

How Supervisory Support For Career Development Impacts Self-Efficacy And Career Satisfaction? The Moderating Role Of Task Proficiency

Muhammad Qaiser Shafi ¹, Ashiq Ali ², Nida Kamal ³, Dr. Sajeela Rabbani ⁴ and Rabia Tasawar ⁵

^{1,2,5} Faculty of Management Sciences, Riphah International University, Islamabad, Pakistan

^{3,4} Bahria University, Islamabad, Pakistan

Abstract:

The current study investigates the impact of supervisory support for career development towards career satisfaction of employees through the mediating and moderating role of self-efficacy and task proficiency respectively. Various individual characteristics may differentially affect the effects of supervisory support on subordinate's career satisfaction. In addressing these issues, researcher draws upon conservation of resource theory to identify an important yet neglected individual resource i.e. self-efficacy in the form of valuable ability as a contingency of the effects of supervisory support on employee's career satisfaction. This study is quantitative in nature. Using convenience sampling technique, the data has been gathered from 212 employees working in NGO sector, Pakistan. The statistical analysis has been carried out via Smart PLS and SPSS. The current study confirms that there is a positive and significant impact of supervisory support on the career satisfaction of employees. Self-efficacy was found to act as mediator between the relationship of supervisory support and career satisfaction. The results reveal that task proficiency doesn't act as a moderator. Furthermore, the research limitations, future directions and managerial implications have been discussed.

Keywords: Supervisory Support, Career Satisfaction, Self-Efficacy, Task Proficiency

I: Introduction

Creating contention in the business world has pushed associations to think past standard delegate related prospects like inspiration, commitment and satisfaction (Rupert and Smith, 2016). Today, affiliations need laborers with eagerness, energy, and commitment for their business occupations. Ability the executives are progressively significant from the key human resource the board perspective. Amazing capacity the board can make long stretch advantages for bosses and affiliations (Ashton and Morton, 2005), exclusively where the perfect people are used for the correct role and are consequently

retained. As shown by the principle of management competence (Quinn et al., 2003), chiefs assume basic parts in an association's prosperity. Supervisors play a major role in the coordination of relations between workers and organizations. Somewhat, Supervisors may be characterized as high-profile or higher-performing workers. Past reports have demonstrated that missing this assembly of people will have more detrimental effects for organizations than losing vulnerable artists (Nyberg, 2010). Workers have long-term loyalty to organizations (for example, efficiency and hard work) in exchange for long-term flexibility in their job, preparation and growth and internal

access to progression in the traditional paradigm of supervisor members' relationships (Feldman, 2000). Moving essential obligation regarding career growth in general for people, career development has been increasingly more important over the past 20 years (Noe, 2002). For some time, most employees in organizations are particularly engaged in self-improvement, that is, the development of new talents and technologies that can contribute to self-improvement and long-term career growth. As a result, Subordinates typically rely on their supervisors to develop and improve themselves with their careers (Loi, Chan, & Lam, 2014).

At the point when people work in a steady climate that incorporates uphold emerging from coworkers and supervisors as well as can manufacture their careers by exploiting the previously mentioned versatility assets, they are probably going to have emotional results, for example, Career satisfaction and the goal of remaining in the association (Guan et al., 2015). Fok and Yeung (2016) expressed that the inspiration and mentality of youthful employees were impacted by the degree of pay, career development, promotion, supervisory support, and co-workers in the organization. Moreover, they are well on the way to remain longer in an association since they have a sense of safety with their work and will be more dedicated to their career (Chen, Myrtle, Liu, and Fahey, 2011). The acknowledgment given by the organization is to show gratitude for good commitment in playing out their job or task by employees. It is indicated that an able employee with high self-efficacy, good career satisfaction, and commitment can lead the association and impact others to meet the association's main goal and vision. The probability Employees' capacity to the satisfaction of their job needs depends not only on the resources inherent in their work environment – such as boss assistance (Zhou et al., 2016) or hierarchical equity (Aryee et al.,

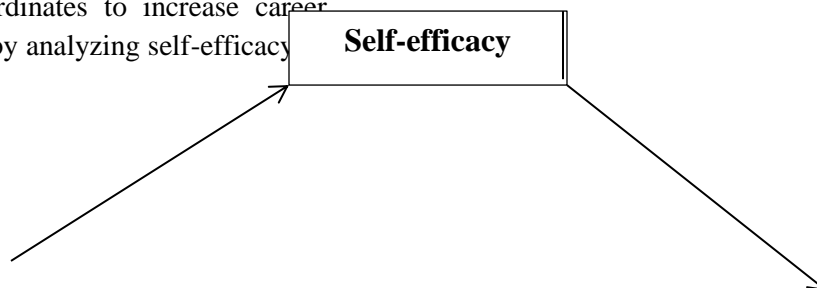
2015) – but also on their own attributes, such as their personality traits (Thoresen et al., 2004) and their political abilities (Liu et al., 2007) along with their self-efficiency (Alessandri et al., 2015). Supervisors generally have control at work environment to hold employees in light of a legitimate concern for Organization It is basic for an organization to recruit qualified and experienced employees to run the organizations as they spend massive interest in limit and expertise advancement Including its staff (Suifan et. al., 2018 ; Sok et. al., 2018). For upgrading and improving employee efficiency, working climate assumes an original part (Iqbal, et. al., 2018).

Supervisor role models for followers are considered significant (Khan, et al., 2019). In line with the learning paradigm, individuals who are exposed to a personal confrontation engage in the bullying of other people (Hauge et al., 2009), which contributes to this toxic work atmosphere having a detrimental effect on the physical and psychological properties of the workers (Hobfoll, 2011; Pitafi et al., 2018). Therefore, as a mediator this research aims to use self-efficacy and task proficiency as a moderating variable to consider the relationship between supervision support and career satisfaction in the context of career development. Many other researchers discovered that the relationships between characteristics of the employee and career responsibilities have a significant impact in self-efficiency (Diseth 2011; Kim & Beehr 2017), reflecting a commitment to corporate employment as self-efficiency is a confidence in the capacity to do business on its own (Bandura, 1977). Likewise, higher-grade self-conscious staff of self-efficacy would eventually strengthen their professional commitment and their

commitment to improve their career and skills in those fields of employment (Chan & Mai, 2015). In order to cope with the current study's projections of resource conservation (COR) theory (Hobfoll, 1989), the main mediator in the area of monitoring support for career satisfaction was the self-efficacy (Yang et al., 2018). The capital allocation concept of COR theory suggests that people spend more money to make more useful, so they can achieve their targets with these additional resources (Hobfoll, 1989). When workers are helped, their self-efficacy is enhanced, allowing them more confident to get additional help. Prior studies (e.g. Howell, Dorfman & Kerr, 1986) indicate that the association between supervisory actions and subordinate outcomes is moderated by subordinate human differences. In fact, new evidence shows that certain workers are not inspired solely by the encouragement of the boss (Chen, Li, & Leung, 2016). These findings suggest that the effects of supervision support on subordinated career results can differently in various individual characteristics. By Using Hobfoll (1989) COR to define job skills—as an eventuality of an effect of supervisors support on subordinate career satisfaction. Task proficiency may be considered a powerful opportunity for subordinates to improve their confidence in their own abilities and expertise and to satisfy their competence requirements (Boon & Kalshoven, 2014).

a key mediator and defining task proficiency as a critical individual resource which can better explain how certain subordinates are more successful than others in their professions. Investigators believe that people with a high degree of task proficiency rely less on organizational resources (i.e. high levels of supervisory support) to increase their efficiency and promote meaningful workplace effects in terms of career satisfaction. Secondly, current study provides a more integrated understanding of how and when supervision supports to boost career satisfaction and the position of the individual characteristics of the subordinate. Building on the sense of social learning, scholar recommends self-efficacy to clarify SS - CS relationships as a possible intermediate factor. Thirdly, this research was carried out in Pakistan, a nation in South Asia. In fact, in six cultural aspects (e.g. power distance index 1/4 55 individualism/collectivism 1/4 14, masculinity 1/4 50), in uncertainty avoidance 1/4 70, in the long-term orientation 1/2 50), Pakistan is somewhat far from European countries like the USA, United Kingdom, Germany, France, etc. Pakistan is a collectivist culture and how this collectivism is crucial to understand is perceptible and used by its employees to achieve organizational objectives as a way of supporting the supervisors. The suggested theoretical model is shown in Figure 1.

Three significant contributions to ongoing study are intended for current research. Firstly, scholar research whether supervisory assistance can enable subordinates to increase career satisfaction by analyzing self-efficacy



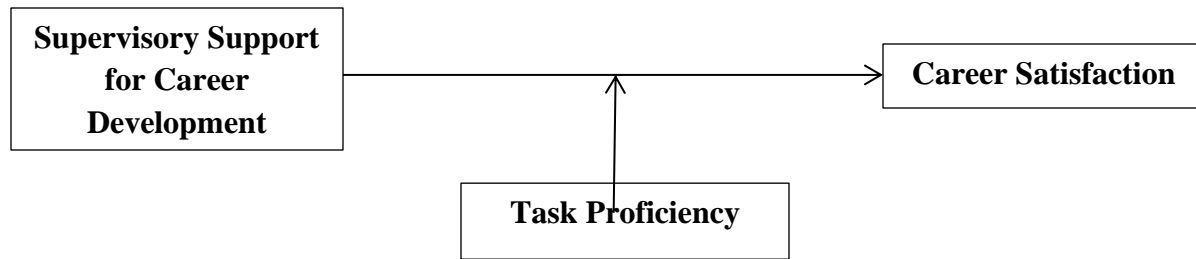


FIGURE 1: Theoretical Model

2: Literature review and hypothesis development

2.1: Conservation of Resource Theory

COR Theory shows that people are inspired to defend and generate wealth (Hobfoll, 1989). It contains two contending principles: protection of resources and investment in resources. The theory of resource management suggests that individuals with insufficient resources be encouraged not to consume their remaining resource. In the opposite, the least discussed concepts of COR theory are resource investment. The capital investment hypothesis of COR theory suggests that working environment resources are available to create new resources (Hobfoll, 1989). For example, in the environment of learning, a crucial organizational advantage, effort is expended to enhance the implementation of extra positions (Eldor & Harpaz, 2016). Supporting managers typically give their subordinates more useful characteristics, such as relational feelings and physical assets. It usually contributes to a more prominent assume of the result among subordinates (Zhou, Wang, Chen & Shi, 2012). Subordinates with a constant COR view are needed for reinvestment of

their acquired assets to improve remarkable career satisfaction by means of supervisory support.

2.2: Supervisory Support and Career Satisfaction

In the working environment, the supervisor should provide support in three systems according to the Bhanthumnavian (2003): passionate help (for example indicating compassion, recognition and care); educational support (for example giving input or direction in work), and material help (for example getting ready financial plan, helps, assets, and unmistakable help that are identified with work to improve the subordinate's inspiration, execution, and adequacy). Supervisory support is the relation between the subordination and the supervisor, whom the subordinate regards as contributing significantly to his/her professional growth. Such encouraging details as the supervisor's contribution to implementation must take into consideration the devotion of the subordinates to the organization's professional development opportunities. In extra exploration of Sattavorn (2018) recommends that supervisory support is, in this manner, emphatically connected with organizational commitment. Support produces by the supervisor "enabling

relationships with others that make it easier for them to learn” (Mink, O.G., Owen, K.Q. & Mink, B.P. 1993). According to this theory, supervisor support would help staff develop and evolve (Ellinger, A.D., Ellinger, A.E. & Keller, and S.B. 2003).

Conforming to the COR theory, employees are more likely to see job hurdles reflecting capital loss where management is less accommodating. These subordinates, on the other hand, react adversely by displaying low degree of happiness and advancement in your profession to the lack of support. A recent meta-analysis also found that encouragement from supervision was positively related to subjective job success (Ng & Feldman, 2014). An employee needs to work with his current career for long haul because of help of his supervisor at work place (Nagy et al., 2019). An ethical supervisor assumes an essential part to improve employee career in organizational through career development counseling (Blokker et al., 2019). Support from supervisors who demonstrate care and concern for subordinates may act as a security resource that encourages workers to pursue bravely further innovations in light of their high independence.

H 1-Supervisory support has a significant positive impact on career satisfaction.

2.3: Supervisory Support and

Self-Efficacy

Work results are seen by employees as relying generously upon their own endeavors, activities, and choices, as opposed to on the sufficiency of guidelines from the supervisor or in a manual of methods. This condition effectually affects self-efficacy assessments of workers as they perceive themselves along these lines as

more professional and more ingenious, to expand its self-efficacy (Wang dan Netemeyer, 2002). High-level self-efficient employees can expend more energy and be bound to persevere while experiencing obstructions or negative meetings (Kreitner and Kinicki, 2004). On the other hand, a person with little self-efficacy is skilled to quit any pretense of, accepting the troubles only demonstrate that the individual in question couldn't do the job. Higher level of job self-efficacy is probably going to bring about more attractive business related mentalities. Supervisors, who make sure subordinates know their targets and help accomplish the objectives, will lead to the mastery interactions of their subordinates. Effective leadership may also contribute to self-efficacy. Therefore, supervisory support is proposed to have an impact on the factors described by Bandura (1984) that have an impact on the association between self-efficacy and success. Locke & Latham (1984) proposed that the supervisors should ensure the staff considers their interests and support them and motivate employees who are not punished, but who have trouble in achieving their objectives. Supervision support is therefore characterized as a supportive, proactive and helpful approach to employees (Locke & Latham, 1984). Supporting managers are viewed as facilitators of priorities, and lack of supervision support may adversely affect efficiency.

H 2 - Supervisory support has a significant positive impact on self-efficacy.

2.4: Self-Efficacy and Career Satisfaction

Late examinations show that organizational highlights could cultivate career satisfaction. Considerable connections were found between

profession versatility and interest in dynamic, independence, managerial career uphold (data, counsel and consolation) (Klehe et al., 2012) and social help (Zikic & Klehe, 2006). The effectiveness of self represents “the strength of people's convictions in their own effectiveness” (Bandura, 1977). A significant number of studies have put self-efficacy as well as in many unique fields of job management (Lent & Brown, 2013). Career-related self-efficacy may cover a range of factors (Betz, 2007). They prefer based on work (such as experimentation and decision-making effectiveness; Lent, Ezeofor, Morrison, Penn, & Ireland 2016) or on job content (such as mathematical self-efficacy or occupational self-efficacy; Rigotti, Schyns, & Mohr, 2008). The study has also shown that knowledge and employee satisfaction contribute to self-efficacy. Pinguart and his colleagues (2003) stated in their analysis of higher job satisfaction ratios for people with greater self-efficiency. They find that people with high self-efficiency are less vulnerable to unemployment and satisfied with the work. Higher level of job self-efficacy is probably going to bring about more attractive business related mentalities. In a meta-investigation of self-efficacy and hierarchical execution, Salgado and Moscoso (2000) found that self-efficacy was positively correlated with job satisfaction. Self-efficacy hypothesis attests that an individual's confidence in his/her own capacities drives him/her to the practices needed for accomplishing the ideal outcomes and empowers him/her to do extra exertion (Peyman et al., 2006). With regard to the above issues and this theory believes that greater work satisfaction contributes to improved efficiency, the key inquiry of this analysis

is whether self-effectiveness affects the career satisfaction of NGO's employees.

H 3 –Self-efficacy has a non-significant positive impact on career satisfaction.

2.5: Supervisory Support, Self-Efficacy, Career Satisfaction

Satisfaction with work is expanded while tension is decreased by supervisory support given by a manager (Conrad, 2019). Van Yperen (1998) noticed that people with high self-efficiency are less likely to quantify data they endorse than low self-efficiency people. Interestingly, subordinates that are low in their self-efficacy productivity have prospects in their careers in the wilderness (Boone and De Brabander, 1997) and are bound to stand by and before they do so, be pushed by their supervisors (Blau, 1987). They are also more open to learning support, because at some point of time they definitely see supervisory support, they feel more justified career satisfaction. The apparent benefits arising from supervision tutoring are often more precarious for subordinates with higher self-efficiency than for subordinates with decreased self-efficacy. Accordingly, researchers will expect that lower self-efficacy would see more grounded support from supervisory tutoring and create more grounded feeling of career satisfaction. Researcher contend that supervisory support builds subordinates' career satisfaction and would thus be able to assist with holding supervisors and other exceptionally esteemed workers that establish imperative resources for their association. Besides, researcher has established that this interaction is mediated by self-efficacy. Extremely self-efficient individuals prefer to work hard, and even when facing

challenges, they typically see it rather than an obstacle, as an opportunity (Wang et al. 2019). These assets are scarce but people can access more critical resources to fulfill their needs through them and generating good outcomes (Hobfoll 1989, 2001). When workers are monitored with assistance, their self- efficacy is increased and they are secure in receiving additional funding. Therefore, would expect self- efficacy of workers to mediate the link between tracking and work satisfaction. Suggest the following theory, however.

H 4 – Self-efficacy mediates the relationship between supervisory support and career satisfaction.

2.6: Moderating Role of Task

Proficiency

Task proficiency is considered a valuable resource for individuals. Persons with high challenge experience tend to have more specific resources are most likely to benefit from resources (Hobfoll, 2001). High-tasking subordinates, according to COR theory are more likely to have more personal capital to gain additional creating resources and a virtuous circle of these resources (Hobfoll, 1989). These subjects are potentially inspired by their intrinsically important talents and abilities regardless of their social environment (Boon & Kalshoven, 2014). As a result, highly qualified subordinates are less alert and attentive to the power of their supervisors and less successful in improving their career results as regards career satisfaction. In comparison, individuals with no work skill are unaware of their abilities and skills and therefore lack individual resources and may face possible loss of resources. Another factor that worries that the supervisor is

often hesitant to help his workers is that they typically send their employees only critical input instead of constructive response (Nijman et al., 2006). They just see the negative side of their staff without acknowledging that tasks and obligations of their employees have been a good job. Thus the workers are demotivated, stressed and ready to leave the company (Madi et al., 2011). Nevertheless, the supervisor is responsible for assisting its workers, since these unpleasant habits should be removed in the company. A modern perception of justice applies to fairness in the workplace - reward (Mowday, 1991).

H 5- Task proficiency moderates the relationship between supervisory support and career satisfaction, in such a way that relationship gets stronger when task proficiency is high and vice versa.

3 | METHODOLOGY

3.1: Population and Sampling:

Population

Data was collected from staff members of NGOs in Islamabad and Rawalpindi with their own learning and development centers by means of a survey process. There is hierarchical setup in offices with well experienced employees as well. Due to time constraints, the analysis is based on the convenient sampling. Database from Islamabad and Rawalpindi NGOs would be received. It was convenient and simple to use the basis for the compilation of data from this population.

Sampling

On the basis of convenience sampling, a sufficient number of questionnaires based on population size have been allocated among

population already being mentioned. Close ended questions are used in this research.

3.2: Scales and Measures:

This section is related to scale and items. Complete information related to items and scales is provided. All these scales and items were adopted. All variables of the sample were assessed on a 5 point Likert scale ranging from Strongly Disagreed=1 to strongly agree=5.

3.2.1: Supervisory Support

Supervisory support has been evaluated using Greenhaus, Parasuraman and Wormley work (1990). The calculation tests the perspective of employees as to how much supervisory support they get in their jobs. The item of the study was: "My supervisor cares about whether or not I achieve my career goals." Nine Items was ranked on a Likert scale of five points "strongly disagree" (1) to "strongly agree" (5).

Task Proficiency

Task proficiency is being measured by Griffin et al. (2007) three-item scale for measuring subordinate task proficiency. There is a sampling item "This subordinate carries out the core parts of job well". Three Items have been scored on a Likert scale of five points "strongly disagree" (1) to "strongly agree" (5).

Career Satisfaction

Career satisfaction is evaluated using the Greenhaus et al 5-point scale (1990). There is an Item for sample "I am satisfied with the success that I have achieved in my career". Five factors have been analyzed

on a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5).

Self-Efficacy

To measure employee self-efficacy, have used a 6-point Likert scale to add six items based on previous studies (Luthans et al., 2007; Parker, 1998). There are two examples here. "I feel confident helping to set targets/goals in my work area" and "I feel confident in representing my work area in meetings with management". Six elements have been evaluated on a six-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (6).

SmartPLS

Software designed for test models is SmartPLS. The software offers the possibility of drawing the path model between the variables and of specifying the indicators for the variables. The advantages are the smaller sample dimensions and absence of distributional assumptions this path modeling technique (Hair et al., 2012). The data collect was used to be analyzed by Smart PLS software to analyze the sequential equation model (SEM). Analysis started with the measurement model for reflective constructs. The reflective measurement model involves internal accuracy (alpha and composite reliability of Cronbach), convergent validity (reliability indicator) and discriminating validity.

Confirmatory Factor Analysis (CFA)

In this study, a questionnaire was used to measure the variables of the research. Therefore, the validity of the questionnaire should be confirmed. Thus, Confirmatory factor analysis has been used. Validity of the

questionnaire; examined by the confirmatory factor analysis, is known as the construct validity. The results of confirmatory factor analysis of level 1 and

level 2 are shown in figures 2 and 3 respectively. The figures are followed by detailed interpretation of the results as per relevant criteria described below.

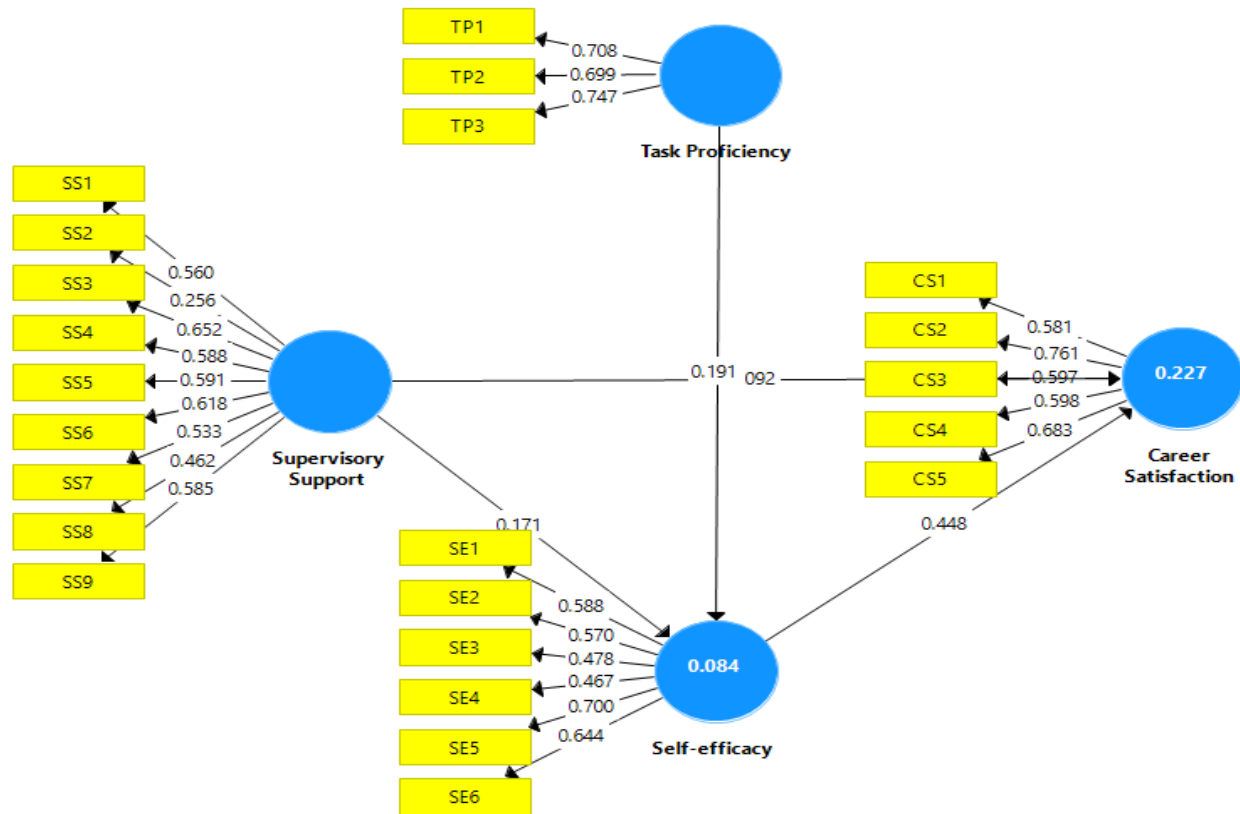


Figure 2: Confirmatory Analysis level 1

Influence of the relationship between the factors latent variable (dimensions of each of the main constructs) and the visible variable are shown by the factor loading. The factor loading is between zero and one. If factor loading is less than 0.4 (Hulland, 1999), the relationship will be considered weak and it will be ignored. The acceptable range for factor loading is between 0.4 and 0.6, and it is highly desirable if it is greater than 0.6. Any

factor load value above 0.70 is considered as appropriate according to Gau and Lee (2003) but in this particular study the criteria used is less than 0.6 for each item scale which is recommended by the researchers of the social sciences (Awang, 2014; Hair et al., 2011). Various validity and reliability indicators are given in the following table, including factor loading:

Table 1: Factor loadings and convergent validity and reliability

Variables	Items	Loadings	α	CR
-----------	-------	----------	----------	----

Career satisfaction	CS1	0.581	0.654	0.781
	CS2	0.761		
	CS3	0.597		
	CS4	0.598		
	CS5	0.683		
Self-efficacy	SE1	0.588	0.612	0.749
	SE2	0.570		
	SE3	0.478		
	SE4	0.467		
	SE5	0.700		
	SE6	0.644		
Supervisory Support	SS1	0.560	0.726	0.789
	SS2	0.256		
	SS3	0.652		
	SS4	0.588		
	SS5	0.591		
	SS6	0.618		
	SS7	0.533		
	SS8	0.462		
	SS9	0.585		
Task proficiency	TP1	0.708	0.535	0.761
	TP2	0.652		
	TP3	0.747		

Researchers cited the accurate measure by means of uniform loadings and retention objects with loading 0.5 or above (Hair et al. 2016). Table 1 demonstrates all the factors except two items in supervisory support and two items in career satisfaction, Due to lower loading these items were removed, factor loads above 0.40 are thus seen to have adequate factors loading.

Figure 3 below shows the level 2 of the confirmatory factor analysis. The CFA level 2 comprises of variables after exclusion of scale items that lie below the

specified factor loading criteria of 0.6. The refined item scales are shown in the figure below:-

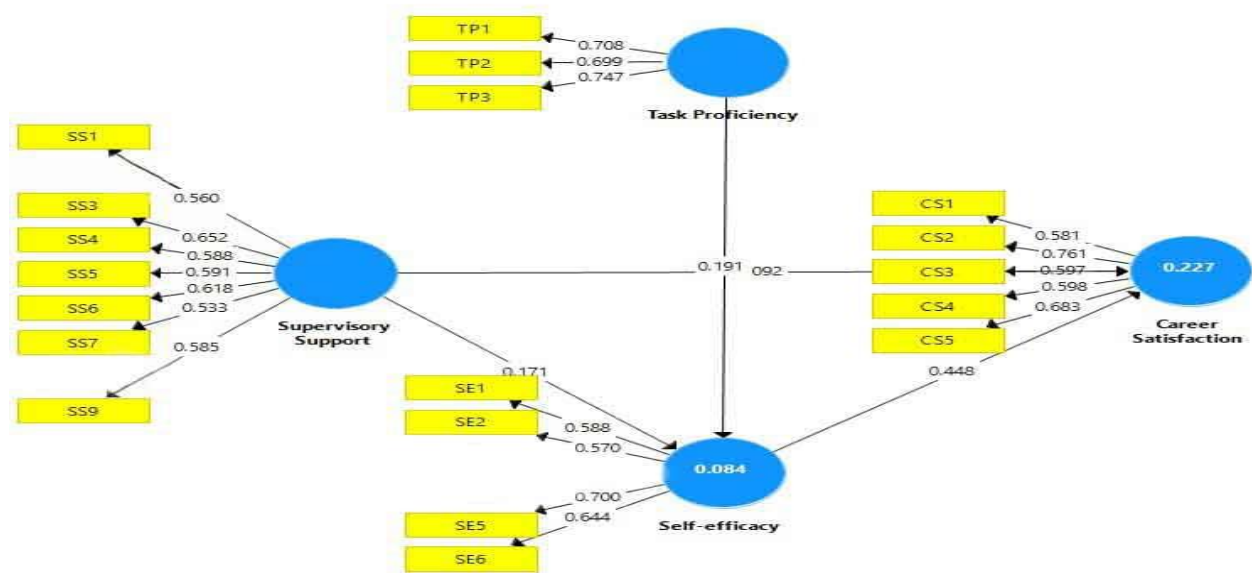


Figure 3: Confirmatory Analysis level 2

Table 2: Discriminant Validity: Heterotrait-monotrait (HTMT) criterion

	Career satisfaction	Self-efficacy	Supervisory support	Task proficiency
Career satisfaction				
Self-efficacy	0.705			
Supervisory support	0.307	0.340		
Task proficiency	0.605	0.407	0.442	

The purpose of the discriminating validity evaluation is to ensure that a reflective system is closer to its standards (e.g. relative to every other construct) in the PLS Route Model (Hair et al., 2017).

The Heterotrait-Monotrait Ratio (HTMT) is determined using SmartPLS to assess the discriminant validity of this model. This test interprets the fact that the variables

which should not be connected to each other are in fact uncorrelated. The appropriate HTMT ratio should be under 0.90 in orders to illustrate discriminatory validity, according to the Hamid, Sami and Sidek (2017) report. There is a lack of distinguishing validity when the HTMT value is above the threshold.

3.3 Data analysis

In this study, different data analysis tools

will be applied for data validation and hypothesis testing. First of all, the descriptive statistics are calculated using SPSS. The data gathered from 212 respondents analyzed on SPSS software.

4: Results

The data gathered to validate the theory and answer study questions must be evaluated in order to conclude this analysis properly. Data are interpreted as descriptive, as already mentioned in the previous chapter. The review, presentation and interpretation of the results of this thesis are contained in this chapter. The results of the questionnaire, which deals with the quantitative analysis of the data, serve for the analysis and interpretation.

4.1: Demographic analysis

The demographics of this study include employee's age, gender, qualification, marital status and work experience in the field of NGO's. The demographic profile of the survey participants (shown in Table 3) indicates that male respondents are 46%

Table 3: One-way ANOVA

Demographics	Career Satisfaction	
	f statistics	p value
Gender	.025	.874
Age	.210	.932
Marital Status	.588	.556
Qualification	.240	.868
Experience	.605	.612

A one-way ANOVA was performed to monitor the variety in career satisfaction based on demographics factors utilized in the

and 54% respondents are female. Result shows that female percentage is higher. The different age ranges of sample population. 26.4 % of respondent's age was in the middle of 20-25, 33.5% of respondents were of 25-30, 25.5% of respondents were among 30-35, 11.8% of sample population was range of 35-40 and 2.8% of respondent's ages were in the range of 40 and above. The higher percentages of results were in the range of 25-30. Out of 212 respondents 42.5% are single, 53.8% are married and 3.8% lay in divorced category. Result about qualification of respondents. 39.2% hold bachelor degree, master qualified were 41.5%, 17.9% of respondents holding MS/MPhil and PhD holders were 1.4%. Table 3 Shows experience of respondents. 52.4% of the sample population have work experience in range of 0-5, 35.4% have 5-10 years, 8.5% were in the range of 10-15, 3.8% have experience in the range 15-20.

4.2: Control Variables

investigation. No critical distinction was found in mean estimations of career satisfaction among groups based on

gender, age, marital status, qualification and experience (Table 3)

4.3: Correlation Analysis

Correlation analysis is performed to examine the relationship of supervisory support and career satisfaction through self-efficiency mediation and

moderating role of task proficiency. It gives view about the degree how variables vary together at the same time or not. To measure the strength or weakness of association between variables Pearson correlation analysis is used it range from -0.1 to 0.1.

Table 4: Mean, standard deviations, and correlation matrix

	Mean	SD	1	2	3	4
1.Supervisory support	3.939	.512	1			
2.Task proficiency	3.973	.567	.266**	1		
3.Career satisfaction	3.906	.572	.160*	.356**	1	
4.Self-efficacy	3.937	.572	.239**	.249**	.421**	1

N=212, *p<.05, **p<.01, ***p<.001

The relationship between supervisory support and career satisfaction is positive and substantial, where $r = .160^*$ at $p < 0.05$. It can be seen in the aforementioned table supervisory support has positive relation with self-efficacy, where $r = .239^{**}$ at $p < 0.01$. Table above exhibit a positive correlation between supervisory support and task proficiency, where $r = .266^{**}$ at $p < 0.01$. Self-efficacy has positive relationship with career satisfaction, where $r = .421^{**}$ at $p < 0.01$. A positive relation can be seen in correlation table about task proficiency and career satisfaction, where $r = .356^{**}$ at $p < 0.01$. Task proficiency has significantly positively correlated with Self-efficacy, where $r = .249^{**}$ at $p < 0.01$.

Regression Analysis

The regression analysis actually shows the point where one variable is dependent on the other, i.e.

the independent variable, at which point it is regressed. The extension of the simple linear regression is multiple regressions. The variable value is estimated on the basis of two or three other variables.

Moderated Regression Analysis

The application of a hierarchical regression can be recommended to test moderator effects, whereby variables are taken in several successive steps in the regression equation (Aiken and West 1991; Cohen et al. 2003).

Table 5 shows the interaction of supervisory support and task proficiency has positive but the effect on career satisfaction is not significant ($\beta = .050, p > 0.05, P \text{ value} = .697$). This shows that task proficiency do not moderate the correlation between support from supervision and satisfaction at work, not supporting hypothesis 5.

Table 5: Moderated Regression Analysis

Predictors	Career satisfaction		
	B	R ²	ΔR ²
Step 1			
Supervisory support	.078		
Task proficiency	.340***	.131	.131
Step 2			
Supervisory support×Task proficiency	.050	.132	.001

N=212, *p<.05, **p<.01, ***p<.001,

Mediated regression analysis

The result specify from table 6 indicates that there is an important causal impact between supervisory support and career satisfaction (B=1785, p<0.05). This reveals a favorable association between supervisory support and self-efficacy (B=.2673, p<0.05). Self-efficacy is optimistic, while

negligible or non-supporting, with career satisfaction (B=-0701, p >0.05, P value = 0.3315). Self-efficacy as well as the direct correlation between supervision support and career satisfaction is stronger than the indirect effect between supervision support and self-efficacy workplace satisfaction, which is (β=.04055, p<0.05), so partial mediation exists.

Table 6: Mediated Regression Analysis

	β	SE	T	P
SS → CS	.1785	.0761	2.3462	.0199
SS → SE	.2673	.0748	3.5713	.0004
SE → CS	.0701	.0720	.9733	.3315
SS → SE → CS	.04055	.0645	6.2902	.0000
Bootstrap results for indirect effect	Indirect Effect		LL 95%	UL 95%
			CI	CI
		.1084	.0474	.1798

N=212, LL=Lower limit, UL=Upper limit, SS=Supervisory support, CS=Career satisfaction, SE=Self-efficacy

5: DISCUSSION AND CONCLUSION

Supervisory support and Career Satisfaction

H1: Supervisory support has significant

positive impact on career satisfaction

Hypothesis 1 was supported in the prior study (Kang, Gatling & Kim, 2015), that the view of supervisory support by frontline Workers' career satisfaction has been positive. The findings were in line with the results of Jiang and Klein (1999). There was also an advantageous association between supervisory assistance and job satisfaction. Career positions such as leadership, vision, coaching and mentoring have been important influences in the interaction between supervisor-satisfaction relationships (Jiang & Klein, 1999). Furthermore, the Direct impact on job satisfaction of supervisory support ($p < 0.05$), which confirms hypothesis 1, was positive and influential, and the greater support of supervisors was correlated with improved career satisfaction for the new workers of the IS. The normalization effect was 0.16.

Supervisory Support and Self-Efficacy

H2: Supervisory support has a significant positive impact on self-efficacy.

With supervisory support it effectively creates trust in workers that they are willing to carry out their job as self-efficacy is strengthened. In companies, developing self produces an optimistic success spiral for their owners (Robbins et al., 2013). The belief in own abilities to efficiently navigate complicated situations means self -efficiency, and this self-confidence can be enhanced by the ability to view the self with objective and honest relationship with others. The findings of the regression analysis ($\beta = .2673$ $p < .05$) of supervisory support and self-efficacy are in the current review showed that a good and constructive association between supervisory support and self-efficiency. Such results were consistent with previous study findings Afzal et al. (2019).

Aforementioned research suggested mediation with self-efficacy in the contrast of PSS and TI and TP. The indirect effect of PSS on TP by self-efficiency was found to be positive and significant (0.18, $p < 0.001$). Such observations were consistent with the outcomes of previous exploration.

Self-Efficacy and Career Satisfaction

H3: Self-efficacy has a non-significant positive impact on career satisfaction

The results of regression analysis ($\beta = .0701$ $p > .05$) of the relationship between self-efficiency and career satisfaction is insignificant. Similarly, from prior studies, it was concluded that Burnout and Self- efficacy had an adverse association. The explanation is that people with low self-efficiency don't have any control over their behavior. They have a larger Burnout vulnerability. It is negative the relation between emotional weariness and self-efficacy. It means that there is an opposite association between mental fatigue and self-efficacy. Owing to low or high self-efficiency, mental fatigue is high or low. Self-efficacy and depersonalization are both negatively associated. It means that if people have low expectations in self-efficacy, there will be more depersonalization (Aftab, Shah, & Mehmood, 2012). In further earlier research of Tojjari, F. (2013), Results found that the association between general self-efficacy and the general factors of work satisfaction was not significant.

Mediating role of Self-efficacy between Supervisory Support and Career Satisfaction

H4: Self-efficacy has mediated the relationship between supervisory support and career satisfaction

Mediated regression analysis results ($\beta=.04055$, $p<.001$) show that the relationship between supervision support and career satisfaction is partly influenced by self-efficacy. Supervisors serve as messengers to provide constructive messages to maximize employee appreciation and self-efficiency (Gibbs, 2001). Supervisors often represent a barrier between management and the front line staff who transfer the prevailing organization's culture to new employees (McCarthy, 2003). Character growth and productive outcomes obtained by self-motivated learning are a significant source of accomplishment and success in career and life (Ryan and Deci, 2000). As organizations' leaders, supervisors give workers the ability to develop professional development and skills (Stinglhamber and Vandenberghe, 2003). Supervisors serve as mentors who support subordinates to improve career skills and act as traders and provide input and expertise from the outside world (Yang, 2007).

Moderating role of Task Proficiency between Supervisory Support and Career Satisfaction

H5: Task proficiency has moderate the relationship between supervisory support and career satisfaction, such that the positive relationship will be stronger when task proficiency is high.

Moderated regression analysis results indicate that there is no major moderating role of task proficiency between supervisory support and career satisfaction. ($r=.050$, n.s.). These observations corresponded to the results of the previous study, calling that the autonomous and moderating versions had a medium based mean and the multiplication of central variables produced an association term, according to Aiken and West's (1991) suggestions. A moderator for the interaction between high levels of HRM engagement and involvement is task proficiency

($\beta= -.14$, $p<.05$). The term relationship of job involvement and Task proficiency were not related to the dedication which means that no moderation in the second stage was identified. In situations with strong task proficiency, no partnership has been identified between high HRM dedication, job involvement and organizational commitment.

The finding of the substitute mediated moderation model suggests that task proficiency in this model does not serve as a moderator, and thus evidence does not support this model (Boon & kalshoven, 2014). Prior research of (Martin, Liao, and Campbell, 2013) confirm that There was no interaction effect between the leadership of the Directive and the initial satisfaction with the leader in predicting task proficiency ($r=.16$, n.s.).

Limitations and Future directions

The aim of the research in progress was to determine the mediating role of self-efficacy in the relationship between supervision support and career satisfaction. The study also concentrated on determining whether the interaction between supervisory support and career satisfaction had any mediating effect of self-efficacy. Based on the research, it has been debated that supervisory support leads to career satisfaction. Previous studies have shown that career satisfaction is dominated and affected by supervisory support (Yang et al., 2018). The findings of the current research suggest that supervisory support has a significant positive impact on career satisfaction and self-efficiency, which mediates part of the interaction between supervision support and career satisfaction. However, the results of the current study indicate that, in the context of Pakistani NGOs, there is no important moderating influence of task proficiency in partnerships of independent and dependent variables concerned. The study was a cross-section study in which data is gathered at one

point in time. Each research has its drawbacks, which are addressed to aid in future studies. There are also some shortcomings in this study. Firstly, the sample size was not very high. The researcher was presented with limitations in terms of collecting relevant and accurate data for the investigation of the research issue. As this analysis studies the NGO community, potential research can review related research systems in various population segments, such as banking, telecommunications, hospitality and also the manufacturing sector. Future scholars may also be working in a single area or in countries where professional growth is of higher priority. Direct supervisors' experiences can be used to assess employee job expertise, and can also aid Supervisors are responsible for distinguishing between high and low ability in the management of their workers, since they are the people who tend to be treated professional growth assistance. Besides researching a mediator, there are potentially other mediators, i.e. LMX, for starters. The essence of the LMX partnership has a direct effect on the subordinate results such as job satisfaction, engagement, position success and the conduct of organizational citizenship (Bhal, Gulati, & Ansari, 2009). Improved levels of supervisor support and guidance, increased level of satisfaction and performance and reduced subordinate turnover.

Managerial Implications

Based on the findings presented above, the administration and management of the NGO sectors and their representatives are given some recommendations and consequences. In theory, this research has presented some empirical data on the connection between supervisor support and career satisfaction. Inclusion of self-efficiency as a mediating variable to describe better and understand the relationship between supervisors support and careers satisfaction is one of the key theoretical contributions of the present research. The findings of this research have also

contributed to employee satisfaction awareness and literature. The conclusions reinforced the idea that supervisors' encouragement is most important in increasing the satisfaction rates of workers in their career, which deals with the realistic significance for policymakers and experts of this report. In addition, in Pakistan's founding NGOs, there are several consequences for administrators and decision makers who determine how resources are distributed and how professional workers can be satisfied. Consequently, the management of the NGO organizations has to offer sufficient support to their competent members, which would strengthen their loyalty (Chen et al., 2013). In addition, the mediating impact of self-efficacy on supervisory support interaction and job satisfaction should be acknowledged by HR departments and care professionals. This indicates that self-efficacy plays an important role in the career improvement of workers and implies that, as employee's gain positive Supervision, their self-efficacy is enhanced, making them more secure. In accessing additional resources, tends to enhance the degree of loyalty of management personnel and makes them remain with the company for a longer period of time, especially NGOs sector in Pakistan.

In accordance with the COR theory, while subordinates have sufficient individual capital (i.e. strong job skills), they have potential and ability to control and handle their world successfully (Hobfoll, Johnson, Ennis, & Jackson, 2003). Current research show that high role qualified subordinates are less alert, less conscious of supervisory authority and less powerful supervision support in terms of improving self-efficiency and career satisfaction. These results suggest that supervisory support may not always promote the satisfaction of subordinates in their careers, especially those with a high degree of task proficiency. The

findings further highlight the results of previous studies that suggest that not all subordinates are motivated by the general supervisor's help (e.g., Chen et al., 2016). Highly professional employees had better standards of supervisory support for career development because they have earned positive assessments from their supervisors, Latest figures show that this is not the case; no major difference between trained and less qualified workers is observed in perceived organizational resources. Though workers can benefit from high task proficiency, the understanding of their organizational capital by supervision support for professional development does not appear to impact. Supervisory support expectations cannot also be based on individual competences that their direct supervisor has perceived.

In consideration of the critical role of task proficiency in the effectiveness of career development support monitoring, organizations may differentiate among task proficiency levels in their HR plan for both high and low task proficiency, career growth supervision support may be effective, but in numerous ways. Direct supervisors' perceptions can be used to assess the task proficiency of employees and can also allow supervisors, as they appear to maximize employment prospects, to differentiate between high and low proficiency in the treatment of their subordinates.

Conclusion

This current study's purpose is to explore how and in which circumstances supervisory support for career growth increases the satisfaction of the career by looking at a model that explores the relationship between career development supervision support, career satisfaction, employees' self-efficacy and task proficiency in this partnership as mediator and moderator. The results indicate that supervisory support is correlated with career satisfaction is partly

influenced by self-efficacy. The correlation between supervisory support and career satisfaction was not found to be moderate in task proficiency. In spite of these shortcomings, this research showed that there are ties between supervision support, career satisfaction and the self-efficacy of employees. In Pakistan a quantitative analysis carried out in the NGO market, the main goal was to explore the effects of the mediating power of self-efficacy and the moderating effect of task proficiency on supervisory support and career satisfaction. Therefore, to improve career satisfaction, great attention must be paid to self - efficacy of workers, who have a learned effect on their efficiency and development. In addition, administrators can improve workers' self-efficacy by constructive preparation programs and ensuring that they carry out challenging assignments effectively.

Managers can also develop thinking abilities and enable them to take on tough challenges by preparation. The most critical steps a leader uses to accomplish operational results are the motivational method. This is how an employee's career is created. Thus his/her career is well-rounded. The results of the present research are confirmed by prior studies (Yang et al., 2018; Naidoo, 2018; Dhanpat et al., 2018).

References:

1. Aiken, L. S., & West, S. G. (1991). *Multiple regression: Testing and interpreting interactions* (2nd Ed.). SAGE.
2. Alessandri, G. B. (2015). Tracking Job Performance Trajectories over Time: A Six-Year Longitudinal Study. *European Journal of Work and Organizational Psychology*, 24(4), 560-577.
3. Ali, A., Wang, H., Khan, A. N., Pitafi, A. H., & Amin, M. W. (2019). Exploring the knowledge focused role of

- interdependent members on team creative performance. *Asian Business & Management*, 18(2), 98–121.
4. Aryee, S. W. (2015). Accounting for the influence of overall justice on job performance: integrating self-determination and social exchange theories. *Journal of Management Studies*, 52(2), 231-252.
 5. Ashton, C. A. (2005). Managing talent for competitive advantage: Taking a systemic approach to talent management. *Strategic HR Review*, 4(5), 28-31.
 6. Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
 7. Bandura, A. (1989). Organizational applications of social cognitive theory. *Australian Journal of Management*, 13(2), 275–302.
 8. Betz, N. E. (2007). Career Self-Efficacy: Exemplary Recent Research and Emerging Directions. *Journal of Career Assessment*, 15(4), 403–422.
 9. Bhal, K. T., Gulati, N., & Ansari, M. A. (2009). Leader-member exchange and subordinate outcomes: test of a mediation model. *Leadership & Organization Development Journal*.
 10. Bhanthumnavian, D. (2003). Perceived social supports from supervisor and group members' psychological and situational characteristics as predictors of subordinate performance in Thai work units. *Human Resource Development Quarterly*, 14(1), 79-97.
 11. Boone, C., & De Brabander, B. (1997). Self-reports and CEO locus of control research: A note. *Organization Studies*, 18, 949–971.
 12. Carl J. Thoresen, J. C. (2004). The big five personality traits and individual job performance growth trajectories in maintenance and transitional job stages. *Journal of Applied Psychology*, 89(5), 835–853.
 13. Chan, S. H. (2015). The relation of career adaptability to satisfaction and turnover intentions. *Journal of Vocational Behavior*, 89(2), 130–139.
 14. Chen. D. M. (2011). Job and Career Influences on The Career Commitment Of Health Care Executives. *Journal of Health Organization and Management*, 25(6), 693-771.
 15. Chen, T. L. (2016). When Does Supervisor Support Encourage Innovative Behavior? Opposite Moderating Effects Of General Self-Efficacy And Internal Locus of Control? *Personnel Psychology*, 69, 123–158.
 16. Cohen J, Cohen P, West SG, Aiken LS. (2003). *Applied multiple regression/correlation analyses for the behavioral sciences*, 3rd edn. Lawrence Erlbaum, Mahwah, NJ
 17. Dhanpat, N. M. (2018). Exploring employee retention and intention to leave within a call center. *Journal of Human Resource Management*, 16(1), 1-13.
 18. Diseth Å. (2011). Self-efficacy, goal orientations and learning strategies as mediators between preceding and subsequent academic achievement. *Learning and Individual Differences*, 21(2), 191–195.
 19. Eldor, L. &. (2016). A process model of employee engagement: The learning climate and its relationship with extra-role performance behaviors. *Journal of Organizational Behavior*, 37(2), 213–235.
 20. Farshad Tojjari, M. R. (2013). The effect of self-efficacy on job satisfaction of sport referees. *European Journal of Experimental Biology*, 3(2), 219-225.

21. Feldman. (2000). Organizational routines as a source of continuous change. *Organization Science*, 11(6).
22. Feldman, D.C. and Ng, T.W.H. (2007). Careers: mobility, embeddedness, and success. *Journal of Management*, 33(3), 350-377.
23. Fok, Y. (2016). Attitude, acceptability and knowledge of HPV vaccination among local university students in Hong Kong. *International Journal of Environment Research Public Health*, 13, 486.
24. Fowler, A. (1991). The role of NGOs in changing state-society relations: Perspectives from Eastern and Southern Africa. *Development Policy Review*, 9(1), 53-84.
25. Gibbs, J. (2001). Pre-service education and qualification-the impact on recruitment and retention in rural child protection. *Rural Social Work*, 6, 19-28.
26. Greenhaus, J. P. (1990). "Effects of race on organizational experiences, job performance evaluations, and career outcomes. *The Academy of Management Journal*, 33(1), 64-86. .
27. Griffin, M. A. (2007). . A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50(2), 327-347.
28. Guan, Y., Zhou, W., Ye, L., Jiang, P., & Zhou, Y. (2015). Perceived organizational career management and career adaptability of success and turnover intention among Chinese employees. *Journal of Vocational Behavior*, 88, 230-237
29. Hafiz G. A. Khan, Z. A. (2020). Enhancing Employee Retention in Supervisory Support context: role of Person-Organizations Fit and Career Commitment . *NICE Research Journal*, 13(1).
30. Hair. J. F. (2012). The Use of Partial Least Squares Structural Equation Modeling in Strategic Management Research: A Review of Past Practices and Recommendations for Future Applications. *Long Range Planning*, 45(5-6), 320-340.
31. Hauge, L. J. (2009). Individual and situational predictors of workplace bullying: Why do perpetrators engage in the bullying of others? *Work & Stress*, 23(4), 349-358.
32. Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *The American Psychologist*, 44(3), 513-524.
33. Hobfoll, S. E. (2011). Conservation of resources theory: Its implication for stress, health, and resilience. *Oxford Library of Psychology. The Oxford Handbook of Stress, Health, and Coping*, (127-147).
34. Howell, P. W. (1986). Moderator Variables in Leadership Research. *Academy of Management Review*, 11(1), 88-102.
35. Iqbal, F. N. (2018). The moderating effect of job aid on the relationship between work environment and employees' productivity in oil and gas development company limited (OGDCL) of Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 8(6), 630-651.
36. Jie Li, X. H. (2020). Managing One's Career: The Joint Effects of Job Autonomy, Supervisor Support, and Calling. *Journal of Career Development*, 1-14.
37. Kalshoven, C. B. (2014). How high-commitment HRM relates to engagement and commitment: The moderating role of

- task proficiency. *Human Resource Management*, 53(3), 403–420.
38. Kang, G. A. (2015). The impact of supervisory support on organizational commitment, career satisfaction, and turnover intention for hospitality frontline employees. *Journal of Human Resources in Hospitality & Tourism*, 14, 68–89.
39. Khan, A. N. (2019). A study of relationship between transformational leadership and task performance: The role of social media and affective organizational commitment. *International Journal of Business Information Systems*, 31(4), 499–516.
40. Kim, M. &. (2017). Self-efficacy and psychological ownership mediate the effects of empowering leadership on both good and bad employee behaviors. *Journal of Leadership & Organizational Studies*, 24(4), 466–478.
41. Klein, J. A. (1999). supervisor support and career anchor Impact on the career satisfaction on the entry- level information systems professional. *Journal of Management Information Systems*, 16, 219-240.
42. Lent R.W., Brown S.D., Hackett G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of counseling psychology*, 47, 36-49.
43. Liu, Y. (2007). Predictors and outcomes of political skill and reputation in organizations: a four-study investigation with convergence. *Journal of Vocational Behavior*, 71(1), 146-165.
44. Loi, R. C. (2014). Leader–member exchange, organizational identification, and job satisfaction: A social identity perspective. *Journal of Occupational and Organizational Psychology*, 87(1), 42–61.
45. Madi, M. Y. A. (2013). Communication, job satisfaction and employees turnover in Multinational engineering organizations in the United Arab Emirates. The British University in Dubai.
46. Mowday, R. T. (1991). Equity theory predictions of behavior in organizations. *Motivation and Work Behavior*, 5(2), 111-131.
47. Naidoo, R. (2018). Role stress and turnover intentions among information technology personnel in South Africa: The role of supervisor support. . *Journal of Human Resource Management*, 16(1), 1-10.
48. Naseer, Khan, A. N. (2020). A trail of chaos: How psychopathic leadership influence employeesatisfaction and turnover intention via self-efficacy in tourism enterprises. *Journal of Leisure Research*.
49. Nijman, D. J. J., Nijhof, W. J., Wognum, A., & Veldkamp, B. P. (2006). Exploring differential effects of supervisor support on transfer of training. *Journal of European Industrial Training*, 30(7), 529-549.
50. Noe, R. (2002). *Employee Training and Development*. McGraw-Hill, New York.
51. Nyberg, A. (2010). Retaining your high performers: moderators of the performance–job satisfaction–voluntary turnover relationship. *Journal of Applied Psychology*, 95(3), 440 – 453.
52. Otto. K. R. (2017). The impact of career ambition on psychologists’ extrinsic and intrinsic career success: The less they want, the more they get. . *Career Development International*, 22(1), 23-36.
53. Peyman N, H. A. (2006). *Medical J Reproductive & Infertility*, 78-90.
54. Pinquart, M., Juang, L. P., & Silbereisen, R. K. (2003). Self-efficacy and

- successful school-to work transition: A longitudinal study. *Journal of Vocational Behavior*, 63, 329–346.
55. Qureshi, M. A., & Hamid, K. (2017). Impact of supervisor support on job satisfaction: A moderating role of fairness perception. *International Journal of Academic Research in Business and Social Sciences*, 7(3), 235-242.
56. Quinn, R. E. (2003). *Becoming a Master Manager: A Competency Approach*, Hoboken.
57. Rigotti, T., Schyns, B., & Mohr, G. (2008). A short version of the occupational self-efficacy scale: Structural and construct validity across five countries. *Journal of Career Assessment*, 16, 238–255.
58. Robbins, S.P., Judge, T.A. & Vohra, N. (2013). *Organizational Behavior*, 15th ed., Pearson Education, Upper Saddle River, NJ.
59. Rupert, M. &. (2016). *Historical Materialism and Globalisation: Essays on Continuity and Change*: London: Routledge.
60. Sadia Afzal, M. A. (2019). The impact of perceived supervisor support on employees' turnover intention and task performance: Mediation of self -efficacy. *Journal of Management Development*.
61. Salgado, J. F. (2002). The Big Five personality dimensions and counterproductive behaviors. *International Journal of Selection and Assessment*, 10, 117–125.
62. Sattavorn S. (2018). The impact of career satisfaction, commitment and supervisory support on organizational commitment of Thai employees: A study in Japanese subsidiaries. *International Conference on Business and Industrial Research*.
63. Scott. Martin. Hui, Liao, E. M. (2013). Directive versus empowering leadership: a field experiment comparing impacts on task proficiency and proactivity. *Academy of Management Journal*, 56(5), 1372–1395.
64. Sok, J. B. (2018). Home to work spillover and turnover intentions: The mediating role of training and development practices. *European Journal of Training and Development*, 42(3/4), 246-265.
65. Stinglhamber, F. and Vandenberghe, C. (2003). Organizations and supervisors as sources of support and targets of commitment: a longitudinal study. *Journal of Organizational Behavior*, 24, 251–270.
66. Suifan, T. S. (2018). The impact of transformational leadership on employees' creativity: The mediating role of perceived organizational support. *Management Research Review*, 41(1), 113-132.
67. Van Yperen, N. W. (1998). Informational support, equity and burnout: The moderating effect of self-efficacy. *Journal of Occupational and Organizational Psychology*, 71, 29–33.
68. Wanberg, C. R., & Kammeyer-Mueller, J. D. (2000). Predictors and outcomes of proactivity in the socialization process. *Journal Of Applied Psychology*, 85(3), 373-385.
69. Yang, F. L. (2018). How supervisory support for career development relates to subordinate work engagement and career outcomes: The moderating role of task proficiency. *Human Resource Management Journal*, 28(3), 496-509.
70. Zhou, L., Wang, M., Chen, G., & Shi, J. (2012). Supervisors' upward exchange relationships and subordinate outcomes: Testing the multilevel mediation role of

- empowerment. *Journal of Applied Psychology*, 97(3), 668–680.
71. Zhou, Q. M. (2016). Supervisor support, role ambiguity and productivity associated with presenteeism: a longitudinal study. *Journal of Business Research*, 69(9), 3380-3387.