



## THE BRIGHT AND DARK SIDES OF MENTORING: A MEDIATED MODEL OF PSYCHOLOGICAL EMPOWERMENT AND EMPLOYEE ENGAGEMENT ON EMPLOYEE DEVELOPMENT

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### ABSTRACT

This paper emphasizes understanding how positive and negative mentoring affects job satisfaction and employee burnout, the mediating influence of employee engagement and psychological empowerment. Moreover, a quantitative method for data collection, cross-sectional research design was adopted and data were collected on 370 employees employed in various organizational environments using a structured questionnaire. The analysis of the relationships between the study variables was done using PLS-SEM. The results highlight that employee outcomes are significantly affected by mentoring, with positive mentoring improving job satisfaction and decreasing burnout, and negative mentoring leading to negative outcomes. Additionally, psychological empowerment and employee engagement were also identified as influential mediating variables in such relationships. The research paper brings out the dualism in mentoring, such as positive and negative practices and underscores its significance as a strategic organisational instrument.

**KEYWORDS :** Mentoring, Positive and Negative Mentoring, Job satisfaction, employee burnout, psychological empowerment and employee engagement.

### INTRODUCTION

Mentoring plays a vital part in unlocking the individual potential of professionals across diverse fields; however, its efficiency depends on well-defined goals, structured approaches, and supportive organizational practices—(Hryshchenko et al., 2025). Mentoring is a valuable tool for achieving organizational goals by increasing employee motivation, performance, engagement, and overall efficiency—(Baran & Zarzycki, 2021). It helps in promoting the organizational norms and values, and inspires a culture of learning, knowledge sharing, and professional growth. Also, mentoring can support in the factor growth of high-potential staff and studies have identified it as one of the human capital development mechanisms (Baran & Zarzycki, 2021; Afandi, 2021; Jalal & Anshori, 2023). Mentoring relationships in the workplace broaden career opportunities, professional networks, and result in better employee engagement, job satisfaction, and greater levels of flexibility and well-being—(Jennerdene et al., 2023). Consequently, mentoring programs offer the necessary guidance and support, which allow employees to acquire job-related skills and achieve their potential (Jalal & Anshori, 2023). They improve workforce quality, productivity, and performance, while promoting job satisfaction and an optimistic work environment. Overall, mentoring supports organisational development and culture of continuous growth. By adopting a deliberate, technology-driven mentoring to employee growth, organisations can increase retention, reduced stress in work and encourage a strong and driven workers to accomplish long-term organisational goals (Blaique et al., 2023; Erfan & Bakri, 2025). In contrast, the contemporary workplace is recently exemplified by increasing concerns around employee well-being, burnout, and engagement, driven by evolving work structures such as high job demands, hybrid work culture, and talent retention pressures (Arya et al., 2025). Recent studies highlight that employee well-being is an important part of sustaining engagement and organizational performance—(Bai, 2025). However, mentoring has emerged as a strategic intervention that supports employee development, strengthening workplace engagement and improving adaptive performance through psychological support and knowledge sharing—(Zeng et al., 2020). Empirical evidence further indicates that mentoring can reduce burnout and increase work engagement, mostly in resource-constrained and high-stress environments (Rutherford et al., 2025). Therefore, mentoring plays an essential role in addressing modern challenges of the organizations by linking employee well-being with retention and performance outcomes.

Broadly, mentoring can be recognized as a continuous progression of interaction in which individuals share knowledge and experiences within a relationship to backing personal growth and capacity development (Riforgiate et al., 2025). Therefore, a positive mentor-mentee relationship is important for continuing work-life balance and achieving career goals—(Sarabipour et al., 2022). Previous studies have emphasized that positive mentoring plays a critical role in emerging a supportive and productive employees while enabling the effective implementation of a mentoring program within organisation (Tewari & Sharma, 2014; Andrew et al., 2025). Evidence further suggests that positive mentoring increases mentees' skill development and professional growth (Khojah & Asif, 2020; Xu et al., 2021). Additionally, it benefits mentors by expanding their knowledge and providing inspiration through active engagement in the mentoring process (Xu et al., 2021). Positive mentoring enhances employee and development through career-related and psychological support, enhances employee learning, performance, career success and improves work attitude and reduces work stress-related outcomes (Eby & Robertson, 2020). Alternatively, it is essential to mention that negative mentoring involvements may be seen as problematic in the context of a generally positive relationship and do not always imply that the relationship is negative and harmful (Limeri et al., 2019). Otherwise, over time, when mentees and mentors start redefining their job roles, negative emotional state may appear due to instable prospects and the understanding that precise professional requirements may no longer be completely encountered (Riforgiate et al., 2025). Negative mentoring experiences are conceptually different from positive experiences and do not merely indicate the lack of positive mentoring; one needs to remember that positive mentoring involves career-related support and psychological support (Eby et al., 2004; Riforgiate et al., 2025).

Employee development directly drives job satisfaction by increasing engagement, fostering skills, and providing career growth (Budiadi et al., 2024). Effective strategies include on-the-job training, mentorship, and personalized development plans that align with employees' goals. One of the most important features of human resource management is job satisfaction, which directly affects employee productivity and retention (Azzahra & Arfian, 2024). Job satisfaction is well-defined as the degree of satisfaction employees experience regarding their work roles, workplace atmosphere, and professional growth (Kiran & Santhiya, 2025). It includes many factors like salary, work-life balance, career growth,

personal relations, and organizational values. Research proposes that mentoring relations are related with job satisfaction, success in career, organizational obligation and other reimbursements such as reduced stress (Illies & Reiter-Palmon, 2020). Instead, Employee development and burnout management must be integrated, as high-potential employees can still feel exhausted —(Gabriel & Aguinis, 2022). Effective strategies include aligning individual growth with manageable workloads, which helps to promote autonomy, contribute to a clear career, communicative culture, and foster supportive work practices. Burnout refers to the workplace fatigue due to long-term stress, which results in poor performance and mental and physical exhaustion —(Santhanam & Srinivas, 2020). Burnout occurs in employees due to chronic job stressors (Kumareswaran, 2023). Job burnout is a long-standing adaptive reaction to recurrent emotional and relational workloads and is marked by feelings of emotional fatigue, depersonalization, and decreasing personal achievement (Bai et al., 2023; Kumareswaran, 2023). To minimize job burnout and enhance employee engagement, a number of HR management methods and practices have been suggested (Idrus, 2023).

A empirical study revealed that employee engagement encourages the development of employees (Kwon et al., 2024). Employee engagement enhances employee morale and instills a sense of motivation and loyalty in employees (Kinnary et al., 2023). Once again, employee engagement can be enhanced when organizations actively invest in the knowledge-sharing process and allow their workers to make knowledgeable choices to enable them to grow as alleged leaders —(Harshani, 2025). Moreover, employee engagement improved job satisfaction, improved performance and reduced turnover rate (Rasool et al., 2025).

Psychological empowerment analyses is an essential motivation habit that occurs in four attributes that indicate how people are oriented to their job role and its fit to work requirements (Kong et al., 2016; Kundu et al., 2019; Pacheco & Coello-Montecel, 2023). They are meaning, competence, self-determination, and impact (Pacheco & Coello-Montecel, 2023). The meaning measures the benefit and significance attached to work. Competence entails self-confidence in the ability to execute tasks in the workplace. Self-determination is associated with the perception of autonomy and independence in functioning tasks in the work. Lastly, the impact is measured as the belief that the work matters and has an effect on other people in the organization.

In spite of the recognized importance of mentoring in increasing employee performance and well-being, organizations need to continue to face challenges associated with declining job satisfaction and increasing burnout due to evolving work demands (Abousaeidi et al., 2026; Arya et al., 2025; Bai et al., 2023). Regardless of the fact that mentoring is a strategic intervention, its two aspects, positive and negative, have not been studied in depth to determine their impact on employee outcomes (Eby et al., 2004; Rutherford et al., 2025). Furthermore, there is an absence of focus on the psychological process by which mentoring has an effect on job satisfaction and burnout (Rutherford et al., 2025; Zeng et al., 2020). Existing research largely concentrate on the positive outcomes of mentoring, overlooking the simultaneous impact of negative mentoring practices (Eby et al., 2004; Limeri et al., 2019). Also, the empirical studies on the mediating impact of employee engagement and psychological empowerment in the mentoring-job satisfaction-burnout relationship are scarce (Kong et al., 2016; Kwon et al., 2024). Moreover, the mediating role of psychological empowerment remains not studied accurately; it is essential to understand how psychological empowerment affects employee development to boost job satisfaction and reduce employee burnout. To address these gaps, this study aims to understand the

influence of positive and negative mentoring on job satisfaction and employee burnout. Moreover, to examine the mediating role of psychological empowerment on the impact of mentoring on job satisfaction and employee burnout. Furthermore, to examine the mediating role of employee engagement on the influence of mentoring on job satisfaction with employee burnout.

The rest of the article is structured as follows. The next sections present the conceptual framework and supporting hypotheses for the study. Also, the research methodology, which describes the research design, study population, research instrument and data analysis, has been explained, followed by the statistical analysis of the empirical results of the study. Finally, conclusions, limitations, and future study have been discussed.

## **HYPOTHESES DEVELOPMENT AND CONCEPTUAL FRAMEWORK**

A positive and significant association was established among internal job satisfaction and career development mentoring function (Leblebici & İşcan, 2022). In an organization, employees actively taking part in mentoring association practices were significantly to state burnout-related issues, in comparison to the other workers who were not actively taking part in mentoring management practices (Cavanaugh et al., 2022). Previous studies on mentoring have initiated the relationship between mentoring management and work or career-related outcomes such as career satisfaction and job performance (Pan et al., 2011; Cavanaugh et al., 2022). Thereby, the hypothesis was formulated to test that in the present scenario.

### ***H1a: Positive mentoring enhances job satisfaction and reduces employee burnout.***

Research proposes that the practice of negative mentoring may result in consequences like reductions in job satisfaction rate, career development, and turnover intentions, among other associated effects (Illies & Reiter-Palmon, 2020). Another study found that in organizations, the mentors' negative mentoring involvement positively and significantly exaggerated emotional collapse; however, this was moderated by mentors' prosocial incentive (He et al., 2025). Further, it is observed that emotional collapse mediated the association between mentors' negative mentoring involvement, involvement, work-life balance and provisionally, the mentor's motivation still controls this mediating procedure. Thus, the hypothesis was formulated to test that in the present scenario.

### ***H1b: Negative mentoring leads to job dissatisfaction and increased employee burnout.***

A study exhibited that psychological empowerment partly mediated the association among digital competencies and job performance (Pacheco & Coello-Montecel, 2023). Psychological empowerment also influences the job roles, in addition to the job performance of workers (Kong et al., 2016). Thus, the hypothesis was formulated to test that in the present scenario.

### ***H2: Psychological empowerment has a mediating role in the impact of mentoring on job satisfaction and employee burnout.***

Flexible work arrangements, when applied considerately, can improve employee engagement and efficiency by permitting employees to revise their plans to better fit their lifestyles (Arya et al., 2025). Employee engagement in the development process is indispensable as they are the key components in their work environment; they can suggest recommendations for development (Kumareswaran, 2023). Thus, the hypothesis was formulated to test that in the present scenario.

### ***H3: Employee engagement has a mediating role in the***

### impact of mentoring on job satisfaction and employee burnout.

Based on the above-mentioned hypotheses, the conceptual model was developed for the study, showing the associations between study variables as presented in Figure 1. Mentoring (positive and negative) served as the independent variable, while psychological empowerment and employee engagement acted as mediators. Moreover, employee development, including job satisfaction and employee burnout, is the dependent variable of the study.

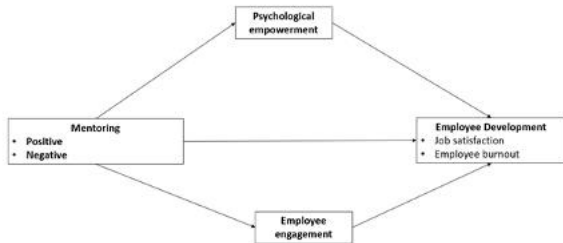


Figure 1. Conceptual Model

### RESEARCH METHODOLOGY

This study was approved with a positivist research philosophy with a deductive research approach to examine the influence of mentoring on employee development. A quantitative method and cross-sectional design were employed, incorporating the mediating roles of psychological empowerment and employee engagement. Moreover, a structured survey-based approach was adopted to gather standardized data from employees working across diverse organizational settings. This design was considered appropriate to test hypotheses and provide empirical evidence of the relationship among the study variables, as demonstrated in the conceptual model (Figure 1).

The study population comprised 370 employees drawn from private, public, multinational (MNC) and non-profit organizations, representing diverse demographic circumstances. A non-probability purposive sampling technique was employed, selecting only those currently engaged in a workplace mentoring relationship, equally positive and negative, thereby ensuring relevant and informed responses.

Data were collected through a structured questionnaire consisting of six sections that addressed both demographic and study variables. The first section included information on gender, age, education, designation, work experience, organizational tenure, and nature of organization. mentoring practices were measured through two sub-dimensions, such as positive and negative mentoring, comprising 11 items adopted from Castro & Scandura (2004) and Ilies & Reiter-Palmon (2020), respectively. Psychological empowerment was assessed using five items drawn from Spreitzer (1995), encompassing meaning, competence, self-determination, and impact. Additionally, employee engagement was measured with all nine items, implemented from Schaufeli et al. (2006). Employee development was operational through two outcomes, such as job satisfaction, assessed using five items, and employee burnout, which was measured with six items (Van Emmerik, 2004). All items were evaluated through the five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), with the exception of employee engagement items, which were rated from 1 = Never to 5 = Always. The survey was administrated electronically via emails and online messages or any other institutional avenues among the participating organisations.

The use of PLS-SEM via SmartPLS version 3.3.3 was based on its appropriateness in analysing complex models that are of interest in prediction with mediation effects. The analysis was done in two steps, including measurement model and

structural model evaluation. Composite Reliability (CR), Average Variance Extracted (AVE), HTMT ratio and Fornell-Larcker criterion were used to assess reliability and validity. This model was verified through bootstrapping of 5000 resamples to identify direct and indirect effects, with the significance level of  $p < 0.05$ . SRMR and  $R^2$  were used to measure model fit to assess the overall explanatory power of the model (Hair et al., 2014).

### Results of the study

#### Sample Characteristics

The socio-demographic profile of the 370 participants is offered in Table 1, demonstrating their distribution across age, education, job level, work experience, and organizational type. The results indicate that the majority of participants were male (54.3%), while the rest of them (45.7%) were female employees (Figure 2). Respondents' age ranged from 21 years to more than 50 years, with the largest group falling in the 21-30 age group (36.2%), followed by those aged 31-40 years (31.6%). In terms of education, the majority held a bachelor's degree (43.5%) or a master's degree (32.2%). Regarding job level, middle-level employees formed the largest group (34.1%), followed by entry-level employees (24.1%), senior-level employees (20.8%) and only 13% held managerial level. In terms of work experience, 36.3% had 15-20 years of experience, whereas 32.2% had only 2-5 years of experience, demonstrating a predominantly experienced sample overall. Furthermore, the employees had been working in their present organizations for 1-2 years (25.1%) or 2-5 years (26.8%). The majority were working in private sector organizations (43.0%).

Table 1: Demographic characteristics of the employees

| Demographics                                      | Frequency | Percent |
|---------------------------------------------------|-----------|---------|
| <b>Gender</b>                                     |           |         |
| Male                                              | 201       | 54.3    |
| Female                                            | 169       | 45.7    |
| <b>Age (years)</b>                                |           |         |
| 21-30                                             | 134       | 36.2    |
| 31-40                                             | 117       | 31.6    |
| 41-50                                             | 53        | 14.3    |
| > 50 years                                        | 66        | 17.8    |
| <b>Education</b>                                  |           |         |
| Diploma                                           | 48        | 13.0    |
| Bachelor's degree                                 | 161       | 43.5    |
| Master's Degree                                   | 119       | 32.2    |
| Doctorate                                         | 42        | 11.4    |
| <b>Position held in the current organization</b>  |           |         |
| Entry-level                                       | 89        | 24.1    |
| Middle-level                                      | 126       | 34.1    |
| Senior-level                                      | 77        | 20.8    |
| Managerial / Leadership                           | 48        | 13.0    |
| Other                                             | 30        | 8.1     |
| <b>Total Work Experience (years)</b>              |           |         |
| 1-2                                               | 77        | 20.8    |
| 2-5                                               | 119       | 32.2    |
| 5-10                                              | 82        | 22.2    |
| 11-20                                             | 52        | 14.1    |
| More than 20                                      | 40        | 10.8    |
| <b>Tenure in the current organization (years)</b> |           |         |
| 1-2                                               | 93        | 25.1    |
| 2-5                                               | 99        | 26.8    |
| 5-10                                              | 86        | 23.2    |
| 11-20                                             | 53        | 14.3    |
| More than 20                                      | 39        | 10.5    |
| <b>Nature of Organization</b>                     |           |         |
| Public Sector                                     | 73        | 19.7    |
| Private Sector                                    | 159       | 43.0    |
| Multinational Corporation                         | 88        | 23.8    |
| Non-profit / NGO                                  | 50        | 13.5    |

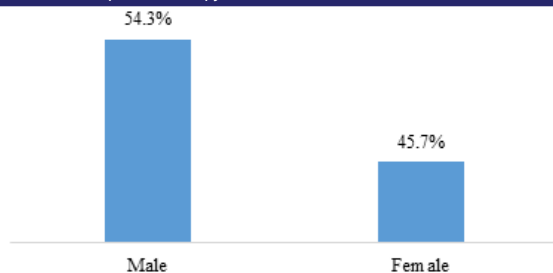


Figure2. The gender distribution of the employees

### Structural Equation Modelling

Validity and reliability tests were done to determine the quality of the measurement model. Cronbach's Alpha and Composite Reliability were used to examine the internal consistency of latent variables (Table A1). All the values were above the threshold of 0.7 that attests to the reliability of the model. Further, convergent validity was assessed with the help of AVE. All the constructs had the AVE value above 0.5, which means that the construct explained more than 50% of the variance in its indicators.

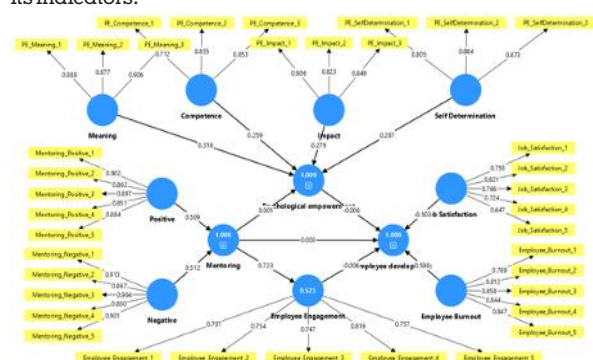


Figure3. Measurement Model

In this study, the Heterotrait-Monotrait Ratio (HTMT) and Fornell-Larcker Criterion were performed to assess the validity of discriminant (Hair & Alamer, 2022). The HTMT values for most of the construct pairs were found to be at the recommended threshold of 0.850 (Table A2), confirming adequate discriminant validity. Moreover, the Fornell-Larcker criterion was performed (Table A3), whereby the diagonal AVE square root values were greater than the correlations with all other constructs, further establishing that each construct was sufficiently distinct from the others.

In this study, the structural model has been analyze using the goodness of fit of the model, the coefficient of determination and predictive relevance. The standardization root mean square (SRMR) was used to estimate the goodness of fit. The estimated SRMR value of 0.071 was found to be within the required threshold, demonstrating that the proposed model had a good fit (Table A4). In addition to this,  $R^2$  values are significant in PLS-SEM to understand the explanatory power of the model, since they reflect the extent to which the endogenous constructs are explained by the exogenous constructs. In this study, that value of  $R^2$  in respect to employee engagement was 0.023, which showed that the predictor variables explained 52.3% of its variance (Table A5). These values indicate that the factors studied were sufficiently explained by their antecedents; therefore, it can be considered satisfactory.

### Hypotheses Testing

The structural model of the study was observed by using the bootstrapping technique. In this method, the resampling method is conducted in which numerous subsamples, like 5000, are obtained from the original data (Hair & Alamer, 2022). The findings of direct and indirect structural relationship among the study variables are provided in Table

2 (Figure 4).

The direct relationship showed that there is a statistically positive and significant impact of mentoring on employee engagement ( $t = 16.001$ ;  $p < 0.05$ ) and psychological empowerment ( $t = 14.531$ ;  $p < 0.05$ ). These results indicated that *H1a: Positive mentoring enhances job satisfaction and reduces employee burnout*, and *H1b: Negative mentoring leads to job dissatisfaction and increased employee burnout* are accepted as mentoring indeed has a significant and positive impact on employee development.

Besides, employee engagement significantly influences employee development ( $t = 2.222$ ;  $p < 0.05$ ), which proves that *H3: Employee engagement has a mediating role in the impact of mentoring on job satisfaction and employee burnout*, is accepted. In addition, psychological empowerment significantly effects employee development ( $t = 2.143$ ;  $p < 0.05$ ), which proves that *H2: Psychological empowerment has a mediating role in the impact of mentoring on job satisfaction and employee burnout*, is accepted.

However, the direct relationship of SEM findings revealed that mentoring has a significant and positive influence on employee development ( $t = 1.682$ ,  $p < 0.05$ ). Therefore, the hypotheses, H1a and H1b, are accepted. Furthermore, mentoring has an indirect effect on employee development ( $t = 2.294$ ;  $p < 0.05$ ). Therefore, hypotheses of the study, H2 and H3, are accepted. Again, specific indirect effects showed that mentoring significantly influences employee development through employee engagement ( $t = 2.177$ ;  $p < 0.05$ ) and psychological empowerment ( $t = 2.073$ ;  $p < 0.05$ ). Therefore, the hypotheses related to mediation effects are accepted.

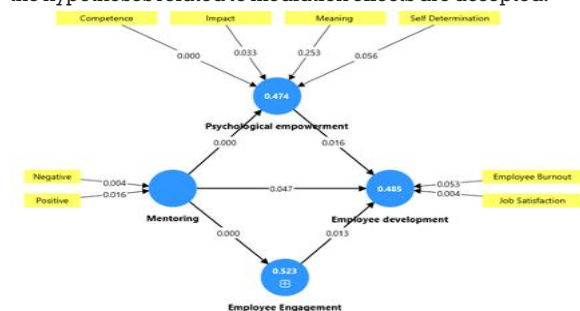


Figure4. Structure model

Table2. The Analysis of Path Coefficient of the study

| Paths                                             | Original sample (O) | Sample mean (M) | Standard deviation (STDEV) | T statistic ( O/S TDEV ) | P values |
|---------------------------------------------------|---------------------|-----------------|----------------------------|--------------------------|----------|
| <b>Direct Effects</b>                             |                     |                 |                            |                          |          |
| Employee Engagement -> Employee development       | 0.565               | 0.501           | 0.254                      | 2.222                    | 0.013    |
| Mentoring -> Employee development                 | -0.278              | -0.248          | 0.165                      | 1.682                    | 0.047    |
| Mentoring -> Employee Engagement                  | 0.723               | 0.723           | 0.045                      | 16.001                   | 0.000    |
| Mentoring -> Psychological empowerment            | 0.688               | 0.699           | 0.047                      | 14.531                   | 0.000    |
| Psychological empowerment -> Employee development | 0.466               | 0.438           | 0.217                      | 2.143                    | 0.016    |
| <b>Total indirect effects</b>                     |                     |                 |                            |                          |          |
| Mentoring -> Employee development                 | 0.729               | 0.669           | 0.318                      | 2.294                    | 0.011    |

| Specific indirect effects                                      |       |       |       |        |       |
|----------------------------------------------------------------|-------|-------|-------|--------|-------|
| Mentoring -> Employee Engagement -> Employee development       | 0.409 | 0.362 | 0.188 | 2.177  | 0.015 |
| Mentoring -> Psychological empowerment -> Employee development | 0.321 | 0.307 | 0.155 | 2.073  | 0.019 |
| Total effects                                                  |       |       |       |        |       |
| Employee Engagement -> Employee development                    | 0.565 | 0.501 | 0.254 | 2.222  | 0.013 |
| Mentoring -> Employee development                              | 0.451 | 0.421 | 0.197 | 2.29   | 0.011 |
| Mentoring -> Employee Engagement                               | 0.723 | 0.723 | 0.045 | 16.001 | 0.000 |
| Mentoring -> Psychological empowerment                         | 0.688 | 0.699 | 0.047 | 14.531 | 0.000 |
| Psychological empowerment -> Employee development              | 0.466 | 0.438 | 0.217 | 2.143  | 0.016 |

## DISCUSSION

The study attempts to identify the influence of mentoring as a key variable, along with job satisfaction and employee burnout, with the mediating result of psychological empowerment and employee engagement. All the hypotheses' results of this present study were verified. Previous research revealed that the association between mentoring and job-associated outcomes such as job satisfaction, performance, and career development is positively and statistically significant (Leblebici & İşcan, 2022; Cavanaugh et al., 2022). Again, Leblebici & İşcan (2022) stated that career development mentoring functions have a significant and positive relationship with job satisfaction. The present study findings revealed that mentoring has a significant and positive effect on employee burnout and job satisfaction. Cavanaugh et al. (2022) and Tuma et al. —(2021) also observed that employees involved in mentoring practices were significantly report about employee burnout. Further, this study's findings revealed that both positive and negative mentoring significantly influence employee development. Illies & Reiter-Palmon (2020) argued that negative mentoring leads to decreased job satisfaction, reduced career development, and turnover intentions. He et al. (2025) and Eby et al. —(2004) revealed that negative mentoring experience significantly enhances emotional exhaustion, which reflects burnout. The present study findings support these arguments and signify that mentoring has both positive and negative consequences on job satisfaction and burnout. Moreover, this study's findings revealed that psychological empowerment is represented as a mediator and has a significant impact on employee outcomes. The findings align with Pacheco & Coello-Montecel (2023), who revealed that psychological empowerment partially mediates work-related relationships. Again, Kong et al. (2016) discussed that psychological empowerment affects job role and employee performance. The current study outcomes confirmed that psychological empowerment plays a significant role between mentoring and employee outcomes. Furthermore, the present study results showed that employee

**Table A2 Discriminant validity - HTMT**

| Constructs     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Competence (1) |   |   |   |   |   |   |   |   |   |    |    |    |

engagement has a significant influence on employee development. Kumareswaran (2023) stated that employee engagement is essential in improving workplace outcomes as employees actively contribute to their work environment. Arya et al. (2025) revealed that supportive work practices increased engagement and productivity. Alternatively, this study demonstrated that employee engagement acts as a mediator between mentoring and employee outcomes and has a significant effect. Overall, study result confirm that mentoring has a significant impact on job satisfaction and employee burnout, both directly and indirectly through psychological empowerment and employee engagement.

## CONCLUSION, LIMITATION AND FUTURE DIRECTION

This research determines the considerable importance of mentoring in determining job satisfaction and employee burnout mediated by psychological empowerment and employee engagement. The findings affirm that mentoring has a positive direct influence on employee outcomes, and psychological empowerment of employees and employee engagement are important mediators in the associations. The results indicate that effective introduction of mentoring practices should be one of the strategic tools that organizations should focus on to improve the well-being of employees and inclusive organisational performance.

On the basis of these findings, a number of recommendations can be offered to organizations and policymakers among which are the design of structured mentoring programmes, creation of positive and negative mentoring experiences, psychological empowerment through autonomy and decision-making opportunities and encouragement of employee engagement through supportive work practices and organisational culture. .

Regardless of its contribution, this study also has some limitations that should be measured, such as the cross-sectional research design, use of self-reported procedures and an explicit organisational setting. Consequently, future research must take into account longitudinal research studies, mixed methods and larger-scale industry and cross-cultural contrasts to further substantiate and generalize these findings into various organizational circumstances. Furthermore, further studies may pursue the contribution of new workplace behaviors like hybrid work situations and online mentoring systems and their influence on job satisfaction, employee burnout and overall performance of employee.

**Table A1 Construct Reliability and Validity**

| Constructs                | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|---------------------------|------------------|-------------------------------|-------------------------------|----------------------------------|
| Competence                | 0.734            | 0.749                         | 0.85                          | 0.655                            |
| Employee Burnout          | 0.887            | 0.888                         | 0.917                         | 0.689                            |
| Employee Engagement       | 0.814            | 0.82                          | 0.871                         | 0.574                            |
| Employee development      | 0.169            | 0.895                         | 0.054                         | 0.507                            |
| Impact                    | 0.824            | 0.834                         | 0.895                         | 0.74                             |
| Job Satisfaction          | 0.797            | 0.804                         | 0.861                         | 0.555                            |
| Meaning                   | 0.87             | 0.87                          | 0.92                          | 0.793                            |
| Mentoring                 | 0.962            | 0.963                         | 0.967                         | 0.746                            |
| Negative                  | 0.93             | 0.931                         | 0.947                         | 0.781                            |
| Positive                  | 0.927            | 0.927                         | 0.945                         | 0.773                            |
| Psychological empowerment | 0.927            | 0.93                          | 0.938                         | 0.558                            |
| Self Determination        | 0.815            | 0.823                         | 0.89                          | 0.73                             |

|                                |       |       |       |       |       |       |       |       |       |       |       |  |  |
|--------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|--|
| Employee Burnout (2)           | 0.465 |       |       |       |       |       |       |       |       |       |       |  |  |
| Employee Engagement (3)        | 0.616 | 0.580 |       |       |       |       |       |       |       |       |       |  |  |
| Employee development (4)       | 0.573 | 1.027 | 0.694 |       |       |       |       |       |       |       |       |  |  |
| Impact (5)                     | 0.785 | 0.494 | 0.524 | 0.602 |       |       |       |       |       |       |       |  |  |
| Job Satisfaction (6)           | 0.608 | 0.741 | 0.716 | 1.055 | 0.631 |       |       |       |       |       |       |  |  |
| Meaning (7)                    | 0.933 | 0.517 | 0.508 | 0.539 | 0.793 | 0.477 |       |       |       |       |       |  |  |
| Mentoring (8)                  | 0.795 | 0.381 | 0.807 | 0.470 | 0.583 | 0.498 | 0.659 |       |       |       |       |  |  |
| Negative (9)                   | 0.785 | 0.383 | 0.819 | 0.477 | 0.582 | 0.511 | 0.647 | 1.036 |       |       |       |  |  |
| Positive (10)                  | 0.802 | 0.376 | 0.791 | 0.460 | 0.582 | 0.483 | 0.666 | 1.037 | 0.990 |       |       |  |  |
| Psychological empowerment (11) | 1.051 | 0.532 | 0.585 | 0.620 | 0.972 | 0.623 | 0.998 | 0.714 | 0.696 | 0.728 |       |  |  |
| Self Determination (12)        | 0.885 | 0.504 | 0.544 | 0.602 | 0.828 | 0.620 | 0.832 | 0.640 | 0.596 | 0.680 | 1.010 |  |  |

**Table A3. Discriminant validity – Fornell-Larcker criterion**

| Constructs                     | 1     | 2     | 3     | 4     | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   |
|--------------------------------|-------|-------|-------|-------|------|------|------|------|------|------|------|------|
| Competence (1)                 | 0.809 |       |       |       |      |      |      |      |      |      |      |      |
| Employee Burnout (2)           | -0.37 | 0.83  |       |       |      |      |      |      |      |      |      |      |
| Employee Engagement (3)        | 0.489 | -0.49 | 0.758 |       |      |      |      |      |      |      |      |      |
| Employee development (4)       | -0.47 | 0.918 | -0.6  | 0.712 |      |      |      |      |      |      |      |      |
| Impact (5)                     | 0.618 | -0.43 | 0.443 | -0.52 | 0.86 |      |      |      |      |      |      |      |
| Job Satisfaction (6)           | 0.479 | -0.63 | 0.588 | -0.88 | 0.52 | 0.75 |      |      |      |      |      |      |
| Meaning (7)                    | 0.745 | -0.46 | 0.43  | -0.48 | 0.67 | 0.4  | 0.89 |      |      |      |      |      |
| Mentoring (8)                  | 0.674 | -0.35 | 0.723 | -0.44 | 0.53 | 0.44 | 0.6  | 0.86 |      |      |      |      |
| Negative (9)                   | 0.655 | -0.35 | 0.719 | -0.44 | 0.51 | 0.44 | 0.58 | 0.98 | 0.88 |      |      |      |
| Positive (10)                  | 0.664 | -0.34 | 0.696 | -0.42 | 0.51 | 0.42 | 0.6  | 0.98 | 0.92 | 0.88 |      |      |
| Psychological empowerment (11) | 0.866 | -0.49 | 0.517 | -0.57 | 0.85 | 0.54 | 0.9  | 0.68 | 0.65 | 0.68 | 0.75 |      |
| Self Determination (12)        | 0.691 | -0.43 | 0.451 | -0.52 | 0.69 | 0.5  | 0.7  | 0.57 | 0.52 | 0.59 | 0.88 | 0.86 |

**Table A4 Model fit**

|        | Saturated model | Estimated model |
|--------|-----------------|-----------------|
| SRMR   | 0.086           | 0.071           |
| d_ ULS | 17.827          | 20.043          |

**Table A5. R square**

|                           | R-square | R-square adjusted |
|---------------------------|----------|-------------------|
| Employee Engagement       | 0.523    | 0.518             |
| Employee development      | 1        | 1                 |
| Mentoring                 | 1        | 1                 |
| Psychological empowerment | 1        | 1                 |

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