

Volume 3 Number 1, September 2024

Effect of Perceived Workplace Support on Employee Job Performance with the Moderating Role of Self-Efficacy in Nepalese Commercial Banks

Dinesh Basnet^{1*}, Sarita Shah², Dhruva Prasad Subedi³

Article Type: Research Article

¹Lecturer, Shanker Dev Campus, Tribhuvan University, Nepal

²MBS Graduate, Shanker Dev Campus, Tribhuvan University, Nepal

³Lecturer, Shanker Dev Campus, Tribhuvan University, Nepal

Received: 27 May 2024; Accepted: 29 July 2024; Published: 30 September 2024

*Corresponding email: dinesh.usms@gmail.com
131X (Online)

ISSN: 2976-1204 (Print), 2976 –

Copyright © 2024 by authors and Interdisciplinary Journal of Innovation in Nepalese Academia. The articles in IDJINA are licensed under a Creative Commons Attribution-Noncommercial-No Derivatives 4.0 International License. This license allows reusers to copy and distribute the material in any medium or format in unadapted form only, for non-commercial purposes only, and only so long as attribution is given to the creator.



Abstract

Employee job performance is the important and studied variable in management because of poor performance. This study tries to identify the reason for employees' poor performance from self-efficacy and workplace environment perspectives. In this connection, the present research investigates the interactive role of self-efficacy on perceived workplace support and employee job performance relationships. The ontological assumption of this study was single. A descriptive, causal, and cross-sectional research design was used in this study. Two hundred twenty samples were used for data analysis. SPSS and PROCESS macro software were used to test the hypotheses. The findings indicate that the effect of organizational and technology support on employee job performance is moderated by self-efficacy. On the other hand, the result suggests that the effect of supervisor and peer support on employee job performance is not interacted by self-efficacy. This study has provided the important factors for employee job performance that might help commercial bank to develop the policies and strategies concerning supervisor support, peer support, organizational support for achieving better outcome from the employees and supporting the employees to enhance their self-efficacy.

Keywords: Employee job performance, Nepalese commercial banks, perceived workplace support, self-efficacy

Introduction

Employee job performance (EJP) is the indicator that determines the performance of an individual, group, or organization (Na-Nan & Sanamthong, 2020). Job performance could be of various types like in-role performance, adaptive performance, proactive performance, and citizenship behavior performance (López-Cabarcos, Vázquez-Rodríguez, & QuinoA-Pineiro, 2022), and it can be improved through various factors. More specifically, this study focuses on individual job performance because, without individual performance, group performance, team performance, organizational performance, and economic sector performance (Campbell & Wiernik, 2015) cannot be imagined. Among various factors, training factors play the major role to enhance employee job performance (Iqbal & Dastgeer, 2017). Prior studies have identified that employee job performance is the important and studied variable in management (Carpini, Parker, & Griffin, 2017; López-Cabarcos et al., 2022), especially from a training perspective.

Perceived workplace support profoundly affects employees' job performance in the organization. The organization has various types of perceived workplace support: organizational support, supervisor support, peer support, and technology support (Na-Nan & Sanamthong, 2020). Prior research shows a relationship between perceived workplace support and employee job performance (Ma & Chang, 2013). However, which factor plays the major impedance for better-perceived workplace support is still unclear. Moreover, it can be assumed that employees in an organization show poor performance, which could be a low level of commitment caused by the workplace environment. Hence, this study tries to identify the root cause for poor performance and also to point out the influential factor for employee job performance.

Organizational support is one of the essential factors for employee job performance (Na-Nan & Sanamthong, 2020), and it is defined as "employees' beliefs concerning the extent to which the organization values their contributions and cares about their well-being" (Eisenberger, Huntington, Hutchison, & Sowa, 1986a). In addition, perceived organizational support assumes that employees who are attached to the workplace emotionally put more effort into organizational betterment (Eisenberger et al., 1986a). Perception of an organization's commitment toward employees influences the employees' commitment to the organization (Eisenberger et al., 1986a).

Supervisor support plays a significant role in employee job performance (Na-Nan & Sanamthong, 2020), and Holton, Bates, and Ruona (2000) defined supervisor support as "the extent to which supervisors- managers support and reinforce the use of training on the job." In an organization, a supervisor provides various types of support, such as teaching in a program, practicing skills, reinforcement, participation, encouragement, and acceptance (Noe & Kodwani, 2010).

Holton et al. (2000) define peer support as "the extent to which peers reinforce and support the use of learning on the job". A support network of two or more employees who share and discuss their progress and learning on the job (Noe & Kodwani, 2010) eventually leads to

better job performance. Peer support can be received through face-to-face or virtual communication (Noe & Kodwani, 2010).

Technology support is related to computer applications and software, which help enhance training and job performance (Stevens & Stevens, 1996). In this 21st century, working and improving job performance without technology support is impossible. Trainees are trained to handle and maintain the technology when encountering technology-related problems (Noe & Kodwani, 2010).

In addition, self-efficacy significantly strengthens the work environment and transfer job performance relationship (Simosi, 2012). It is defined as "an individual's general belief that he can change his performance when he wants to" (Holton et al., 2000), but rare research has been done incorporating self-efficacy as a catalyst in the workplace support and job performance relationship. In this regard, this study contributes to the role of self-efficacy in between workplace support and employee job performance.

This research was conducted in a Nepalese commercial bank because a commercial bank of Nepal is relatively more organized and mature than other sectors. Furthermore, Nepal Rastra Bank has mentioned the mandatory provision for the Nepalese banking industry to spend a minimum of 3% of total salary and allowance expenses on staff for training and development (Gautam, Gautam, & Basnet, 2023). Building upon these premises, the variables and the sector used for this research are logical and relevant to generate knowledge for better job performance.

Building upon the literature as mentioned earlier, the first objective is to identify the current status of perceived workplace support, employee job performance, and the second objective of this study is to examine the moderating effect of self-efficacy on the relationship between perceived workplace support and employee job performance.

Literature Review

The theoretical and empirical studies were presented in the following section to identify the research gap and to develop the hypotheses.

Social cognitive theory and self-efficacy theory are the theoretical grounds for this study. The social cognitive theory deals with the learning process's personal, behavioral, and environmental factors (Schunk & Pajares, 2009). In contrast, self-efficacy theory is the sub-set of social cognitive theory. Different practitioners follow the self-efficacy theory to solve their organizational problems because a self-efficacy theory is the application of social cognitive theory (Betz & Hackett, 1997). In this study, the concept of self-efficacy was derived from Bandura's analysis, and according to him, Self-efficacy means people's evaluations of their competences to carry out the actions required to achieve performance rather than the real skills one has (Bandura, 1986).

Previous studies have found that self-efficacy determines the strength of perceived workplace support and employee job performance relationships. For example, Betz and Hackett (1997)

revealed that low self-efficacy leads to poor performance; however, high self-efficacy leads to success (Lorsbach & Jinks, 1999) and better performance. From the above premises, it can be inferred that employees with higher self-efficacy strengthen the relationship between perceived workplace support and job performance relationship. In contrast, low self-efficacy diminishes the strength of workplace support and job performance relationships. Building on this literature, it can be said that the role of self-efficacy in the effect of workplace support on employee job support an empirical and theoretical justification for this study.

In previous studies, rare research has been done on organizational support and employee job performance, particularly from a training and development perspective. Having said that, few studies have been conducted to show the relationship between organizational support and employee performance indirectly, but the effect of organizational support on employee job performance is inconsistent. For example, based on Na-Nan and Sanamthong (2020) and Ma and Chang (2013) findings, the relationship between organizational support and employee job performance can be established from a training perspective. However, Putra, Kusumawati, and Kartikasari (2024) found an insignificant relationship between organizational support and employee job performance. Hence, more research is required to generalize the relationship between organizational support and employee job performance.

Previous studies have found that supervisor support significantly affects employee job performance. For example, Na-Nan and Sanamthong (2020) revealed a significant relationship between perceived workplace support and employee job performance. In this connection, some of the indicators of perceived workplace support (Na-Nan & Sanamthong, 2020) describe the supervisor support measures. Similarly, Nguyen and Tran (2020) found a relationship between supervisor support and skill transfer and a relationship between skills transfer and job performance. Based on the premises, it can be inferred that supervisor support positively correlates with job performance.

Na-Nan and Sanamthong (2020) revealed that workplace support influences employee job performance. More specifically, peer support is the sub-set of workplace support. Hence, it can be inferred that a positive relationship exists between peer support and employee job performance based on Na-Nan and Sanamthong (2020) findings. On the other hand, Salamon, Blume, Orosz, and Nagy (2023) indicated that peer support influences training transfer, and training transfer affects employee job performance (Ma & Chang, 2013). On the other hand, Park, Kang, and Kim (2018) found no relationship between training-related factors and employee job performance. Therefore, the relationship between peer support and job performance is still not clear. Hence, further research is required to establish the relationship.

Some of the prior researches consider technological support as a part of perceived organizational support (Reinhold, Gegenfurtner, & Lewalter, 2018). However, Na-Nan and Sanamthong (2020) mentioned that technological support is part of workplace support. In this study, technological support were considered as a factor of perceived workplace support, as suggested by Na-Nan and Sanamthong (2020). Na-Nan and Sanamthong (2020) indicated that technological support encourages job performance indirectly through motivation. Furthermore, Na-Nan and Sanamthong (2020) have mentioned that technological support en-

hances training transfer, allows employees to easily and quickly complete their tasks, and allows for the transfer of knowledge accurately and precisely. Based on these indicators, it can be assumed that there might be a significant relationship between technological support and job performance.

Various research gaps have been identified after going through the theoretical and empirical evidence. The first gap is rare research has incorporated self-efficacy as a moderator in the relationship between perceived workplace support and employee job performance; however, Simosi (2012) incorporated self-efficacy as a moderator in different relationship, and some researchers identified that the self-efficacy is the vital catalyst for enhancing employee job performance through training (El-Said, Al Hajri, & Smith, 2020; Na-Nan & Sanamthong, 2020). Rare research has been done on post-Covid-19 regarding perceived workplace support, employee job performance, and self-efficacy relationship; however, even before COVID-19, limited research has been done on study variables (Lee, Lee, Lee, & Park, 2014; Na-Nan & Sanamthong, 2020; Switzer, Nagy, & Mullins, 2005).

Research Hypotheses

To address the issues of this study, the hypotheses to be tested in the study are:

H1: *Self-efficacy moderates the relationship between organizational support and employee job performance.*

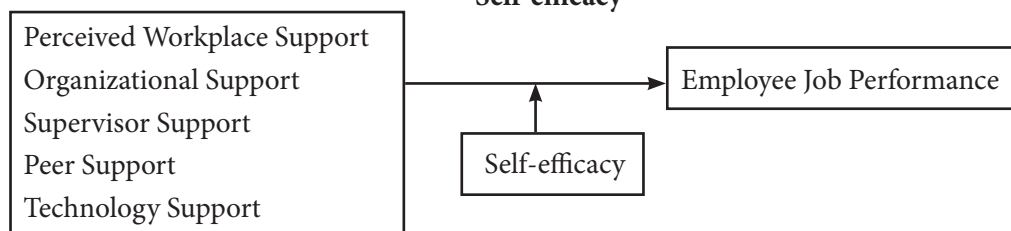
H2: *Self-efficacy moderates the relationship between supervisor support and employee job performance.*

H3: *Self-efficacy moderates the relationship between peer support and employee job performance.*

H4: *Self-efficacy moderates the relationship between technology support and employee job performance.*

Building upon the literature review, the independent, dependent, and moderating variables used in the study are presented in the following sections (Figure 1) as a research framework.

Figure 1
Effect of Perceived Workplace Support on Employee Job performance with the role of Self-efficacy



Research Methods

Research Design

The ontological assumption of this study was single. The epistemological basis for this study is based on a questionnaire; hence, the researchers do not have a personal effect on respondents. Deductive logic was used to obtain the results. This study has used a descriptive, causal and cross-sectional research design. Demographic information tables, mean, and standard deviation have been calculated for descriptive research design. In addition, correlation and regression were calculated for the causal research design. There are various types of units of analysis: individual, group, and organization. For this study, individual unit analysis was used because all the questionnaires were distributed individually to identify individual perceptions of the study variables. This study used PROCESS macro software to obtain the results.

Population and Sample

Nepalese commercial banks were the population for this study. After cleaning the data from missing and by using Mahalanobis distance, 220 samples were used for further analysis. Cooley and Lohnes (1971) recommended using 200 samples for regression. Based on Cooley and Lohnes (1971) recommendation, 220 samples are adequate for getting the result closer to the fact. In this study, commercial bank employees including assistant, officer, manager and other employees who work in commercial banks were selected to get the sample. Further, most of the instruments are related to training. Hence, the employees who have taken some of training related to commercial banks were selected for this study.

Measures

In this research, 43 items of six variables were used. Supervisor support was measured with five items (Yarnall, 1998). Peer support was measured with four indicators from Holton et al. (2000). Organizational support was measured with nine indicators from Eisenberger, Huntington, Hutchison, and Sowa (1986b). Technology support was measured with four items (Na-Nan & Sanamthong, 2020). Employee job performance was measured with 13 items (Na-Nan & Sanamthong, 2020), and the self-efficacy measure was taken from Jones (1986) with eight items, as shown in appendix.

Results and Analysis

Demographic Information

A total of 220 respondents from commercial banks were surveyed. The demographic information of the respondents is depicted in Table 1.

Table 1
Demographic Information

Variable	Category	Frequency	Percent (%)
Gender	Male	82	37.3
	Female	138	62.7
Year of Employment	Less than 2	29	13.2
	2-4 Years	105	47.7
	4-6 Years	77	35
	Above 6	9	4.1
	Qualification	Intermediate	23
	Bachelor	131	59.5
	Masters and Above	66	30
	Position	Manager	60
	Officer	102	46.4
	Assistant	54	24.5
	Other	4	1.8
Age	Under 25	17	7.7
	25 - 35	109	49.5
	36 - 45	76	34.5
	Over 55	18	8.2
EPM	Below 50000	30	13.6
	50001 - 75000	50	22.7
	75001 - 100000	55	25
	Above 100000	85	38.6
	Total	220	100

Reliability Analysis

Reliability analysis measures whether the items of factors are consistent or not. According to Hair, Black, Babin, and Anderson (2014) and Nunnally (1978), the cut-off point for reliability is 0.7. In this study, the Cronbach alpha values of supervisor support are 0.895, peer support is 0.832, organizational support is 0.933, technology support is 0.861, self-efficacy is 0.810, and employee job performance is 0.940. All the instruments' Cronbach alpha values are greater than 0.7 as shown in Table 2, which confirms that the instruments do not suffer from reliability issues in this study.

Table 2
Reliability Analysis

Instrument	No. of Items	Cronbach Alpha
Supervisor Support	5	0.895
Peer Support	4	0.832
Organizational Support	9	0.933
Technology Support	4	0.861
Self-efficacy	8	0.810
Employee Job Performance	13	0.940

The mean of all the variables is greater than average, i.e., 3.00, measured on 5 5-point Likert scale. The mean value of supervisor support is greater than the other variables, which indicates that the managers are more engaged in developing and coaching the employees to enhance their performance. The standard deviation of all the variables is less than 0.60, which indicates that the perception of employees is stable (consistent performance) among the study variables. The correlation results indicate that relationships are significant, indicating a statistically positive significant relationship among supervisor support, peer support, organizational support, technology support, self-efficacy, and employee job performance. The values of correlations are not greater than .700, which indicates that the study might not have the issues of multicollinearity among the variables. Correlation values greater than .80 might have a problem of multicollinearity.

Table 3
Mean, Standard Deviation and Correlations

	Mean	Std. De- viation						
			1	2	3	4	5	
1.Supervisor Support	3.7755	0.52476	1					
2. Peer Support	3.6511	0.49501	.626**	1				
3.Organizational Support	3.4601	0.55044	.532**	.671**	1			
4.Technology Support	3.642	0.55208	.518**	.557**	.586**	1		
5. Self-efficacy	3.5227	0.41404	.560**	.522**	.466**	.609**	1	
6.Employee Job Performance	3.535	0.4478	.502**	.539**	.426**	.668**	.666**	1

** Significant at the 0.01 level; 2-tailed test.

Moderating Effect of SE on OS – EJP relationship

In Table 4, the model was fit ($F=64.8864$, $p<0.01$), and also the direct impact of OS on EJP was significant ($\beta=0.8064$, $p<0.01$). Similarly, the effect of SE on EJP was substantial at a 99% confidence level ($\beta=1.2247$, $p<0.01$). In addition, the moderated regression result indicated that the interaction term (OS×SE) is significant at 5 percent ($\beta=-0.1806$, $p<0.05$). Hence, hypothesis 1 is accepted.

Table 4
Moderating Effect of SE on OS – EJP Relationship

	coeff	se	t	p	LLCI	ULCI
constant	-1.3498	0.9691	-1.3928	0.1651	-3.26	0.5604
OS	0.8064	0.3004	2.6842	0.0078	0.2143	1.3985
SE	1.2247	0.2574	4.7583	0.0000	0.7174	1.7321
OS × SE	-0.1806	0.0781	-2.3117	0.0217	-0.3345	-0.0266
F	64.8864 **					
R-sq	0.4740					

Moderating Effect of SE on SS – EJP relationship

This study had no effect on demographic variables with dependent and independent variables (Table 5). Therefore, demographic variables were not included in the regression table. PROCESS macro was employed to assess the moderating effect. In Table 5, the model is fit ($F=63.5889$, $p<0.01$); however, the direct relationship between SS and EJP; and SE and EJP isn't established. As a result, the moderation effect reveals the interaction of SS and SE is insignificant ($\beta=0.0440$, $p>0.05$), which indicates that SE does not impact the SS and EJP relationship. Hence, the hypothesis 2 is rejected.

Table 5
Moderating Effect of SE on SS – EJP Relationship

	coeff	se	t	p	LLCI	ULCI
constant	1.3754	1.1832	1.1625	0.2463	-0.9566	3.7075
SS	0.004	0.3170	0.0127	0.9899	-0.6207	0.6288
SE	0.4409	0.3369	1.3087	0.1920	-0.2231	1.1050
SS × SE	0.0440	0.0879	0.5010	0.6169	-0.1292	0.2173
F	63.5889 **					
R-sq	0.4690					

Moderating Effect of SE on PE – EJP relationship

The model is fit (70.6181 , $p<0.01$) as shown in Table 6; however, the moderating effect is not significant ($\beta=0.0623$, $p<0.5056$), which indicates that the interactive effect of peer support and self-efficacy doesn't impact on employee job performance. Hence, the hypothesis 3 is rejected. If the relationship is insignificant, we generally don't interpret the R square value.

Table 6
Moderating Effect of SE on PE – EJP Relationship

	coeff	se	t	p	LLCI	ULCI
constant	1.4500	1.2143	1.1941	0.2337	-0.9434	3.8434
PS	0.0144	0.3384	0.0424	0.9662	-0.6527	0.6814
SE	0.3478	0.3425	1.0153	0.3111	-0.3273	1.0229
PS × SE	0.0623	0.0934	0.6668	0.5056	-0.1218	0.2463
F	70.6181**					
R-sq	0.4952					

Moderating Effect of SE on TS – EJP Relationship

In Table 7, the effect of TS on EJP is interacted by self-efficacy ($\beta=0.1626$, $p<0.05$), and the model is also fit (92.0899, $p<0.01$). The table indicates that 56.12 percent of variance of EJP is explained by the interaction of TS and SE.

Table 7
Moderating Effect of SE on TS – EJP Relationship

	Coeff	se	t	p	LLCI	ULCI
Constant	2.7836	1.044	2.6664	0.0082	0.7259	4.8413
TS	-0.2096	0.2786	-0.7524	0.4526	-0.7587	0.3395
SE	-0.1685	0.3144	-0.5361	0.5925	-0.7882	0.4512
TS×SE	0.1626	0.0816	1.9931	0.0475	0.0018	0.3234
F	92.0899**					
R2	0.5612					

Summary of Hypotheses Testing Results

In this study, four moderating hypotheses were developed, and the hypotheses were tested based on the PROCESS macro. The results of the hypotheses were presented in the following sections:

Table 8
Hypotheses Results

Hypotheses	Predictors	Dependent Variables	Relationship	Finding
H1	Organizational Support	Employee Job Performance	Moderation (Self-Efficacy)	Supported
H2	Supervisor Support	Employee Job Performance	Moderation (Self-Efficacy)	Rejected

H3	Peer Support	Employee Job Performance	Moderation (Self-Efficacy)	Rejected
H4	Technology Support	Employee Job Performance	Moderation (Self-Efficacy)	Supported

Discussions and Conclusion

This study aimed to examine the effect of workplace support on employee job performance moderated by self-efficacy. Based on the findings of this study, Hypothesis 1 posited that the moderating role of SE in the relationship between OS and employee job support is supported by the data, and it is consistent with the finding of Simosi (2012). It indicates that employees with high SE lead to success and strengthen the relationship between the workplace's commitment towards employees and employee's commitment towards the job. Some research has incorporated self-efficacy as an independent variable (Iqbal & Dastgeer, 2017). Other studies incorporate self-efficacy as a mediating variable (Holladay & Quiñones, 2003). Still, very few studies have incorporated self-efficacy as a moderator and rare research has been done.

Hypothesis 2 stated that the moderating role of SE in the relationship between SS and EJP is not supported by the finding, and it is not consistent with the findings of Simosi (2012). One of the possible reasons for not accepting the hypothesis could be that Bandura mentioned that self-efficacy motivates the self regardless of the internal and external environment. This statement might infer that whether the employees get support from the supervisor or not does not make any difference in job performance. It can be assumed that employees' self-efficacy factors like emotions, frustration, anxiety, or not given up attitude determine their performance.

Hypothesis 3 indicated that the moderating role of SE in between peer support and employee job performance connection is not supported by the result, and it is not consistent with the result of Simosi (2012). The interpretation of this hypothesis could be similar to hypothesis 2, which states that taking obstacles as challenges or problems determines the performance of the employees rather than coworkers' support.

Hypothesis 4 posited that the moderating role of SE in the association between TS and EJP is supported by the result of this study. Rare research has been done on the above-stated hypothesis. Hence, it can be assumed that comparing and contrasting with irrelevant studies might have negative consequences; however, the finding of this study revealed that employees having high SE enhance the bonding between technology support and EJP. Based on the findings, it can be assumed that self-efficacy plays a catalyst in organizational support in providing benefits, facilities, and infrastructure like computer software and applications rather than getting support from a person, whether a supervisor or a peer. The comparison and contrast of this study's findings with the previous studies are presented in the following section.

Table 9
Comparing and Contrasting the Finding with Previous Findings

Authors	Previous Findings	Findings of this Study
Gist, Stevens, and Bavetta (1991)	Self-efficacy is related to Employee performance	Consistent with this study.
Na-Nan and Sanamthong (2020); Ma and Chang (2013)	Positive association between organizational support and employee job performance	Consistent with this finding.
Sharif, Braimah, and Dogbey (2023)	Positive connection between supervisor support and employee job performance	Inconsistent with previous studies.
Na-Nan and Sanamthong (2020)	Positive link between Peer support and employee job performance	Inconsistent with previous studies.
Na-Nan and Sanamthong (2020); Stevens and Stevens (1996)	Positive bond between technological support and employee job performance	Inconsistent with previous findings.
Simosi (2012)	Self-efficacy moderate Organizational Culture – training transfer relationship	Consistent with this study. Self-efficacy moderates organizational support – employee job performance relationship.
Simosi (2012)	Self-efficacy moderate Organizational Culture – training transfer relationship	Inconsistent with this study. Self-efficacy doesn't moderate supervisor support – employee job performance relationship.
Simosi (2012)	Self-efficacy moderate Organizational Culture – training transfer relationship	Inconsistent with this study. Self-efficacy doesn't moderate peer support – employee job performance relationship.
Simosi (2012)	Self-efficacy moderate Organizational Culture – training transfer relationship	Consistent with this study. Self-efficacy moderates' technology support – employee job performance relationship.
New insight in this study		
SE moderates the effect of organizational support on employee job performance.		
SE doesn't moderate the effect of supervisor support on employee job performance.		
SE doesn't moderate the effect of peer support on employee job performance.		
SE moderates the effect of technology support on employee job performance.		

Implications

This study has both practical and research implications. From a pragmatic perspective, the findings of this study could help commercial banks develop policies and strategies concerning supervisor support, peer support, and organizational support to obtain better output from employees and to support employees in enhancing their self-efficacy.

From the theoretical perspective, this study tries to establish a new relationship among variables and also provides new insight based on the findings. Hence, future researchers could test the association between the study variables in different contexts to support the findings of this study for generalization. Surprisingly, the connection between supervisor support and employee job performance, as well as peer support and employee job performance, is not moderated by self-efficacy, which is beyond the assumption of this study. Therefore, future researchers might conduct a qualitative study to identify the possible reasons for the refusal to accept the proposed hypotheses.

Limitations and Future Research

Online Google forms were distributed to the respondents; hence, accurate perceptions of employees might not be captured through questionnaires because the data were collected during Covid-19. Questionnaires were not translated into Nepalese, and due to the language problem, the respondents showed unwillingness to fill out the form. That could be why some of the hypotheses are not aligned with previous findings. Non-response questionnaires of the respondents could be the reason for not getting accurate findings. Content validity, common method bias, convergent and discriminant validation test, and endogeneity test were not employed, which might raise the question of robustness test in this study.

Acknowledgment

This research was supported by the University Grant Commission Nepal.

References

- Bandura, A. (1986). Social foundations of thought and action. In: Englewood Cliffs, NJ: Prentice-Hall.
- Betz, N. E., & Hackett, G. (1997). Applications of self-efficacy theory to the career assessment of women. *Journal of Career Assessment*, 5(4), 383-402.
- Campbell, J. P., & Wiernik, B. M. (2015). The modeling and assessment of work performance. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 2(1), 47-74.
- Carpini, J. A., Parker, S. K., & Griffin, M. A. (2017). A look back and a leap forward: A review and synthesis of the individual work performance literature. *Academy of Management Annals*, 11(2), 825-885.

- Cooley, W. W., & Lohnes, P. R. (1971). *Multivariate data analysis*. 243- 261.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986a). Perceived organizational support. *Journal of applied psychology*, 71(3), 500.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986b). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500-507.
- El-Said, O. A., Al Hajri, B., & Smith, M. (2020). An empirical examination of the antecedents of training transfer in hotels: the moderating role of supervisor support. *International Journal of Contemporary Hospitality Management*, 32(11), 3391-3417.
- Gautam, P. K., Gautam, D. K., & Basnet, D. (2023). Social Support for Training Effectiveness: Mediating Training Transfer Motivation and Moderating Transfer Design. *FIIB Business Review*, 1-14.
- Gist, M. E., Stevens, C. K., & Bavetta, A. G. (1991). Effects of self-efficacy and post-training intervention on the acquisition and maintenance of complex interpersonal skills. *Personnel Psychology*, 44(4), 837-861.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate data analysis* (Seventh Edition ed.): Pearson New International Edition.
- Holladay, C. L., & Quiñones, M. A. (2003). Practice variability and transfer of training: the role of self-efficacy generality. *Journal of Applied Psychology*, 88(6), 1094.
- Holton, E. F., Bates, R. A., & Ruona, W. E. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333-360.
- Iqbal, K., & Dastgeer, G. (2017). Impact of self-efficacy and retention on transfer of training: The mediating role of motivation to transfer. *Journal of Management Development*, 36(10).
- Jones, G. R. (1986). Socialization tactics, self-efficacy, and newcomers' adjustments to organizations. *Academy of Management Journal*, 29(2), 262-279.
- Lee, C., Lee, H., Lee, J., & Park, J. (2014). A multiple group analysis of the training transfer model: Exploring the differences between high and low performers in a Korean insurance company. *The International Journal of Human Resource Management*, 25(20), 2837-2857.
- López-Cabarcos, M. Á., Vázquez-Rodríguez, P., & QuinoA-Pineiro, L. M. (2022). An approach to employees' job performance through work environmental variables and leadership behaviours. *Journal of Business Research*, 140, 361-369.

- Lorsbach, A., & Jinks, J. (1999). Self-efficacy theory and learning environment research. *Learning Environments Research*, 2, 157-167.
- Ma, C.-C., & Chang, H.-P. (2013). Training transfer in the Taiwanese hotel industry: Factors and outcomes. *Social Behavior and Personality: an international journal*, 41(5), 761-776.
- Na-Nan, K., & Sanamthong, E. (2020). Self-efficacy and employee job performance: Mediating effects of perceived workplace support, motivation to transfer and transfer of training. *International Journal of Quality & Reliability Management*, 37(1), 1-17.
- Nguyen, P., & Tran, T. (2020). Role of motivation to learn in training transfer and job performance under peer and supervisor support in the Vietnamese public sector. *International Journal of Advanced and Applied Sciences*, 7(7), 7-18.
- Noe, R. A., & Kodwani, A. D. (2010). *Employee training and development*, 7e. New Delhi: McGraw-Hill Education Private Limited.
- Nunnally, J. C. (1978). An overview of psychological measurement. *Clinical Diagnosis of Mental Disorders*, 97-146.
- Park, S., Kang, H.-S. T., & Kim, E.-J. (2018). The role of supervisor support on employees' training and job performance: an empirical study. *European Journal of Training and Development*, 42(1/2), 57-74.
- Putra, A. S. B., Kusumawati, E. D., & Kartikasari, D. (2024). Psychological Empowerment And Psychological Well-Being As Job Performance Mediators. *Journal of Business Management and Economic Development*, 2(01), 127-141.
- Reinhold, S., Gegenfurtner, A., & Lewalter, D. (2018). Social support and motivation to transfer as predictors of training transfer: testing full and partial mediation using meta-analytic structural equation modelling. *International Journal of Training and Development*, 22(1), 1-14.
- Salamon, J., Blume, B. D., Orosz, G., & Nagy, T. (2023). The moderating effect of coworkers' training participation on the influence of peer support in the transfer process. *European Journal of Training and Development*, 47(10), 15-36.
- Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. *Handbook of Motivation at School*, 35, 54.
- Sharif, S., Braimah, M., & Dogbey, A. E. (2023). Academic supports, motivation to learn, motivation to transfer and transfer of training: A comparative analysis of public and private universities. *European Journal of Training and Development*, 47(5/6), 507-532.

- Simosi, M. (2012). The moderating role of self-efficacy in the organizational culture–training transfer relationship. *International Journal of Training and Development*, 16(2), 92-106.
- Stevens, G., & Stevens, E. (1996). The truth about EPSS. *Training & Development*, 50(6), 59-61.
- Switzer, K. C., Nagy, M. S., & Mullins, M. E. (2005). The influence of training reputation, managerial support, and self-efficacy on pre-training motivation and perceived training transfer. *Applied HRM Research*, 10(1), 21-34.
- Yarnall, J. (1998). Line managers as career developers: rhetoric or reality? *Personnel Review*, 27(5), 378-395.

Appendix

Table A1.
Questionnaire Items

SS_1	My manager shows me how to improve my performance
SS_2	My manager lets me know how well I am performing
SS_3	My manager utilizes a variety of methods to assist me with my development
SS_4	My manager has the skills to coach me effectively in my development
SS_5	My manager views developing staff as an important aspect of his/her job
PS_6	My colleagues appreciate my using new skills I have learned in training
PS_7	My colleagues encourage me to use the skills I have learned in training
PS_8	At work, my colleagues expect me to use what I have learned in training
PS_9	My colleagues are patient with me when I try out new skills or techniques at work
OS_10	The organization strongly considers my goals and values
OS_11	Help is available from the organization when I have a problem
OS_12	The organization really cares about my well-being
OS_13	The organization is willing to extend itself in order to help me perform my job to the best of my ability
OS_14	The organization would notice if I did the best job

OS_15	The organization cares about my general satisfaction at work.
OS_16	The organization shows concern for me
OS_17	The organization cares about my opinions
OS_18	The organization tries to make my job as interesting as possible.
TS_19	Technology encourages me to perform transfer of training to my work (computer, internet etc.)
TS_20	Technology is available for use at the workplace with full transfer of training.
TS_21	Technology is available for quick and easy use of the workplace (computer, internet, etc.)
TS_22	Technology is available at the workplace for transfer of knowledge accurately and precisely.
SE_23	My new job is well within the scope of my abilities.
SE_24	I do not anticipate any problems in adjusting to work in this organization.
SE_25	I feel I am overqualified for the job I will be doing.
SE_26	I have all the technical knowledge I need to deal with my new job, all I need now is practical experience.
SE_27	I feel confident that my skills and abilities equal or exceed those of my future colleagues.
SE_28	My past experiences and accomplishments increase my confidence that I will be able to perform successfully in this organization.
SE_29	I could have handled a more challenging job than the one I will be doing.
SE_30	Professionally speaking, my new job exactly does not satisfy my expectations.
EJP_31	I can perform the tasks attentively and correctly.
EJP_32	I can complete the tasks as per the standards
EJP_33	I have adequate stuff and information that meet the set criteria and standards.
EJP_34	Quality inspection is conducted prior to the delivery of services.
EJP_35	My performance meets the expectation of customers.
EJP_36	My performance integrates with job situation.
EJP_37	My performance meets organizational expectations.
EJP_38	Performance under my responsibility corresponds to my skills and ability.
EJP_39	I can always fulfill the assignments.

EJP_40	I can normally complete the tasks on schedule.
EJP_41	I can carry out the tasks within a reasonable amount of time.
EJP_42	The delivery of services is conducted in a timely manner.
EJP_43	I can achieve desire objectives on time.
