

From Support to Success: How Perceived Organizational Support Drives Change Readiness and Performance in Public Universities

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Abstract: This study investigates how perceived organizational support (POS) influences job performance (JP) directly and indirectly through readiness to change (RTC) among nonacademic civil servants in Indonesian public universities. Drawing upon the Organizational Support Theory and the Change Readiness framework, this research analyzes responses from 180 administrative employees at Universitas Mulawarman undergoing institutional transformation. Using Partial Least Squares Structural Equation Modeling (PLS-SEM), this study found that POS significantly enhanced both RTC and JP. Moreover, RTC positively influenced JP and mediated the relationship between POS and JP. These findings confirm that organizational support is a vital antecedent to fostering individual psychological readiness, which in turn promotes adaptive and productive behaviors during periods of change. The study contributes to the literature by integrating POS and RTC into a cohesive explanatory model of employee performance within public higher education institutions. The results highlight the need for policy strategies that emphasize inclusive change communication, supportive leadership, and long-term investment in human capital to improve organizational readiness and performance. The limitations of this study include the single-institution sample and cross-sectional design. Future research may explore comparative analyses across multiple institutions and adopt a longitudinal or mixed-method approach to capture the dynamic processes of organizational transformation.

Keywords: Perceived Organizational Support; Readiness to Change; Job Performance; Public Universities; Organizational Change; Higher Education; PLS-SEM

I. Introduction

State universities in Indonesia are currently facing great pressure to transform in the wake of digital developments, bureaucratic policy reforms, and demands for performance efficiency. In this context, civil servants in the administrative realm play a vital role in ensuring the institution's operational success. However, the level of performance demonstrated by this group is often not commensurate with the complexity of the demands for change, indicating a fundamental challenge in the organization's readiness to face transformation (Utami and Haryono, 2022).

Perceived Organizational Support (POS) is an important aspect of modern human resource management. POS describes the extent to which employees believe that an organization values their contributions and cares about their well-being at work (Eisenberger et al., 2020). Several studies have shown that positive perceptions of organizational support are correlated with increased employee loyalty, motivation, and performance in both the public and private sectors (Najlaputri & Wahyuningtyas, 2024; Prasetyo et al., 2022). However, the direct link between POS and individual readiness for change has rarely been explored in the context of public universities in Indonesia.

In the dynamics of organizational transformation, *Readiness to Change* (RTC) plays a central role. RTC refers to an individual's psychological and behavioral readiness to accept, support, and actively engage in the process of organizational change (Vakola, 2022). Employees with high RTC tend to demonstrate greater openness, flexibility, and participatory attitudes toward new policies. Research in the healthcare and government sectors shows that RTC strengthens the relationship between organizational factors and employee outcomes, including productivity and job satisfaction (Saleem et al., 2022; Yuliani et al., 2022).

Although the relationship between POS and performance has been widely studied, most studies have not systematically investigated the role of RTC as a mediator in the context of bureaucratic changes in higher education. Existing studies have focused more on private organizations and non-academic public sectors (Duong & Ho, 2024). Higher education has a complex cultural and hierarchical structure and faces different challenges in implementing digital-based work systems.

This gap in the literature suggests the need for research that positions RTC as an intermediary variable between POS and performance in higher education. Several recent studies support that RTC can strengthen the influence of POS on performance improvement, but they are still limited in number, especially in Southeast Asia (Afsar et al., 2023; Nguyen & Kim, 2023). Therefore, it is important to examine the relationship between these three variables in an integrative conceptual framework based on empirical data from a public university environment.

Recent empirical studies have shown that organizational support does not always result in better readiness or performance if it is not accompanied by effective change communication and participative leadership. Chang et al. (2022) showed that high POS does

not necessarily encourage RTC if the speed of change is too drastic and poorly communicated. This suggests that organizational support must be accompanied by an inclusive and effective change management strategy.

Furthermore, leadership style and organizational culture can strengthen or hinder the relationship between POS and RTC. Van der Voet et al. (2023) show that, in the context of European bureaucracy, formal POS creates structural dependencies that reduce employee autonomy and initiative. Likewise, Oreg and Berson (2022) note that RTC do not necessarily impact performance without the support of a fair evaluation system and an empowering work environment.

In this context, Mulawarman University as a case study provides an important opportunity to investigate the relationship between POS, RTC, and the performance of educational staff. This campus is undergoing digital transformation and administrative reform, which directly demands employee readiness to adapt to the changes. However, most change policies have not been accompanied by strategic efforts to systematically build strong organizational support perceptions and individual readiness.

This study aims to fill this gap in the literature by testing the relationship model between POS, RTC, and employee performance in the context of state universities. The main focus is to evaluate whether RCT mediates the effect of Perceived Organizational Support on civil servants' performance. Thus, this study combines the theoretical frameworks of Organizational Support Theory and the Change Readiness Model into one complete conceptual design.

Another objective is to provide empirical evidence from the higher education sector in developing countries, which has been under-represented in the international literature. This is important because the challenges of organizational change in the public education sector have their own characteristics, both in terms of work culture, organizational structure, and regulatory pressure. Thus, this study is not only theoretical but also provides policy contributions.

The original contribution of this study lies in mapping the relationship between POS and performance through RTC as a mediator in the context of Indonesian state universities undergoing digitalization. In addition, this study provides a basis for evidence-based human resource policy-making, especially in designing training, reward systems and organizational change communication.

By building a deeper understanding of the role of organizational support in driving change readiness and performance, this study is expected to serve as a reference for managing public organizational transformation in a more humane, adaptive, and sustainable manner.

II. Literature review

Perceived Organizational Support (POS) is an employee's perception of the extent to which the organization values their contributions and cares about their well-being (Eisenberger & Stinglhamber, 2021). POS plays an important role in building a positive work climate and empowering individuals to contribute optimally to their organizations. Najlaputri and Wahyuningtyas (2024) showed that POS has a significant relationship with increased employee performance in the public sector in Indonesia. When employees feel supported, they exhibit higher loyalty, motivation, and performance (Nguyen & Kim, 2023).

In the context of organizational change, Readiness to Change (RTC) is a crucial variable that reflects the psychological and behavioral readiness of employees to accept and support organizational transformation (Vakola, 2022). Research has shown that POS has a positive relationship with RTC because perceived support strengthens employees' sense of security and confidence in facing the uncertainty of change (Chang et al., 2022; Afsar et al., 2023). Studies in educational institutions have also shown that the combination of organizational support and a psychologically safe work environment increases active participation in the change process (Yuliani et al., 2022).

The relationship between POS, RTC, and performance has attracted researchers' attention in the past two years. Several findings indicate that RTC can be a mediator that strengthens the effect of POS on individual performance (Saleem et al., 2022; Voet et al., 2023). In public organizations such as state universities, where bureaucratic changes and digitalization are taking place simultaneously, the success of the transformation is highly dependent on the level of readiness of non-academic employees to accept change, and their perception of organizational support is a key factor (Utami & Haryono, 2022; Prasetyo et al., 2022). Therefore, it is important to systematically test the mediating role of RTC within the framework of the relationship between POS and employee performance.

According to organizational Support theory (Eisenberger & Stinglhamber, 2021), the perception that the organization values employee contributions can increase positive affection and reciprocal responsibility in the form of higher performance. Empirical studies by Prasetyo et al. (2022) and Najlaputri and Wahyuningtyas (2024) show that POS directly affects public sector employees' performance. Therefore, it is assumed that the higher the perceived support, the better the performance. Therefore, the first hypothesis is proposed as follows:

H1: Perceived Organizational Support has a positive effect on Employee Performance.

Perceived organizational support also acts as a psychological resource that shapes an individual's readiness to change. According to the change readiness theory, individuals tend to be more ready to face change if they feel safe and supported by the organization (Vakola, 2022). The results of the research by Chang et al. (2022) and Afsar et al. (2023) strengthen the positive relationship between POS and RTC in the public sector and higher education. Therefore, the second hypothesis is formulated as follows:

H2: Perceived Organizational Support has a positive effect on Rtc.

Readiness to Change is believed to increase individual effectiveness in facing new work demands and structural changes. RTC reflects self-confidence, commitment, and openness to change, which positively impacts work performance (Saleem et al., 2022). Recent research in the context of educational organizations has also revealed that RTC is a significant predictor of employee performance in the institutional transition phase (Yuliani et al., 2022; Duong & Ho, 2024). Therefore, the third hypothesis is proposed as follows:

H3: Readiness to Change has a positive effect on Employee Performance.

Furthermore, POS can indirectly drive performance through increased RTC. Mediation studies by van der Voet et al. (2023) and Nguyen and Kim (2023) show that organizational support strengthens readiness for change, which, in turn, increases work effectiveness. In this context, RTC acts as an intermediary variable that explains how POS impacts performance more comprehensively. Thus, the fourth hypothesis is as follows:

H4: Readiness to Change mediates the effect of Perceived Organizational Support on Employee Performance.**III. Methodology****Research Design**

This study adopts a quantitative research design with an explanatory approach to test the causal relationships between perceived organizational support (POS), readiness to change (RTC), and employee performance (JP) within public universities. A structured survey method was used to collect empirical data and evaluate the measurement and structural models using partial least squares structural equation modeling (PLS-SEM), which is widely used for theory testing and prediction in organizational research (Hair et al., 2022; Sarstedt et al., 2022). This method is suitable for assessing complex models with latent constructs in the social sciences.

Population and Sample

The target population consisted of administrative civil servant employees in public universities undergoing organizational transformation. The sample included 180 respondents selected from Universitas Mulawarman based on purposive sampling with the following criteria: (1) permanent employee status, (2) at least two years of work experience, and (3) involvement in institutional change initiatives. This sample size meets the recommended threshold for PLS-SEM analysis and ensures statistical power for the tested model (Kock 2023; Hair et al. 2022).

Data Collection Technique

Primary data were collected using structured questionnaires that were distributed online and offline. Respondents participated voluntarily and anonymously to minimize social desirability bias and enhance the reliability of their responses. Survey-based data collection is common and effective in organizational studies for capturing perceptions of latent variables such as organizational support, psychological readiness, and individual performance (Duong & Ho, 2024; Chang et al., 2022).

Research Instrument

The research instrument was adapted from validated scales in prior studies and modified to fit the context of Indonesian public universities. Perceived Organizational Support (POS) was measured using six indicators adapted from Eisenberger et al. (2021), emphasizing emotional support, recognition, and work-life balance. Readiness to Change (RTC) was measured using six items based on Vakola (2022), covering cognitive understanding, commitment, and adaptability. Job Performance (JP) was measured using six items reflecting work quality, efficiency, initiative, teamwork, responsibility, and problem-solving, adapted from Prasetyo et al. (2022) and Saleem et al. (2022).

Validity and reliability tests were conducted to ensure instrument quality. Convergent validity was confirmed through *Average Variance Extracted* ($AVE > 0.5$), and internal consistency was measured using *Cronbach's alpha* ($\alpha \geq 0.7$) and *Composite Reliability* ($CR \geq 0.7$) (Henseler et al., 2015; Hair et al., 2022). Discriminant validity was assessed using the Fornell-Larcker criterion and the HTMT ratio, which met the recommended threshold of $HTMT < 0.90$ (Sarstedt et al., 2022).

Data Analysis Technique

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software. This method is preferred for its robustness in handling complex models with small-to-medium samples and non-normal data distributions (Hair et al., 2022; Kock, 2023). The model assessment included the evaluation of the measurement model (outer model) and structural model (inner model), covering indicator loadings, construct reliability, R^2 , f^2 , VIF, and path coefficients. Mediation testing was also conducted to explore the indirect effect of RTC on the POS–performance relationship, following procedures recommended by the recent SEM literature (Sarstedt et al., 2022).

IV. Result

Respondent Demographics: The respondent data in this study were obtained from educational staff with Civil Servant (PNS) status at Mulawarman University. The number of respondents who completed the questionnaire was **180**. The respondents'

demographic characteristics showed diversity in terms of gender, age, education level, length of service, and position. Based on gender, the majority of respondents were **male (130 people, 72.2%)**, while **females numbered 50 (27.8%)**. In terms of age, the **36–45 age group** dominated with **64 respondents (35.6%)**, followed by the **25–35 age group** with **62 people (34.4%)**, and **> 45 years** with **54 people (30%)**. There were no respondents in the age category of <25 years.

In terms of the last level of education, most respondents were S1 graduates with a total of 101 people (56.1%), then SMA/equivalent and D3 graduates each 33 people (18.3%), and S2 graduates as many as 13 people (7.2%). In terms of work experience, respondents with 5-10 years of work experience were the most, namely 69 people (38.3%), followed by 11-15 years as many as 56 people (31.1%), and > 15 years as many as 55 people (30.6%). No respondents had a work period of <5 years. Based on position, most respondents worked in the administration sector (107 people, 59.4%), while the IT/finance sector was represented by 19 people (10.6%), and other categories such as laboratory staff, libraries, or personnel were represented by 54 people (30%).

Descriptive Statistical Analysis

Descriptive analysis was conducted to describe respondents' perceptions of each research variable consisting of Perceived Organizational Support (POS), Readiness to Change (RTC), and Job Performance (JP). The results of the analysis showed that the average value (mean) of the three variables was above 3.5 on a Likert scale of 1–5, indicating positive responses from the respondents. The POS variable obtained the highest average score of 4.12, with a standard deviation of 0.48, indicating that employees felt quite strong organizational support. RTC had an average value of 3.87, with a standard deviation of 0.52, reflecting employees' readiness to face change at a fairly good level. Meanwhile, JP showed an average score of 3.94, with a standard deviation of 0.50, indicating a relatively high level of performance. This finding is consistent with the literature that perceived organizational support and readiness for change contribute positively to improved performance (Afsar et al., 2023; Vakola, 2022; Saleem et al., 2022).

Table 1. Descriptive Statistics of Each Variable (n = 180)

Variables	Number of Items	Minimum Score	Maximum Score	Mean	Std. Deviation
Perceived Organizational Support (POS)	8	2.75	5.00	4.12	0.48
Readiness to Change (RTC)	6	2.33	4.92	3.87	0.52
Job Performance (JP)	5	2.60	4.95	3.94	0.50

Source: Primary data processing results, 2025

Measurement Model Evaluation (Outer Model)

The measurement model was evaluated to ensure the validity and reliability of the constructs before testing the structural relationships. Outer model analysis showed that all indicators in the three variables Perceived Organizational Support (POS), Readiness to Change (RTC), and Job Performance (PERF had an outer loading value above the minimum threshold of 0.70, indicating the consistency of the indicator in representing the latent construct (Hair et al., 2022). The Composite Reliability (CR) value of each variable was in the range of 0.863–0.867, indicating very good internal reliability, while the Cronbach's Alpha (CA) value was also in the adequate category (above 0.86). Convergent validity was met because all Average Variance Extracted (AVE) values exceeded the minimum limit of 0.50, with the highest value being 0.595.

Table 2. Outer Loading Measurement

Variables/Indicators		Outer Loading	CA	CR	AVE
Employee Performance			0.863	0.867	0.595
PERF1	Work quality is maintained according to organizational standards.	0.782			
PERF2	Tasks are completed efficiently and on time.	0.711			
PERF3	Initiative is taken to complete tasks without waiting for instructions.	0.790			
PERF4	Teamwork is done to achieve common goals.	0.803			
PERF5	Responsibility for work results is carried out and consequences are accepted.	0.732			
PERF6	Work issues are resolved effectively and quickly.	0.805			

<i>Readiness to Change (RTC)</i>			0.863	0.864	0.594
RTC1	The importance of change in organizations is well understood.	0.776			
RTC2	High commitment is demonstrated in supporting organizational change.	0.808			
RTC3	Interest is demonstrated in actively participating in the change process.	0.765			
RTC4	Organizational leaders have a clear vision regarding the direction of change.	0.750			
RTC5	Ability to adapt to changes in the work environment is well possessed.	0.773			
RTC6	The organization provides the support needed to deal with change.	0.749			
<i>Perceived Organizational Support (POS)</i>			0.862	0.863	0.594
POS1	The organization provides emotional support in facing work challenges.	0.743			
POS2	The organization appreciates work contributions and achievements.	0.826			
POS3	The organization demonstrates concern for well-being through an inclusive and collaborative work culture.	0.744			
POS4	The organization provides opportunities for training and career development.	0.748			
POS5	The organization provides assistance in unexpected situations, such as disasters.	0.753			
POS6	The organization supports balance between work and personal life.	0.805			

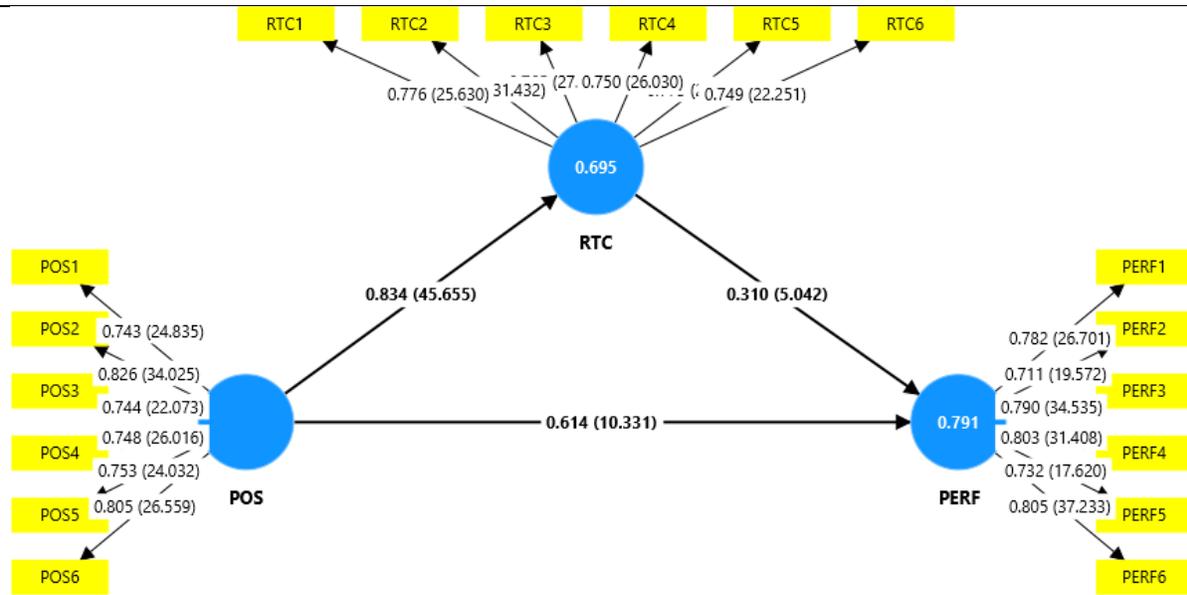
Source: Data processing results, 2025

Furthermore, the discriminant validity test using the Fornell–Larker criterion shows that the AVE square root value (diagonal value) is greater than the correlation between constructs (off-diagonal value), which means that each construct is empirically different from each other (Henseler et al., 2015; Kock, 2023). This indicates that the research instrument met the statistical requirements for the validity and reliability of the measurement model, supporting the feasibility of the structural model for further testing (Sarstedt et al., 2022; Afsar et al., 2023).

Table3. Fornell-Larcker Criterion

	PERF	POST	RTC
PERF	0.775		
POST	0.770	0.873	
RTC	0.770	0.834	0.865

Source: Data processing results, 2025



Structural Model Testing (Inner Model)

An inner model evaluation was conducted to measure the predictive power between latent constructs and assess the structural validity of the research model. The R-squared (R^2) value shows that the Readiness to Change (RTC) variable is substantially explained by Perceived Organizational Support (POS) by 69.5%, and the Job Performance (PERF) variable is explained by the combination of POS and RTC by 79.1%. This value is relatively high and indicates strong predictive power (Hair et al., 2022). The results of the F-square test indicate that the contribution of POS to RTC is very large (2.283), indicating a large effect, while the influence of POS on PERF (0.551) and RTC on PERF (0.140) shows medium and small effects, respectively (Sarstedt et al., 2022). Multicollinearity analysis using the Variance Inflation Factor (VIF) value shows that all predictors are below the critical threshold of 5, with the highest value of 3.283; thus, there are no symptoms of multicollinearity in the model (Henseler et al., 2015; Kock, 2023). Overall, these results indicate that the structural model has strong predictive quality and can be relied upon to test causal relationships between variables.

Path Coefficient Analysis

Path coefficient testing was conducted to evaluate the strength and significance of the relationships between the constructs in the structural model. The results showed that all relationship paths between variables were statistically significant ($p < 0.001$), indicating strong empirical support for all hypotheses.

Table 5. Hypothesis Testing Results

No.	Hypothesis	Path Coefficient	T-Statistic	P-Value	Decision
H1	Perceived Organizational Support → Employee Performance	0.614	10,331	0,000	Accepted
H2	Perceived Organizational Support → Readiness to Change	0.834	45,655	0,000	Accepted
H3	Readiness to Change → Employee Performance	0.310	5,042	0,000	Accepted
H4	Perceived Organizational Support → Readiness to Change → Employee Performance (significant mediation)	0.259	4,926	0,000	Accepted

Source: Data processing results, 2025

The path from ((POS) to Employee Performance (PERF) shows a strong positive direct effect, with a coefficient of 0.614 ($t = 10.331$), supporting the argument that organizational support has a direct impact on improving work performance (Afsar et al., 2023). In addition, the path from POS to Readiness to Change (RTC) had the strongest effect, with a coefficient of 0.834 ($t = 45.655$), indicating that perceptions of organizational support greatly determines employee readiness to face change (Chang et al., 2022; Vakola, 2022). The path from RTC to PERF is also significant, with a coefficient of 0.310 ($t = 5.042$), confirming that readiness for change is an important predictor of improving individual performance (Saleem et al., 2022). Finally, the results of the mediation test show that RTC significantly mediates the effect of POS on PERF, with a coefficient of 0.259 ($t = 4.926$), indicating that the impact of organizational support on performance occurs partly through increased readiness for change (Sarstedt et al., 2022). Overall, these results strengthen the theoretical validity of the model and support the implementation of structured organizational intervention.

V. Discussion

Perceived Organizational Support on Employee Performance

The results of this study indicate that the perception of organizational support has a significant positive effect on employee performance. This finding indicates that when employees feel consistent support from the institution, either in the form of appreciation for hard work, attention to welfare, or career development opportunities, they are more motivated to perform at their best. This finding is consistent with the previous literature, which emphasizes that the perception of organizational support increases employee affection for the organization and drives higher performance (Afsar et al., 2023; Prasetyo et al., 2022). Theoretically, this finding strengthens the validity of the *Organizational Support Theory*, which explains how reciprocal expectations drive positive contributions in the work context (Eisenberger & Stinglhamber, 2021). The practical implication is that organizations need to design a reward system, supportive leadership, and internal communication that encourages perceptions of support to improve the performance output of educational staff in the higher education sector. Thus, the first hypothesis of this study was strongly confirmed.

Perceived Organizational Support terhadap Readiness to Change

This study also found that perceived organizational support has a positive effect on employee readiness to face organizational changes. When individuals feel that the institution provides emotional, instrumental, and professional support in facing change, they tend to respond with a more open, cooperative, and anticipatory attitude towards organizational dynamics. These results support the findings of Chang et al. (2022) and Vakola (2022), who showed that a supportive work environment increases individual readiness to face structural change. From a theoretical perspective, these findings contribute to the *change readiness literature* by placing organizational support as an important antecedent that shapes employees' cognitive and affective readiness. The practical implication is that universities, as public organizations, must prepare for a change in infrastructure supported by transformative communication and ongoing support for employees. These results directly confirm our second hypothesis.

Readiness to Change on Employee Performance

Individual readiness for change has been shown to significantly improve the work performance of educational personnel. Individuals who are mentally and emotionally ready to face organizational transformation show higher adaptability, complete tasks more efficiently, and remain productive, even in unstable conditions. These results are consistent with the findings of Saleem et al. (2022) and Yuliani et al. (2022), who explained that readiness for change strengthens task commitment, proactivity, and work completion in the public sector. Theoretically, these results broaden the scope of understanding that readiness *to change* is not only an indicator of psychological readiness but also a major determinant of the quality of operational performance. In managerial practice, organizations are advised to build readiness through adaptive training, change simulations, and active management roles in facilitating policy transitions. These findings strengthen the third hypothesis and open up opportunities for designing interventions based on readiness for change in the education sector.

The role of Readiness to Change as a mediator

The mediation findings reveal that RCT plays an important role as a psychological mechanism that bridges the influence of Perceived Organizational Support on employee performance. In other words, organizational support not only has a direct impact on performance but also indirectly increases individual readiness to change. These results are in line with the studies of van der Voet et al. (2023) and Nguyen and Kim (2023), which state that the full effect of organizational interventions on performance will only be optimal if the organization is able to shape the individual's internal readiness. Theoretically, these results offer an important contribution to integrating Organizational Support Theory and the change readiness model into a mutually reinforcing conceptual framework. In practice, public organizations, such as state universities, need to develop a change management strategy based on continuous support that focuses on employees' mental and behavioral readiness. Therefore, the fourth hypothesis is supported statistically and theoretically, reinforcing the importance of a mediative approach in improving employee performance.

VI. Conclusions

This study reveals that Perceived Organizational Support (POS) plays an important role in shaping Readiness to Change (RTC) and improving Job Performance (JP) of employees in state universities. The findings show that perceived organizational support not only has a direct impact on improving performance, but also indirectly through individual readiness to face institutional change. Thus, readiness for change is an important psychological mechanism that bridges the relationship between perceived support and job performance. Theoretically, these results enrich the understanding of Organizational Support Theory by including readiness elements as relevant mediators in the context of public bureaucracy (Eisenberger & Stinglhamber, 2021; Sarstedt et al., 2022). These findings also broaden the scope of the change readiness model, which has so far been more widely applied in the private or corporate sectors (Vakola, 2022).

From a practical perspective, public organizations, such as state universities, need to develop human resource management strategies that not only focus on achieving performance targets but also strengthen the perception of organizational support as a long-term investment. Strengthening transformative communication, providing adaptation-based training, and implementing consistent reward systems can increase individual readiness to face rapid and complex changes (Afsar et al., 2023; Chang et al.,

2022). In a policy context, these results recommend that bureaucratic reform and digitalization in the higher education sector be accompanied by institutional policies that pay attention to the psychological and emotional dimensions of employees and not just structural aspects.

Despite making important theoretical and practical contributions, this study has some limitations. First, the focus of data collection on a single public institution limits the generalizability of the results to other organizations. Second, the cross-sectional design cannot capture the dynamics of changes in individual perceptions of support and readiness over the long term. Third, the quantitative approach does not allow for an in-depth exploration of employees' subjective experiences, which may influence the relationships between variables. Therefore, further research should use a longitudinal or mixed-method approach to enrich contextual and causal understanding. The addition of other variables, such as transformational leadership or organizational culture, is also recommended to expand the conceptual model and improve predictive accuracy (Nguyen & Kim, 2023; van der Voet et al., 2023).

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Author Contributions

Maya Jailani led the conceptualization of the research framework, coordinated the data collection, and wrote the original draft of the manuscript. **Dirga Lestari** was responsible for the statistical analysis using PLS-SEM, contributed to the methodology section, and conducted the interpretation of empirical findings. **Anisa Kusumawardani** reviewed and revised the theoretical background and discussion, ensured alignment with current literature, and edited the final manuscript for academic quality and coherence. All authors contributed equally to the design, critical review, and approval of the final version of the manuscript.

Conflict of Interest Statement

The authors declare no conflicts of interest regarding the publication of this article. No financial, professional, or personal relationships influenced the conduct or outcomes of this study.

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