

Perceived organizational support and procedural justice towards job performance of higher education institute

Djembar Djungjunan¹, Suharno Pawirosumarto², Mohd Faizun Mohamad Yazid^{3*}

Abstract: *The aims of this paper are to investigate the relationship between the perceived organizational support and procedural justice towards the job performance. Both predictors are equally important and have been measured in past research but related to many other industry and country background. This study is about the universities in Indonesia. 200 respondents were involved in this data collection exercise. Questionnaire was distributed through email direct to the target respondent. List of respondents obtained from the head of faculty from selected universities. The results indicate that only perceived organizational support influence towards job performance while the procedural justice is not significant. Further study is needed in order to explore further on how the procedural justice was implement at the university level. Universities should take into action the findings of this results as it may affect the overall job performance among the employee of universities.*

Keywords: *Perceived organizational support, Procedural justice, Higher education institute*

I. INTRODUCTION

There are altogether 4600 number of Indonesian higher education institution as at mid-year 2019. The 4600 are divided into 5 types. School of higher learning dominate the highest number (2488; 54.09%) followed by academy (1090; 23.70%), university (573; 12.465%); polytechnic (257; 5.59%) and finally institute (192; 4.17%). There are nearly 25,000 different majors with almost 8 million enrollments. There are however 90% of higher education belong to private but most of them are small in size with average 500 students or less. As at 2019, Indonesia was ranked 88 under the global education with Singapore hold the first ranking followed by South Korea next to it. Indonesia definitely having high numbers of educator and support staff involved in the education based on the huge numbers of higher institute education.

Managing employee on both section which are education as faculty members as well as support staff is very challenging. At the same time numbers of intake from the past 1 year have shown a regular decreasing but higher education institute need enough number of new students in order to sustain in the industry. Past research indicates that support staff play important role in servicing the students. The young generation today is very demanding. They have vast options on which higher education to select. Current students at the same time used social media to report on their dissatisfaction about the higher education universities. As a result, it creates a negative brand image from the potential students and may not decide to enroll into that specific higher education institute.

Study on employee performance indicates that good procedural perceived justice is important to motivate employee to perform better. Higher education institute may need to look again at the overall corporate culture especially in servicing students

¹ Widyatama University

² Universiti Kuala Lumpur

*corresponding author: mfaizun@unikl.edu.my

as customer. Good and persistent services may lead to student satisfaction and resulted to good brand image and lead to employee positive performance. Higher education institute cannot survive alone with the excellent in academic delivery as the support staff play a vital important role towards the success and profitability of the higher education institute.

This study focused on both private and public institute in order to obtain the actual result on the perceived organizational support and perceived procedural justice towards performance. The results can be used as a benchmark in preparing the higher education institute to market themselves and compete over market share and market growth.

II. LITERATURE REVIEW

2.1 Job Performance

Job performance is referring to the level of accomplishment of particular job that has been assigned to individual (Gaiardelli, Saccani, & Songini, 2007; Panagopoulos & Avlonitis, 2010). Job performance is indicating how the individual completing the task given as part of the job demand (Itani, Goad, & Jaramillo, 2019). The overall fulfilling process is than being measured and the result is the level of performance based on the evaluation criteria. According to (Virtanen, Parvinen, & Rollins, 2015), the evaluation of result could be varying depends on the industry and specific type of job given or assigned to the individual, team or group of people.

Job performance at the same time can be defines “as a systematic, periodic and so far as humanly possible, an impartial rating of an employee’s excellence in matters pertaining to his present job to do his potentials for a better job”. Based on that (Locke, 1969) stated that job performance is the end result produced by an individual upon finished or deadline. The job performance is also reflecting the ability of individual to complete the task given based on his ability and knowledge. (Belwal & Amireh, 2018; Gerpott & Bicak, 2016; Iwashita, Shimogawa, & Nishimatsu, 2011) highlighted that those task given is actually is part of the routine based on the job description. (Purohit, 2018; Ramendra Singh & Das, 2013) argued that job performance is also related to the task given as per what is should be expected and agreed before. Overall (Beneito, Boscá, & Ferri, 2018; Shevchenko, 2019; Walker & Zhu, 2018) stated that the job performance is indicating of the effectiveness of the overall job being completed based on the overall objectives and end result.

Job performance is always referred to the quality of works (Desmarchelier, Qian, & Fang, 2018; Henriques et al., 2018; Meens, Bakx, Klimstra, & Denissen, 2018), especially related the end result. The quality of works can be measured based on the effectiveness of the task and the benefits to the end user. Support staff in the university play important role as their task is to support the core education services. (Hasim, Shamsudin, Ali, & Shabi, 2018) highlighted that quality is important so that it can save time and error that may lead to problems or customer complaint. Quality job performance is related to the effort of the support staff in detailed oriented and being customer focused (Bergmann, Geissler, Hundt, & Grave, 2018; Huybers, Louviere, & Islam, 2015; Sieg & Wang, 2018). Support staff in university is responsible to provide services to students to make the student activities smooth. (Chen & Yang, 2015; D. J. Lee & Ahn, 2007; Mahendrawathi, Astuti, & Nastiti, 2015) highlighted that being a customer focused can helps the overall job process to be more friendly to the target customer. Support staff should put student as priority and thinks alternative ways on how to provide a better services compared to the traditional and old ways of operational process (Mohd Farid Shamsudin & Razali, 2015). (Junaid, Hou, Hussain, & Kirmani, 2019; Trudeau H & Shobeiri, 2016; van der Westhuizen, 2018) stated that staff who put high priority towards customer will most likely managed to serve their customer better and able to achieved customer satisfaction. Quality job performance is also referred as the level of deliverables that meet the customer expectations beside being flexible and hassle free for the customers. Job performance according to (M. Shamsudin et al., 2015) should also refers to the level of quality despite how may quantity produced by the staff.

Support staff in universities involved in many kinds of task in order to support the service to students especially and any other internal customers. Some of the task could be a routines or repeated based on daily, weekly, monthly, semester based or even annually. Supports staff involved in number of task that they might need to provides based on the needs of students and to follow the academic process flow. Academic staff may need to service the subject registration process based on semester. Internship department may need to grant the services based on the completion of students in their academic calendars. The quantity of job task given and completed should be parallel to the objectives of the universities to serve students. Quantity and quality should be measured together so that it can provide a greater number of customer satisfaction (Ahmed, Tarique, & Arif, 2017; Famiyeh, Asante-Darko, & Kwarteng, 2018; Janahi & Al Mubarak, 2017; Khamis & AbRashid, 2018).

(Ghazzawi & Alharbi, 2019; D. J. Lee & Ahn, 2007; Lommerud & Sjørgard, 2003; Mahendrawathi et al., 2015) highlighted that supports staff must work to meet the dateline as the academic calendars is full of activities. The time management is important as it involved limited duration for servicing. Add and drop subject may be opened to a limited time frame. Student cannot register subject along the semester and yet they also cannot drop the subject beyond the closing dates. Task should be delivered within the time frame (Sallaudin Hassan & Shamsudin, 2019). It should not be last minute as the students will face difficulty in meeting their academic process. (Amin et al., 2017, 2019; Owczarczuk, 2010) stated that time management is important and reflecting the staff effort and effectiveness in delivery the task within the time required by the management. (M. F. M. F. Shamsudin, Esa, & Ali, 2019) suggested that staff need to give priority to their list of task to be done in order to deliver the task just in time. Works priority is important as staff may evaluate their personal strength and weakness as well as the level of difficulty to compete the job. The target should be to meet the time line and able to provide a quality job performance (Herhausen, Kleinlercher, Verhoef, Emrich, & Rudolph, 2019; Segarra-Moliner & Moliner-Tena, 2016; Xia & Jin, 2008).

Support staff need to have their own initiative in order to give priority to which task to be delivered first (Kim, Jun, & Lee, 2014). The staff should be able to use their own judgements in order to meet the demand from customers. (Adams, Bodas Freitas, & Fontana, 2019; Miao & Wang, 2016; Rapp, Beitelspacher, Schillewaert, & Baker, 2012) stated that initiative will reflects the effort of the staff and their commitment in delivery the job. Past researchers (Razak & Shamsudin, 2019) indicates that initiative is as part of self-management process by the staff towards their plan in organization the numbers of task or job given based on the due date and priority. The initiative also could reflect the effort of individual of doing something beyond the standard requirements but taken into account as part of the elements that can helps the job delivery process (G. Assefa & Stansbury, 2018; Lai, Gibson, & Muthaly, 2014; Sovansopha, 2019).

Ability to communicate is important among the employee especially support staff. Support staff should be able to deliver or convey the message clearly to avoid miscommunication and wrong interpretations. Miscommunication can lead to service failure or negative customer experiences (Tirelli & Martínez-Ruiz, 2014). University should ensure that students get the message rights to avoid service interruption (Moniarou-Papaconstantinou, Tsatsaroni, Katsis, & Koulaidis, 2010; Moogan, 2011; Tamtik, 2019). Activities in universities highly involved in communication. The message should be deliver at the right time with right messages. Any communications should pass through the official channel so that it can be easily accessible (M. F. Shamsudin, Razak, & Salem, 2018). There is a lot of communication channel in the 21st century. Support staff can have used the social media, official portal or short messages services to communicate. A good communication channel should encourage two ways communications. (S. Hassan, Shamsudin, & Mustapha, 2019) stated that customer should be allowed to ask questions in order to confirm the instructions or messages.

(Klein & Jakopin, 2014; Mwakatumbula, Moshi, & Mitomo, 2019; Yang, Xu, Yang, & Chen, 2018) highlighted that problem solving is among the important elements that employee should be exposed and know how to use in order to service

customer better. Good problem solving reflects the knowledge and experiences of the staff in handling customers (M.F. Shamsudin, Ali, Ali, & Shabi, 2019). On top of that (Belwal & Amireh, 2018; Gerpott & Bicak, 2016; Iwashita et al., 2011) also highlighted the important of decision making among the support staff. Support staff can be a gate keeper between students and university (D. J. Lee & Ahn, 2007; Mahendrawathi et al., 2015). Support staff should be willing to accommodate the request and demand from students with a combination of problem solving and decision making elements.

Job skill and knowledge is required in order for the staff to make wise decision (Ghazzawi & Alharbi, 2019). Therefore, (Mohd Farid Shamsudin, Ali, Wahid, & Nadzri, 2019) suggested that support staff to be ongoing the training session organized by universities or external parties. Training session is important as part of the platform to provide new knowledge and skills. It is also part of the experience and knowledge sharing among the staff. Good knowledge and skill will lead to good job performance (M. F. M. F. Shamsudin, Ishak, Hashim, et al., 2019). A good customer service is required in order to provide a good service to students (Lommerud & Sjørgard, 2003). Customer service is important not only at university level but throughout any industry. The task of customer service is to provide good services to students by solving their problems, attend to enquiries, give options and advice (Kant & Jaiswal, 2017; Moghavvemi, Lee, & Lee, 2018). The role of support staff is very important as they acted as a centre for students and involved in the operational activities related to students (M. F. M. F. Shamsudin, Ali, Nadzri, & Wahid, 2019). Based on that, right attitude among the support staff is required (Forsythe, 2016; Yilmaz, Ari, & Gürbüz, 2018). Past studies (Muhammad, Farid Shamsudin, & Hadi, 2016; Mohd Farid Shamsudin & Razali, 2015) highlighted that lack of positive among the support staff lead to low customer service index among the students. Support staff need to have right attitude so that they can serve customer better (Adams et al., 2019; Miao & Wang, 2016; Rapp et al., 2012).

The development of technology is very rapid and implementation of it is very fast (Matsuo, 2006; Smirnova, Rebiyazina, & Frösén, 2018). Support staff should have equipped themselves with the computer skills and readiness to explore on the new apps or software (M. F. M. F. Shamsudin, Ali, Wahid, & Saidun, 2019). Today, students used social media to communicate (Peterson & Crittenden, 2018; Zang, Liu, Zheng, & Chen, 2020). Students also used social media to complaints and highlights their dissatisfaction. Such situation may lead to negative brand image to the university (Feng, Wang, Lawton, & Luo, 2019; Javalgi, Hall, & Cavusgil, 2014; Kadic-Maglajlic, Micevski, Arslanagic-Kalajdzic, & Lee, 2017). Support staff should be able to used and familiar themselves on all the information technology and any other platforms that can used by the students in communication (Feng et al., 2019).

Recent research (Ahmed et al., 2017; Famiyeh et al., 2018; Janahi & Al Mubarak, 2017) highlighted that support staff should have a good project leadership. It means that support staff must be a leader with a strong result oriented to complete any mission given by the management (Razak & Shamsudin, 2019). Failed in delivery will directly impact negative results that may reflects poor performance of individual staff, teams or group. (Eberle, Milan, & Dorion, 2016; Forsythe, 2016; Khamis & AbRashid, 2018) suggested that staff should have a minimum technical knowledge of the task given to the staff in order to performed well. A technical knowledge can be obtained through working experiences, training or share of experiences. The job performance will be based on the combination of all knowledge's to be evaluated by the end of year or projects.

In order to success, staff must have a good planning and organization skills (Bergmann et al., 2018; Elliott & Paton, 2018; Huybers et al., 2015). Staff should be able to plan according to the academic calendars and thinking ahead of the requirements and demand from students in the future. Beside that (M. F. Shamsudin, Nurana, Aesya, & Nabi, 2018) highlighted that a part from all the service delivery, job performance can also be evaluated by the professional appearance of the support staff. Customer or students today is very knowledgeable. They are well informed with high standard of expectations. Universities

need to be ready to change their structure from old traditional concept to a modern approach (Prakasam, Mukesh, & R., 2019; Roga, Lapiņa, & Mürsepp, 2015; Tentso, McNeil, & Tongkumchum, 2019).

2.2 Perceived Organizational Support

Perceived organization support is related to the degree that employee believed that their employer is care and appreciate about their contribution to the organization. Working in higher education today is getting more challenging (Newman, Thanacoody, & Hui, 2011). Competition getting tough and market demands getting complicated. There is competition in rankings, facilities, publications and research. Employee especially in the academic sector need to fulfill all the requirements in order to support the higher education institute goals and objectives. Academic sectors are not only focusing on teaching as compared to 2-3 decades ago. Academician needs to expose themselves with video teaching, online materials and online forums in order to expand the scope of teaching rather than limited to the classroom. There are also higher education institute that offer flexible learning and virtual learning in order to cater for certain market segments. Such changes make the academic world more interesting and challenging (Dawley, Andrews, & Bucklew, 2008). Academician today also needs to do a lot of paper works that is required by the institution body for the audit purposes and accreditation audit. Academician need to compile all their teaching materials and submit to the quality departments for safe keeping and audit purposes. There is also a requirement for lecturer to conduct video teaching in order to creates more variability on the teaching approach. Google class room is one of the example that being used to replace the current four wall technique (Tabiu, 2019).

Higher education institute should consider to put more effort in recognizing the employees especially the academician since they are the core delivery of the product or services. Recognition is necessary to boost motivation and increase spirit to perform better in the future (Riann Singh, 2019). The recognition should be made parallel with the amount of effort made by the employee. There is a time where employee is looking for a monetary rewards or promotions but in any occasions a simple praise or statements will boost the motivation of employee to work harder and perform better (Suifan, Abdallah, & Al Janini, 2018). Employee will definitely perform better once they know that each of their contribution being appreciated and noticeable. Their effort is recognized and noticed. Employer should not play the ignorance games by letting the employee to whatever they wanted as long as there is no complaint from the customer (H. Lee & Chui, 2019). Such thing will not motivate employee to put their level best effort to success.

Past research indicates that employees who perceived organization support will put high effort and perform better in their career. Research also indicates that employee with high perceived organization support is always happy and less stress in delivery their challenging jobs requirements. Employee knows that their effort will be recognized and soon they will be rewarded by the management to acknowledges their effort and contributions (Suifan et al., 2018). There is a study that proofed employee cannot perform better because being depression due to office matters. Employee become depression and not able to contribute more as they have or enjoyed negative perceived organization support. Employer need to continuously make the engagement with employee and explain to all of them the directions and policy of the higher education institute. Employee should be well informed about the mission and vision of the institute. Such exercises should start from top to bottom so that it will be recognized as important by all the employee (Newman et al., 2011). Top management should drive the perceived organization support so that employee have more trust onto them. The trust is important in order to motivate them to perform better and support all the institutes activities and programs.

One thing important highlighted recently by researcher is about the relationship between the perceived organization support towards performance (Dawley et al., 2008). Employer or institute should have proofed that they recognized the performance by rewarding them in terms of promotion or salary or perks. The rewards are important in order to ensure employee motivation at

the best level and continuous to perform to achieve the institute goals. Employee experienced high perceived organizational support will perform better than the one who denied the perceived organizational performance (Newman et al., 2011). Employee will work hard to achieve target and willing to support the program, organized by the faculty without much arguments since they know by end of the day, they will be recognized and rewarded. The task although is part of the nature of employee may sometimes become the stumbling block emotionally because of dissatisfaction feeling due the negative support by the organizational. Positive feeling is important with regards to the organizational support from employer.

It is recommended that employer to focused on the strategy to contribute positive emotional and psychological state of mind that the institute is actually concerns and putting high organization support against the employee (Dawley et al., 2008). The employee belief is important as it may switch the motivation level of employee either individually or in a group. Employee must have a positive trust and relationship with the employer that they will be taken care well by the organization (Tabiu, 2019). The positive belief is important as they will hold the trust until otherwise things happened. The strong belief in the organization is important as the employee will continue to work hard and support the organization objectives and goals. Employee will work herds to support employer because they know that they will get the support as and when required or necessary.

Past research recommended that employer in higher education institute to develop a policies and strategies towards the organization support (Newman et al., 2011). Those support must be documented and make known to the employee, besides that employer must always remind and practiced the support so that it become the culture of the institute. Employees than will have a positive change of attitude as the employer have shown a good example and they need to play their role in order to participate in achieving organization goals (Kunasegaran, Ismail, Mohd Rasdi, Arif Ismail, & Ramayah, 2016). Recent study indicates that high perceived organizational support will lead to positive performance of the employee. It also highlighted that the perceived organizational support should be led by effective leadership (Dawley et al., 2008). Top management should have strong leadership to implements and convinced employee that they are actually focusing on the organizational support towards employee.

2.3 Procedural Justice

Procedural justice is the process that employee perceived that the decision making and treatments that lead to important outcomes is fair (Hussain & Khan, 2019). The process mentioned is related to any decision such as reward, salary or compliments by the employer or superiors onto the staff. Employee will observe and think whether the decision made is fair or justice (Rai, Ghosh, & Dutta, 2019). Decision made only on certain people and not across the board will be seen as unfair. Procedural justice is about the fairness and transparency practiced by the organizations towards their employee.

Higher education institute should portray their fairness in the process of justice to the employee. The procedural justice should be seen as transparent and consistent. Such exercises will motivate the staff to work hard and perform better continuously (Hussain & Khan, 2019). The inconsistency may lead to low performance and low productivity that due to the staff belief that institute is not doing it well and transparent. Besides that, institute should also practice a fair exercise in their process of reward or acknowledgement (Nazir, Shafi, Atif, Qun, & Abdullah, 2019). Fair appraisal and evaluation to be conducted in order to create a healthy environment among the employee. Employee who experienced negative procedural justice may reluctant to contribute their performance at their best level since they belief that it will not be awarded accordingly. Such situations may lead to unhealthy position and negative towards job performance (Hussain & Khan, 2019).

The institute should conduct the procedural justice in an open environment where everybody in the institute knows how the evaluation and the criteria to be evaluated. Employee who have ambitions or high achievers may study the criteria and focused on their performance (Ramdeo & Singh, 2019). Based on that the employee should be regraded accordingly as they already met

the criteria. Any slacks made by the institute due to irregular policy or change of directions due to change of top management for example may lead to effortless situation where employee will later play the games wait and see (Hussain & Khan, 2019). Researcher highlighted the important of the institute to focused on the fairness and openness as that could be the benchmarked observed by the employee (Rai et al., 2019). Those who work hard but have been deny their reward, acknowledgements or compliments may not be doing it again ion the future due to negative experience. Therefore, Institute should have focused on communications, engagement and deliverable of the process in order to gain employee trust, motivation and belief.

Engagement session is important for clear communication from top to down. Engagement session is always effective for a two way communications where employee can have the opportunity to raised concerns and opinions (Nazir et al., 2019). Employee should be encouraging to participate in the engagement session as that could a good indicator about their belief to the institute. Research indicates that poor attendance in the engagement session reflects a disbelief from the community as the top management have failed to instill the trust and open policy for the fairness procedural justice (Rai et al., 2019). Open discussion can enable top management to gain feedback and explain the real issues that might be facing by the organization. Things that have been highlighted should be explain in a good manner so that they would not be another issues prior to the engagement session (Nazir et al., 2019).

Institute should also practice a consistent process that can be seen as biased from the employee perspectives. Issues such as performance evaluation should be done across the board in a standard manner (Rai et al., 2019). Irregular standard or different practiced by a different unit may create injustices and jeopardize certain employee. There should be a selected enforcement. Employee in the institute is always looking for a rewards and acknowledgement as a result of their performance. There could be a limitation due to the institute budget or economy situations but that should be handle openly with a clear explanation to the employee with clear justifications (Nazir et al., 2019). The performance of employee can sometimes be stressed to push for higher performance but stress target without performance acknowledgements may lead to a failure due to the disbelief of employee towards the institute.

Research also highlighted that the important of management to treat employee with respect and dignity (Ramdeo & Singh, 2019). Employee who works hard for the institute should be reward accordingly as a motivation to others. The rewards can be the source of motivation for others to works hard and follow the steps of the achievers. Such thing will cultivate a positive competition among the employee to perform better as they have a belief that such thing will bring them a positive procedural justice (Rai et al., 2019). Employee at the same times must stay strong support for everyone achievements. Educations industry needs teamwork for success. Institute should always remark that achievement based on teams works according to their contributions and effort. All team members should be treated fairly regardless as their key role and functions (Nazir et al., 2019). Positive procedural justice according to research lead to a significant positive result in performance. Institute should put more effort in the implementation of the procedural justice so that it can be the source of motivational and increase productivity.

III. METHODOLOGY

This research is regarding the perceived organizational support and procedural justice towards job performance. The scope of study is employee at the universities in Indonesia with the purpose to measure the role of each construct (perceived organizational support & procedural justice) towards the job performance based on direct relationship between the two constructs. This study used the quantitative approach and thus a questionnaire was used to collect data. 200 respondents were approached directly based on the list of employee prepared by faculty. The questionnaires were emailed to individual email address and a close follow up was done with a 7 days' grace period given. All 200 questionnaires were return and 100% useable

for data analysis. The questionnaire contains 2 part. Part A is about the respondents' details and part B is about the questions on the construct (14 questions). Data for this research were analyzed using AMOS and SEM. The results are as per next section.

IV. FINDINGS

Table 1 below, depicts the results of items used for the survey. Means for perceived organizational support is the highest among the 3 constructs followed by procedural justice (5.368) and job performance (5.055). The Alpha value for all three constructs are altogether above the minimum acceptable value. Alpha value for perceived organizational support is 0.893 followed by procedural justice (0.864) and job performance (0.965). No of items for each construct is as per details in table 1.

Table 1: Summary of statistics of the questionnaire items

Constructs	No. of items	Mean	SD	α
Perceived Organizational Support	5	5.936	1.038	0.893
Procedural Justice	4	5.368	1.039	0.864
Job Performance	4	5.055	1.258	0.965
Notes: SD, standard deviation; α , Cronbach's α ; overall $\alpha = 0.906$				

Table 2: Result of principal component analysis

No	Perceived Organizational Support	Procedural Justice	Job Performance
POS 1	0.854		
POS 2	0.752		
POS 3	0.822		
POS 4	0.893		
POS 5	0.754		
PJ 1		0.878	
PJ 2		0.865	
PJ 3		0.877	
PJ 5		0.787	
JP 1			0.920
JP 2			0.903
JP 4			0.864
JP 5			0.845
Eigenvalue	8.527	4.117	1.413
Variance explained (%)	35.521	17.135	5.889

PCA intends to explain the maximum amount of variance with the fewest number of primary components. The PCA was conducted to apprehend the fundamental association of factors data decline and to escape multi-collinearity. In the PCA, cut-off point was 0.50 (absolute value less than 0.50 should be quashed), which ensures the questionnaire reliability. As suggested, through the findings of PCA, one item of "PV 4" (procedural justice) and one object of "JP 3" (job performance) were eliminated due to the value less than 0.50. Table 1 presents the descriptive statistics and Cronbach's α values of the 3 constructs. Table 2 indicates the rotated factor loadings and their corresponding eigenvalues. The rule of thumb for Cronbach's α is 0.70 (Nunnally, 1978). In this study, the α values of each item are higher than the broadly diagnosed rule of thumb, thereby indicating a good internal consistency.

Table 3: Measurement model results

Constructs variables	Standardized loadings	t-statistics	CR	AVE
Perceived Organizational Support				
POS 1	0.883	15.563**	0.88	0.61
POS 2	0.910	16.421**		
POS 3	0.710	12.227**		
POS 4	0.696	11.132**		
POS 5	0.698	11.697**		
Procedural Justice				
PJ 1	0.812	12.678**	0.94	0.74
PJ 2	0.863	13.674**		
PJ 3	0.913	14.654**		
PJ 5	0.863	13.245**		
Job Performance				
JP 1	0.922	17.336**	0.92	0.81
JP 2	0.935	18.374**		
JP 4	0.975	15.687**		
JP 5	0.812	16.389**		

Table 3 presents the values of AVE for constructs ranged from 0.61 to 0.81, which surpassed the threshold value 0.50, thus ensuring the convergent validity. To assess convergent validity, t-statistics related to factor loadings are also taken under consideration (Rao and Troshani, 2007). Table 3 shows the t-statistics values of all items that are significant at the 0.01 level and established the convergent validity of the constructs. To test discriminant validity, AVE is also used (Fornell and Larcker, 1981). The rule of thumb is that AVE values should be higher than corresponding squared inter-construct correlation estimates (SIC) in the model (Churchill, 1979).

Table 4 presents SIC values, and the supportive evidence for discriminant validity was found. For example, (Table 5), in case of perceived organizational support, SIC values were 0.12, 0.06 and 0.04 for procedural justice and job performance. The results indicate of discriminant validity. Therefore, all latent construct confirmed the discriminant validity

Table 4: Squared correlations between constructs

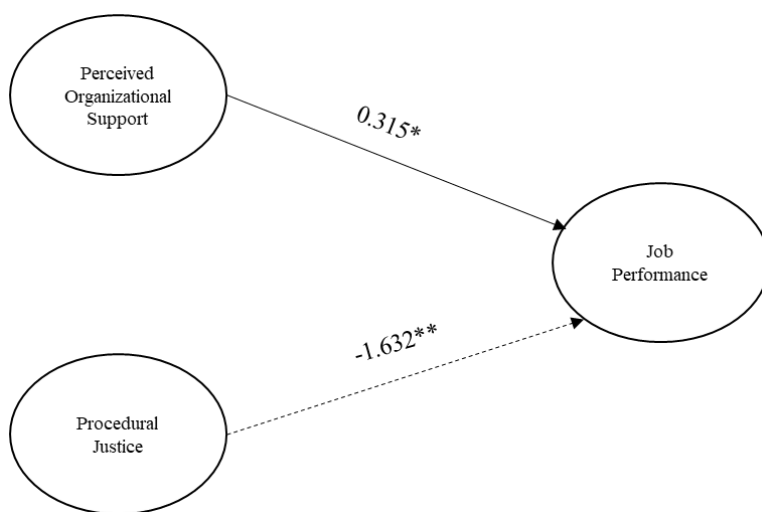
	Perceived Organizational Support	Procedural Justice	Job Performance
Perceived Organizational Support	0.12		
Procedural Justice	0.06	0.01	
Job Performance	0.04	0.22	0.02

Table 5: Path analysis of structural model

Casual path	Hypothesis	Path coefficient	t-statistics	Results
Perceived Organizational Support → Job Performance	H1	0.315*	2.102	Supported
Procedural Justice → Job Performance	H2	-1.632**	-5.361	Not supported
Note: *, **Significant at p < 0.05 and p < 0.01 levels, respectively				

Results of path analysis indicates that only perceived organizational support influence job performance ($\beta = 0.315$; $t = 2.102$) whereas procedural justice does not have a significant relationship towards the job performance ($\beta = -1.632$; $t = -5.361$). Such results is lead to interesting gap for further research.

Figure 1: Results of the hypothesized model



Notes: * $p < 0.05$; ** $p < 0.01$

V. DISCUSSION

This paper seeks to establish the relationship between perceived organizational support and procedural justice towards job performance of higher education institute. The first hypothesis is related to the role of perceived organizational support towards job performance. The results provide a positive indicator that there perceived organizational influence towards job performance. Meaning to say that universities need to focused more on organizational support as it can help to improve the job performance. Universities may start looking at their current organizational support and conduct a proper survey to get the actual feedback from their staff or employee. Perceived organizational support is the overall degree of employee believe that the universities will appreciate and value their contributions towards the success of the organization. The positive belief may motivate the staff to work harder and perform to achieve their target and helps the universities in achieving the goal. The results is meeting the expectations based on past research (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Kurtessis et al., 2017).

This study indicates that procedural justice was not significant towards job performance. Such results can be an alert to the universities to review their current practices. Low procedural justice means employee does not have trust over how the universities policies in making decision towards the employee concerns. Universities need to established a good policy in which they should apply the policy across the board. Management decision should be made based on that in order to instill employee trust and support. It is notable that some of universities decision could be due to other external factors such as budget and other limitations, but those things need to be explained to all employee in order to gain trust and support towards job performance. The result obtained from this study is important for the universities to do their check and balance in order to create a harmony working environments.

VI. REFERENCES:

- [1] Adams, P., Bodas Freitas, I. M., & Fontana, R. (2019). Strategic orientation, innovation performance and the moderating influence of marketing management. *Journal of Business Research*, 97(January 2018), 129–140. <https://doi.org/10.1016/j.jbusres.2018.12.071>
- [2] Amin, A., Shah, B., Khattak, A. M., Lopes Moreira, F. J., Ali, G., Rocha, A., & Anwar, S. (2019). Cross-company

customer churn prediction in telecommunication: A comparison of data transformation methods. *International Journal of Information Management*, 46(June 2018), 304–319. <https://doi.org/10.1016/j.ijinfomgt.2018.08.015>

[3] Belwal, R., & Amireh, M. (2018). Service quality and attitudinal loyalty: Consumers' perception of two major telecommunication companies in Oman. *Arab Economic and Business Journal*, 13(2), 197–208. <https://doi.org/10.1016/j.aebj.2018.11.003>

[4] Beneito, P., Boscá, J. E., & Ferri, J. (2018). Tuition fees and student effort at university. *Economics of Education Review*, 64(March), 114–128. <https://doi.org/10.1016/j.econedurev.2018.03.012>

[5] Dawley, D. D., Andrews, M. C., & Bucklew, N. S. (2008). Mentoring, supervisor support, and perceived organizational support: What matters most? *Leadership and Organization Development Journal*, 29(3), 235–247. <https://doi.org/10.1108/01437730810861290>

[6] Elliott, R. W., & Paton, V. O. (2018). U.S. higher education reform: Origins and impact of student curricular choice. *International Journal of Educational Development*, 61(November 2017), 1–4. <https://doi.org/10.1016/j.ijedudev.2017.11.008>

[7] Famiyeh, S., Asante-Darko, D., & Kwarteng, A. (2018). Service quality, customer satisfaction, and loyalty in the banking sector: The moderating role of organizational culture. *International Journal of Quality and Reliability Management*, 35(8), 1546–1567. <https://doi.org/10.1108/IJQRM-01-2017-0008>

[8] Hasim, M. A., Shamsudin, M. F., Ali, A. M., & Shabi, S. (2018). The relationship between sales promotions and online impulse buying in Malaysia | La relación entre las promociones de ventas y la compra por impulso en línea en Malasia. *Opcion*, 34(Special Is), 295–308.

[9] Hassan, S., Shamsudin, M. F., & Mustapha, I. (2019). The effect of service quality and corporate image on student satisfaction and loyalty in TVET higher learning institutes (HLIs). *Journal of Technical Education and Training*, 11(4), 77–85. <https://doi.org/10.30880/jtet.2019.11.04.009>

[10] Hassan, Sallaudin, & Shamsudin, M. F. M. F. (2019). Measuring the effect of service quality and corporate image on student satisfaction and loyalty in higher learning institutes of technical and vocational education and training. *International Journal of Engineering and Advanced Technology*, 8(5), 533–538. <https://doi.org/10.35940/ijeat.E1077.0585C19>

[11] Henriques, P. L., Matos, P. V., Jerónimo, H. M., Mosquera, P., da Silva, F. P., & Bacalhau, J. (2018). University or polytechnic? A fuzzy-set approach of prospective students' choice and its implications for higher education institutions' managers. *Journal of Business Research*, 89(June 2017), 435–441. <https://doi.org/10.1016/j.jbusres.2017.12.024>

[12] Itani, O. S., Goad, E. A., & Jaramillo, F. (2019). Building customer relationships while achieving sales performance results: Is listening the holy grail of sales? *Journal of Business Research*, 102(April 2018), 120–130. <https://doi.org/10.1016/j.jbusres.2019.04.048>

[13] Iwashita, M., Shimogawa, S., & Nishimatsu, K. (2011). Semantic analysis and classification method for customer enquiries in telecommunication services. *Engineering Applications of Artificial Intelligence*, 24(8), 1521–1531. <https://doi.org/10.1016/j.engappai.2011.02.016>

[14] Janahi, M. A., & Al Mubarak, M. M. S. (2017). The impact of customer service quality on customer satisfaction in Islamic banking. *Journal of Islamic Marketing*, 8(4), 595–604. <https://doi.org/10.1108/JIMA-07-2015-0049>

[15] Kim, K., Jun, C. H., & Lee, J. (2014). Improved churn prediction in telecommunication industry by analyzing a large network. *Expert Systems with Applications*, 41(15), 6575–6584. <https://doi.org/10.1016/j.eswa.2014.05.014>

[16] Klein, A., & Jakopin, N. (2014). Consumers' willingness-to-pay for mobile telecommunication service bundles. *Telematics and Informatics*, 31(3), 410–421. <https://doi.org/10.1016/j.tele.2013.11.006>

- [17] Moogan, Y. J. (2011). Can a higher education institution's marketing strategy improve the student-institution match? *International Journal of Educational Management*, 25(6), 570–589. <https://doi.org/10.1108/09513541111159068>
- [18] Muhammad, I., Farid Shamsudin, M., & Hadi, N. U. (2016). How Important Is Customer Satisfaction? Quantitative Evidence from Mobile Telecommunication Market. *International Journal of Business and Management*, 11(6), 57. <https://doi.org/10.5539/ijbm.v11n6p57>
- [19] Mwakatumbula, H. J., Moshi, G. C., & Mitomo, H. (2019). Consumer protection in the telecommunication sector: A comparative institutional analysis of five African countries. *Telecommunications Policy*, 43(7), 101808. <https://doi.org/10.1016/j.telpol.2019.02.002>
- [20] Newman, A., Thanacoody, R., & Hui, W. (2011). The effects of perceived organizational support, perceived supervisor support and intra-organizational network resources on turnover intentions: A study of Chinese employees in multinational enterprises. *Personnel Review*, 41(1), 56–72. <https://doi.org/10.1108/00483481211189947>
- [21] Panagopoulos, N. G., & Avlonitis, G. J. (2010). Performance implications of sales strategy: The moderating effects of leadership and environment. *International Journal of Research in Marketing*, 27(1), 46–57. <https://doi.org/10.1016/j.ijresmar.2009.11.001>
- [22] Peterson, R. A., & Crittenden, V. L. (2018). Exploring customer orientation as a marketing strategy of Mexican-American entrepreneurs. *Journal of Business Research*, (September 2017), 0–1. <https://doi.org/10.1016/j.jbusres.2018.12.059>
- [23] Rapp, A., Beitelspacher, L. S., Schillewaert, N., & Baker, T. L. (2012). The differing effects of technology on inside vs. outside sales forces to facilitate enhanced customer orientation and interfunctional coordination. *Journal of Business Research*, 65(7), 929–936. <https://doi.org/10.1016/j.jbusres.2011.05.005>
- [24] Razak, A. A. A. A., & Shamsudin, M. F. M. F. (2019). The influence of atmospheric experience on Theme Park Tourist's satisfaction and loyalty in Malaysia. *International Journal of Innovation, Creativity and Change*, 6(9), 10–20.
- [25] Roga, R., Lapiņa, I., & Mürsepp, P. (2015). Internationalization of Higher Education: Analysis of Factors Influencing Foreign Students' Choice of Higher Education Institution. *Procedia - Social and Behavioral Sciences*, 213, 925–930. <https://doi.org/10.1016/j.sbspro.2015.11.506>
- [26] Segarra-Moliner, J. R., & Moliner-Tena, M. Á. (2016). Customer equity and CLV in Spanish telecommunication services. *Journal of Business Research*, 69(10), 4694–4705. <https://doi.org/10.1016/j.jbusres.2016.04.017>
- [27] Shamsudin, M. F. M. F., Ali, A. M. A. M., Nadzri, F. H. F. H., & Wahid, R. A. R. A. (2019). Influence of academic program, tuition fees and location on students' decisions to enroll at universiti: A study of kuala lumpur business school campus. *Humanities and Social Sciences Reviews*, 7(1), 108–112. <https://doi.org/10.18510/hssr.2019.7113>
- [28] Shamsudin, M. F. M. F., Ali, A. M. A. M., Wahid, R. A. R. A., & Saidun, Z. (2019). Factors influence undergraduate students' decision making to enroll and social media application as an external factor. *Humanities and Social Sciences Reviews*, 7(1), 126–136. <https://doi.org/10.18510/hssr.2019.7116>
- [29] Shamsudin, M. F. M. F., Esa, S. A. S. A., & Ali, A. M. A. M. (2019). Determinants of customer loyalty towards the hotel industry in Malaysia. *International Journal of Innovation, Creativity and Change*, 6(9), 21–29.
- [30] Shamsudin, M. F. M. F., Ishak, M. F. M. F., Hashim, M. A. M. A., Nabi, M. A. M. A., Yazid, M. F. M. M. F. M., & Razak, A. A. A. A. (2019). Preliminary analysis on relationship of CRM functions implementation towards firm's business performance. *Humanities and Social Sciences Reviews*, 7(1), 113–120. <https://doi.org/10.18510/hssr.2019.7114>
- [31] Shamsudin, M. F., Nurana, N., Aesya, A., & Nabi, M. A. (2018). Role of university reputation towards student choice to private universities. *Opcion*, 34(Special Issue 16), 285–294.

- [32] Shevchenko, V. V. (2019). The reform of the higher education of Ukraine in the conditions of the military-political crisis. *International Journal of Educational Development*, 65(August), 237–253. <https://doi.org/10.1016/j.ijedudev.2018.08.009>
- [33] Singh, Riann. (2019). Organisational embeddedness as a moderator on the organisational support, trust and workplace deviance relationships. *Evidence-Based HRM*, 8(1), 1–17. <https://doi.org/10.1108/EBHRM-03-2019-0025>
- [34] Suifan, T. S., Abdallah, A. B., & Al Janini, M. (2018). The impact of transformational leadership on employees' creativity: The mediating role of perceived organizational support. *Management Research Review*, 41(1), 113–132. <https://doi.org/10.1108/MRR-02-2017-0032>
- [35] Trudeau H, S., & Shobeiri, S. (2016). Does social currency matter in creation of enhanced brand experience? *Journal of Product and Brand Management*, 25(1), 98–114. <https://doi.org/10.1108/JPBM-09-2014-0717>
- [36] Virtanen, T., Parvinen, P., & Rollins, M. (2015). Complexity of sales situation and sales lead performance: An empirical study in business-to-business company. *Industrial Marketing Management*, 45(1), 49–58. <https://doi.org/10.1016/j.indmarman.2015.02.024>
- [37] Walker, I., & Zhu, Y. (2018). University selectivity and the relative returns to higher education: Evidence from the UK. *Labour Economics*, 53(October 2017), 230–249. <https://doi.org/10.1016/j.labeco.2018.05.005>
- [38] Xia, G. E., & Jin, W. D. (2008). Model of customer churn prediction on support vector machine. *Xitong Gongcheng Lilun Yu Shijian/System Engineering Theory and Practice*, 28(1), 71–77. [https://doi.org/10.1016/s1874-8651\(09\)60003-x](https://doi.org/10.1016/s1874-8651(09)60003-x)
- [39] Yilmaz, V., Ari, E., & Gürbüz, H. (2018). Investigating the relationship between service quality dimensions, customer satisfaction and loyalty in Turkish banking sector: An application of structural equation model. *International Journal of Bank Marketing*, 36(3), 423–440. <https://doi.org/10.1108/IJBM-02-2017-0037>
- [40] Zang, Z., Liu, D., Zheng, Y., & Chen, C. (2020). How do the combinations of sales control systems influence sales performance? The mediating roles of distinct customer-oriented behaviors. *Industrial Marketing Management*, 84(August 2019), 287–297. <https://doi.org/10.1016/j.indmarman.2019.07.015>