between mentoring and one dimension of employees' job satisfaction, namely co-workers. This could be due to the fact that the connection between mentoring and job satisfaction, is often cited inconsistently in past studies as a source of influence in the supervisor-subordinate relationship. Perhaps, the need of a relationship between the gender of supervisors and job satisfaction affords limited backing for the argument that the guiding principles of management are not related to gender alone (Moncrief, Babakus, Cravens, & Johnston, 2000). Blickle et al. (2008) contended that mentoring is not just a downward process, but it is reciprocal relationship where protégés ought to be observant that their behaviour would influence the relationship of mentoring quality. Nonetheless, some researches insisted that gender still exerts an effect on interaction despite other dimensions being controlled (Kollock, Blumstein, & Schwartz, 1985).

Table 5. Regression analysis of job satisfaction and mentoring

Criterion Variables	Job Satisfaction											
	Co-Workers			Job Itself			Promotion			Supervisors		
	Beta (M.1)	Beta (M.2)	Beta (M.3)	Beta (M.1)	Beta (M.2)	Beta (M.3)	Beta (M.1)	Beta (M.2)	Beta (M.3)	Beta (M.1)	Beta (M.2)	Beta (M.3)
Predictor Variables Mentoring												
Career	0.466 (***)	0.458 (****)	-0.149	0.271 (**)	0.268 (**)	-0.136 (***)	0.536 (****)	0.540 (****)	0.425 (***)	0.433 (****)	0.422 (****)	0.149
Psychosocial	-0.12	0.013	0.112	0.063	0.076	0.305	0.055	0.040	0.372	0.132	0.170 (**)	0.319
Moderating Variable												
Supervisor's gender		-0.142	-0.903 (**)		-0.073	-0.391		0.088	0.306		-0.217 (**)	-0.439
Interaction Variable												
Career												
Mentoring X Supervisor's gender			1.085 (*)			-0.375			0.207			0.488
Psychosocial												
Mentoring X Supervisor's gender			-0.153			-0.721			-0.555			-0.243
R ²	0.212	0.232	0.267	0.092	0.097	0.112	0.314	0.322	0.332	0.253	0.299	0.306
Adjusted R ²	0.202	0.217	0.243	0.080	0.079	0.082	0.305	0.309	0.310	0.243	0.285	0.283
R ² change	0.212	0.020	0.035	0.092	0.005	0.015	0.314	0.008	0.010	0.253	0.046	0.007
F Change	20.609***	15.289***	10.937***	7.729***	5.444***	3.776**	35.086***	24.061***	14.925***	25.938***	21.622***	13.216***

Note: N=165; *p<.05, **p<.01, ***p<.001, R²=R² change for each step; Beta = Standardized beta coefficients.

Implications

This study indicates both theoretical and empirical research with regards to the process of mentoring process and job satisfaction among the employees in small and medium enterprises in Malaysia. Although mentoring is an important factor as a basic ingredient for employees' job satisfaction, there have been very few empirical researches on mentoring and job satisfaction in the Malaysian industry. Thus, this study's framework has allowed for a better understanding of how mentoring perceptions were formed and the mechanisms linking perceived mentoring power to employees' job satisfaction. The results have indicated that one of the best ways to hold on to employees and to increase with job efficiency is to acquire their loyalty and increase their job satisfaction.

Secondly, supervisors should improve on their use of personal power as the findings clearly indicate that managers are more often seen to use position power rather than personal power in the supervisor-subordinate relationship. Supervisors need to be equipped and trained to use personal power through continuous self-learning and cumulated job experience to mentor their subordinates. As noted by Rahim, Antonioni, and Psenicka (2001), as managers increase their personal power, it is likely to increase the job satisfaction of their employees.

Limitations

There are several limitations when considering the findings of this study. Firstly, this research is a cross-sectional in nature where the data was collected at a single point of time; hence the impact of causality cannot be determined. Secondly, the population of the sample and the research setting may have limited the generalizability of this study and thus may not reflect the same situation for other countries.

References

- Adler, R., Corson, D. (2003). Organizational commitment, employees, and performance. *Chartered Accountants Journal of New Zealand*, 82 (3), 31–33.
- Ahmad, K. Z., Raida, A. B. (2003). The association between training and organizational commitment among white-collar workers in Malaysia. *International Journal of Training and Development*, 7 (3), 166–185.

- Akarak, P. (2008). Effects of mentoring on intention to leave in Thai public accounting firms: Moderators of job efficiency, commitment, and performance. *Review of Business Research*. Retrieved May 19, 2009 from http://findarticles.com/p/articles/mi_6776/is_2_8/ai_n28552103.
- Allen, T. D., O'Brien, K. E. (2006). Formal mentoring programs and organizational attraction. *Human Resource Development Quarterly*, 17, 43–58.
- Ambrose, L. (1998). *A mentor's Companion*. Perrone-Ambrose Associates.
- Anderson, E. M., Lucasse, S. A. (1995). *Towards a conceptualization of mentoring: Issue of in mentoring*. London, Routledge: Open University.
- Argyris, C., Schon, D. A. (1996). *Organizational Learning: II. Theory, Method, and Practice*. MA: Addison-Wesley.
- Bahnjuk, M. H., Dobos, J., Hill, S. E. (1990). The impact of mentoring, collegial support, and information adequacy on career success. *Journal of Social Behavior and Personality*, 5, 488–507.
- Barnard, C. I. (1938). *The function of the executive*. Cambridge, MA: Harvard University Press.
- Bartlett, K. R. (2001). The relationship between training and organizational commitment: A study in the health care field. *Human Resource Development Quarterly*, 12 (4), 335–361.
- Beverly, K., Sharon, J. E. (2005). *Love Employees or Lose Employees: Getting Good People to Stay*. San Francisco: Berrett-Koehler Publishers, Inc, 117.
- Blau, P. M. (1964). *Exchange and power in social life*. New York, NY: Wiley.
- Blickle, G., Schneider, P. B., Perrewe, P. L., Blass, F. R., Ferris, G. R. (2008). The roles of self-disclosure, modesty, and self-monitoring in the mentoring relationship. A longitudinal multi-source investigation. *Career Development International*, 13 (3), 224–240.
- Branch, S. (1999). *The 100 Best Companies to Work for in America*. *Fortune*, 139, 118–130.
- Burdett, J. O. (1998). Forty things every manager should know about coaching. *Journal of Management Development*, 17 (2), 142–152.
- Burrell, N. A., Buzzanell, P. M., McMillan, J. (1992). Feminine tensions in conflict situations as revealed by metaphoric analyses. *Management Communication Quarterly*, 6, 115–149.
- Busch, T. (1995). Gender differences in self-efficacy and attitudes toward computers. *Journal of Educational Computing Research*, 12 (2), 147–158.
- Chao, G. T. (1997). Mentoring phases and outcomes. *Journal of Vocational Behavior*, 51, 15–28.
- Chao, G. T., Walz, P. M., Gardner, P. D. (1992). Formal and informal mentorship: A comparison on mentoring functions and contrast with non-mentored counterparts. *Personnel Psychology*, 45, 619–636.

- Chatman, J. (1991). Matching people and organizations: Selection and socialization in public accounting firms. *Administrative Science Quarterly*, 36, 459–484.
- Chen, Z., Eisenberger, R., Johnson, K., Sucharski, I., Aselage, J. (2009). Perceived organizational support and extra-role performance: Which leads to which? *Journal of Social Psychology*, 149 (1), 119–124.
- Chen, J. C., Silverthorne, C. (2008). The impact of locus of control on job stress, job performance and job satisfaction in Taiwan. *Leadership & Organization Development Journal*, 29 (7), 572–582.
- Clutterbuck, D., Megginson, D. (1999). Mentoring executives and directors. *The Coach and Mentoring Network*. Retrieved January 17, 2008 from [.](http://www.coachingnetwork.org.uk/resourcecentre/Bookshop/BookShop.asp?filter=mentoring)
- Currie, L. (1998, February). *Managing International Assignments: Trends and Issues*. Paper presented to IPD International Forum Networking Meeting, London.
- Dawley, D. D., Andrews, M. C., Bucklew, N. S. (2010). Enhancing the ties that bind: Mentoring as a moderator. *Career Development International*, 15 (3), 259–278.
- Ellinger, A. D., Hamlin, R. G., Beattie, R. S. (2008). Behavioral indicators of ineffective managerial coaching: A cross-national study. *Journal of European Industrial Training*, 32 (4), 240–257.
- Ensher, E. A., Thomas, C., Murphy, S. E. (2001). Comparison of traditional, step-ahead, and peer mentoring on protégé's support, satisfaction, and perceptions of career success: A social exchange perspective. *Journal of Business and Psychology*, 15 (3), 419–438.
- Ferris, G. R., Judge, T. A., Rowland, K. M., Fitzgibbons, D. E. (1994). Subordinate influence and performance evaluation process: Test of a model. *Organizational Behavior and Human Decision Process*, 58, 101–135.
- Hansman, C. A. (2002). *Critical Perspectives on Mentoring: Trends and Issues* (Information Series No. 388). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.
- Helgesen, S. (1990). *The female advantage: Women's ways of leadership*. New York: Doubleday.
- Herscovitch, L., Meyer, J. P. (2002). Commitment to organizational change: Extension of a three-component model. *Journal of Applied Psychology*, 87, 474–487.
- Hollander, E. P., Offermann, L. R. (1990). Power and leadership in organizations. *American Psychologist*, 45, 179–189.
- Hosmer, L. T. (1995). Trust: the connection link between organizational theory and philosophical ethnics. *The Academy of Management Review*, 20, 379–403.
- Irving, S. E., Moore, W. D., Hamilton, R. J. (2003). Mentoring for high ability school students. *Education and Training*, 45 (2), 100–109.

- Iverson, R. D., Buttigieg, D. M. (1999). Affective, normative, and continuance commitment: can the 'right kind' of commitment be managed? *Journal of Management Studies*, 36 (3), 307.
- Jacobi, M. (1991). Mentoring and academic undergraduate success: A literature review. *Review of Educational Research*, 61 (4), 505–532.
- Jennings, E. E. (1976). *The Mobile Managers*. New York: McGraw-Hill.
- Kalichman, M. (2001). *Mentoring*. Retrieved April 29, 2008 from <http://findarticles.com>.
- Kanter, R. M. (1974). Intimate Oppression. *Sociological Quarterly*, 15, 302–314.
- Kelly, M. J. (2001). Management mentoring in a social service organization. *Administration in Social Work*, 25 (1), 17–33.
- Knippenberg, B. V., Steensma, H. (2003). Future interaction expectation and the use of soft and hard influence tactics. *Applied Psychology: An International Review*, 52, 55–67.
- Kollock, P., Blumstein, P., Schwartz, P. (1985). Sex and power in interaction: Conversational privileges and duties. *American Sociological Review*, 50, 34–46.
- Korabik, K. (1997). Applied gender issues. In S. W. Sadava, D. R. McCreary (Eds.), *Applied Social Psychology*. New York: Prentice Hall.
- Korabik, K., Baril, G., Watson, C. (1993). Managers' conflict management style and leadership effectiveness: The moderating effects of gender. *Sex Roles*, 29, 405–418.
- Kram, K. E. (1985). Improving the Mentoring Process. *Training and Development*, 39, 40–43.
- Kram, K. E., Isabella, L. (1985). Mentoring alternatives: The role of peer relationships in career development. *Academy of Management Journal*, 28, 110–132.
- Laiho, M., Brandt, T. (2012). Views of HR specialists on formal mentoring: current situation and prospects for the future. *Career Development International*, 17 (5), 435–457.
- Lankau, M. J., Scandura, T. A. (2002). An investigation of personal learning in mentoring relationships: Content, antecedents, and consequences. *Academy of Management Journal*, 45, 779–790.
- Lefkowitz, J. (1994). Sex-related differences in job attitudes and dispositional variables: Now you see them. *Academy of Management Journal*, 37 (2), 323–349.
- Levenson, A. R., Van der Stede, W. A., Cohen, S. G. (2006). Measuring the relationship between managerial competencies and performance. *Journal of Management*, 32 (3), 360–380.
- Liden, R. C., Sparrowe, R. T., Wayne, S. J. (1997). Leader member exchange theory: The past and potential for the future. In G. R. Ferris (Ed.), *Research in Personnel and Human Resource Management*, 15, 47–119. Greenwich, CT: JAI Press.

- Locke, E. A. (1969). What is Job Satisfaction. *Organizational Behaviour and Human Performance*, 4, 309-336.
- Locke, E. A. (1976). *The Nature and Causes of Job Satisfaction*. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (p. 1297-1350). Chicago: Rand McNally.
- Mechanic, D. (1962). Sources of power of lower participants in complex organizations. *Administrative Science Quarterly*, 7, 349-364.
- Moncrief, W. C., Babakus, E., Cravens, D. W., Johnston, M. W. (2000). Examining gender differences in field sales organizations. *Journal of Business Research*, 49, 245-257.
- Okurame, D. E. (2008). Effects of protégé-mentor gender mix on organizational commitment. *Journal of International Woman Studies*, 22 (5), 418-427.
- Orpen, C. (1994). The effects of exchange ideology on the relationship between perceived organizational support and job performance. *The Journal of Social Psychology*, 134 (3), 407.
- Ortiz-Walters, R., Eddleston, K. A., Simione, K. (2010). Satisfaction with mentoring relationships: does gender identify matter? *Career Development International*, 15 (2), 100-120.
- Ortiz-Walters, R., Gilson, L. L. (2005). Mentoring in academia: An examination of the experiences of protégés of color. *Journal of Vocational Behavior*, 67 (3), 459-475.
- Peterson, J. L. (2005). Mentoring: Leadership as a subversive activity. *The Washington Library Association Journal*, 21, 3.
- Phillips, K. W. (2003). The effects of categorically based expectations on minority influence: The importance of congruence. *Personality and Social Psychology Bulletin*, 29, 3-13.
- Phornprapha, S., Chansrichawla, S. (2007). Leadership-supported mentoring: The key to enhancing organizational commitment and retaining newcomers. *International Journal of Management and Decision Making*, 8(2/3/4), 394-425.
- Ragins, B. R. (1997). Diversified mentoring relationships in organizations. *Academy of Management Review*, 22 (2), 482-521.
- Ragins, B. R. (1999). *Gender and Mentoring Relationships: A Review and Research Agenda for the Next Decade*. In G. N. Powell (Ed.), *Handbook of Gender and Work* (p. 347-369). Sage, Thousand Oaks, CA.
- Ragins, B. R., Cotton, J. L. (1999). Mentor functions and outcomes: a comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology*, 84 (4), 529-50.
- Ragins, B. R., Cotton, J. L., Miller, J. S. (2000). Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *Academy of Management Journal*, 43 (6), 1177-1194.
- Rahim, M. A., Antonioni, D., Psenicka, C. (2001). A structural model of leaders' power: Subordinates' style of handling conflict and job performance. *International Journal of Conflict Management*, 12, 191-211.

- Ridgeway, C. L. (1992). *Gender, Interaction, and Inequality*. New York: Springer-Verlag.
- Scandura, T. A. (1992). Mentoring and career mobility: An empirical investigation. *Journal of Organizational Behavior, 13*, 169–174.
- Scandura, T. A. (1997). Mentoring and organizational justice: An empirical investigation. *Journal of Vocational Behavior, 51*, 58–69.
- Scandura, T. A. (1998). Dysfunctional mentoring relationships and outcomes. *Journal of Management, 24*, 449–467.
- Schoorman, E. D., Mayer, R. C., Davis, J. H. (1996). Organizational trust: Philosophical perspectives and conceptual definitions. *The Academy of Management Review, 21*, 337–340.
- Seibert, S. (1999). The effectiveness of facilitated mentoring: A longitudinal quasi-experiment. *Journal of Vocational Behavior, 54*, 483–502.
- Simmonds, D., Zammit Lupi, A. M. (2010). The matching process in e-mentoring: A case study in luxury hotels. *Journal of European Industrial Training, 34* (4), 300–316.
- Stryker, S. (1994). Freedom and constraint in social and personal life: Toward resolving the paradox of self. In G. M. Platt, C. Gordon (Eds.), *Self, Collective Behavior, and Society: Essays Honoring the Contributions of Ralph H. Turner* (p. 119–138). Greenwich, CT: JAI.
- Ting, Y. (1997). Determinants of job satisfaction of federal government employees. *Public Personnel Management, 26* (3), 313–334.
- Van Emmerik, I. J. H. (2008). It is not only mentoring: The combined influences of individual-level and team-level support on job performance. *Career Development International, 13* (7), 575–593.
- Varney, J. (2009). *Humanistic Mentoring: Nurturing the Person Within*. Retrieved September 2, 2009 from http://findarticles.com/p/articles/mi_qa4009/is_200904/ai_n31513000/.
- Venkatesh, R., Kohli, A. K., Zaltman, G. (1995). Influence strategies in buying centers. *Journal of Marketing, 4*, 71–82.
- Wayne, S. J., Liden, R. C. (1994). Developing leader-member exchange: The influence of gender and ingratiation. *American Behavioral Scientist, 37*, 697–714.
- Weick, K. E. (1969). *The Social Psychology of Organizing*. Readings, MA: Addison-Wesley.
- Wilson, J. A., Elman, N. S. (1990). Organizational benefits of mentoring. *Academy of Management Executive, 4*, 88–94.
- Witherspoon, P. D. (1997). *Communicating Leadership: An Organizational Perspective*. Needham, Massachusetts: Allyn & Bacon.
- Yukl, G. A. (2010). *Leadership in Organizations*. Upper Saddle River, NJ: Prentice-Hall.
- Zey, M. G. (1984). *The mentor connection*. Homewood, IL: Irwin.

MENTORYSTĖ IR PASITENKINIMAS DARBU: MAŽŲ IR VIDUTINIŲ ĮMONIŲ MALAIZIJOJE TYRIMAS

May-Chiun Lo¹, T. Ramayah², Lim Chin Kui³

^{1,3}Malaizijos Sarawak universitetas, ²Malaizijos Sains universitetas, Malaizija

Santrauka. Įvadas. Mentorystė padeda suformuoti santykius tarp vadovų ir pavaldinių. Ankstesni tyrimai atskleidė, kad pasitenkinimas darbu svarbus tiek darbuotojams, tiek organizacijai. Šiame tyrime analizuojama mentorystė ir pasitenkinimas darbu Malaizijoje. **Metodai ir rezultatai.** Tyrimo tikslas – empiriškai ištirti ir patvirtinti mentorystės sampratą, sudarytą iš dviejų dimensijų: karjeros ir psichosocialinės funkcijų, taip pat, kaip profesinės veiklos stebėtojo lytis susijusi mentoryste ir pasitenkinimu darbu. Duomenys šiam tyrimui buvo rinkti naudojant apklausos metodą – struktūruotą klausimyną. Apklausti 156 vadovaujančias pareigas užimantys darbuotojai, dirbantys mažose ir vidutinėse Malaizijos įmonėse Saravako mieste. **Išvados.** Rezultatai atskleidžia reikšmingą teigiamą ryšį tarp mentorystės ir pasitenkinimo darbu. Todėl prielaida iš dalies patvirtinta. Vadovo lytis turi tiesioginį poveikį pavaldinių pasitenkinimui darbu. Straipsnyje pateikiamos rezultatų taikymo galimybės, galimi tyrimo ribotumai ir ateities tyrimų kryptys.

Pagrindiniai žodžiai: pasitenkinimas darbu, mentorystė, Malaizija, vadovai, lytis.

Received: 10 January, 2013

Accepted: 7 October, 2013