

Research Article

**Mentoring, Organizational Commitment, and Turnover Intention in Nepalese
Banking Organizations**

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Abstract

The purpose of this study is to describe the concepts, types, and mentoring functions and also examine the relationship between mentoring and organizational commitment and turnover intentions. Exploratory and descriptive correlational research designs have been used to show the status and relationship among mentoring, organizational commitment, and turnover intentions in banking organizations. Non-probability purposive sampling and open-ended and five-point Likert-scale questionnaire methods for data collection with 20 respondents among protégés who were working at the Commercial Bank of Nepal confirmed mentoring functions have a positively significant relationship with organizational commitment and a negative association with protégés' turnover intentions. Similarly, the organizational commitment has been negatively associated with the protégé turnover intentions. The results have an original value to contribute to understanding different aspects of mentoring functions that exist in the Nepal and have both theoretical and practical values.

Keywords: Career; Psycho-social Support; Role Modelling; Affective Commitment

1. Introduction

The concept of mentoring dates back to ancient Greece and is rooted in Greek mythology. When Odysseus left for the Trojan War, he entrusted his son Telemachus to the care of Athena, the goddess of wisdom. With Athena's proper guidance and support, Telemachus later became the king of Ithaca (Barker, 2006). Similarly, in the Hindu epic *Mahabharat*, the great warrior Arjuna experienced psychological distress and mental weakness on the first day of the war between the Pandavas and the Kauravas during the Dwapar Yuga. Despite Arjuna's extensive knowledge, wisdom, and competence in warfare, he lost confidence and became emotionally overwhelmed. His confidence was restored and he regained psychological strength only after receiving personal counseling and mentoring from Lord Krishna.

The above two illustrations, based on inferences drawn from Western and Eastern perspectives, show that mentoring functions and mentors are essential for developing juniors' career support skills and for restoring their willingness and confidence when talent gets psychological distressed. Psychosocial support can enhance stamina and empower junior individuals. Consequently, juniors activate and energize toward goal achievement with enough zeal and enthusiasm. Recognizing the significance of mentoring, PC Jenny was the first company to introduce a formal mentoring program in the workplace. Subsequently, American companies such as IBM, Dow Chemical, Citigroup, Motorola, Procter & Gamble, Brigham McCutchen, and GE launched a series of mentoring programs aimed at leadership development, enhancing employee commitment, reducing turnover, and facilitating knowledge transfer from senior to junior employees. Mentoring functions significantly increase organizational commitment (Chew & Wong, 2008) and reduce employee turnover intentions (Yong et al., 2019). Mentoring is a dyadic relationship between a senior, experienced individual and a newly placed, less experienced person. It encompasses functions such as career support, psychosocial assistance, and role modeling (Schundura, 1998). The experienced individual, known as the mentor, voluntarily provides guidance and support to aid the protégé's career development. The protégé is typically a new, less experienced employee.

Organizational commitment is a psychological construct that reflects an employee's sense of obligation and loyalty to the organization. It is commonly categorized into three components: affective commitment, continuance commitment, and normative commitment (Allen & Meyer, 1990). Employee turnover intention refers to the likelihood that a protégé will search for alternative employment and consider leaving the organization (Craig et al., 2013). With these caveats in mind, there is a need to further elaborate on this research. This study aims to: (a) examine the existence of mentoring practices in Nepalese organizations, and (b) analyze the relationships among mentoring, organizational commitment, and turnover intentions.

Human resource management in new context has considered mentoring practice as a new HR device to strengthen organizational commitment and decrease employees' turnover intentions during the period of hyper competition, corporate changed, merged and restructured, and shared, preserved, used knowledge within an organization (Karkoulia, Halawi & McCarthy, 2008, p.414). Organizations in present context have faced great trauma to build organizational commitment among employees and retain them in organization by reducing turnover intentions. The difficulty is how to internalize organizational goals and values among employees and retain them in the organization. Research reveals that the individual who shares organizational goals and values tends to have high affective positive commitment and

negative turnover intentions. Shrestha (2009) studied organizational commitment in Nepalese Commercial Banks to examine; a) to identify what factors: personal, job and organizational factors affects commitment b) examine the association between commitment and employee performance (turnover & absenteeism). Study reveals that age and tenure had significant relationship with organizational commitment. Employee who has tenure 1-3 years had high turnover due to have high competence and opportunity in the market. Study further supported that given opportunity in decision making, support of supervisor and cooperation on subordinate jobs, high interpersonal relationship between supervisor and subordinate increased employee affective commitment and employee progress in the organization. Development opportunity to employees also increased performance, productivity, loyalty and motivation. The problem after training was employee demand high salary, additional incentives, facilities, promotion, over confidence and increased turnover intentions. The method of development in organization are coaching and under study assignments. Off the job management development methods were largely lecture, seminar oriented. Strict leave policy was the predictor of low absenteeism in private bank in Nepal.

Pradhan (2019) examined HR practices considering training, performance appraisal, career planning, employee participation, job definition, compensation and selection with employee performance and organizational performance. Results show that HR practices reduces. HR practice positively increased productivity of the organization and negative relationship between HR practices and profit per employee and sales of employees. In Nepal, despite many research had pursued in the field of organizational commitment, there has not yet been conducted research among mentoring, organizational commitment and turnover intention. Therefore, this study is carried out to fulfill this gap. With these caveats in mind we need further elaborate this research. This research aims; a) to examine existence of mentoring practices in Nepalese organization; and b) examine the relationship among mentoring, organizational commitment and turnover intentions.

2. Literature Review

The concept of mentoring became part of management practices in the 1990s. Rigsby et al. (1998) showed that mentoring was connected to organizational change. It was used as a soft human resource tool to build needed skills and change employees' mindsets through mentoring relationships and structured programs. Payne and Huffman (2005) define mentoring as an intense interpersonal exchange between senior experienced colleague (mentor) and a less experience junior colleague (protégé) in which the mentor provides support, direction, and feedback regarding career plans and personal development. In recent

years, interest in mentoring relationship at work has grown in scholars and practitioners due to its mutual benefits between organization and its members. Levesque, *et al.* (2005: 429) state that protégé increases satisfaction (Karm, 1995), his personal learning and organizational socialization (Kleinman, Siegel & Eckstein, 2001: 30), career advancement and knowledge creation (Crocitto, *al el.*, 2005), building organizational commitment and reduction turnover (Payne & Huffman: 2005). Despite several studies have conducted mentoring functions to enhance employees' commitment and reducing employees' turnover, Nepalese organizations have fully neglected and dearth in mentoring literature. Therefore, many empirical results have shown that mentoring has a number of benefits for protégés, that mentoring has a positive relationship with organizational commitment (Kleinman, Siegel & Eckstein, 2001, (Payne & Huffman, 2005). Delong. Gabarro and Less (2008) argue that a mentor in front of you that makes you want to become better, makes you feel safe and secure to take risks, support your attempt to set stretch goals and presents opportunities and highlights your might not have been seen on yourself.

Mentoring has been defined as "an intense interpersonal exchange between a senior experienced colleague (mentor) and a less experienced junior colleague (protégé) in which the mentor provides support, direction, and feedback regarding career plans and personal development (Karm 1985; Brown 1990 & Payne and Huffman 2005)."

Karm (1985) determines that mentors provide two primary sources of support to protégés: career and psychosocial. Career support involves coaching, supplying protection, providing challenging assignment, giving special attention and time, teaching informal rules, advice to get promotion. Psychosocial support involves personal issues such as serving as a friend, and counselor, exchange confidence with mentor, share personal problem and go lunch with mentor.

Scandura (1992) argues that besides two mentoring practices, role modeling mentoring occurs when the mentor demonstrates appropriate behavior for the protégé, such as giving critical feedback in a constructive manner. Role modeling mentoring includes respect mentor's knowledge, ability to teach others, and influence from mentor's work style.

Organizational commitment is defined as "the relative strength of an individual's identification with the involvement in a particular organization" (Modway, Porter, & Steers, 1982; McBain, 2005, Gautam, 2004). Allen and Meyer's (1990) redefine commitment into three component models:

1. **Affective commitment** refers to employee's emotional attachment to, identification with, and involvement in the organization.

2. **Continuance commitment** refers to the commitment based on the cost that employees associate with leaving the organization.
3. **Normative commitment** is based on feeling of loyalty and obligation.

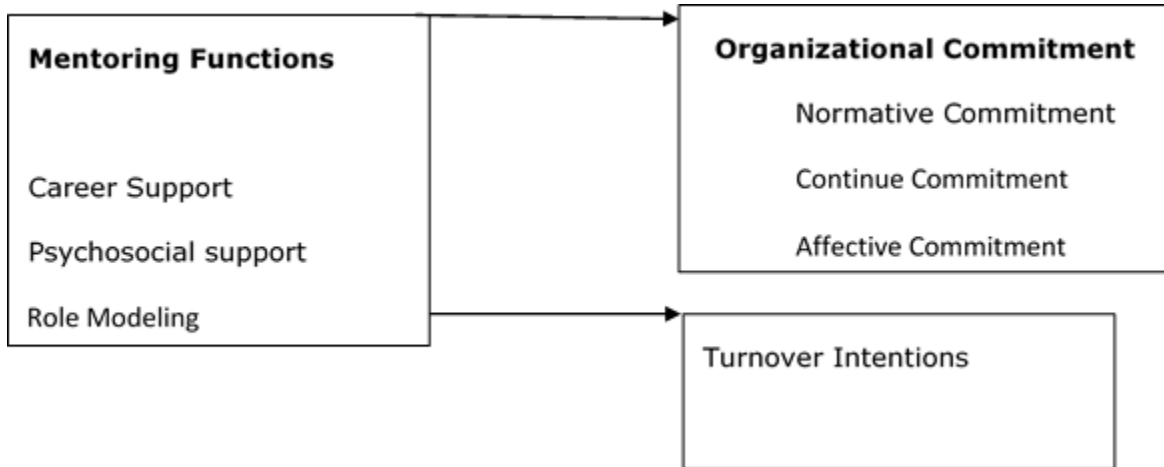


Figure 1: Theoretical Framework

Few researcher includes Allen and Meyer (1999) attempted to show the importance of relations between mentoring and organization commitment. The two reasons are put forth to explain theoretically the positive relationship between mentoring and organizational commitment. First, mentoring process is likely to enhance the extent to which the protégés' need for affection and belonging are satisfied at work, thereby supports to strengthening protégés' sense of attachment to the organization (Allen & Meyer, 1991). Kleinman *et al.*'s 2001 study also shows mentoring function has partially positive and significant relationship with organizational commitment. Among three sub functions of mentoring, career support mentoring is significantly predicted turnover intentions than psychosocial mentoring functions. Chew and Wonk (2008) studied career support mentoring with affective, normative and continuance, and turnover intentions in Malaysian hotel industry. The result shows that career support mentoring has positively significantly associated with affective, continuance and normative commitment and negatively significantly associated with turnover intentions. With these findings in mind the following hypothesis is formulated.

H1: Mentoring is positively and significantly associated with protégés' organizational commitment in the banking organizations.

H1a1: Career support mentoring function is positively and significantly associated with protégés' affective commitment

H1a2: Career support mentoring function is positively significantly associated with continuance commitment.

H1a3: Career support mentoring function is positively significantly associated with normative commitment.

H1b1: Psychosocial support mentoring function is positively and significantly associated with protégés' affective commitment.

H1b2: Psychosocial support mentoring function is positively and significantly associated with protégés' continuance commitment.

H1b3: Psychosocial support mentoring function is positively and significantly associated with protégés' normative commitment.

H1c1: Role modeling mentoring function has positively and significantly associated with protégés' affective commitment.

H1c2: Role modeling mentoring function has positively and significantly associated with protégés' continuance commitment.

H1c3: Role modeling mentoring function has positively and significantly associated with protégés' normative commitment.

Regarding turnover intentions, Labatmediene, Endriulaitiene & Gustainiene (2007) explain that it is the protégés willingness to leave present job and organization, and state of searching another job.

A major objective of human resource management is the retention of employees since high employee turnover has not only brought the financial cost of replacement but also caused the loss of skills and knowledge of employees in an organization. Such situation increases cost of training and development, and experience and knowledge (Jonier *et al.* 2004). Theoretically, mentoring functions promote career support, psychosocial and role modeling mentoring functions build supportive working climate in an organization, and this climate ultimately works to reduce protégés' intentions (Scandura & Viator, 1994).). Mentoring is negatively and significantly associated with reduction protégés' turnover intention in the organization (Payne & Huffman, 2005; Jonier, Bartram and Garreffa, 2004, Chew and Wong', 2008).

H2: Mentoring function is significantly and negatively associated with protégés turnover intentions in banking organizations.

H2a: Career support mentoring is negatively and significantly associated with protégé's turnover intentions.

H2b: Psychosocial support mentoring is significantly associated with protégé's turnover intentions.

H3b: Role modeling mentoring is significantly associated with protégé's turnover intentions.

3. Materials and Methods

This research is conducted in banking and financial organizations of Kathmandu valley. The survey has been administered in 200 employees with different hierarchies ranging from officers and non-officers. All these survey respondents' volunteers are considered as a protégés who have been getting support, advice and guidance from the senior employees who comprise immediate supervisor to high level officers. Out of 100, 14 banks and financial institutions are considered for sampling. Non-probability convenience sampling was used to collect data. Considering the ease of access to respondents, convenience sampling was selected based on employee levels, gender, and experience, which enabled broader coverage of the target population. They consist of 3 public banks such as Nepal Bank Limited, Rastriya Banijya Bank and Agricultural Development Bank and 11 private banks and financial institutions– Nepal Investment Bank, Global IME Bank, Siddhartha Bank, Nepal SBI Bank, Laxmi Sunrise Bank, Manjushree Finance Company, ICFC Finance, Garima Development Bank, NIC Asia Bank and Kumari Bank and Mahalaxmi Development Bank.

In Nepal, banking and financial sector is emerged as one of the fastest growing industry comparable with other service industries since 1990. It has highly regularized from central bank, maintained professionalism and followed the principles of corporate governance. Selection bank as a sample organization because the first reason is most of the university graduate shows high preference to banking job as their early career. The second reason is banking sector has higher employees' turnover comparison with other sector of economy. The third is banking sector follows professional recruitment policy and also recruit employees through internship as well. Last but not least, the banking sector has unique in combination where very senior and very junior both are working collectively.

Out of 200 distributed questionnaires, only 120 questions were returned. Data was demographically categorized into gender, bank ownership (private and public), age, tenure and position. 69 per cent of the total participants were males and 31 per cent of them were female. 42 percent respondents were from public banks and 58 per cent were from the private banks. 54 per cent respondents were officers and 46 per cent were non officers. 34 per cent respondents $\leq$ 1 year work experience, 35 per cent respondents had 2-4 years work experience and remaining 31 percent had $>$ 4 years work experience. 34 per cent of them

are from 18-24 age group, 53 per cent from 25-35 age group and 13 per cent from 35 years. Data were collected with the assistance of human resource department.

Mentoring Functions Questionnaire (MFQ) developed by Scandura & Katerberg' (1988) was used to measure mentoring functions. Measurement scale is ranged 1 to 5. 1 represents strong disagreement and 5 represents strong agreement. Similarly, Allen and Meyer's (1991) three component of commitment related questionnaire is used to measure affective, continuance and normative commitment and it has 24 items. Labatmediene et al. (2007) used two items to measure turnover intentions with response 1 never/rarely to 5 very often/likely. Questions asked are "how often do you think leaving present job?" and "how likely are you to look for a new job within next year?"

4. Results and Discussion

Table 1 shows 84.2 % respondents said senior provide advice, support and help on career and psychosocial support to junior whenever such assistance require There is still some problem receiving mentoring support from senior. Junior receives mentoring support from any senior whenever requires and that mentoring functions exist.

Table 1: Mentoring Practices in Banking Organizations

Statement	Yes	No
1. Senior and experts provide advise, support and help to juniors	84.2	15.8
2. To whom mentoring support receive		
a. Mentoring by assigning special persons	10.8	89.2
b. Mentoring by human resource department	11.3	89.2
c. Mentoring by same department	42.5	57.5
d. Mentoring by outside organization	10.8	89.2

Table 2 shows why mentoring support requires. Three functions are remained top in the organization required mentoring support. They are exchanging ideas and view between senior about senior expertise in the form of storytelling to be prepared and being bold to handle upcoming challenges, protégés wants to get job-related information from senior to be updated in their career and protégé wants to engage in seniors' project and expect to get new assignments to show their creativity and innovation. Table 2 further

supports that juniors desire to get information support, exchange ideas and view, handle challenging work, raise current level of performance and motivation to their work related help from seniors.

Table 2: Required Mentoring Functions

Protégés' Required Mentoring Functions	Yes	No
1. Exchange Ideas and View	57.5	42.2
2. Information Support	56.7	43.3
3. Handle Challenging Work	52.5	47.5
4. Work Perfection	49.2	50.8
5. Raise Current Level of Performance	43.3	56.7
6. Work Motivation	40.8	59.2
7. Support Current Job Status	28.3	71.7
8. Maintain Work Family Balance	25.0	75.0
9. Develop Senior Role Behavior	20.0	80.0
10. Improved Performance Appraisal	17.5	82.5
11. Material Support	11.7	88.3
11. Personal Counseling	9.2	90.8
12. Protection	5.8	94.2

Table 3 shows career support mentoring mean value remained 3.04 in aggregate. Among the item-wise analysis of career mentoring, mentor assigned important assignments i.e. which mean value is the highest i.e. mean =3.58 and mentor aligning protégés' goals mean, i.e, mean value equal to 3.39 and mentor defended protégés, i.e. 3.04 which mean value is above three. Lowest mean value is 2.78 on mentor taken person interest to develop the protégés career.

Table 4 presents the existence of psycho-social mentoring. It shows overall psychosocial mentoring mean value is 3.21 which is higher than career support mentoring. Among the item-wise analysis highest is junior shared confidential matters with their mentor, i.e. mean value is 3.52, subsequently mentor as a friends, i.e. mean value 3.45 and socialization with mentor after work mean value remained 3.34 which all are above 3 mean value.

Table 3: *Status of Career Mentoring Functions*

Definition	Mean	Std. Deviation
Career Support Mentoring	3.04	0.702
My mentor has taken a personal interest in my career	2.78	1.156
My mentor has given me special attentions.	2.98	1.092
My mentor has given me advice on getting promoted	2.99	1.049
My mentor has defended me when I have criticized	3.04	0.92
My mentor has taught me informal rules	2.83	0.999
My mentor has helped me to coordinate my professional goals	3.39	1.023
My mentor has devoted time and consideration to my career	2.86	1.023
My mentor has placed me in important assignments	3.58	0.984
My mentor gives special coaching on the job	2.96	0.97357

Table 4: *Status of Psychosocial Mentoring Functions*

Psychosocial Mentoring	3.21	0.763
I have shared my personal problems with my mentor	3.17	1.14
I have socialized with my mentor after work	3.34	1.01
I have exchanged confidence with my mentor	3.52	1.07
My mentor provides me personal counseling on non career matters	2.80	1.02
I consider mentor to be a friend	3.45	1.02
I often go lunch with senior	3	1.11

Table 5: *Status of Role Modeling Mentoring Functions*

Role Model Mentoring Function	3.64	0.66
I follow my mentor's work style in my job	3.51	0.94
I try to model my behavior after senior	3.26	1.00
I admire my mentor's knowledge of the banking profession	3.81	0.93
I respect my mentor's ability to teach others	3.81	0.90
I respect my mentor's breadth of knowledge	3.83	0.87
My mentor helps me to socialize within an organization	3.45	0.92

Table 5 shows the role modeling functions of mentoring. Role modeling mentoring functions mean value is 3.64 which is the highest among all constructs of mentoring such as i.e. 3.64. Among analysis of each item of role modeling function, protégés highly influenced for the exceptional capacity of mentors to teach others which mean value is 3.81

Table 2 supports that protégés' are getting these helps from the seniors and experienced ones from the same department. Similarly, protégés share their confidence with their mentors, and get socialization from them. Considering the mentors to be their friends provides a major psychosocial support to protégés but personal counseling related to non-career activity has the least effect in psychosocial support function. Protégés in banking organizations are highly influenced from mentor's breadth and his/her in-depth knowledge. They follow the mentor's work style in their work. These are the major role model functions of mentoring. Chao *et al.* (1992) found a mean score of 3.69 for psychosocial mentoring and 3.11 for career support mentoring in a sample of 576 graduate employees in the USA. Similarly, Noe (1998) found a score of 3.96 for psychosocial mentoring and 2.23 for career support mentoring. Therefore, mentoring practices in Nepal is found consistent with prior studies.

The means, standard deviation, reliabilities and correlations among the study variables are shown in Table 6, 7 and 8.

Table 6: *Descriptive Statistics of Mentoring, Organizational Commitment and Turnover Intentions*

Definition	Mean	Std. Deviation	Alpha
Mentoring Functions	3.30	0.57	0.90
Career Support Mentoring	3.04	0.702	0.86
Psychosocial Mentoring	3.21	0.763	0.81
Role Model Mentoring Function	3.64	0.66	0.84
Organizational Commitment	3.27	0.44	0.66
Affective Commitment	3.47	0.53	
Continuance Commitment	3.23	0.71	
Normative Commitment	3.10	0.57	
Turnover Intentions	2.85	.90	0.68
How often do you think of leaving present job?	2.63	1.09	
How likely are you to look for a new job within the next year?	3.07	.98	

The correlations between the variables (Table 2) provide support for most of the studies' hypothesis with prior studies on the effects of mentoring functions among professional accountant, 1991, Kleinman *et al.*, 2001). This study found that mentoring was significantly and positively related to protégés' organizational commitment, and negatively and significantly associated with protégés' turnover intention with support to H1 and H2.

Table 7 shows the relationship among mentoring, commitment and turnover intentions where there is a positive correlation between mentoring and commitment i.e. $r = 0.331$ significant at $0 < 0.01$ and also mentoring functions negatively correlated with employee turnover intentions i.e. $r = -0.276$ that supported H1 and H2. Regarding correlation between organizational

Table 7: Correlation Matrix Among Mentoring Functions, Organizational Commitment and Turnover intentions

	Mentoring Functions	Organizational Commitment	Turnover Intentions
Mentoring Functions	1		
Commitment	.331**	1	
Turnover Intentions	-.276**	-.416(**)	1

Level of significance **p<0.01

Table 8: Correlation Matrix Among Sub-mentoring, Organizational Commitment and Turnover Intentions

	1	2	3	4	5	6	7
Career Support Mentoring	1						
Psychosocial Mentoring	.460**	1					
Role Modeling Mentoring	.597**	.422**	1				
Affective Commitment	.390**	.231*	.264**	1			
Continuance Commitment	.159	.104	.173	.268**	1		
Normative Commitment	.238**	.075	.170	.252**	.351**	1	
Turnover Intentions	-.32**	-.085	-.277**	-.295**	-.273**	-.278**	1

Level of significance **p <0.001 * p<0.05

Relationship between psychosocial mentoring with affective, continuance, normative

Table 8 shows the relationship among the each construct s of mentoring with each construct of commitment. Evidence support that career support mentoring and affective commitment is found positive correlation i.e. 0.390 at significant level $p < 0.001$ that supported H1a1. Similarly, relationship between career support mentoring and continuance commitment is found, i.e. $r^2 = 0.159$ and statistically insignificant where relationship where p value did not remained p value between 0.001 to 0.05. Therefore, H1a2 is rejected. In connection with H1a3, mentoring between career support mentoring and normative commitment found i.e. $r = r_3$ value 0.238 at significant at $p < 0.01$.

Similarly, relationship between psychosocial mentoring with each construct of commitment i.e affective, continuance and normative, Hypothesis H1b1 is support that means there is a positive relationship between psychosocial mentoring with affective commitment, $r_4 = 0.231$ significant at $p < 0.005$. But evidence supports that psychosocial mentoring is not associated with continuance and affective commitment. Therefore, H1b2 and H1b3 are rejected. The relationship between role modeling mentoring with affective commitment, evidence supports that $r_5 = 0.264$ significant at $p < 0.001$ that supported hypothesis H1c1 but does not support the relationship with continuance and normative commitment. Therefore, hypothesis H1c2 and H1c2 are rejected.

Regarding about the relationship between each construct of mentoring with protégés turnover intentions, career support mentoring has a negatively associated with protégés turnover intentions where $r_7 = -0.32$ at significant level at $p < 0.01$, supported Hypothesis H2a. Role modeling mentoring has also negatively significant relationship with protégés turnover intentions i.e. $r_9 = -0.277$ significant at $p < 0.001$ that supported hypothesis H2c. But evidence shows psychosocial mentoring has not significantly correlation with protégés turnover intentions. The Career support mentoring function is found consistent with Chew and Wong (2008) findings. Chew and Wong (2008) showed career support mentoring positively correlated with affective, continuance and normative commitment and also negatively correlated with turnover intentions. Role modeling mentoring is negatively correlated with protégés' turnover intentions. Comparison mentoring with organizational commitment in Nepalese banking organization is found consistent with Kleinman *et al.*'s (2001) findings that career support mentoring leads to increase organizational commitment and decrease turnover intentions. It is found consistent with Scandura & Viator's (1994) but found inconsistent with Jonier *et al.*'s (2004) findings that show that mentoring is positively and significantly

associated with protégés' organizational commitment. But it is found consistent when mentoring is negatively associated with protégés' turnover intention.

All affective, continuance and normative commitment are associated with protégés' turnover intentions but not with continuance commitment. Career support mentoring is positively and significantly associated with protégés' affective, normative commitment except continuance commitment. Similarly, career support mentoring and role modeling mentoring are negatively and significantly associated with protégés turnover intentions except psychosocial mentoring functions.

5. Discussion

First, in academic and professional levels mentoring has been accepted as a new human resource management device that enhances protégés' personal development through career support mentoring. Second, mentoring upgrades protégé's sense of personal confidence by giving personal counseling and sharing personal problem with mentor. Third, mentoring is a cost effective career development and leadership competence (Kim, 2007). Fourth, mentoring provides a number of organizational benefits, such as retention of quality employees, effective successful planning, and increased organizational commitment. Fifth, mentoring provides a tool to transfer knowledge management. Karkouljian, Halawi & McCarthy (2008) showed that informal mentoring practice has a relationship with knowledge management, i.e. the more the employee practices in mentoring willingly the greater the knowledge will be shared, preserved and used within an organization. Therefore, many organizations are establishing formal mentoring program in order to reap these benefits.

First objective of this research is to examine whether the mentoring function exists in Nepal or not. The second objective is to explore the relationship between organizational commitment and turnover intentions. Table I shows that the mentoring functions exist in Nepal. Especially protégés want mentoring to exchange ideas and view with mentor, to support information and handle challenges, make work perfection, raise current level of performance and work motivation without having separate cell to provide mentoring to their junior. Protégés get advice, help and assistance, mostly from the seniors under the same departments where protégés' work. Table II shows that protégés in banking organizations want to get higher career support from their mentors but in practices they are getting low career support in comparison to psychosocial and role modeling mentoring. Specially, protégés are getting low support to coordinate their professional goals. Regarding the second objective, empirical findings support that mentoring is significantly and positively correlated with organizational commitment and significantly negatively correlated with turnover intentions supporting H1

and H2. Comparison of each construct of mentoring and organizational commitment career support mentoring a significantly positive correlation with affective and normative commitment supporting with H1a1 and H1ab hypothesis. In addition, psychosocial mentoring has a significant positive relationship with affective commitment supported H1b1 hypothesis. It means that mentoring promotes adaptation of organizational values (Scandura & Viator, 1991) which facilitate individual identification. Mentoring supports under career support functions strengthen protégés' ability by giving challenging assignments, information support and informal rules by coordinating protégés' professional career, and career related support and materials to get protégés' promotion. This support definitely increases organizational commitment, especially affective and normative commitment. Psychosocial support mentoring also strengthens protégé's sense of confidence by exchanging ideas and views, eating lunch together, sharing personal problems between protégé and mentor and sharing confidential matters with mentor. This psychosocial support mentoring is very important when the corporate changes and protégé loses the confidence. Empirical research in mentoring also suggests that protégé requires high career support mentoring than psychosocial mentoring because protégés want to upgrade their career doing assignments and learning informal rules to achieve the set goals. But the descriptive statistics in the table I shows that the protégés have lower career support mentoring and higher psychosocial support mentoring. Therefore, in upcoming days banking sector needs intense competition with domestic and international banking players. The career support is only a tool that increases protégés' career development functions. It is also an identification of protégés' organizational commitment which underlies organization goals and values increasing their affective commitment and loyalty to the organization.

This result is found consistent with prior study of Payner and Huffman (2005) that career support mentoring has correlated with affective commitment and has not correlated with continuance commitment. Payne and Huffman's (2005) continuance commitment does not correlate with turnover intentions, and this result is found inconsistent in Nepalese practices.

6. Conclusion

In conclusion, mentoring functions exist in Nepalese banking organization and also relationship exist between mentoring, organization commitment and protégés turnover intention. Mentoring practices commonly at banking organizations are sharing ideas and view, sharing information support, giving challenging work, functioning to make work perfection, raising current level of perfection and work motivation support are deemed important to retain talent employees in an organization and build protégés' sense of commitment reducing their

turnover intentions. Table III shows that coordinating professional goal to junior is also an important mentoring function that protégés are expected to get from mentors. It means the value is at the lowest level under career support mentoring. Improvement over career support mentoring helps to strengthen affective and normative commitment that ultimately leads toward reduction turnover intention of mentoring. Mentoring is a less expensive means to get knowledge and expertise of senior to adopt, internalize and underline into protégés' personal career. It may not support to strengthen protégés capability and build the sense of confidence but it undoubtedly promotes protégés' organizational sense of affective and normative commitment through career support mentoring. Research has some limitations. This study's has undertaken only the banking organizations of Kathmandu Valley with limited samples. Given the complexity of mentoring concept and its effects on organizational commitment and turnover intentions, further research shall be pursued by taking quantitative data with expanding multi sectors. Large samples within organizational setting would enable researchers to further explore the role mentoring with organizational commitment and intentions to turnover. Moreover, further research may also be able to carry out the relative importance of career support and psychosocial mentoring practices with key organization variables such as actual turnover intentions, and organizational change, socialization and knowledge management (knowledge creation, transfer and utilize) and leadership development.

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