

# The Impact of Quality of Mentoring on Mentor's Work-Family Positive Spillover in the Context of Balochistan's Universities

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## Abstract

This research investigated the impact of mentorship quality on a mentor's work-to-family positive spillover (WFPS) by focusing on the mediating role of Subjective career success (SCS) and the moderating role of perceived organizational support (POS). The hypothesized relationships were tested utilizing a representative convenience sampling of 270 faculty members employed in the universities of Balochistan. Results revealed that the influences of mentorship quality on Subjective career success are stronger for mentors whose SCS is high rather than low. Furthermore, Data analysis has done by using Smart PLS 4 (partial least square) and SPSS (statistical package for the social sciences). The findings suggest that informal mentoring has a positive impact on the family life of mentors in educational sectors. **Keywords:** Subjective Career Success (SCS), Work–Family Positive Spillover (WFPS), Perceived Organizational Support (POC), Mentorship Quality (MQ)

## Introduction

Mentoring is a dynamic process that provides mutual benefits to the mentor (knowledgeable person) and mentee (unskilled individual). The significance of mentoring in the global world has arisen because of the complexity of organizational structure and systems (Hu et al., 2021). The mentoring literature has documented that mentoring is an effective predictor that offers benefits comprising job satisfaction, social network (Ferguson, 2018), high performance, personal appraisal, understanding, and effectiveness (Abiddin & Hassan, 2012) (Allen & Eby, 2003). Work-family professionals also argued that (Eby & Allen, 2002) high-quality of mentoring overcomes all the problems that create an imbalance in a work-family domain as the result of new tasks being carried out (Hu et al., 2021) so that, low-quality mentoring promotes the low performance of protégés than the high quality of mentorship. Earlier research findings have generally supported the aspects of mentoring regarding lower turnover intentions (Linney, 1999). Moreover, Fogarty et al (2017), show in a recent study that the impact of all three mentoring dimensions on turnover intentions is mediated by value, congruence, and supervisory satisfaction. Mentoring programs help to build an

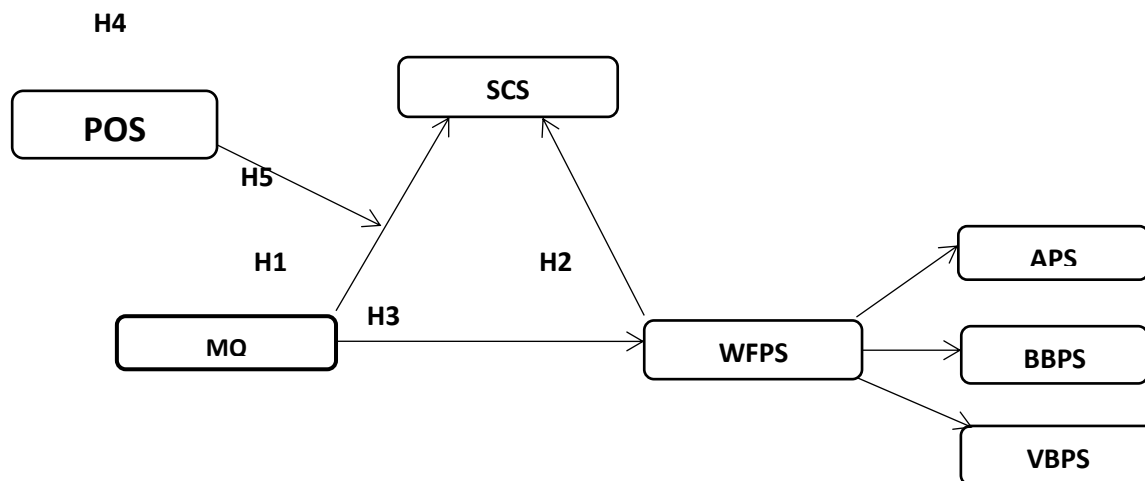
effective career and a style of teaching. Professionals with specialized research experience and expertise offer others the opportunity to boost their careers. Formal programs conducted to enhance the career of mentees are often useful for practitioners to improve their skills (van der Weijden et al., 2015). Literature on informal mentoring relationships is believed to be more advantageous since they are marked by greater degrees of individual commitment and longer mentoring relationship durations. Carlotto and Palazzo (2006), discovered that the type of a professor's work and how the job is managed affects the mentor's exposure to a variety of stressors that may have negative long-term effects over the work-family domain. Besides this, the numerous deadlines that must be met and the variety of roles that the professional must play, from professor to researcher, make academic careers highly stressful. The work-family mechanism meant transferring the effects such as attitudes, behaviors, and skills, from the work to the family aspects, and vice versa (Abiddin & Hassan, 2012)(Greenhaus & Powell, 2006). Therefore, this study makes the point that work-family spillover is crucial in resolving this issue. Given the most recent information regarding the pandemic crisis COVID-19, an excellent illustration of this element can be observed in how it forced mentors to drastically change their daily routines, having an impact on both their personal and professional lives (Gelsomini, 2020). The protégé's work-family positive spillover (WFPS) has remained the subject of scholars' attention. While mentors' work-family competencies that help them to achieve a balance between work-family lives are ignored (Powell et al, 2019). Academic knowledge creation depends on a community of researchers who are happy at work, dedicated to their university, and successful in their research, teaching, and service. The satisfaction and productivity of academics are crucial in ensuring that scientific research and innovation flourish in the country. Or, to put it another way, the happiness and productivity of science and engineering faculty members have a positive effect on society (Griffith & Dasgupta, 2018). Given this, it is especially alarming since continuing work-family imbalance is frequently found in faculty's professional satisfaction in Pakistan. In comparison to their balanced work-family counterparts, mentors in professions typically feel unsatisfied when they cannot get a work-family balance due to performing multiple tasks. Subjective career success (SCS) is another determinant that is also conceptualized using job satisfaction and career satisfaction (Lee & Lee, 2019). This paper made two major contributions. First, subjective career success promotes positive moods and behavior that spill over from work to the professional's personal life (Al-Hussami et al., 2018). Secondly, the contribution will explore the relationships among the variables by applying the work-family enrichment theory (WFE). WFE is a method that supports performance in the work-family perspective by utilizing contextual resources from both domains, which fosters the growth of personal resources. For instance, a workplace that offers mentors and mentees personal growth opportunities (WFE-Development), supports them in achieving their professional and personal goals (WFE-Capital), and enables them to have a positive effect at work (WFE-Affect) raises their level of work engagement and, as a result, their job satisfaction (Kalliath et al., 2019). The fourth element of this research is the perception of an employee towards the organization is essential. Organizational support theory (POS) refers to workers who perceive the organization value their contribution and work for their well-being. They start to repay an organization for its favorable treatment by providing quality services. Henceforth, it has been stated that a mentor's POS is an important phenomenon where a mentor feels the organization values his contribution and works for his well-being. Mentors try to repay an organization for its favorable treatment by providing quality services. High POS leads to the mentor's career success (Bhaskar & Mishra, 2019). In the past couple of years, researchers

have started to associate the mentoring mechanism with the perspective of mentors. Secondly, professionals always have more responsibilities than other employees. Existing literature related to mentor-perceived organization support (POS) examined that greater POS enhances career satisfaction (Bhaskar & Mishra, 2019). The equilibrium between work to non-workplace also is produced, so the desired study suggests testing the mentor POS phenomena as a moderator that moderates the relationship between mentoring quality and career success (Gopalan & Pattusamy, 2020). Higher education is essential for a nation's growth because it is a fundamental human right of every individual. Today, higher education is regarded as being of utmost importance and as a necessary investment for the social and economic advancement of any society (Tilak, 2015). Environmental trends have driven every business to modify its strategies. Greater competition has existed to enhance the standard of education. Universities are acquiring the resources and adopting the technologies accordingly (Gopalan & Pattusamy, 2020). Therefore, faculty members who work on modern systems, improved performance, publications, research, and innovation, or HEC's reforms may experience stress and inequality between work and family responsibilities (Riaz et al., 2017). However, this study would be applied to a mentor's work-family spillover in an academic sector where individuals work 8-5 or 40 hours a week and strategies change frequently (Curnalia & Mermer, 2018). Teaching is the only aspect of the academic job where professionals perform service duties, teaching, advising, research (Owens et al., 2018) career development, research publication, mentoring students, and other required tasks (Gopalan & Pattusamy, 2020). Our findings demonstrate that faculty members who had in-department mentors and regarded mentoring to be beneficial were more likely to perceive their department's climate as collegial, which therefore predicted greater professional satisfaction and decreased retention risk (Griffith & Dasgupta, 2018). Therefore, this study fills the gap using the tenets of the work-family enrichment theory (WFE) and organizational support theory (OST) (Kim et al., 2016). This paper finds the mediating effect of subjective career success between high-quality mentoring and a professional's work-family positive spillover (WFPS). The benefit of being a mentor and mentoring related to protégés WFPS, career success, and career development was explored, while fewer types of research have been conducted on mentors' perspectives (Hu et al., 2021).

### **Theoretical Framework and Hypotheses**

#### *Work-family enrichment (WFE) and mentoring*

Work-family enrichment (WFE) theory suggests that the obtaining of resources from one perspective (like work) can be applied to enhance the standard of living in another aspect (e.g. family). These resources such as skills (interpersonal skill and cognitive), knowledge, physical and psychological resources (e.g. self-evaluation, physical health, self-efficacy, and self-esteem), social capital resources (social relation influence, flexibility about the timing, information, pace, and location of completing the job and/or family responsibilities, and material resources (like money), and positive affect transfer to and apply at home (Greenhaus & Powell, 2006). The study variable is based on the Work enrichment theory, it is argued that mentors acquire all these resources in mentoring others and establishing their subjective career success, further, they also utilize these resources in work-family balance.



A work environment that provides faculty members with personal development opportunities (WFE-Development) helps them to achieve their personal goals and work (WFE-Capital) and allows them to experience positive affect at work (WFE-Affect) increases their work engagement and, ultimately, job satisfaction (Greenhaus & Powell, 2006). Furthermore, several characteristics of the work context for mentors, such as having a supportive culture of the organization or supportive colleagues, working in an organization that has family-friendly policies, having job autonomy, high perceived organization support, and having significant seniority, could enable the acquisition of resources that could enrich one's family life (Lapierre et al., 2018). Social relations between mentors and protégés shape the behavior of both parties, high-quality relation linked with trust, helping others and engagement is essential to obtaining resources that promote subjective career success (Hu et al., 2021). For instance, protégés problem-solving could help their mentors in figuring out other strategies to deal with the situation at home. Additionally, the mentoring phenomenon aids in developing additional knowledge, experience, leadership characteristics, personal development, work satisfaction, dedication, and performance that result in subjective career success. High SCSC faculty members can quickly adapt their thoughts and actions to any challenging circumstances, whether they arise at work or home.

### Organizational Support Theory

According to organizational support theory (Kurtessis et al., 2017) “*whether or not employees believe their organizations have treated them fairly determines the effectiveness of POS*”. POS is a measurement of the degree to which employees believe their organization appreciates their contributions and cares for their well-being. (Ragins et al., 2000). POS is mostly linked to favorable outcomes for workers, including contextual performance, job satisfaction, dedication, reduced burnout, (Kurtessis et al., 2017), and receiving benefits (such as compensation, rewards, and promotions) that are tied to career success (Allen et al., 2004). POS can be seen as an organizational resource that can advance employees' career growth and general well-being as a result (Kao et al., 2022). Therefore, the perceived organizational support (POS) working as a moderator in this study is based on OST. Organizational support incorporates HR policies and hones and supervisor support helps to create the mentors' subjective career success. Therefore, when mentors get support from an organization they eventually apply all their power for the well-being of protégés or reimburse the organization for its support (Lee & Lee, 2019). This effective mentoring enhances the skills of mentors

which may well be utilized within the work and non-workplace. Additionally, Organizational support theory (OST) explains that (POS) strengthens the relationship between high-quality mentorship and a mentor's career success. Where employees create their perceptions of how deeply the organization values their contributions and cares about their well-being (Eisenberger & Stinglhamber, 2011). High POS promotes mentors to grow in their professional happiness. More experienced people thought that organizations supported them in many ways, such as social networking and material, valuing their ideas, decision or providing intangible resources. They began to pay the organization back for its favorable treatment to provide the best mentoring function that enhances the mentor's perceived career achievement (Hu et al., 2014).

#### *High Quality of Mentorship and Subjective Career Success*

Effective mentoring depends on the quality of mentorship rather than focusing on the quantity of mentoring (Allen & Eby, 2003). High mentorship quality promotes care, self-confidence, self-esteem, empathy, job performance, career success (Ghosh & ReioJr, 2013) career satisfaction (Lentz & Allen, 2009) while mentoring others (Liu et al., 2009). Mentoring literature is concerned more with objective career success and identified the important relationship between various variables such as mentoring experience, provision of career and psychosocial mentoring, promotability, and provision of career mentoring (Ghosh et al., 2012) promotions, and salary (Beigi et al., 2017; Chun et al., 2012) mentor's promotion rate and salary. All the above studies showed that mentors have higher promotions and salaries than non-mentors. However, this research suggests that high-quality mentoring promotes the subjective career success of mentors (Hu et al., 2021). Subjective career success (SCS) refers to "the individual's internal apprehension and evaluation of his or her career, across any dimensions that are important to that individual". As competition in the academic sector is strong, on account of scarce resources for career development opportunities are very low. Mentors develop their careers by offering effective mentoring approaches to others such as career support and instrumental support. Thus, High-quality interaction affiliates with skills and competencies that help to enhance the career outcomes of mentors (for example, absorbing new knowledge from other employees, upgrading their skills across the social network, and extending their views, creating satisfaction and advancement in accomplishing various tasks (Hu et al., 2021). Moreover, substantial studies have been carried out on mentor's career outcomes such as organization support and career satisfaction (Bhaskar & Mishra, 2019), mentoring function, and mentor's benefit in the form of career outcomes (Ghosh & ReioJr, 2013), benefits of mentors linked with motivation and (van der Weijden et al., 2015), career growth high quality of mentoring and interpersonal skills of a mentor (Hu et al., 2021). Therefore, this research will propose that mentoring high-quality could enhance the mentor's subjective career success. Scholars were found to have a more positive result with objective career than subjective career success. The mentoring phenomenon is more concerned with individual self-evaluation that is related to subjective career success (Ivey & Dupré, 2020). Therefore, the research objective of assessing individual organization commitment, job satisfaction, and self-evaluation of mentors promotes Subjective career success by recognizing the quality of work, personal growth, meaning of full work, authenticity, personal life, and satisfaction. As a result, this research focuses on subjective career success. Thus, the proposed hypothesis is:

**H1: High quality of mentoring positively impacts the mentor's subjective career success.**  
***Subjective career success and mentor's work-family positive spillover (WFPS)***

In the early phases, mentoring studies focused on work-family conflict and difficulties associated with creating a balance between two roles (work-family). A meta-analysis was done by (Kim & Las Heras, 2012) to distinguish the construct of work-family facilitation and work-family enrichment based on the resources. Four types of spillover known as effect, skill, values, and behavior were first proposed by (Staines, 1980). Therefore, this study would hypothesize that a mentor's subjective career success that grows up in mentoring relationships spills over to work to non-working places. Mentors can transfer their behavior, knowledge, value, and skills from one domain workplace to another domain of Family (Edwards & Rothbard, 2000). Besides this, Subjective career success was seen for employee development where internal apprehension and evaluation of individuals produced a recognition of job efficiency, personal growth, meaning full work, authenticity, personal life, and satisfaction. Employee perception of job security career satisfaction, and job performance fosters subjective career success (Koekemoer et al., 2020). Employees in the academic sector seem to be more concentrated on subjective career outcomes rather than objective career outcomes because greater competition in academics for research needs to develop subjective outcomes that enhance employee satisfaction with work. Similarly, work-to-family enrichment theory supports the concept of mentoring that mentors enhance more skills, knowledge, affect (mood, emotions, joy, and happiness), positive behavior, and a sense of contribution spillover work-family domain. For example, quality of interaction with protégés helps to promote positive behavior to interact with other protégés and family members. Mentor also gains the ability to face challenges in the work-home domain. Therefore, this study applies the work-family enrichment theory to test H1 & H2 hypotheses and try to explain the relationships among the variables.

**H2: Subjective career success positively associates with mentor's work-family positive spillover (WFPS)**

### **High Quality of Mentorship and Work-Family Positive Spillover**

Drawing work-family enrichment Theory (WFE) Refers to the degree to which experiences in one's job position enhance one's quality of life in another - that of one's family. Numerous kinds of research have highlighted the impact of mentorship on individual learning. Mentoring has been compared to a learning environment where protégés and mentors may share knowledge. A high-quality mentoring relationship will also probably inspire mentors to ask their protégés and other people for help with technical matters, timely feedback, and new viewpoints on their professions. Mentors can benefit from protégés' knowledge of the workplace by sharing it with them since it promotes mentors' learning. Mentors may consider their positions within the organization in light of useful information and criticism they get during the mentoring process. Mentors may sharpen their communication abilities and get innovative viewpoints by connecting with their protégés. Mentoring helps workers to pick up new perceives and abilities, such as multitasking, interpersonal communication, and positive self-evaluation, which in turn enables them to carry out their activities more quickly (Greenhaus and Singh 2007). Additionally, mentors also enhance their communication skills, for instance, mentors are taught how to control their negative emotions and behaviors when speaking with their mentees and other people to provide a positive example. Active listening, empowerment, empathy, and communication skills are just a few examples of the kinds of personal skill development that may be seen as valuable tools for mentors to improve their family life. When their mentees experience failure and frustration at work, mentors learn ways to support and motivate them. Mentors can understand what their family members are

going through and know what type of support and motivation to provide them when they experience failure or frustration at home. Protégés may be diverse in terms of age, gender, and background, as was already noted. Mentors develop new views and stronger interpersonal skills to interact with a variety of individuals through mentoring their protégés. These viewpoints and abilities may be used in a family setting, assisting mentors in appreciating the distinctions among their family members and acquiring communication techniques appropriate for that setting (Schultheiss 2006). In other words, developing one's skills may be a helpful tool for mentors who want to improve their connections with their families. Therefore, we suggest

**H3: Mentorship quality positively associates with the mentor's work-family positive spillover (WFPS)**

*Subjective Career Success as a Mediator between High-Quality Mentoring and Mentors Work to Family Positive Spillover*

A Plentiful study by Beigi et al (2017), stated that some academic professionals may ignore their families and spend more time on career growth. Therefore, negative spillover occurred because they were unable to maintain the balance between the work-family aspects. In contrast, many professionals confess that career success helped them to be dedicated to their work, enhance a happy mood, stable emotion in a stressful situation, and all the positive effects of spillover from workplace to family place. Using WFPS phenomena in the context of mentoring, Hu et al (2021), have investigated WFPS from the mentor's perspective and argued high-quality mentoring serving as assistance is the basis for resource acquisition. The secret to WFPS achievement is social capital and resources (Lankau & Scandura, 2007). Similarly, high-quality mentoring directs the acquisition of the resource which is valuable for all sides of work-family aspects. So that, mentors could achieve success in their careers by dealing with workers coming from diverse backgrounds. Mentors also gain multiple insights into behavior in one situation and, also learn different benefits such as leadership quality, decision-making, communication, and problem-solving ways to deal with elders and youngsters. All these benefits foster the positive spillover transfer from work-family (Hu et al., 2019). Thus, upgrading skills enhances the mentor's positive mood, behavior, value, and affect at home as leadership quality mentors easily lead their Youngers, have proper communication with their kids and others, and deal with various family matters. A work-family theory also supported mentoring phenomena from the mentor's perspective which explains the mediated effect of subjective career success between high-quality mentorship and work-family positive spillover that has never been tested in the proposed model before (Hu et al., 2019). Thus, the mentor acquires the skill and knowledge to refine his career success during mentoring which leads to subjective career success. The mentor feels happy, committed, and satisfied which has changed the mentor's attitude, action, and ability from work to home. For example, problem-solving and decision-making ability not only develop the career but also spillover to the workplace to a non-workplace i.e. career success enhances the quality of life such that skills acquired in the workplace, help to solve family issues (Hu et al., 2019).

**H4: Mentor's subjective career success mediates the relation of mentorship quality and mentor's work-family positive spillover (WFPS)**

### *The Moderator as Perceived Organizational Support (POS) between the Quality of Mentoring and Career Success*

Providing organizational support in the academic sector was emphasized by Kurtessis et al., (2017), according to him, the organization should provide support to an individual that leads to better perform the organization's role and individual career success. Organizational support also contributes to the achievement of a work-life balance for employee well-being. Academia allows teachers to acquire international experience in study and teaching style that strengthen the employee's career, higher satisfaction, and lower intention to leave (James & Azungah, 2019; Newman et al., 2012). To date, mentoring scholars identified the need for more study on mentoring from the perspective of the mentor's perceived organizational support. Workers as a mentor feel organizational support so he tries to repay for this care by providing more mentoring function to protégés which promotes employee performance. Therefore, high mentors POS successfully modify the employee's positive attitudes and behavior toward the organization than lower POS mentors (Hu et al., 2014). The Concept of POS (perceived organization support) is established on the organizational support theory (OST) (Eisenberger & Stinglhamber, 2011), which explains employees develop their perception that the organization appreciates their involvement and concerns about their well-being (Kurtessis et al., 2017). OST focuses on the considerable interest in viewing employee-organization relations from the employee's point of view. Similarly, POS is a phenomenon associated with effective job satisfaction and organizational commitment. A meta-analysis done by Rhoades and Wiesenberger (2002) declared that OST raises the theory of the social concept in which POS meets social-emotional needs and forms good standards of an employee organization that result in greater commitment and satisfaction (Kurtessis et al., 2017)(Hu et al., 2014). High POS mentors are also stated to perform additional tasks than low POS mentors. Job involvement enhances the mentor's career. Career success has historically been explored in various phenomena, such as mentorship function and career development, mentor's function and protégés career development, career satisfaction, and mentors' career success. Therefore, mentoring researchers have paid less attention to the career success of mentors associated with POS based on OST.

#### **H5: Perceived organizational support moderates the relationship between high-quality mentoring and mentor subjective career success**

Overall, enhancing employee commitment and loyalty towards the organization through high POS promotes the success of mentors. During the mentoring process, Mentors supported by an organization may also upgrade their skills and knowledge according to the demands of the environment (Hu et al., 2014). Although a good relationship with protégés makes it easier to enhance the career success that spillover from work to non-work, it is intended to explain that high POS will be more influential than low POS. Higher mentors POS have more opportunity to take the benefit in different situations.

#### **Method and Procedures**

We conducted our survey at the senior faculties of five universities in Quetta. This study has been conducted on academia due to fast changes occurring in education and advanced technologies these days needing to refine their skills. Secondly, mentoring phenomena are more likely to be practiced in academic sectors. The population of this study was Faculty members (assistant professors, instructors, lecturers, and chairpersons) but not administrative because this study focused on educational mentoring. Further, formal and



informal mentorship, where the mentor is a "facilitator" because mentees receive support in completing tasks, particularly written work such as homework, assignments, surveys, and so on.

The self-administered questionnaire was used to test the hypothesis from universities. The Questionnaire consisted of two sections mentor's profile and basic information on questions related to variables. According to Saunders et al (2009), a sample size of 322 (at 95% confidence level, population up to 2000, 5% margin of error) was required. Besides this, 164 sample size has also been found which is calculated through G power software. To satisfy this requirement, 360 questionnaires were distributed during working hours by visiting universities. Respondents were made sure of the research objective and were assured that their information would be kept confidential. 300 questionnaires were received, with 270 viable questionnaires representing a 64% active response rate. The others were eliminated because of a lack of demographics and during the outlier filtering process.

According to the demographics of the respondents, 40 percent of the 270 total respondents were female, while the remaining 60 percent were male. Another demographic in the sample was age and the sample contained respondents from various age groups, 29.3% of the respondents were between 21-30 years, 44.1 % of the respondents were between 31-40 years, 20% of the respondents were between 41-50 years and the rest of 5.9% of the respondents were 50 years and above than 50. Similarly, the sample in terms of qualification showed that 21.1% of the sample had a Ph.D., 71.5% had a master's degree, and 7.5% had a bachelor's degree. In terms of job title, 5.9 percent of respondents were chairpersons, 13 percent were professors, 30.7 percent were associate professors, and the remaining 53.7% were lecturers and supervisors. Finally, in terms of marital status, 63.3 percent of respondents were married, while the remaining 36.7 percent were single. 46.7 percent of respondents had no children, 42 percent had 1-3 children, and the remaining 11.3 percent had 4-6 children.

## **Instruments**

### *Measure*

To measure the key variables 5-point Likert-type of measurement from 1, strongly disagree to 5 strongly agree was used. The scales are adopted from an existing scale in literature.

### *Work-Family Positive Spillover*

Hanson et al., (2006) created an 11-item scale to assess WFPS. These factors are present in three types of spillover: work-family affective spillover (AFS), behavior-based instrumental positive spillover (BBPS), and value-based instrumental position spillover (VBPS). For work-to-family positive spillover, alphas ranged from 0.89 to 0.90 in the previous study. A sample item was "When things are going well at work".

### *Subjective Career Success*

Subjective career success using 5 items scale produced by (Greenhaus et al., 1990) reported  $\alpha = 0.88$ . For example, I am satisfied with the success I have achieved in my career.

### **Perceived organization Support**

POS was measured by six items generated by (Eisenberger et al., 1986) in their survey. these items were also adopted by (Eisenberger et al., 2001), who reported he Cronbach's alpha

value for this scale was .77. To assess POS seven-point Likert-type scale ranging from 1 strongly disagree to 7 strongly agree was used. The sample item was "the takes pride in my accomplishments".

### **Mentorship Quality**

Mentorship quality is assessed by a 5-item scale developed by (Allen & Eby, 2003) and used by (Hu et al., 2021). The Cronbach's alpha for this scale was reported at .90 and 0.85 (Allen, 2003). For example, "The mentoring relationship between my protégé".

### **Analytical Strategies**

Data were analyzed through quantitative techniques by using SPSS (statistical package for the social sciences) for descriptive statistics which is used to describe the respondent's demographic qualities, measured by central tendency (mean, standard deviation, correlation), dispersion (standard deviation), and normality test. Furthermore, Smart PLS partial least square 4 was used for hypothesis testing of this study (Hair et al., 2019), Smart PLS was chosen because it is more commonly used in management studies and other related fields, and complex model in terms of relationship and also to estimate the conceptual relationships among latent constructs. The PLS path was especially used to estimate the endogenous construct and it is only used on normal data.

### **Measurement Model**

A measurement model and structural model were used to estimate the path coefficient and the significance of the test for reliability and validity. The reflective model's reliability and validity were assessed using the following criteria: indicators reliability, internal consistency reliability, and convergent and discriminant validity. In the first step, WFPS8 was removed which created the problem in construct reliability. The rest of the item's factor loading was accomplished through the constructs that made up its outer loading. Researchers set a limit for sustaining items in the middle of 0.40 and 0.70 (Joseph Hair Jr, 2014). Table 1 shows the outer loadings for the mentorship quality (MQ), which ranged from  $\alpha = 0.692$  to 0.803. Subjective career success (SCS)  $\alpha = 0.771$  to 0.878, The Three sub-dimensions of Work-family positive spillover (WFPS) alphas were from 0.832 to 0.920, and Perceived organizational support (POS) alphas were 0.487 to .870. Hence, indicator reliability is demonstrated (Joseph Hair Jr, 2014). Indicator reliability refers to the degree to which items of the construct explain it is known as indicator reliability (Hair et al., 2012). Moreover, Internal consistency can be obtained by the composite reliability coefficient for each of the respective variables with a set standard value of 0.7 or higher in the acceptable range (Hair and Ringle (2011)). The composite reliability of MQ was 0.839, CR of SCS = (0.896), POS CR = (0.871), ABPS CR= (0.877), BBPS CR= (0.874), and VBPS CR= 0.898. Also, Convergent reliability focuses on the validity of latent constructs. It tells that items are correlated or related to one another and that items are converging into the same latent variable (Hair et al., 2017). As a result, Fornell and Larcker introduced the average variance extracted (AVE) approach to assess convergent validity (1981). The convergent validity of a measure is determined by how effectively it relates to the measurements of other variables (Hair et al., 2014, p. 102). The AVE must be more than 0.50 to be considered acceptable (Hair et al., 2014). Findings show that all AVE values are greater than the threshold, and it is therefore stated that convergent validity is established.

Table 1

*Composite reliability, Factor loadings, and Average variance extracted*

	Factors Loading	Cronbach's Alpha	CR	AVE
<b>MQ</b>		<b>0.834</b>	<b>0.839</b>	<b>0.602</b>
MQ1	0.803			
MQ2	0.771			
MQ3	0.809			
MQ4	0.799			
MQ5	0.692			
<b>SCS</b>		<b>0.885</b>	<b>0.896</b>	<b>0.683</b>
SCS1	0.801			
SCS2	0.772			
SCS3	0.850			
SCS4	0.878			
SCS5	0.829			
<b>POS</b>		<b>0.832</b>	<b>0.871</b>	<b>0.501</b>
POS1	0.487			
POS2	0.579			
POS3	0.622			
POS4	0.803			
POS5	0.870			
POS6	0.802			
<b>WFPS</b>		<b>0.888</b>	<b>0.891</b>	<b>0.500</b>
<b>ABPS(WFPS)</b>		<b>0.876</b>	<b>0.877</b>	<b>0.729</b>
ABPS 1	0.848			
ABPS 2	0.841			
ABPS 3	0.832			
ABPS 4	0.894			
<b>BBPS(WFPS)</b>		<b>0.870</b>	<b>0.874</b>	<b>0.795</b>
BBPS 5	0.920			
BBPS 6	0.838			
BBPS 7	0.914			
<b>VBPS(WFPS)</b>		<b>0.894</b>	<b>0.898</b>	<b>0.825</b>
VBPS 9	0.911			
VBPS 10	0.896			
VBPS 11	0.917			

**Note.** Factors loading > 0.7, Cronbach's Alpha > 0.7, AVE > 0.5, and CR > 0.7.

Theoretically, discriminant validity states that constructs should not be associated hypothetically with each other to ensure that either item is not related to or separate from the other construct (Hair et al., 2006). It is reported using the Fornell-Larcker scale and the heterotrait-monotrait (HTMT) ratio. The Fornell-Larcker scale was related to the correlation of latent constructs by comparing the square root of average variance extracted AVE. A latent construct explains variance better than any other latent variable. The heterotrait-Monotrait (HTMT) criterion specifies the mean score value of indicators through constructs that compare to the geo-matric mean. It's a better way to measure the discriminant validity. If the value of HTMT is bigger than 0.85 then the problem exists in discriminant validity (Kline,

2011). However, studies recommended HTMT 0.85 as a threshold, which demonstrates the distinctiveness of the latent variables (Haider et al., 2018). Kline (2011) suggested a stricter cutoff value of 0.85. The numbers in Table 2 show that they are all less than 0.85, proving the discriminant validity.

Table 2  
 HTMT ratio (Hetertrait-Monotrait ratio)

	ABPS	BBPS	MQ	POS	SCS	VBPS
<b>ABPS</b>						
<b>BBPS</b>	<b>0.579</b>					
<b>MQ</b>	0.633	<b>0.662</b>				
<b>POSS</b>	0.1	0.109	<b>0.153</b>			
<b>SCS</b>	0.809	0.504	0.553	<b>0.083</b>		
<b>VBPS</b>	0.556	0.407	0.296	0.092	<b>0.369</b>	

Note: HTMT < 0.8.

### Structural Model

Once the reliability and validity of the outer model are assessed and found satisfactory, a further step is to estimate the structural or inner model. In this study, standard bootstrapping was used to test the hypothesis, with Hair et al. (2017) recommending 5000 subsamples for bootstrapping to evaluate the correlations between the constructs stated in the hypothesis. In structural model analysis, the study has evaluated multicollinearity of determination ( $R^2$ ), cross-validity redundancy ( $Q^2$ ), and path coefficient.

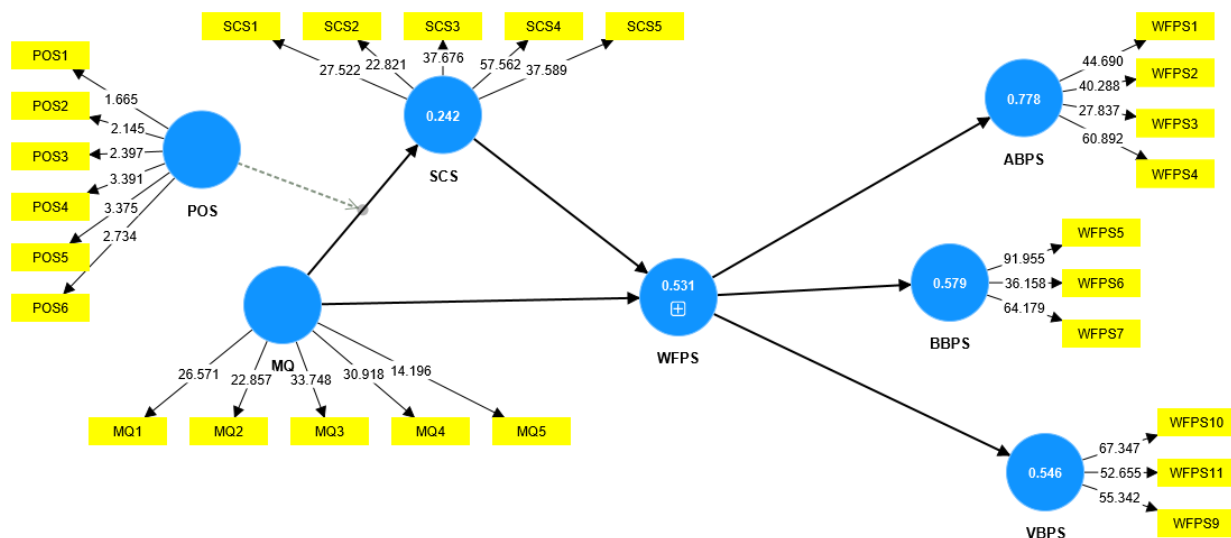


Figure 2. Structural Model

### Analysis of Constructs

In a structural model, the structural mode was used to assess collinearity. A higher correlation among variables denotes collinearity (Hair Jr et al., 2014). The Variance Inflation Factor (VIF) test, whose cutoff value must be less than 5, is used to evaluate issues with collinearity. Results indicate that there is no collinearity problem and that all values between 1 and 1.307 are in an acceptable arrangement.

*The outcome of Testing hypotheses*

In the first step hypotheses 1, 2, and 3, were tested by direct effect in which WFPS was predicted by subjective career success and mentorship quality. Also, subjective career success was predicted by mentorship quality. The results were summarized in Table 4, which shows the route coefficient value for all of the direct relationships hypothesized in the model. The results based on 5,000 bootstrap samples showed that mentorship quality was positively linked with SCS ( $\beta = 0.469$ ;  $t = 10.49$ ;  $p < 0.000$ ), SCS has a significant relationship with WFPS ( $\beta = 0.499$ ;  $t = 10.728$ ;  $p < 0.000$ ) and MQ has a significant relationship with WFPS ( $\beta = 0.34$ ;  $t = 7.044$ ;  $p < 0.000$ ). Hence, hypotheses 1,2 and 3 were supported.

Table 4

		Beta	Standard deviation	T values	p values	Result
H 1	MQ -> SCS	0.469	0.045	10.497	0.00	Supported
H 2	SCS -> WFPS	0.499	0.047	10.728	0.00	supported
H 3	MQ -> WFPS	0.34	0.048	7.044	0.00	supported
H 4	MQ-> SCS -> WFPS	0.234	0.026	8.859	0	Supported
H 5	x MQ -> SCS -> POS WFPS	0.04	0.031	1.288	0.198	Not supported

Furthermore, an indirect effect has been conducted to test mediated (H4) and moderated (H5) impact. Table 4 summarizes the results of mediating and moderating effects which shows significant mediation exists in the relationship between MQ and WFPS with SCS ( $\beta = 0.234$ ;  $t = 8.859$  and  $p < 0.000$ ). Hence, H<sub>3</sub> was supported. Furthermore, no moderation developed between the relationship of MQ and SCS with POS ( $\beta = 0.04$ ;  $t = 1.288$  and  $p < 0.198$  therefore, H<sub>4</sub> was not supported.

**Discussion**

The findings of the study confirmed H1. Using work-family enrichment theory, this study found that mentoring quality is positively connected with mentors' subjective career success (SCS) in Pakistani institutions. A successful mentoring relationship establishes a mentor's professional outcomes, including career success job satisfaction, and performance (Chun et al., 2012; Hu et al., 2021). Gaspar-Hillenbrand (2022), also stated that mentoring is used as a resource for developing career outcomes for junior students and lecturers. Ghosh et al., (2020) emphasized the significance of mentoring for career success. Though, the relationship between the mentor and the mentee in mentoring is dynamic and reciprocal (Hu et al., 2021). Mentoring programs have been widely adopted by many companies and institutions, the benefits of mentoring are well documented in the literature. In the context of Pakistan, many studies show mentors are concerned with developing subjective career success, and as they get appreciation, more salary, respect, and value than those who are not mentors. Mentoring

makes great help to mentors' and mentees' career success. Moreover, hypothesis 2 is supported which indicates SCS has a significant effect on WFPS. Hu et al. (2021) suggest that the personal abilities acquired via mentoring can transfer to the home in one of two ways using WFPS in mentorship situations. Based on the work-family enrichment theory, mentors can adapt their beliefs, competencies, and conduct from the workplace to the family perspective directly or indirectly through schemas (knowledge and structural life values) (Greenhaus & Powell, 2006). These abilities may help mentors speak clearly and listen intently, which may help them build stronger bonds with their family members. Additionally, mentors build their capacity for empathy as they grow their talents. Mentors can more successfully deal with failure and the annoyance of family members by skillfully identifying the displeasure of their protégés and providing timely support and encouragement (Mao et al., 2016). According to research, the benefits of good mentoring include increased information access, enhanced transformational leadership, improved job performance, social feedback (Lee & Lee, 2019), a sense of personal fulfillment, and respect from others. Mentors were generally more content and devoted than non-mentors. Therefore, In the case of Pakistan, this study validates the relationship between SCS and WFPS. High SCS faculty members attempt to balance job and family life (vey, 2022). Furthermore, this study confirmed that MQ impacts WFPS and supported H3. The quantitative research by Hu et al (2021), provides additional evidence that high-quality mentorship facilitates sensitivity, disclosure, empowerment, respect, empathy, trust, respect, and effective communication. It is also likely to encourage mentors to learn and seek, immediate feedback, and technical assistance, learn different perspectives, and polish their communication skills (Hu et al., 2021). This research adapts this model for application to mentor faculty in Pakistan universities and identifies mentorship quality as an important predictor. In addition, this study regards perspectives and skills resulting from work-family enrichment, including self-esteem, cognitive, self-efficacy knowledge, self-evaluation, physical health, and interpersonal skill as useful resources that are generated during mentoring relationships and that can be transferred from the workplace to the family to enhance WFE (Sohu, 2020). It is found that building a successful career is a priority for most faculty members. The results showed that effective mentoring enhances the mentor's subjective career success. High-quality mentorship is crucial to boosting the subjective measure of job success. According to a recent study in Pakistan stated that organizations must continue to offer mentoring programs because it help to develop career (Malik, 2021). Numerous studies conducted in Pakistan have also found a strong connection between mentoring and professional success (Ahmad et al., 2020) (Akram et al., 2014), which leads to the transfer of moods and skills from workplace to non-workplace. So, this study finding shows that this model of mediation (H4) is fit in the aspect of mentors. Mentors are highly motivated to enhance their subjective career success by using mentoring as a resource they are also more concerned about others such as training, intrinsic motivation, getting more education to get higher grades, or more concerned to publish research papers. One of the studies explored that in Pakistan some research or PhDs are present but still professors of Pakistan publications are very low. Furthermore, Gopalan & Pattusamy (2020), suggested that academic faculty's career happiness and level of life success may be more impacted, at this stage of their careers, by their job satisfaction and their ability to strike a balance between work and family life (Usman, 2022). Moreover, the finding for H5 is rejected which means that POS does not strengthen the relationship between high-quality mentoring and WFPS in the context of universities of Pakistan. However, Ming et al (2014), stated that the relationship between career competency and subjective career success was moderated by

perceived organizational support. The subjective career success of mentors and mentees is improved by perceived organizational support, but there is no relationship between mentoring and the subjective career success of senior faculty members at Pakistani universities.

On the other hand, (Ingarianti et al., 2022) argued that POS results in training, job satisfaction (Rashid & Aslam, 2021), commitment, extrinsic and intrinsic incentives, awards, and lower turnover. The Organizational Support Theory (OST), explains how perceived organizational credence increases the link between high-quality mentoring and mentors' career success. Organizational support incorporates HR policies and hones and supervisor support helps to create the worker's subjective career success (Lee & Lee, 2019). When mentors get support from an organization they eventually apply all their power for the well-being of protégés or reimburse the organization for its support (Lee & Lee, 2019). This effective mentoring enhances the skills of mentors which may well be utilized within the work and non-workplace. However, there is no moderating relationship between mentoring and the subjective career success of senior faculty members at Pakistani universities. Therefore, the model in the context of Pakistan does not fit theoretically or structurally due to differences in culture. Additionally, the main reason is mentoring phenomenon is well working among senior or junior employees or elementary senior or junior employees in contrast to lectures. Data from this study shows that the mentor is not looking towards high-quality mentoring to enhance her subjective career success.

### **Theoretical Implication**

The research's findings have five implications for the literature on mentoring, subjective career success, and work-life balance. First, a moderated mediation model that incorporates mentoring into mentors' WFPS was created and empirically tested. This is one of the early researches to demonstrate how good relationships at work can enhance mentors' family lives by positively influencing their attitudes, actions, values, and abilities. The work-family enrichment concept (Greenhaus & Powell, 2006) proposes that work-life experiences can improve the quality of life at home. This study adds empirical support to that view. The second contribution is related to our discovery that informal mentors' subjective career success mediates the relationship between mentoring quality and WFPS. This study supports the recommendation made by Liu et al (2009), that mentors' perspectives on learning that result from mentoring relationships be given more consideration. Additionally, we discovered that mentors' positive work-to-home spillover is increased in mentoring relationships by mentors' subjective job success. Consequently, by establishing that Subjective career success is a significant mediator for the relationship between mentorship quality and WFPS, our research makes a valuable contribution to the research on mentoring, subjective career success, and work-family spillover. By highlighting the mediator of Subjective job success, the findings of this study may impact future research on how other connections affect the outcomes at home. Fourth, and finally, we discovered that mentorship quality can improve mentor WFPS when mentors have high subjective career success levels because high-quality mentoring fosters their subjective career success, which enables WFPS. When mentors have a low SCS, we also discovered that such an indirect influence is not substantial. Because the mediating function of professional outcomes, such as subjective job success, has been disregarded, this study offers a fresh viewpoint on the work-family enrichment paradigm. Although the majority of empirical studies (e.g., Wang, Kwan, & Zhou, 2017; Liao, Yang, Wang, & Kwan,

2016) have shown that resources from work may improve family life, research has also shown that the impact of work on family may vary from person to person, For instance, survey research revealed that one's high preferences for working from home diminish the beneficial correlation between the work-family enrichment and leader-member interchange (Liao et al., 2016). Our study, along with other ground-breaking findings (such as Liao et al., 2016), may inspire further research to better comprehend the part that subjective professional success plays in work-family spillover dynamics.

### **Managerial Implication**

Our research has important practical implications for senior teachers of universities in Pakistan. The first implication is related to our finding that WFPS and mentorship quality are positively correlated. This study motivates senior workers to take an active role in mentoring programs and become mentors by highlighting the advantages of mentoring both at work and at home. Second, academic institutions or other groups need to create formal mentoring programs. More people will gain from them than from casual mentoring (Burke &McKeen, 1989), the study's analysis reveals that organizations need to fully understand the advantages of formal mentorship programs and put more effort into developing them. High-quality training, according to research, is the secret to a formal mentoring program's success (Lentz et al., 2006). Therefore, it is advised that mentors receive top-notch training to improve their quality of life. This research's finding shows that mentors differ in the degree to which they can advantage of mentoring relationships leads to the third implication: mentors who have achieved subjective career success are more likely to take advantage of mentoring relationships to create a balance between work and family while also creating positive spillovers. Our research offers recommendations for how businesses might create formal mentorship programs that are very beneficial.

### *Research Limitations and Recommendations*

This research, like all other social science research studies, has some restrictions. There are four drawbacks to this study. The first limitation is the use of cross-sectional data, which raises doubt about internal validity. As an illustration, career outcomes success is possible through mentor-training programs or other sources led to the development of high-quality mentoring relationships. The result also suggests long-term research on the impact of mentoring relationships on learning outcomes. The second limitation is the lack of formal mentors from our data analysis. This study recommends that future studies compare these findings with samples taken from formal mentoring situations since the dynamics and outcomes of formal and informal mentoring relationships differ (Allen et al., 2008). The third constraint is that this research model is less mentor-specific and more interchangeable for mentors and mentees. Even though the goal of the study is to highlight the benefits of mentorship from the mentor's viewpoint, our results show that in high-quality mentoring relations, mentors can experience enhanced WFPS in addition to mentees (Liu et al., 2012). This study was unable to create a model that accurately captures the qualities of mentors and their unique roles in mentoring relationships. We thus urge further research into additional mentor-specific aspects of mentoring relationships. The last limitation is that even though research showed that Subjective Professional Success is a strong mediator, other factors (such as interpersonal competence, pleasant sensation, career happiness, and success) may also be theoretically related to mentorship quality and a mentor's WFPS. According to research, mentors may gain specifically from personal satisfaction (Eby & Lockwood, 2005). However, these psychological



factors were not asked about in the questionnaire. After taking into account the impact of psychological factors, this study is still unsure about the mediating role that Subjective Career Success plays in the relationship between mentoring quality and WFPS. Future studies to ascertain the mediating function of Subjective job success should take into account additional possible mediators connected to personal pleasure. Hence, this research encourages research that is undertaken in diverse cultures or takes cultural issues into account.

### **Conclusions**

This study is likely the first attempt to look into the relationships among mentorship quality, Mentor's subjective Career success, and Perceived Organizational support or Mentors' work to family positive spillover. According to the empirical findings, this research showed POS does not moderate the relation between MQ and Mentors' SCS because of differences in culture or no concern of becoming mentors while, mentoring quality can rise when mentors have high SCS, which in turn helps WFPS of mentors in Universities of Pakistan. Many of the studies conducted on mentoring in Pakistan use elementary school teachers and identify a significant impact on positive work-to-family spillover. As a result, this study demonstrates that Pakistani university professors may increase their career success by using the resource as mentorship. Given that the mentoring phenomenon is reciprocal and benefits the educational sector, individual career achievement, and aids in resolving workplace and family conflict. This study expands our understanding of the benefits of mentoring family life, which has substantial implications for managers, academics, and organizational professionals. It also contributes to the body of knowledge on work-family difficulties. Since mentoring is widely employed in businesses, this research gives suggestions on how formal mentoring programs or informal mentoring may be constructed to achieve a high degree of success.

The research provides significant theoretical and contextual contributions to the educational sector and organizations, particularly in Pakistani universities. It enhances existing literature on mentoring, workplace relationships, and work-family balance by demonstrating how mentoring positively impacts both mentors and mentees, thereby supporting the work-family enrichment model. The study reveals that mentors' subjective career success mediates the relationship between mentorship quality and workplace friendships, indicating that high-quality mentoring fosters positive work-to-home spillovers, especially for mentors who have achieved career success. Contextually, the research emphasizes the need for formal mentoring programs and encourages senior teachers to actively participate as mentors. It highlights the importance of high-quality training for the success of these programs and improving mentors' quality of life. Furthermore, the study guides organizations to recognize the benefits of both formal and informal mentoring initiatives, stressing the necessity of understanding and designing effective programs to maximize their impact on balancing work and family dynamics.

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