

## REVIEW ARTICLE

# The Effectiveness of Mentoring Junior Nurses in improving Patient's Nursing Care: A Narrative Review

Lynie Binti Johari<sup>1</sup>, Rhanye Mac Guad<sup>2,3</sup>, Raynee Kumilau<sup>1</sup>, Sukhbeer Kaur Darsin Singh<sup>1</sup>, Chung Su Chin<sup>1</sup>, Caroline Satu Jelemie<sup>1</sup>, Clarice Duasin<sup>1</sup>, Deena Clare Thomas<sup>1</sup>

<sup>1</sup> Department of Nursing, Faculty of Medicine and Health Sciences Universiti Malaysia Sabah, UMS Road, 88400, Kota Kinabalu, Sabah, Malaysia

<sup>2</sup> Department of Biomedical Science, Faculty of Medicine and Health Science, Universiti Malaysia Sabah, 88400 Kota Kinabalu, Sabah, Malaysia

<sup>3</sup> Borneo Medical and Health Research Centre, Faculty of Medicine and Health Sciences, Universiti Malaysia Sabah, 88400 Kota Kinabalu, Sabah, Malaysia

## ABSTRACT

The current healthcare landscape underscores the need to support and mentor junior nurses to ensure they can provide efficient patient care. This review evaluates how well mentorship affects job satisfaction and psychosocial outcomes for junior nurses. Studies published between 2000 and 2023 in English from databases like PubMed, Google Scholar, Science Direct, and Medline were reviewed. The review included cross-sectional, quantitative descriptive correlational, and quasi-experimental design studies involving junior less than five years of experience as a nurse. The study included 1374 participants in 5 studies, demonstrating that mentoring significantly affects job satisfaction and quality nursing care ( $p < 0.05$ ). Higher job satisfaction correlates with better patient outcomes, increased retention, and less turnover. Trust, respect, and role modelling are critical psychosocial factors ( $p < 0.05$ ). Conclusion: Effective mentorship is vital for junior nurses, suggesting for the development of mentorship programs that focus on job satisfaction and psychological support.

*Malaysian Journal of Medicine and Health Sciences* (2025) 21(5): 283-288. doi:10.47836/mjmhs.21.5.31

**Keywords:** Mentoring, Junior nurses, Job satisfaction, Psychosocial effect, Quality nursing care

## Corresponding Author:

Rhanye Mac Guad, PhD

Email: rhanye@ums.edu.my

Tel : +6014-5630892

## INTRODUCTION

Nurses play a crucial role in healthcare. The nursing profession is exceptionally versatile with a wide range of practices. Within the healthcare system, this versatility allows nurses to work in different settings or specialised areas that align with their clinical expertise (1). Nurses play a vital role in the delivery of healthcare by providing and coordinating care, preventing untoward incidents, and maximizing the efficiency of health services and patient outcomes. (2). Furthermore, research suggests that competent nurses may provide patients receiving primary care with chronic health issues with health results that are on par with those of physicians (3). Nurses' diverse contribution to meeting patients' complex needs signifies that the nurses' role has expanded well beyond the traditional scope of bedside care. Furthermore, nurses play a function in larger organizational and system quality and safety frameworks in addition to providing safe care that is in line with the best available research and clinical standards. The broad quality and safety role expectations of nurses are predicated on the assumption

that the nursing workforce is capable of fulfilling its obligations and is aware of them. Hypothetically, if nurses are unaware of the scope of duties, or having a substandard qualification, this may lead to failure in achieve optimization of patient's treatment. Therefore, this review aims to evaluate the benefits of mentoring junior nurses in terms of job satisfaction, psychosocial effect, intent to stay and competency.

## MATERIAL AND METHODS

### Search Strategy

The PubMed, Google Scholar, Science Direct, and Medline databases were searched to gather relevant publications in English with the following search terms: "newly graduated nurse", "new graduate nurse", "new nurse", "mentor", "mentoring", "mentorship", "job satisfaction", "psychosocial effect", "intent to stay" and "competency".

### Selection of Studies

The abstracts of all of the publications identified by the search strategy were examined by two review authors. Subsequently, full texts of all of the studies were obtained and inspected based on the pre-determined inclusion criteria including i) were of cross-sectional, quantitative descriptive correlational, and quasi-experimental design

studies, ii) involving junior nurses of less than five years' experience, iii) involved a mentoring program; (iv) articles published in English. The exclusion criteria were as follows; i) reviews of the literature or editorial and gray literature; and ii) studies including nursing interventions but do not explain the effectiveness of a mentoring program.

### Quality Appraisal

All of the eligible studies were assessed strictly and independently extracted by two authors, while any disagreements were discussed with a third review author. In addition, study authors were contacted for further information if necessary.

### Data Analysis

Data regarding related to the benefits of mentoring junior nurses in terms of job satisfaction, psychosocial effect, intent to stay and competency were collected.

### Junior nurses

Newly graduated or junior nurses are defined as newly graduated nurses with less than five years in service (4). Junior nurses frequently experience occupational stress when they move from education to the workforce, due to feelings of inadequacy, poor interpersonal interactions, and an excessive workload. Furthermore, shift work could implicate junior nurses, which could adversely impact social, personal, family, and occupational and marriage life (5, 6). Therefore, junior nurses need mentoring to carry out their responsibilities efficiently and safely for the patient. Through mentoring, nurses learn in time management, and completion of task on time through prioritisation. Additionally, it is a struggle for junior nurses to enter the workforce with new knowledge, skills, abilities, and attitudes to provide safe, quality patient care. Hence, mentoring is essential for the junior nurse to provide safe, quality care with confidence. Work environment, psychological adaptability, and perceived stress could impact professional development, identity, and aptitude among new nurses.

### Mentoring in Nursing

Research has shown that the implementation of mentoring programs is advantageous for improving nursing skills and attitudes. However, the effects of mentoring functions on new nurses' job satisfaction and organizational commitment have not been thoroughly studied by. Mentoring in nursing may be characterized as a formal learning relationship between individuals with diverse degrees of expertise to create a good academic and emotionally supportive atmosphere to boost the mentee's confidence and competency (7, 8). It entails helping new nurses through inspiration, coaching, educating, directing, and leadership (9). Mentoring in nursing emphasises honest communication, providing enriching support, and sharing information within the mentor-mentee relationship (10). Furthermore, successful mentoring in nursing education necessitates

interpersonal and organizational skills founded on trust, adaptability, and learning and development (11). Clarifying the notion of mentorship in nursing education is critical for effective mentorship programs that assist new nurse leaders and professors. Mentoring in nursing involves a supportive relationship where experienced staff guides new staff, based on trust and support to enhance job satisfaction and professional development (12). Therefore, mentoring in nursing is a formal dyadic relationship fostering professional growth, personal development, trust, and guidance through shared values, clear expectations, and a safe space for learning and overcoming challenges (13).

## THE BENEFITS OF MENTORING NEW NURSES

### Job satisfaction

According to Weng et al, the role modelling function that mentors perform will have a good impact on new staff nurses' job satisfaction (14). Regression analysis also revealed a substantial and positive relationship between job satisfaction and mentoring's role ( $\beta = 0.26$ ). Job satisfaction was the most frequent outcome used to measure the effectiveness of mentoring among junior nurses. For example, a study found a significant association between mentoring and job satisfaction ( $p = 0.007$ ) (15), suggesting a substantial effect of these domains among junior nurses to achieve quality nursing care. Further, Homer (15) reported findings based on the Misener Nurse Practitioner Job Satisfaction Scale (MNPJSS) score averaging 4.39, demonstrating that mentoring could create a favourable atmosphere that boosts job satisfaction. Consequently, higher job satisfaction can therefore be associated with better patient outcomes and safer healthcare system. Based on Watson's Caring Model, a reciprocal relationship between the mentor and the mentee can provide junior nurses hiring with a sense of community and direct availability as a result of optimal a mentor relationship. Conversely, Jeffers et al.'s study on e-mentoring involving 252 participants, showed no statistically significant differences between mentoring and job satisfaction. The participants' comments in the open-ended questions revealed the importance of mentoring due to the lack of mentoring. Unsurprisingly, mentorship had a direct impact on nurses' job satisfaction ( $p < 0.001$ ), signifying an important variable in the model. The Price and Mueller Job Satisfaction Survey (16) was used to measure general job satisfaction using a seven-item 5-point Likert scale (1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, and 5 = strongly disagree) on items such as "I find real enjoyment in my job." Based on the cross-sectional study involving 61 nursing faculty teaching in baccalaureate programs or higher in America (13), showed no statistically significant association among survey items; although, trust and support were demonstrated both high importance and high satisfaction as part of mentoring. Consequently, a further insight into the characteristics of mentoring that are important and

producing satisfaction is essential to developing formal mentoring programs to make a positive, lasting effect on the nursing education profession. For example, a study in Pakistan (17) found that the mentoring quality of the leader has a substantial impact on the mentees' job satisfaction and work performance, exemplified among teachers mentoring program. The associations between mentoring and job satisfaction across different studies are summarized in Table I.

**Table I: Association between mentoring and job satisfaction**

| Authors                | Country (n)         | Year | Main findings   |
|------------------------|---------------------|------|---|
| Weng et al [14]        | Taiwan (306)        | 2010 | *Mentoring is significantly related to job satisfaction and organizational commitment of new nurses   |
| Bette Mariani [29]     | United States (173) | 2012 | *Positive correlation between job satisfaction and intent to stay in the profession ( $p < 0.31$ )<br>*All participants reported that the mentor experience/relationship positively influenced job satisfaction.<br>*Scores from the MNPJSS ranged from 141 to 246, with a mean of 195.26 (SD = 28.29) corresponding to "minimally satisfied" or a mean of 4.44 on the 6-point scale. |
| Homer et al [15]       | USA (37)            | 2017 | *Mentoring is significantly associated with job satisfaction ( $p < .05$ )<br>*Positive association between job satisfaction and intent to stay with mentoring ( $r = 0.638, p < 0.01$ ).   |
| Abisola A. Santos [28] | Texas (98)          | 2015 | *No significant difference in job satisfaction associated with mentoring<br>*Mentorship were key variables that positively impacted job satisfaction ( $p < 0.001$ )  |
| Yaqi Zhu. et al [25]   | Shanghai (759)      | 2023 | *Mentoring demonstrated both high importance and high satisfaction were trust and support.  |
| Jeffers et al [17]     | USA (232)           | 2017 |   |
| Melnyk et al [18]      | USA (2344)          | 2021 |   |
| Gentry et al [13]      | USA (16)            | 2019 |   |

**Psychosocial effect**

Study had indicated that psychosocial effectiveness significantly affects the mentoring effectiveness among junior nurses to achieve quality nursing care. ( $p = 0.001$ ) (18). This means that psychosocial effectiveness significantly affects the mentoring effectiveness among junior nurses in achieving quality nursing care. According to Tsai et al. (19) as the outcome of the respect and trust on their mentors, mentees can attempt to emulate their behaviour in role-modelling, which helps them advance their knowledge and abilities. Furthermore, the mentees will benefit from this mentoring relationship in terms of their impressions of trustworthiness and respect, which will enhance their experience at work and set higher expectations for the future., emulating in role modelling

functions.

A study by Yuksel et al. (20) conducted a peer mentoring program within 8 weeks with the experimental group (pre-intervention and post-intervention groups) measurement using Adjustment to University Scale (AUS) and The ways of Coping Inventory (WCI). The results showed that the experimental group's post-test mean scores of AUS, mean scores of optimistic and seeking social support approaches ( $p < 0.05$ ) were statistically higher than those of the control group ( $p < 0.05$ ), The mentorship program is beneficial to both experienced and new nurses as well as the organization. Its main themes are "giving new nurses confidence," "giving experienced nurses a positive challenge," and "organization allowing the organization to learn." The program appeared to be a great way to assist recently graduated nurses in adjusting to their new roles. The complex program's success was primarily attributable to the competent supervising nurses who assisted the new nurses at the bedside and were reachable. The evidence on mentoring and its impact on psychosocial outcomes is presented in Table II.

**Table II: Association between mentoring and psychosocial effect**

| Authors               | Country/n           | Year | Main findings  |
|-----------------------|---------------------|------|--|
| Weng et al [14]       | Taiwan (306)        | 2010 | *Mentoring is not significantly associated with psychosocial support   |
| Bette Mariani [29]    | United States (173) | 2012 | *Mentoring is not significantly associated with psychosocial support<br>Greater than 90% of the participants agreed or strongly agreed that they had benefited from their mentoring relationship, that the mentor was available and met regularly with them, and that the mentor had an impact on their project. |
| Luanne E et. al       | Pennsylvania (38)   | 2006 |  |
| Abisola A. Santos[28] | Texas (98)          | 2015 | *Mentoring is significantly associated with psychosocial support   |
| Yaqi Zhu. et al [25]  | Shanghai (759)      | 2023 | *Mentoring is significantly associated with psychosocial support<br>*Mentoring program influenced self-confident, optimistic, seeking social support, submissive, and helpless approaches in the experimental group ( $p < 0.05$ ).  |
| Yuksel et al [19]     | Turkey (213)        | 2019 |  |
| Choi et al [20]       | Korea (160)         | 2022 | *Mentoring significantly affected novice nurses' self-efficacy ( $p < 0.01$ ) and organizational commitment ( $p < 0.01$ ).  |
| Erdal [21]            | Turkey (352)        | 2022 | *A positive and significant relationship was observed between mentoring and psychosocial functions and employee performance  |

CONTINUE

**Table II: Association between mentoring and psychosocial effect (CONT.)**

| Authors         | Country/n   | Year | Main findings  |
|-----------------|-------------|------|--|
| Gong et al [22] | China (366) | 2021 | *Mentorship is associated with mentors' transformational leadership through the satisfaction of their basic psychological needs ( $\beta = .13$ , 95% confidence interval [CI]: [0.05, 0.23]). |

**Intent to stay**

New nurses who have been coached and guided closely will tend to have higher job satisfaction, which contributes to retention and positive benefits for the community (15). Evidence suggests that 100% of nurses reported that having a mentor influences their job satisfaction (15) and mentorship plays a crucial role in encouraging nurses to remain in their profession. However, the experience of transition shock poses a significant challenge for junior nurses and can adversely affect their decision to stay within their organization (21). Evidence-based practice mentorship culture shows that there is a positive effect on the retention to stay, which is influenced by the increase in job satisfaction and evidence-based practice mentoring (22). Mentorship plays an important part that affects nurses' competency and has the desire to stay, and commonly expressed by "I plan to continue working at my current job for the next two years," and "I plan to continue working at this hospital for the next two years." The relationship between mentoring and nurses' intention to stay is outlined in Table III.

**Table III: Association between mentoring and intent to stay**

| Authors              | Country (n)         | Year | Main findings  |
|----------------------|---------------------|------|--|
| Bette Mariani [29]   | United States (173) | 2012 | *Positive correlation between job satisfaction and intent to stay in the profession ( $p < 0.31$ )             |
| Homer et al [15]     | USA (37)            | 2017 | *Positive association between mentoring and job satisfaction that leads to retention.                          |
| Yaqi Zhu. et al [25] | Shanghai (759)      | 2023 | *Positive association between job satisfaction and intent to stay with mentoring ( $r = 0.638$ , $p < 0.01$ ). |
| Jeffers et al [17]   | USA (232)           | 2017 | * No statistically significant between mentoring and intent to stay.   |
| Melnyk et al [18]    | USA (2344)          | 2021 | * Mentoring is significantly correlated with the intention to stay.  |
| Kaihlanen [17]       | Finland (712)       | 2018 | * Positive association between mentoring and intention to stay.  |

**Competency**

This shows that clinicians believe nurse mentorship is an appropriate intervention for enhancing nurses' clinical expertise. Through mentorship increases it has been proven that it improves one's ability to communicate and increases self-confidence levels and problem-solving skills (15). Hence, improvement in competency skills. For a mentor to be a closer friend, their mentees

must adopt a critical mindset. This includes discussing new problems, raising concerns, considering opposing viewpoints, and involve the mentees in the decision-making process. Through mentoring relationships, a mentor also develops in the learner role by learning more about how teachers learn and honing their collaborative work abilities in the context of learning (15). Mentoring may help junior nurses to understand the real-world skills which they haven't learned in nursing college based on the "Transition Conceptual Framework" encompassing transition experience, encompassing the emotional, physical, socio-developmental, and intellectual levels of new nurses (15). The associations between mentoring competency development are summarized in Table IV.

**Table IV: Association between mentoring and competency**

| Authors                            | Country (n)      | Year | Main findings   |
|------------------------------------|------------------|------|---|
| Jeneva Gullarte-Rinaldo et al [26] | California (151) | 2023 | * Positive association between mentoring and competency skills.   |
| Homer et al [15]                   | USA (37)         | 2017 | *Positive association between mentoring and competency skills.  |
| Beulah Jasmine Rao et al [17]      | India (242)      | 2020 | *Positive association between mentoring and job satisfaction leads to development of competency skills. |
| Kaihlanen [17]                     | Finland (712)    | 2018 | * Positive association between mentoring and competency skills.   |
| Hallaran AJ [17]                   | Canada (217)     | 2023 | * Positive association between mentoring and competency skills.   |

**DISCUSSION**

Though there's a large number of studies examining the benefits of mentoring among junior nurses, effectiveness of the programs in job satisfaction, psychosocial effect, intent to stay, and competency is either unclear or conflicting. This review presented an update of beneficial effects of mentoring among junior nurses to achieve a better quality of patient's nursing care. As outlined by this review, the mentoring program helps to increase the job satisfaction of the mentees. In the process of mentoring, mentors would frequently give difficult and learning assignments to mentees, in order to advance their knowledge and skills (23), as well as provide career guidance (24), support the advancement of job position (25), help in task problem solving (26), and further promote their overall growth. By this way, mentees able to advance their knowledge and skills and clearly understand their job development and position development. It was discovered that the mentorship's knowledge and experience sharing and learning opportunities increased the mentees' self-assurance in their work, decreased their worry on their future, met their demands for professional development and increased their level of job satisfaction. In increasing job satisfaction and retaining experienced nurses, both

employers and nurses must identify the factors of it. The establishment of mentoring relationships is an important intervention, as research indicates that they enhance job satisfaction and, thus, increase nurse retention. It has been acknowledged that creating a mentor program for recently employed nurses is an essential part of their experience and can make a big difference.

Mentoring contributes a sense of bonding with colleagues and assists in developing a sense of belonging (27). To reduce the emotion of frustration, isolated and retain highly qualified nurses, organizations need to focus on mentoring as a necessary strategy. Ultimately, patient care will increase, and healthcare will become safer. The strength of this study is the research design. Quantitative descriptive-correlation design is more applicable in study because it describes the variables and relationships. Despite this, the review excluded non-English articles, and articles with cross-sectional design which may have prevented it from drawing causal explanations.

## CONCLUSION

In conclusion, it is very important to mentor and guide junior nurses during their transition, as it is a challenging journey to provide quality nursing care to patients. Optimally, regular meetings among mentors and junior nurses once a week or monthly to discuss on any issues, challenges and improvements during the mentoring process would be suggested. The duration of mentorship may range from six months to one year, depending on the capability and efficiency of the junior nurses. Particularly, mentoring junior nurses focusing on the development of specific skills such as interpersonal skill (for example communication skills), or basic clinical nursing skills (for example wound dressing skills and nasal oral suction skills) would be recommended.

## REFERENCES

1. Digby R, Bolster D, Hughes L, Perta A, Bucknall TK. Examining subacute nurses' roles in a changing healthcare context. *J Clin Nurs*. 2020;29(13-14):2260-2274. doi.org/10.1111/jocn.15235
2. Bicket MC, Brat GA, Hutfless S, Wu CL, Nesbit SA, Alexander GC. Optimizing opioid prescribing and pain treatment for surgery: review and conceptual framework. *Am J Health Syst Pharm*. 2019;76(18):1403-1412. doi.org/10.1093/ajhp/zxz146
3. Coster S, Watkins M, Norman JJ. What is the impact of professional nursing on patients' outcomes globally? An overview of research evidence. *Int J Nurs Stud*. 2018;78:76-83. doi.org/10.1016/j.ijnurstu.2017.10.009
4. Kaihlanen AM, Elovainio M, Haavisto E, Salminen L, Sinervo T. Final clinical practicum, transition experience and turnover intentions among newly graduated nurses: A cross sectional study. *Nurse Educ Today*. 2020;84:104245. doi.org/10.1016/j.nedt.2019.104245
5. Maria HSY, Mei WL, Stanley LKK. The transition challenges faced by new graduate nurses in their first year of professional experience. *Glob J Nurs Care*. 2020;5(1). Available from: <http://dSPACE.twc.edu.hk/jspui/handle/123456789/1967> doi.org/10.5176/2345-7198\_5.1.16.
6. Hallaran AJ, Edge DS, Almost J, Tregunno D. New nurses' perceptions on transition to practice: A thematic analysis. *Can J Nurs Res*. 2023;55(1):126-136. doi.org/10.1177/08445621221074872
7. Busby KR, Draucker CB, Reising DL. Mentoring-as-partnership: The meaning of mentoring among novice nurse faculty. *J Nurs Educ*. 2023;62(2):83-88. doi.org/10.3928/01484834-20221213-03
8. Hedenstrom ML, Spiva L, Thurman S, Hale RL, Toney S, Case-Wirth J, et al. Developing and evaluating the effectiveness of a nursing leadership mentoring pilot program. *Nurs Adm Q*. 2023;47(2):173-181. doi.org/10.1097/NAQ.0000000000000557
9. Yarbrough A, Phillips LK. Peer mentoring in nursing education: A concept analysis. *Nurs Forum*. 2022;57(3):1545-1550. doi.org/10.1111/nuf.12832
10. Pop JC, Caxaj CS, Oudshoorn A. Mentorship in nursing education: A concept analysis. *J Nurs Educ Pract*. 2022;12(8). doi.org/10.5430/jnep.v12n8p23
11. Barker E, Kelley PW. Mentoring: A vital link in nurse practitioner development. *J Am Assoc Nurse Pract*. 2020;32(9):621-625. doi.org/10.1097/JXX.0000000000000417
12. Busby KR, Draucker CB, Reising DL. Exploring mentoring and nurse faculty: an integrative review. *J Prof Nurs*. 2022;38:26-39. doi.org/10.1016/j.profnurs.2021.11.006
13. Gentry J, Johnson KV. Importance of and satisfaction with characteristics of mentoring among nursing faculty. *J Nurs Educ*. 2019;58(10):595-598. doi.org/10.3928/01484834-20190923-07
14. Weng RH, Huang CY, Tsai WC, Chang LY, Lin SE, Lee MY. Exploring the impact of mentoring functions on job satisfaction and organizational commitment of new staff nurses. *BMC Health Serv Res*. 2010;10:1-9. doi.org/10.1186/1472-6963-10-240
15. Horner DK. Mentoring: Positively influencing job satisfaction and retention of new hire nurse practitioners. *J Am Assoc Nurse Pract*. 2017;37(1):7-22. doi.org/10.1097/PSN.0000000000000169
16. Mueller CW, Iverson RD, Jo DG. Distributive justice evaluations in two cultural contexts: A comparison of US and South Korean teachers. *Hum Relat*. 1999;52(7):869-893. doi.org/10.1023/A:1016919205191
17. Vazir N, Meher R. Mentoring in teacher education: Building nurturing contexts and teaching communities for rural primary school teachers in

- Sindh, Pakistan. *Journal of educational research*. 2010;13(1):123. Available from: [https://ecommons.aku.edu/pakistan\\_ied\\_pdck/13/](https://ecommons.aku.edu/pakistan_ied_pdck/13/)
18. Jeffers S, Mariani B. The effect of a formal mentoring program on career satisfaction and intent to stay in the faculty role for novice nurse faculty. *Nurs Educ Perspect*. 2017;38(1):18-22. doi.org/10.1097/01.NEP.0000000000000104
  19. Melnyk BM, Tan A, Hsieh AP, Gallagher-Ford L. Evidence-based practice culture and mentorship predict EBP implementation, nurse job satisfaction, and intent to stay: Support for the ARCC© model. *Worldviews Evid Based Nurs*. 2021;18(4):272-281. doi.org/10.1111/wvn.12524
  20. Yksel A, Bahadır-Yılmaz E. The effect of mentoring program on adjustment to university and ways of coping with stress in nursing students: A quasi-experimental study. *Nurse Educ Today*. 2019;80:52-58. doi.org/10.1016/j.nedt.2019.06.006
  21. Choi E, Yu S. Effects of preceptors' mentoring function on novice nurses' self-efficacy and organizational commitment: A cross-sectional study. *Nurse Educ Pract*. 2022;64:103431. doi.org/10.1016/j.nepr.2022.103431
  22. ERDAL N. The effect of mentoring on the performance of nurses in developing career and psychosocial functions. *Am J Med Sci*. 2022;4(1):29-42. Available from: <https://avesis.gelisim.edu.tr/yayin/61f1681a-691d-4f11-b1be-6d9d1981fa8c/the-effect-of-mentoring-on-the-performance-of-nurses-in-developing-career-and-psychosocial-functions>
  23. Gong Z, Li M. Relationship between nursing mentorship and transformational leadership of mentor: A cross-sectional study. *J Nurs Manag*. 2022;30(2):413-420. doi.org/10.1111/jonm.13519
  24. Tuomikoski AM, Ruotsalainen H, Mikkonen K, Miettunen J, Juvonen S, Sivonen P, et al. How mentoring education affects nurse mentors' competence in mentoring students during clinical practice—A quasi-experimental study. *Scand J Caring Sci*. 2020;34(1):230-238. doi.org/10.1111/scs.12728
  25. Burgess A, van Diggele C, Mellis C. Mentorship in the health professions: a review. *Clin Teach*. 2018;15(3):197-202. doi.org/10.1111/tct.12756
  26. Adeniran RK, Smith-Glasgow ME, Bhattacharya A, Yu X. Career advancement and professional development in nursing. *Nurs Outlook*. 2013;61(6):437-446. doi.org/10.1016/j.outlook.2013.05.009
  27. Jiang Z, Di Milia L, Jiang Y, Jiang X. Thriving at work: A mentoring-moderated process linking task identity and autonomy to job satisfaction. *J Vocat Behav*. 2020;118:103373. doi.org/10.1016/j.jvb.2019.103373