



The Impact of Perceived Organizational Support on Lecturers' Readiness for Change: The Mediating Role of Psychological Well-being in Private Universities

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Abstract. This research is important due to the national need to increase the number of doctoral-qualified lecturers by 2030, as part of the commitment to improve human resource quality in Indonesia. The purpose of this study is to investigate how psychological well-being functions as an intervening variable in the link between lecturers at private universities' perceived organizational support and their readiness for change. The findings are expected to assist universities, particularly private institutions in Medan, in developing effective strategies for managing change, including improving lecturer qualifications. The research uses a technique that is quantitative, with cross sectional survey from 115 lecturers in private universities Medan in determining the sample using the Hair et al formula with the simple random sampling method. The variables' proposed relationships are tested using partial least squares-structural equation modelling, or PLS-SEM. The findings demonstrate that POS significantly impacts RFC ($\beta = 0.323$, $p < 0.000$) and RFC ($\beta = 0.409$, $p < 0.000$), while PWB has a positive influence on RFC ($\beta = 0.491$, $p < 0.000$) and mediates the relationship between POS and RFC (VAF = 30,42%). The findings show that psychological well-being and change readiness are positively and significantly impacted by perceived organizational support. Additionally, psychological well-being has a positive and significant effect on readiness for change, underscore the significance of lecturers' perceived organizational support in improving their readiness for change. These findings emphasize the importance of perceived organizational support in enhancing lecturers' readiness for change, with psychological well-being as a key factor that strengthens this relationship. and it influences the correlation between readiness for change and perceived organizational support.

Keyword: Readiness for Change, Perceived Organizational Support, Psychological Well Being, Lecturer

1 Introduction

In the rapidly evolving landscape of higher education, universities play a critical role in shaping a knowledgeable and skilled workforce that meets national and global demands. The quality and competitiveness of a country's education system largely depend on the qualifications and competencies of its academic staff. Therefore, many countries, including Indonesia, have set specific targets to improve lecturers' qualifications to promote academic excellence, innovation, and professional development in higher education. One of Indonesia's national targets is to increase the number of lecturers with doctoral degrees by 2030. This goal is intended to establish a stronger academic foundation, enhance research quality, and support the intellectual development of students. However, amid these efforts, there are challenges related to lecturers' readiness for change. Many lecturers remain reluctant or unprepared to pursue doctoral studies due to various organizational and personal factors, which can impede progress towards achieving this target, particularly in private universities. In this context, readiness for change refers to lecturers' willingness and preparedness to adapt to higher academic demands and responsibilities.

Previous studies have explored various aspects of perceived organizational support (POS) and its impact on psychological well-being and readiness for change among educators. For instance, Well-being is often linked to stress, loneliness, and social support, emphasizing the importance of a supportive environment for academic staff [1]. Similarly, Psychological climate, engagement, and psychological well-being are positively associated, suggesting that university administrators should focus on fostering an engaging workplace climate to enhance faculty well-being [2]. Furthermore, Social support significantly contributes to psychological well-being among students, indicating that a supportive academic environment is crucial for managing stress and enhancing overall well-being [3]. Despite these insights, there remains a gap in understanding how POS specifically influences lecturers' readiness for change, particularly through the lens of psychological well-being. While research has established the importance of psychological well-being in educational settings, the specific mechanisms through which POS affects lecturers' readiness for change have not been thoroughly investigated. This research lies in its focus on the mediating role of psychological well-being in the relationship between perceived organizational support and lecturers' readiness for change in private universities.

The Higher Education Financing Centre of the Ministry of Education and Culture of the Republic of Indonesia has estimated that the number of PhD lecturers required in academic universities and vocational colleges will be approximately 75,000 by 2030 [4]. According to recent data, the national standard lecture with a PhD qualification should account for 20% of the total number of lecturers. However, currently 3 percent short. Numerous factors influence the decision of lecturers to pursue doctoral studies, such as the challenges of reconciling academic obligations with employment obligations, concerns regarding career advancement, and concerns regarding the requirements of PhD programs [5].

Some lecturers are discouraged from pursuing a PhD degree because they believe that their current professional objectives are adequately addressed by their experience and

qualifications, which leads to a lack of motivation to pursue additional doctoral studies. Financial obstacles also arise when one pursues additional doctoral studies. Those who successfully complete their doctorate will incur additional expenses, particularly in the absence of financial assistance from the university, government, or other organizations. The readiness for change is a critical factor that influences the decision of lecturers to pursue a doctorate and achieve academic success. The outcome demonstrates the significance of assisting lecturers in the adoption of innovative challenges and transformations in the educational environment [6]. These study are expected to provide insights for private universities on how to support lecturers in preparing for the necessary changes for their career development and achieving Indonesia's national target for doctoral-qualified lecturers by 2030

2 Literature Review

2.1 Perceived Organization Support and Readiness for Change

Perceived organizational support (POS) plays a crucial role in enhancing employee readiness for change within organizations. Research has shown that when employees perceive high levels of organizational support, they are more likely to experience enhanced psychological well-being, which in turn can lead to improved job satisfaction and performance [7]. Psychological empowerment, which is closely linked to POS, significantly affects individual readiness for change, suggesting that when employees feel supported, their psychological state improves, making them more adaptable to changes [8]. When employees perceive high organizational support, they are more likely to feel capable of navigating changes, leading to greater effort and persistence in implementing new initiatives [9]. This relationship underscores the importance of management in fostering an environment that supports change, as effective leadership can enhance both POS and readiness for change [10]. This suggests that organizations that actively cultivate a supportive atmosphere are better positioned to achieve successful change outcomes. In summary, perceived organizational support plays a pivotal role in shaping employees' readiness for change. By fostering a supportive environment, organizations can enhance employees' commitment to change initiatives and their belief in their capabilities to effectuate these changes. This relationship highlights the necessity for organizations to prioritize POS as a strategic element in change management processes.

H1: Perceived Organization Support has a positive impact on Readiness for Change

2.2 Perceived Organization Support and Psychological Well Being

Perceived organizational support (POS) and psychological well-being are two interrelated constructs that significantly influence employee experiences and organizational outcomes. POS is the term used to describe the extent to which employees believe that their organization values their contributions and prioritizes their well-being [11]. Similarly, organizational support is associated with increased levels of employee well-

being, suggesting that supportive work environments contribute to positive mental health outcomes [12]. This suggests that when organizations provide support, they not only enhance employees' perceptions of their value but also bolster their psychological resources, leading to improved well-being. This relationship is further supported by findings that POS significantly impacts employee well-being over time [13]. Perceived organizational support plays a vital role in enhancing psychological well-being among employees. This relationship emphasizes the need for organizations to prioritize POS as a strategic element in their human resource practices to cultivate a healthier and more engaged workforce.

H2: Perceived Organization Support has a positive impact on Psychological Well Being

2.3 Psychological Well Being and Readiness for Change

Psychological well-being is crucial during periods of organizational change, as it affects how employees perceive and respond to changes within their work environment [14]. Conceptualized readiness for change as a multifaceted construct that includes both psychological and behavioral readiness [15]. Studies have demonstrated that individuals with higher psychological well-being are more likely to exhibit readiness for change, as they possess the emotional and cognitive resources necessary to navigate uncertainty and adapt to new circumstances [16]. psychological well-being is a critical factor that influences readiness for change within organizations. Enhancing employees' psychological capital and ensuring perceived organizational support can foster a culture of readiness, enabling organizations to navigate change more effectively. As organizations continue to face rapid changes in their environments, prioritizing the psychological well-being of employees will be essential for achieving successful change outcomes. POS plays a transformative role in improving psychological well-being by addressing employees' basic psychological needs, reducing stress, and fostering positive emotions. Ultimately, prioritizing POS not only boosts employee well-being but also equips them with the resilience and readiness needed to navigate organizational changes successfully

H3: Psychological Well Being has a positive impact on Readiness for change

2.4 Perceived Organizational Support, Psychological Well Being and Readiness for Change

Perceived Organizational Support (POS) is a critical factor influencing employee psychological well-being and readiness for change within organizations. POS is a level to which employees are convinced that their organization appreciates their contributions and prioritizes their well-being [17]. Research has consistently shown that higher degree of perceived organizational support correlate with improved psychological well-being among employees. The mediating role of psychological well-being in the relationship between POS and employee engagement has also been highlighted. Moreover, the implications of POS extend beyond individual well-being to encompass organizational outcomes. The

importance of perceived organizational support as a foundational element that enhances psychological well-being and facilitates employee readiness for change. Organizations that prioritize and cultivate a supportive environment are likely to see improvements in employee engagement, satisfaction, and overall organizational effectiveness.

H4: Perceived Organizational Support has a positive impact on Readiness for Change with Psychological Well Being as mediator

3 Method

The research method employed in this study is quantitative, aiming to statistically analyze the collected data. The study focused on lecturers from four private universities located in Medan as its target population. thus, sampling was conducted using Hair's method [18]. In this study, there are 13 indicators, with a multiplier of 9 applied to determine an adequate sample size, This process produced a total sample of 115 respondents, selected through a random sampling technique.. Data processing was performed using the Smart PLS application version 4, enabling Partial Least Squares analysis to examine the structural model and the relationships among the research variables.

4 Result And Discussion

4.1 Respondent Profile

Gender distribution among lecturers is balanced, with 49.57% male and 50.43% female, ensuring diverse perspectives. Most respondents (51.30%) are aged 35-45, indicating a predominantly mid-career demographic open to change and development. A significant 73.91% hold the position of Assistant Professor, suggesting a high level of academic responsibility. The majority (82.61%) hold Master's degrees, with 17.39% pursuing doctoral studies, reflecting ongoing academic development. Most lecturers (51.30%) have 6-10 years of experience, indicating moderate experience levels that may influence their readiness for change and perception of organizational support.

4.2 Outer loading, Construct Reliability and Validity Result

In this study, Table 1 shows POS has outer loadings for indicators X1, X2, and X3, with a Cronbach's alpha of 0.779 and composite reliability of 0.872, indicating an acceptable level of reliability. The AVE (Average Variance Extracted) of 0.696 also supports convergent validity. Psychological Well Being has indicators Z1 to Z6 have strong outer loadings, a Cronbach's alpha of 0.938, and composite reliability of 0.951, indicating high reliability. The AVE of 0.766 further confirms the construct's validity. This study's readiness for change indicators (Y1 to Y4) show strong outer loadings, a Cronbach's alpha

of 0.877, and a composite reliability of 0.915. An AVE of 0.730 demonstrates adequate convergent validity for this construct.

TABLE 1: Outer loadings, Construct Reliability and Validity Results

Construct Variable	Latent Variable	Outer Loading (>0.70)	Cronbach's alpha	Composite reliability (rho c)	AVE(>0,5)
Perceived Organizational Support	X1	0.902	0.779	0.872	0.696
	X2	0.862			
	X3	0.730			
Psychological Well Being	Z1	0.913	0.938	0.951	0.766
	Z2	0.906			
	Z3	0.816			
	Z4	0.881			
	Z5	0.903			
	Z6	0.826			
Readiness for Change	Y1	0.804	0.877	0.915	0.730
	Y2	0.821			
	Y3	0.896			
	Y4	0.891			

4.3 Discriminant Validity

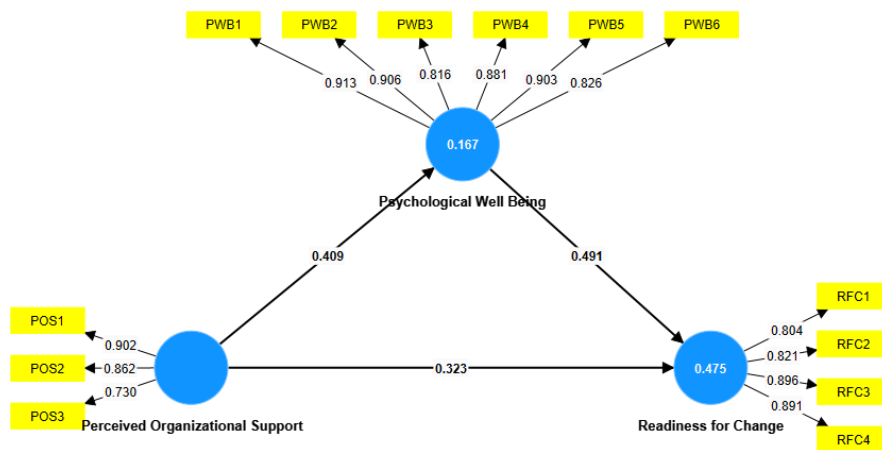
The square root of AVE values for Perceived Organizational Support (0.834), Psychological Well-Being (0.875), and Readiness for Change (0.854) are higher than their correlations with other constructs, indicating good discriminant validity. HTMT values between all constructs are below 0.90, with 0.628 for Perceived Organizational Support and Psychological Well-Being, 0.436 for Perceived Organizational Support and Readiness for Change, and 0.816 for Psychological Well-Being and Readiness for Change. These values confirm that each construct is distinct from the others. Overall, the results validate the discriminant validity of the model, indicating that each construct is distinct as presented Table 2.

TABLE 2: Discriminant Fornell Larcker Critetion & HTMT

Fornell Larcker Critetion			HTMT		
POS	PWB	RFC	POS	PWB	RFC

Perceived Organizational Support	0.834			0.897		
Psychological Well Being	0.409	0.875		0.628	0.816	
Readiness for Change	0.523	0.623	0.854	0.436	0.608	0.837

Hypothesis Testing



Figures 2: Path Coefficient

The Coefficient of Determination (R^2) reflects the proportion of variance in the dependent variables explained by the independent variables. R^2 values can be interpreted as 0.75 or above indicates substantial explanatory power, 0.50 suggests moderate explanatory power, and 0.25 or lower implies weak explanatory power [19]. Table 3 shows Psychological Well-Being has an R^2 value of 0.167. Readiness for Change has an R^2 value of 0.475, indicating moderate explanatory power, with 47.5% of the variance explained by the predictors. A Q^2 value greater than zero indicates that the model has predictive relevance for a particular construct. Higher Q^2 values imply stronger predictive relevance: As table 3 presented, Psychological Well-Being has a Q^2 value of 0.123, indicating low predictive relevance. Readiness for Change has a Q^2 value of 0.326, suggesting a moderate level of predictive relevance. Table 3 also shows the hypothesis test results with four hypotheses being tested. Each hypothesis has a path coefficient, original sample, T statistics, P values, and a conclusion.

4.3 **H1:** Perceived Organizational Support has impact Readiness for Change with a path coefficient of 0.323. The T statistic is 3.686 > 1.96, and the P value is 0.000, indicating that this hypothesis is supported.

- 5.3 **H2:** Perceived Organizational Support has impact Psychological Well-being with a path coefficient of 0.409. The T statistic is $4.768 > 1.96$, and the P value is 0.000, indicating that this hypothesis is supported.
- 6.3 **H3:** Psychological Well-being has impact Readiness for Change with a path coefficient of 0.491. The T statistic is $6.435 > 1.96$, and the P value is 0.000, so this hypothesis is supported.
- 7.3 **H4:** Perceived Organizational Support has impact Psychological Well-being, which in turn influences Readiness for Change, with a path coefficient of 0.201. The T statistic is $3.226 > 1.96$, and the P value is 0.001, indicating that this hypothesis is also supported. Furthermore, the Variance Accounted For (VAF) value is 30.42%, indicating that Psychological Well-being partially mediates the relationship between Perceived Organizational Support and Readiness for Change. Since the VAF falls within the range of 20% to 80%, it confirms a partial mediation, meaning that Psychological Well-being does not fully bridge the relationship but still plays a significant role as a mediator.

Table 3: Hypothesis Result

Hypothesis	Path Coefficient	Original Sample (O)	T Statistics (O/STDEV)	P Values	R ²	Q ²	VAF
H1	Perceived Organizational Support -> Readiness for Change	0.323	3.686	0.000	0.167	0.123	
H2	Perceived Organizational Support -> Psychological Well Being	0.409	4.768	0.000	0.475	0.326	
H3	Psychological Well Being -> Readiness for Change	0.491	6.435	0.000			
H4	Perceived Organizational Support -> Psychological Well Being -> Readiness for Change	0.201	3.226	0.001			30.42%

4.4 Discussion

1. The Impact of Perceived Organizational Support on Readiness for Change

The study shows that Perceived Organizational Support significantly impacts Readiness for Change, with a path coefficient of 0.323 ($p < 0.001$). The fairness and supervisor support indicators in POS have the highest cross-loadings, indicating the critical role of fairness and supervisor support in fostering positive perceptions of organizational support among lecturers. Employees' perceptions of fairness and direct support influence their sense of belonging within the organization, which increases their readiness to engage in organizational change initiatives [20]. In the academic context, fairness and supervisor support are essential in motivating faculty to adapt to new demands in their roles, including academic qualifications enhancement. Supervisor support directly influences employees' readiness for change, particularly when adjustments require significant skill development or pedagogical shifts [21]. Ongoing support from supervisors helps faculty feel recognized

and backed in their efforts to adapt to change. This study's high cross-loadings on supervisor support and fairness received indicators underscore the need for fair policies and resource distribution, as well as an active role for supervisors in guiding faculty through transitional periods.

2.The Impact of Perceived Organizational Support on Psychological Well-being

POS also significantly impacts faculty Psychological Well-being, with a coefficient of 0.409 ($p < 0.001$). Fairness and supervisor support have the highest cross-loadings, affirming the importance of these factors in enhancing lecturer psychological well-being. Self-acceptance is key component of psychological well-being, is more achievable when individuals feel valued and treated fairly in their workplace [22]. Thus, faculty who perceive equitable support from their institutions are likely to experience higher psychological well-being, which includes positive relationships and autonomy. Fairness and supervisor support enhance individuals' intrinsic motivation, supporting overall psychological well-being [23]. This study also links high supervisor support to increased autonomy, where faculty who feel supported are more likely to feel motivated and in control of their tasks. This is crucial for psychological well-being as it helps faculty manage workplace stress and challenges effectively.

3.The Impact of Psychological Well-being on Readiness for Change

Psychological well-being significantly influences Readiness for Change, with a path coefficient of 0.491 ($p < 0.001$). Self-acceptance and environmental mastery have high cross-loadings, indicating that lecturers with strong psychological well-being are more prepared to embrace change. Self-acceptance provides a solid foundation for individuals to confront new challenges, as they understand and accept their strengths and weaknesses [24]. This self-awareness allows faculty to view change as an opportunity for growth. Furthermore, environmental mastery indicates that faculty who feel capable of managing their work environments are more prepared to face organizational changes. Individuals with environmental mastery exhibit resilience and flexibility when dealing with adjustments in daily routines [25]. For lecturer, the ability to manage the work environment effectively helps reduce anxiety about change, making them more motivated to support upcoming changes.

4. The Mediating Role of Psychological Well-being between Perceived Organizational Support and Readiness for Change

The findings reveal that Psychological Well-being functions as a significant mediator between Perceived Organizational Support and Readiness for Change, with a path coefficient of 0.201 ($p < 0.01$) with VAF 30.49%. The self-acceptance and purpose in life indicators in PWB show high cross-loadings, indicating that POS enhances psychological well-being, which, in turn, strengthens lecturers' readiness for change. A clear purpose in life and self-acceptance provide strong intrinsic motivation for individuals to embrace change[26], particularly in academia, where adaptation is a key part of professional growth. Supervisor support and perceived fairness in POS, combined with psychological well-being indicators, form a crucial link in encouraging faculty to embrace and support organizational changes. Organizational support strengthens employees' commitment to organizational changes, which helps facilitate change effectiveness through enhanced employee well-

being [27]. the role of PWB as a mediator goes beyond mere facilitation; it represents a vital link that translates the positive effects of POS into actionable readiness for change. By fostering psychological well-being, organizations can empower their employees to view change as a constructive and necessary process rather than as a source of stress or disruption. This underscores the importance of integrating psychological well-being initiatives into organizational change strategies, particularly in dynamic fields like academia, where adaptation and growth are integral to success

5 Conclusion

This study provides in-depth insights into the pivotal role of Perceived Organizational Support (POS) and Psychological Well-being in shaping Readiness for Change among lecturers at private universities. The analysis reveals that perceived support from the organization, particularly through fairness and supervisor support, plays a significant role in fostering a positive perception of the institution. This perception, in turn, enhances lecturers' readiness to actively engage in institutional change processes, such as academic qualification upgrades. In higher education, fair and consistent supervisor support not only strengthens interpersonal relationships but also creates a conducive environment for personal development. This psychological well-being includes vital aspects such as self-acceptance, autonomy, and positive relationships with colleagues, which collectively enable lecturers to effectively manage stress and academic challenges. Lecturers with high psychological well-being are more resilient, capable of handling environmental pressures, and open to change.

Furthermore, the study reveals that psychological well-being plays a mediating role between POS and readiness for change. Lecturers who feel psychologically supported by their institutions are more likely to view change as an opportunity for personal and professional growth. This finding underscores that psychological well-being not only directly impacts readiness for change but also amplifies the positive effects of organizational support.

This research bridges the gap between theory and practice by providing a comprehensive framework that integrates Perceived Organizational Support, Psychological Well-being, and readiness for change. The theoretical insights expand current understanding of change management in academia, while the practical implications offer actionable strategies for institutions to foster a supportive and adaptive organizational culture. Together, these contributions serve as a guide for higher education stakeholders in achieving sustainable institutional growth and resilience.

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