The Impact of Organizational Support for Career Development and Supervisory Support on Employee Performance: An Empirical Study from Pakistani Academic Sector

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Abstract

Many organizations are turning to human resource development to increase their employees' knowledge, skills, and capabilities so that they can survive. This thrust has raised up career development programs to become an integral part of many organizations' strategic plans. This research study is focused upon identifying the need and exploring the level of its intensity for career development of employees and its essential relationship with the success of an organization. It is a comparative study whereby the difference in attitude of the organization as a whole towards career development of the individuals has been studied. This study considers the difference in the significance and commitment attached to the individuals' career development and its integration into the Human Resource Processes and procedures by organizations following different types of management styles. This study analyzes the supportive role of learning organization towards the individuals' careers while itself moving towards the final stage of development. The organizational support for career development and supervisory support are independent variables and employees' performance is dependent variable.

Keywords: Organizational support, Employee career development

1. Introduction

An occupation undertaken for a significant period of a person's life and with opportunities for progress is career. There may be two ways to define a career; one way to take a career as an organizational property like the position of anyone by the ideal expert of the profession. The second way or approach to define career is as an individual property. Almost every person gathers a unique sequence of jobs, experiences, and positions (Gerard A. Callanan, Jeffrey H. Greenhaus, Veronica M. Godshalk, 2011). In the present days careers are identified as protean careers (T.Hall, 2001). A protean career is centered on interested track along with the objective of one's emotional achievement in work. Protean employees take most important responsibility of managing their own careers. The concept of protean career requires a person to 1) observe and access the job market, 2) go ahead trends, future developments, and shifts in industry, 3) gain the essential skills, relationships, qualifications, and resources to encounter the shifts, and 4) adapt rapidly to thrive in ever-changing workplace (Block, 2012). Now a day, careers are suppler and more expected to be appraised on psychological achievement than on income increments or promotions only. Career is the silent element in the working life of each person; it demands the planning and management for organizations and individuals too (Baruch, 2011). A career changes when a person joins a new job for which required skill are different from those skills which he/she used in his old job (Pavan, 2011).While defining the career, the difficulties change as organization or occupation change. According to Japanese career theories, it is stated that Japanese have less interest in believing employees' perception about their career conditions, which is based on employees' work experience inquiries (Ichiro Kato, 2006). The existing career theories were insufficient to describe the present career situation, because they narrowly studied the subjective career and they applied the theories developed by US and Europe, which are not capable to describing the career of Japanese employees. This is all affected by the difference in cultural environment. So we found that cultural environment also exists in defining career. survival in the present time of maximum uncertainty level, people must have capability of planning their careers

1.2   Career Development

Through Career development process employees progress through the sequence of stages, every one of which is categorized by different set of activities, development responsibilities, and relationships (J. H. Greenhaus, G. A.

Callanan, 1994). There are many models of career development. The life-cycle model advocates that employees face definite development tasks over through their career and moving through career stages. The organization based model also advocates that career continues through a series of stages but both of these models suggest that career development includes employees' learning to perform certain activities. Each stage has different activities and relationships with co-workers and managers. The directional pattern model defines the shape and form of careers (D. E. Super, 1957). It is noticed that the concept of changing career suggested that these models help the employees to take decisions about how rapidly they want to progress through career stages and at which point they have to come back to their earlier stage.

1.3 Career Stages

According to Raymond A. Noe, four career stages are described: exploration, establishment, maintenance, and disengagement. Each stage of career is categorized by activities, developmental responsibilities, and relationships. Employees' level of motivation, their performance, and retention are affected by in what manner a firm addresses the developmental responsibilities at every stage of career. Research recommended that employee's present career stage has an impact on their attitudes, behaviors, and needs. For example a sales person in its exploration stage wants to change his job for promotion rather than staying as a salesperson in his other career stages (J. W. Slocum, W. L. Cron, 1985). In Exploration Stage people find the kind of job which gives benefits to them. They study their wellbeing, values, and work choice and they gain evidence about careers, jobs, and professions from colleagues, friends, and relatives. When they identify the profession that interests them, people can start getting required education and training. Exploration begins when a person starts a new job. Mostly, new employees are not ready to take on work tasks and roles without others help. This stage lasts between 15-24 years of age. In this stage, people have many choices about career and they choose the job which they think will fit their wishes and abilities (Stages of Career Development, 2008). Establishment Stage: in this stage, employees make a place in the company, do independent contributions, attain more responsibility and success financially, and create a desirable lifestyle. At this stage, employees are considered to be colleagues. They are less dependent on other experienced employees. They learn how company takes their contributions from performance appraisal system. In this stage, company makes policies for employees that support them to maintaining balance between their work life and family life. And personnel are also involved actively in career planning activities, Maintenance Stage: employees are considered to update their skills and being perceived as contributor in the organization. In this stage, workers have much job practice, too much awareness, and complex understanding of company's expected operations. They can be valuable trainers and mentors for trainees. In this stage, employees can be asked to develop new goals and policies. Their opinions may be solicited. Disengagement stage: at this stage, individuals need a change in balancing the work and network activities. They may take on the role of sponsor. As a sponsor they direct other employees, represent the company to clients, initiate actions, and makes decisions. Typically disengagement refers to old workers selected to retire and have full concentration on nonworking activities like games, hobbies, volunteer work etc. The company takes advantage from experienced employees' knowledge and specialized skills, which is difficult to replace and reducing the costs of hiring and training a new employee. Company can offer part time and consulting work. Irrespective of age, employees can also leave the company to change the profession or job. Some employees are forced to leave the company because of mergers and downsizing. Other employees may leave the company because of values, interests, and abilities.

Employees carry a number of career development issues on workplace. Some of the career development issues include orientation, outplacement, work, and family. In addition, developing policies and programs that will help employees to manage their career development issues (in order to maximize the level of career satisfaction), company needs to provide a career management system to identify employees' career development needs. According to a research, career management systems which advise and help the employees can lead them to stay committed with company and have positive impact on employees' job performance (J. Sturges, N. Conway, D. Guest, and A. Liefooghe, 2005).

1.4 Organizational Support for Career Development

Human resource (HR) or professional personnel get involved in offering career development support in a variety of ways. Career planning involves taking actions, both in terms of accessing work experiences, including creating job moves, and gain access to formal and more modified forms of learning. Such action involves directing a range of

formal and informal procedures, and acquiring support from a variety of people. Persons need career skills to attain such action, just as much as they do to edging their personal career policies and decisions. Career holds out both opportunities and threats to an organization. Among its threatening components are its emphasis on the future; the probability of raising employee expectations which the organization may not be capable to satisfy; and the specific fear that discussing career issues may make employee's wish to leave their current job or even leave to go to another employer. On the positive aspect, career development holds out the opportunity of growing vital skills inside the organization, which are not offered on the external labor market; of improved positioning of individuals in jobs wherever their skills are well used; of an increased ability to charm decent people and presumably retrieve them; and of increased flexibility within the workers and thus the capability to retort to business modification. According to (Thite, 2001) and (Kaye, 2005), a well-built career development system supports organizations to grow their in-house talent for staffing and promotion purposes. This confirms that knowledge, experience, skills, and available objectives are matched with organization's needs. Organizations that spend on employees, expect citizenship as a positive reciprocity from employees (Russell Cropanzano, Marie S. Mitchell, 2005). Both public and private sector is investing on employees' career development with individual themselves as well as organizations as funding on the exercise. This, however, depends on the needs of individuals or sectors as every individual has different career objective and some sectors are often more affected from the situational change of global economy. The nature of relationship among employee and employer is changing and organizations cannot give any guarantee for employee's work life through vertical progression. So that employees have to convert themselves towards protean career attitude by taking care of their own needs and increase their competencies in shape of KSAOs (Junaid Zafar, Norazuwa Bint Mat, 2012). The structure support for career development is a very important component in rising worker performance, which results in improving the staff' morale thus increasing their output; and employees feel that the employers have consummated their part of the psychological contract.

1.5   Objective of the Study

- To detect the procedures of career development support that is given to faculty by the universities.

- To observe the influence of the universities' management support for career development on employee performance in universities.

- To observe the relationship between the universities' encouragement for career development and staff performance in universities.

1.6   Significance of the Study

This research study is very important because its results would allow the universities to define the influence of their support for employees' career development on their performance. It would also be beneficial for faculty in the universities by advising them to improve their careers for their performance enhancement and career welfare. It would also assist human resources experts in diverse organizations by providing them with empirical proof that supporting employees for career development is beneficial for the organizations.

2. Literature Review

Career revolves around three basic themes that include advancement in career position; source of stability within single occupational field; and evolving sequence of person's work experience. According to (J.H. Greenhaun et al, 2000), "Career is defined as the pattern of work related an experience that spans the course of a person's life". While reviewing for career management, (Thomson, Rosemary and Mabey, Christopher., 1994, p. 127) have instructed that "commitment to the method of career management, clear policies and systematic method that guarantee fairness and potency, the extent to that the individual has freedom of choice in promotions and job movement, and also the resources on the market to support the career process ought to be thought of". According to (Holbeche, Linda., 1999), careers have invariably remained a significant concern for the workers however they have very little time to properly manage it.

According to (Baughman, Sue and Ann Bette Hubbard,, 2000), career management has become the priority of the organizations so as to retain competent workers. Previously the career development path/pattern might simply be copied at intervals from one and also the same organization wherever the individual has entered in his profession. According to (Holbeche, Linda., 1999), it always happens that once a person joins a firm they are thought to be

accountable for managing their careers. Structure reengineering, contingent workforce, and temporary written agreement services has resulted in highly inconsistent career ways and thus, the method of career development is currently thought of freelance of any organization in keeping with the concept of boundary less career.

Although the method of career development goes on invariably in all the organizations; it, however, remains informal with least backing through any specific policy on the matter to endorse it formally. According to (Decenzo, David A. and Robbins, Stephen P., 2002) a decent career selection is the one that has opportunities to develop, maintain motivation and commitment, balance between work and private life, and satisfaction. According to (Rouda, Robert H; Kusy Jr. and Mitchell E. Jr., 1996), owing to the ever-changing structure of the organization people are the only real drivers of this process.

The programs of career development are important to make sure the continuous enhancement and development of employees' skills, knowledge, competences, and attitudes. According to (Lee C.H and Bruvold N.T, 2003), investing in the employees' career development is essential for maintenance and development of KSAs of both individual's and the organization as a whole.

Debate has raged among students on the determination of the party chargeable for career development. There are a unit those that see it as being the responsibility of the staff .There is a unit who sees it as being the responsibility of the organization (Herr, 2001; Kulvisaechana, 2006). Baruch (2004), whereas, supporting the individual effort in career development also demands corporate structure involvement within the career development of its staff. Leader support for career development will increase worker trust, job satisfaction, lowers turnover intentions, and usually improves leader performance.

Organizational support theory maintains that mutual commitment between staff and a leader starts with the organization providing a substantiating and caring atmosphere for workers, and staff reciprocates by feeling connected and acting to attain structure goals. The underpinning social exchange theory predicts that the exchange of favorable treatment might be prolonged if the receipt of resources from another party is very in want and valuable and therefore the actions area unit discretionary (Blau, 1964; Eisenberger et al., 1997). Wayne, Shore and Liden (1997) advocated that the history of favorable treatments by a corporation to different staff can enhance POS (perceived organizational support). These imperatives offer conjecture to the individual perception of CDP (career development programs), whereby an extended amount of your time would increase employees' POS, and therefore it's susceptible to be reciprocated by the intention to remain and extended further effort with the leader.

There are many ways for an organization to show CDP. From a private perspective, staff would identify their skills, values and interests, and search out career alternatives that match into their career goals and plans (Hall, 1986; Leibowitz et al., 1986; Baruch and Rosenstein, 1992). Organization conjointly plays a region in developing individual career plans. Adding to the current literature, this study proposes that structured rewards, career development opportunities, super ordinate support, and promotion are units of effective CDP that replicate basic organizational philosophy in lengthening the shared employment association. Career development signals structure care and support in developing the capabilities and skills of staff. On the premise of social exchange and also the norm of reciprocity, POS would produce associate obligation for employees to worry concerning the organization's forthcoming goals, and prolong self-strength in attaining them. To address whether or not POS might facilitate make a case for the connection, this study considers that CDP would enhance POS, and also the heightened POS would facilitate to scale back the intention of information employees to seem for outdoor opportunities.

Public Universities can support lecturers' career development initiatives through confirmative leadership; creation of opportunities for structured learning; funding career development programs; providing incentives to those who endeavor career development like promotion upon completion, permitting such employees to air study leave, and organizing forums such as seminars, workshops and conferences for them pass around new information and innovations (Crawshaw, 2006; Tan, 2008; Park, 2010; Kuo, 2006). Promotion, when based on accumulated competence, goes a long approach in motivating employees to undertake career development program.

A worker's output greatly determines associated organization's performance. For this to be discovered, employee performance has to be compelled to be measured. Measures of worker performance vary according to one's profession and workplace whereby measures of worker performance in the banking sector will vary from those used in the education sector (Kiriri and Gathuthi, 2009). According to Dessler (2005), worker performance will be

outlined as the extent to which the worker is contributing to the strategic aims of the organization. It is expected that with sweetening of employees' capabilities through varied career development program like endeavor further studies, collaborating in research, seminars, workshops, conferences and team learning in organizations, employees performance can improve. In the university established, university tutorial staff's performance will be measured through the extent to which they effectively teach allotted workloads, attendance of learned conferences, publication of books and journal articles, and furtherance of academic and professional qualifications (Kiriri and Gathuthi, 2009). Scholars like Kamoche, Nyambegera and Mulinge (2004) argue that failure by organizations to consistently invest in coaching and development of its employees hurts industrial development and impedes improvement in productivity. There is, therefore, a need for organizations to play a serious role in supporting employees' career development programs to confirm reciprocal smart performance from employees.

A foundation for considering more completely the gaps in the relations in human resource management and performance has been offered by a relatively clear-cut model which has been made mutually in the USA (becker, huselid, Pickus and spratt, 1996) and in the UK (Guest, 1987,1997). It suggests that HR practices work out their positive effect by, (i) ensuring and increasing the capability of employees, (ii) by tapping their inspiration and assurance and, (iii) by scheming work to give confidence the fullest input from employees.

One vision is that satisfaction leads to performance, though, a diversity of studies propose that research has establish only a limited connection among satisfaction and work productivity and propose scant relief to those looking for verifying that a satisfied employee is also a productive one. Labor absenteeism and turnover are normally linked with dissatisfaction (Buchanan, 2006).

3.   Methodology

This study examined the connection of organizational support career development and supervisory support with employees' performance among faculty of public and private Universities in Faisalabad. These variables were collected through the management of self-administered questionnaires. After that collected information was analyzed and hypotheses were analyzed and tested through correlation and regression analysis. The following hypothesis will be addressed in this study.

3.1   Theoretical Framework

Identified theoretical framework of this field study is as follows:

- Independent Variable: Organizational Support for Career Development, Supervisory Support
- Dependent Variable: Employee performance
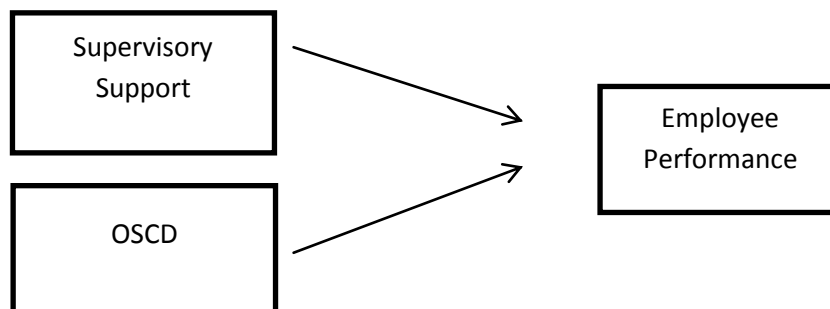
3.2 Research Variables and Construct Development:

The variables that are considered are labeled in the theoretical framework. The relationship of organizational support for career development and supervisory support with employee's performance are examined. These factors have been chosen to check the relationship between OSCD and supervisory support with employee's performance. However, the literature review gives details of some studies that have used these factors to predict intentions to quit.

3.2.1 Organizational Support for Career Development (OSCD):

OSCD is additionally referred to as "organizational career management" and mentions as the platforms, processes,

and help provided by organizations to maintain and enhance their employees' career development (Thomas W.H. Ng, Eby, L.T., Sorensen, K.L. and Feldman, D.C., 2005) (Orpen, 1994). The variable has been therefore termed during the study to be reliable through new corroborative and supporting role suggested for organizations, instead of the standard "command and control" method taken within the previous studies (Baruch, 2000). OSCD contains formal ways (including career coming up with, coaching, and assessment centers) and informal support like providing mentoring, training, and networking chances (Hall, 2002) (London, 1988).

10 items adopted from (Manyasi J., 2011) to measure the organizational support for career development for employee performance. Examples are "management encourages staff to take on career development program" and "university support for staff career development is positive influence on staff's performance". This study showed the positive impact of OSCD on employee performance.

3.2.2 Supervisory Support:

Supervisor support is well-defined; the scope to that leaders worth their employees' contributions and care regarding their well-being. A leader who has high supervisor support is one that creates the feeling to be detected, valued, and cared. Though it sounds easy, providing this type of support is the toughest transitions to form once promoted from worker to supervisor. The move from "process expert" to "motivational leader" is probably one of the most important steps one will absorb his/her professional life (Powell, 2011)

Ten items were adopted from (Palomo, 2004) scale to ask about the treatment, feedback, and support from their supervisors. A study of Korean hospital workers showed noticeable variations on the result of superordinate support on structure support (Yoon, JK. & Lim, JC., 1999). Below the umbrella of Asian culture, this study expects to check high correlations between superordinate support and POS.

3.2.3 Employee Performance:

Employee performance is defined as expected job related work of employees and how fit the activities were performed. Managers assess and evaluate the performance of every staff member annually or quarterly, to help the employees to identify their improvement needed areas.

Employee performance was measured from 15 items of (Welbourne, Theresa M., Diana E. johnson, Amir Erez, 1998) role-based performance scale. That scale of measurement measures the job, career, innovator, team, and organization in the context of employee performance

> **H1**: Supervisory Support has positive impact on Employee Performance

> **H2:** Organizational support for Career Development (OSCD) has positive impact on Employee Performance

3.3 The Study Design:

A correlation and regression analysis will be used to assess the magnitude or intensity, and direction of the relationship between employee performance and the defined variables. The correlational design will provide information about how well one variable is associated with the other (Myers, 1998). For example, if one knows a person's score on one measure (e.g. job satisfaction), one can make a better prediction of that person's score on another highly related measure (e.g. turnover intentions). The higher the correlation between the two variables, the more accurate the prediction (Myers, 1998).

This study will use three major terms used to describe the nature of the relationship between two or more variables. The first term generally used is positive correlation between two variables (between 0 and +1.00). A positive correlation describes the two variables as increasing or decreasing together. The second term is used is that of negative correlation between the two variables (between -1.00 and 0). A negative correlation means that when one variables increases, the other decreases. The third and final possibility is that there is no or a weak relationship between the two (0 or near to zero) (Myers, 1998).

The correlation coefficient is also used to describe the relationship between two variables. It uses 'magnitude' and 'direction' to describe the strength and positive or negative correlation respectively, between the two variables. For example, $r = -0.12$ describes the magnitude as low (0.12) and the direction as negative, which suggests an inverse relationship between the two variables. There are many types of correlation coefficients (Pearson Product moment

correlation coefficients, Spearman correlation coefficient).This study will explore the strength of the relationship, using Pearson Product Moment Correlation.

3.4 The Study Method:

This study will use quantitative methods to gather the required data. The primary objective of quantitative research is to gather numerical data of a specific sample and subject it to quantitative analysis. The methodology permits statistical inferences to be made after the analysis of this data, the conclusions for which can be generalized for the population of university faculty members in the Faisalabad region. Likert scale questions will be used to gather data from faculty members about their perceptions of job satisfaction and performance. The Likert scale used for this questionnaire has the range "1- Strongly Agree, to 5- Strongly Disagree." This will allow the researcher to find the relationship between the three variables and give recommendations about how administrators at universities can use this research to their advantage.

3.5 The Sample and Population:

The faculty members of the Universities of Faisalabad constitute the population whose perceptions about employee performance will be the focus of this study. The basis for choosing this particular population is the perceived high performance rates in the universities of Faisalabad. Due to lack of supervision and numerous career development opportunities, it has become difficult to increase the performance of them.

3.5.1 Descriptive Analysis of Construct

Table 1: Descriptive Statistics

	Mean	Std. Deviation	N
Gender	1.24	.435	45
Age	1.84	.706	45
University Rank	1.31	.468	45
Supervisory Support	2.35	.548	45
Career Development	2.73	.734	45
Employment Performance	2.44	.615	45

Table 1 represents the descriptive analysis of results. The range of means and standard deviations of the four variables is 2.35 to 2.44 and 0.548 to 0.615, respectively. To test the correlation between three variables of research, we use Pearson and Spearman correlation analysis.

3.5.2 Construct Validity and Reliability

In the direction to report the research questions, exploratory factor analysis (EFA), and correlation analysis were used to conduct analysis. Principle component analysis (PCA) we used as factor extraction method in the study. When principle component analysis (PCA) is used, in general it is expected that the unique variables or items are associated and PCA will cultivate a new group of variables that are not associated (Chatfield and Collins, 1980). Exploratory Factor Analysis results, using Principle Component Analysis extraction and Varimax Rotation for each construct are presented in table 2. Once these factors were identified from the PCA, their reliability was tested using Cronbach's alpha. For each construct a separate analysis (Pratoom & Savatsomboon, 2010) has been run to get statistics regarding factor loadings. In exploratory factor analysis (EFA), a critical value of 0.40 was chosen as the cut-off point (Boone, Ponton, Gorsuch, Gonzalez, and Miller, 1998) in determining whether an item defines a factor and the 'Eigen value greater than one test'. Factor loading can be interpreted as standardized regression co-efficients regressing the factors on the measures. Factor loading less than 0.3 are considered weak, loading between 0.30 and 0.60 are considered moderate and loadings greater than 0.6 are considered to be large (DeCoster, 2004).

Table 2: Factor Analysis

Construct	Factor loading	Cronbach's Alpha
		.796
Supervisory Support		
KMO & Bartlet=0.587, P≥0.00		
My supervisor paid attention to my level of competence	.783	
My Supervisor was respectful of my views and ideas	.727	
My supervisor was knowledgeable about the organizational system in which they worked	.699	
Feedback on my performance from my supervisor felt like criticism	.616	
My supervisor gave me practical support	.615	
My supervisor gave me regular feedback on my performance	.606	
I felt able to discuss my concerns with my supervisor openly	.437	
My supervisor had a collaborative approach in supervision	.498	
I respected my supervisor as a professional	.556	
My supervisor treated me with respect	.571	
Organizational Support for Career Development		.859
KMO & Bartlet=0.772, P≥0.00		
My university gives salary increments to academic staff upon successful completion of the career development program.	.898	
The support given by my university on career development to staff has had a positive influence on the academic staff's performance.	.868	
Academic staff of my university who successfully undertake career development programs are given additional responsibilities.	.814	
Academic staff in my university who successfully complete further studies.	.813	
My university prioritizes internal appointments and promotions for the staff that have successfully completed further studies.	.779	
My university pays participation fees and upkeep for academic staff attending conferences seminars, workshops and other career development programs.	.558	
The university management encourages academic staff to undertake career development programs.	.376	
Employee Performance		.847
KMO & Bartlet=0.625, P≥0.000		
Helping so that the company is a good place to be.	.866	
Doing things to promote the company.	.848	

Creating better process and routine.	.694
Seeking information from others from work group.	.690
Working for the overall good of the company.	.686
Coming up with new ideas.	.671
Obtaining personal career goals.	.651
Finding improved ways to do things.	.624
Seeking out career opportunities.	.298
Developing skills needed for future.	.410

The reliability of Extracted factors was tested using Cronbach's Alpha. Cronbach's alpha measures internal reliability by calculating the usual inter-item link within all of the factors.

Kaiser-Meyer-Olkin (KMO) is used to measure the sample adequacy and Bartlett's test is used to test sphericity. The KMO statistic has the range between 0 and 1. The 0 value shows that total partial correlations are largely comparative to the sum total of correlations, representing dispersion in the patterns of correlations.

Factor loading of variable Supervisory Support is ranging between 0.783-0.571, having cronbach's alpha 0.796. Factor loading of Organizational Support for Career Development remain between 0.898-0.376, having Cronbach's alpha 0.859. Employee Performance has factor loading 0.866-0.410, with cronbach alpha 0.847.

3.5.3 Correlation and Regression Analysis

This portion signifies the data analysis and the results are discussed. Hypotheses were tested through Pearson correlation and through regression analysis.

Table 3: Correlation Analysis

	Mean	SD	Supervisory Support	Career Development
Supervisory Support	2.35	.548		
Career Development	2.73	.734	.387(**) .009	
Employee Performance	2.44	.615	.594(**) .000	.497(**) .001

** Correlation is significant at the 0.01 level (2-tailed).

Table 4: Regression Analysis

Independent Variables	B	T	Sig.
Supervisory Support	0.531	3.767	0.001
Career Development	0.263	2.499	0.016

Dependent Variable: Employee Performance

Model F= 16.296

R^2 =0.437

Note: *p<0.05

3.5.3 Findings for Hypothesis 1:

H1 proposed that there is a positive impact of Supervisory Support on Employee Performance. A strong significant relationship was found between Supervisory Support and Employee Performance. It shows that impact of Supervisory Support on Employee Performance has a very strong effect (r= .594, p=.000)

The B value (coefficient) of supervisory support is .531 that shows 53% influence on employee performance.

The t-value represents the significant impact of independent variables on dependent variable value of supervisory support showed the results that is t=3.767, which represents that supervisory support has very strong impact on employee performance. It means that supervisors play a vital role on faculty performance. Universities must increase and enhance the supervisory support so that employees feel respectful, competent and loyal when their performance will be evaluated and feedback will be given. This prediction was supported as it is significant at 0.001 level.

H1 proposed that there is a positive impact of Supervisory Support on Employee Performance. This prediction was supported. So H1 is accepted.

3.5.4 Findings for Hypothesis 2:

H2 proposed that there is a positive impact of career development on employee performance. This prediction was supported. A significant relationship was found between career development and employee performance (r= .497, p=0.001).

The B value of career development is .263, represents 26% influence on employee performance. And t value showed result of 2.499 which represent the significant effect on employee performance. This shows that OSCD is very important for employee performance, so the universities must provide formal and informal support for employees' career development; it may improve the employees' perception about OSCD.

4. Discussion on Hypotheses

In summary, results supported H1 and H2. The research findings indicate that increase in supervisory support results in increasing and enhancing employee performance. Career development had a moderate but positive impact on employee performance. Overall this research confirmed that the model explains 43% (R^2) of the variance in the dependent variable. The model predicted employee performance (Table 2) was significant, F = 16.29, p≤.05. As F shows the goodness of the fit, so from ANOVA table we can see that model fit is good due to highly significance p-value (0.000).

The coefficient of multiple determinations is 0.437; so 43.7% of the variation in the employee performance is due to supervisory support and career development support.

Therefore, the study concludes that for enhancing employee performance, organizational support for career development is an essential part. It expands the morale of employees, which furthermore increases their productivity and output. It will create the feelings of appreciation in the minds of the employees that the companies have satisfied their part of the psychological contract.

5. Limitations Of The Study

- The study is limited to finding the correlation between factors and employee performance of faculty members which will not allow any causal inferences to be made about the other antecedents of performance or outcomes of this study.
- The accurateness of the outcomes may be influenced by biases affected due to deficiency of reliance in privacy, or further biases. Respondents possibly will hesitate to provide the correct data.
- The study is limited of any mediating or else moderating variables such as training, new opportunities arising suddenly, changes in administration etc.
- The effect of demographic or individual characteristics such as gender, age, and university rank, on employee performance and satisfaction could not be conducted because of deficiency of data.
- The response from respondents may be lesser than expected because of their busy lives, which may possibly interfere in the willingness to contribute in the study. This possibly will limit the sample size and influence the statistical tools needed to make conclusions from the research study.

6. Recommendations

6.1 Recommendations for Future Studies:

- Expand the study to a larger group of faculty members, by including universities of other cities.
- Examine other antecedents of employee performance such as organizational reward, career development opportunities, other facets of job satisfaction, as well as economic conditions, work related factors, and personal factors, to determine their intentions to improve, and enhance their performance.
- Examine other demographic factors such as salary range, educational qualifications, and job performance ratings.
- Develop a survey that can measure the performance of faculty members considering moderating and intervening variables (i.e. it assesses job satisfaction in terms of student body, training of faculty members, changes in policies for higher education etc.).

6.2 Recommendations for University Administrators:

The administrators need to focus on the morale of the faculty members by paying them well, supporting them in their endeavors, and focusing on their professional priorities and rewards. This could help creating a culture that would attract a diverse pool of intellectual minds, while retaining the best employees and reducing job hopping.

Salary has also a significant impact on employee performance. Therefore, the university administrators need to ensure that pay structures are comparable to what other institutions in the market are paying. Management needs to proactively share the salary structure and raises with their faculty members and how they compare to similar positions and tenures in the industry.

The institutions will have to use more than monetary incentives to hire and retain its talented employees. For example, they should ensure supervisors' leadership skills, communication skills, and full support for teachers. This would help in decreasing turnover rate consequences.

Institutions also require rewarding good performers and ensuring that the culture within the institution promotes hard work and academic achievement so that the recognition need of the faculty members is fulfilled. This would also create a more conducive and competitive environment and would increase the overall quality of work.

The administrators require fostering good relationship with their employees, and differentiating and acknowledging the individual needs of each faculty member. Supervisors play a significant role in faculty satisfaction and can help creating a bond within the institution's members that can help foster retention of its employees.

Institutions should regularly discuss the competitors market and should evaluate the faculty's perceptions about what factors do they consider important in their jobs and improve the working conditions accordingly.

Frequent faculty development programs should be arranged in order to keep the faculty motivated and to develop it to cater the changing needs of the economy. It will not only add to their personal and professional growth, but will also increase their trust in the institution's administration as a caretaker and supporter.

Faculty members in different universities make daily decisions about allocation of their time. However, problems related to work load should be mutually discussed by administrators and faculty member so that the needed changes to institutional culture, program delivery patterns, and reconsideration of activities that can detract from the fundamental process of higher education, can be made. This can also help the faculty members in balancing their work and family, thus increasing the feeling of ownership of the institution within them.

Every institution should carry out yearly surveys of its employees' performance and explore why faculty members are not satisfied with their job. Variables other than the ones examined in this study may be contributing to employee performance. Comparison of the current performance ratings can be made with that of the previous year's ratings to check whether the measures taken previously have been successful or not.

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