How Does Organizational Support Affect Lecturer Performance in Higher Education?

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Abstract -- *This study aimed to measure the effect of perceived organizational support on performance of private higher education lecturers in Tangerang which are mediated by lecturer engagement. Data collection was done by simple random sampling to the private higher education lecturer population in Tangerang. The returned and valid questionnaire results were 231 samples. Data processing was used SEM method with SmartPLS 3.0 software. The results of this study concluded that perceived organizational support have a positive and significant effect on the lecturer performance, both directly and indirectly through mediating lecturer engagement. This new research proposed a model for building the lecturer performance among the private higher education lecturers in Tangerang through enhancing perceived organizational support with lecturer engagement as a mediator. This research could pave the way to improve lecturer readiness in facing the era of education 4.0.*

Keywords: *Engagement, perceive organizational support, performance.*

I. INTRODUCTION

Education must be affected by the era of industry 4.0, especially for higher education. Education institution surely faces many challenges and make sure every academics still have the engagement so that they could have an effective and efficient role in education field (Asbari, 2019). Researcher claimed that the solution to encounter the distraction and rapid changes in the era industry 4.0 which introduce new discourse, education 4.0, is on the lecturer's performance. Because motivation is not only about materials (Asbari, Wijayanti, Hyun, Purwanto, & Santoso, 2020; Asbari, Wijayanti, Hyun, Purwanto, Santoso, et al., 2020; Santoso et al., 2020). The term of engagement was found for the first time in late 1990s, and mostly found in business literature. Although there were many researchers who already intrigued to explore lecturer's performance and identified the results (Kinsella et al., 2017; KOLA, 2017). However, the study about that particular subject especially for higher education is still limited (Santoso et al., 2020). The lack of the study causes contra-productive for educational organization that really depends on lecturers. To response the gap, researcher inquires and make an empiric validation about the relation between lecturer's engagement and construct or other variables, which are lecturer's performance and the support from organization on higher education. This paper proposes the support of organization perception as a lecturer engagement antecedent, meanwhile lecturer's performance is proposed as consequence and lecturer's engagement. Researcher also analyzed the direct and non direct relation about organization support that is related to lecturer's performance through lecturer's engagement mediation. The previous study in the context of lecturer on higher education focused on leadership (Purwanto et al., 2019, 2020), organization and performance condition (Asbari, 2019), gratification and work culture. Lecturer engagement considered has a huge impact for student's accomplishment and was advised to be an important movement to achieve education purpose (González-Rico et al., 2018). Therefore, there should be a study about lecturer's psychology integration towards their job on higher education field (Raina & Khatri, 2015). Education institution depends more on commitment and academics' engagement rather than on other organizations (Asbari, 2019). Moreover, psychology contract among lecturer is now changes from safety and work loyalty into carrier and growth, so it makes lecture mostly left their organization to look for better carrier (Asbari, 2015; Asbari, Pramono, Kotamena, Liem, Sihite, Alamsyah, et al., 2020; Hutagalung, Asbari, et al., 2020; Maesaroh et al., 2020; Santoso et al., 2020). To maintain human capital as an asset is important for sustainable organization (Asbari, Wijayanti, Hyun, Purwanto, Santoso, et al., 2020; Hyun et al., 2020; Kusumaningsih et al., 2020; Pramono et al., 2020; Rudy Pramono et al., 2020; Santoso et al., 2020; Setyowati Putri et al., 2020; Sopa et al.,

2020; Wijayanti et al., 2020). In this context, to succeeding is to engage and retain academic staffs that are on education field (Purwanto et al., 2019). The negative impression about an occupation in education might have a negative consequence in the environment. Therefore, it is important to identify their antecedent engagement in their occupation (Goestjahjanti et al., 2020; Hutagalung, Asbary, et al., 2020; Hutagalung, Sopa, et al., 2020; Jumiran et al., 2020; Maesaroh et al., 2020; Novitasari, Asbary, Sutardi, Gazali, et al., 2020; Novitasari, Asbary, Wijaya, & Yuwono, 2020; Novitasari, Hutagalung, Nugroho, Pramono, et al., 2020; Novitasari, Sasono, & Asbary, 2020; Novitasari, Sasono, Santoso, et al., 2020; Nuryanti et al., 2020; Silitonga et al., 2020; Sudiyono, Fikri, et al., 2020; Sudiyono, Goestjahjanti, et al., 2020; Yuwono, Novitasari, Asbary, et al., 2020; Yuwono, Novitasari, Hutagalung, et al., 2020; Yuwono, Wiyono, et al., 2020). The next part of this paper provides a brief literature review about variables that might be considered for next research, followed by research model and hypothesis developments.

II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

In this section, the paper provides a literature that represents the relation between hypothesis and variables.

A. *The relation between organization support perception and lecturer engagement*

Lecturer is the most important resource from competitive profit (Asbary, 2019) because the stakeholders' perception about every business entity develops through lecturer's interaction (Eisenberger et al., 2016; Gottman et al., 1998; Gupta et al., 2016; Jin & McDonald, 2017). Some definitions had given for lecturer's engagement. Some of them assume that lecturer's engagement as an emotional and intellectual engagement is for their organization (Saks, 2006). (Kahn, 1990) has defined individual's engagement to take an advantage from the organization member for their role; as in the engagement, people use and express their selves through physic, cognitive, and emotional during the role of the performance. (Schaufeli & Baker, 2004) defines an engagement as a positive mind, satisfying, related to the job that is marked with spirit, dedication, and uptake. Moreover, an engagement also specified as "the more persistent and absorbing affective-cognitive condition that is not focused on object, event, individual, or behavioral." Lecturer's engagement can be understood as a occupation resource and social support. This is happened because occupation resource and social support improve intrinsic and extrinsic motivation among lecturers, as in their opportunity can generate more lecturers. In this context, organization support is assumed as occupation resource which is important (Eisenberger et al., 2001). (Eisenberger et al., 1986) defines organization support that is perceived as how long their leader would care about lecturer's welfare and appreciate their contribution. Organization support that is perceived improve a positive contribution from lecturer with a evaluative feedback which make more lecturers that are engaged (Eisenberger et al., 2001). So, the hypothesis is:

H1. Lecturer engagement is significantly affected by organization support perception

B. *Relation of lecturer's engagement and their performances*

Performance management is an important management equipment to keep the alignment and embed an organizational progress (Asbary, Purwanto, Fayzhall, Winanti, Purnamasari, & Firdaus, 2020; Asbary, Wijayanti, Hyun, Purwanto, Santoso, et al., 2020). A good lecturer management is also important to improve the performance and organizational effectiveness (Asbary, 2019). Lecturer's engagement also improves lecturer's performances (Winarno & Hermana, 2019). Lecturer who is involved shows a productive behavior that improve the member synergy to the goal of organization (Sulistiowati et al., 2018). Research showed that lecturer who is involved is not only focused on their own life goals but also their cognitive and emotional goals (Sulistiowati et al., 2018). Lecturer who is cooperative and get along with the other members, take care of their responsibilities, and try to contribute to the organization's goal (Asbary, 2019). Lecturer who is involved is more focused on their job rather than the lecturer who has not an engagement (Schaufeli & Bakker, 2004). So, the hypothesis is:

H2. Lecturer performance is significantly affected by lecturer's engagement

C. Relation of Organizational Support Perception and Lecturer's Performance

Organizational support as an important variable which attitude and behavior that is related to lecturer occupation need to be understood (Akçin et al., 2017). Researcher (Eisenberger et al., 1986) came up with a hypothesis that organizational support perception is associated with occupation and performance improvement. Social-emotional needs like self-acceptance and approval are fulfilled positively by organization (Eisenberger et al., 1986). In this case, from the theory of social exchange have an opinion that every time social-emotional needs meet each others, it creates reciprocal norms in everyone (Chun et al., 2016; Cropanzano & Mitchell, 2005; Wasko & Faraj, 2005; Wayne et al., 1997; Zhang et al., 2018). The violation in this norm can cause an inconvenience (Zhang et al., 2018). Everyone give their efforts in their job and commitment towards their organization as a feedback for their social-emotional support to avoid an inconvenience (Cropanzano & Mitchell, 2005). Even in the context of organization, a strong responsibility to compensate is on everyone who has solid social-emotional needs. The author draw hypothesis of organizational support perception as a feedback from lecturer:

H3. Lecturer performance is significantly affected by organizational support perception

D. Relation of Organizational Support Perception and Lecture's Performance Through Lecturer Engagement

In addition to the things that have been discussed, literature confirmed that the meditation of lecturer engagement towards the relation between work practice and performance (Karatepe et al., 2014), and organizational support perception and performance (Sudiyono, Goestjahjanti, et al., 2020). Results from the research will not be efficient except there is an organizational support that encourage lecturer engagement. When the lecturer feels that there are more organizational support, their level of engagement will follow (Hakanen et al., 2006). The positive impacts are they can do better and finish the assignment with a higher level of contribution. According to SET (Cropanzano & Mitchell, 2005; Zhang et al., 2018), when an exchange happened in social relation, lecturer will be motivated to give a feedback for organization to balance their relation. Their efforts exist because of the organization belief (Gupta et al., 2016). This showed that lecturer with a high level of engagement, which is from organizational support, tends to give a feedback with a commitment improvement and an effective performance (Hakanen et al., 2006; Saks, 2006). Hooked up to Social Exchange Theory, explained that there is an integral relation between organizational support and lecturer performance. So, this research suggests lecturer engagement as a mediator between organizational support perception and lecturer performance. The hypothesis is:

H4. Lecturer engagement as a mediator between organizational support perception and lecturer performance.

E. The Conceptual Research Outline

To proven the hypothesis and analyze data from this research, the arrangement of the conceptual research outline as in the Picture 1.

Picture 1. Research Model

III. RESEARCH METHOD

A. Definition of Variable and Indicator Operational

This is a quantitative research. Data collection was done by distributing questionnaires to the lecturers in campus and other higher education. To measure perceived organizational support, this research use an instrument that is adapted from the short version of Survey of Perceived Organizational Support (SPOS) (Schaufeli & Bakker, 2004) and use 5 items (POS1-POS5) that is already validated by some researchers (Wayne et al., 1997; Wong et al., 2015). Employee engagement is adapted from (Schaufeli & Bakker, 2004) using 9 items Utrecht Work and Engagement Scale (UWES-9) (EE1-EE9). Employee performance is adapted from (Jansen & Yperen, 2004) with 4 items (EP1-EP4). The questionnaire is designed as closed questionnaire except for the question or statement related to the respondent's identity uses semi-open questionnaire. Each items of closed questions and statements are given with five options: strongly agree (SS) score 5, agree (S) score 4, neither agree nor disagree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. The method for data processing is PLS and use SmartPLS version 3.0 software.

B. Population and Sample

The population that is includes in this research are 257 lecturer from one of private colleges in Tangerang. Questionnaire is distributed online with simple random sampling. The results that are returned and valid are 231 samples. So, there are 89.88% samples total from the population.

IV. RESEARCH RESULTS AND DISCUSSION

A. Sample Description

Table 1. Descriptive sample information

Criteria		Total	%
Age	< 30 years	57	25.41%
	30 - 40 years	104	46.60%
	> 40 years	63	27.99%
Working time as lecturer	< 5 years	80	35.66%
	5-10 years	109	48.52%
	> 10 years	35	15.82%
The last formal degree	Bachelor Degree	20	5.99%
	Master Degree	211	94.01%

C. The Results of Research Indicator Validity and Reliability

The testing stages of model measurement include convergent validity and discriminant validity. Meanwhile to measure construct reliability use cronbach's alpha value and composite reliability. The result of PLS analysis can be used for examine the research hypothesis if all the indicators in PLS qualify the requirement of convergent validity, discriminant validity, and composite reliability.

1. The Assessment of Convergent Validity

The examination of convergent validity conducted by noticed every indicators loading factor value toward its construct. On most references, the score of 0.5 or more are considered having enough validation to explain the latent construct (Chin, 1998; Hair et al, 2010; Ghazali, 2014). In this research, the minimum of loading factor that is accepted is 0.5, with the value of AVE in each constructs > 0.5 (Ghozali, 2014). Based on the results from SmartPLS 3.0, all the indicators have AVE and loading factor value over 0.5. So, convergent validity from research model is fulfilled the requirement. Loadings value, cronbach's alpha, composite reliability, and AVE each constructs can be seen in Picture 2 and Table 2:

Picture 2. Research Model (Fit)

Tabel 2. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Perceived Organizational Support (POS)	POS1	0.692	0.804	0.862	0.557
	POS2	0.706			
	POS3	0.645			
	POS4	0.759			
	POS5	0.824			
Lecturer Engagement (EE)	EE1	0.737	0.907	0.924	0.574
	EE2	0.750			
	EE3	0.774			
	EE4	0.746			
	EE5	0.723			
	EE6	0.773			
	EE7	0.791			
	EE8	0.743			
	EE9	0.781			
Lecturer Performance (EP)	EP1	0.774	0.844	0.895	0.681
	EP2	0.833			
	EP3	0.834			
	EP4	0.858			

2. The Assessment of Discriminant Validity

Discriminant validity is done to ensure that each concept of latent variables is different from other latent variables. Model which has good discriminant validity if AVE squared value of every construct exogenous (the diagonal value) (Ghozali, 2014). The results of discriminant validity assessment use AVE squared value, by looking at Fornell-Larcker Criterion Value as in Table 3. The results of discriminant validity on table 3 showed that all the constructs have more AVE squared value than correlation value with other latent construct (based on Fornell-Larcker criteria) so the conclusion is model has been fulfilled discriminant validity (Fornell & Larcker, 1981).

3. The Assessment of Construct Reliability

Construct reliability can be assessed from cronbach's alpha value and composite reliability of each construct that is recommended is more than 0.7 (Ghozali, 2015). The reliability test results in table 2 showed that the entire construct already has a composite reliability value and cronbach's alpha is over 0.7. In conclusion, all construct have fulfilled the reliability requirement.

D. Hypothesis Testing

Hypothesis testing in PLS is also referred as the inner model test. These tests include tests of the significance of direct and indirect influence as well as measurements of the amount of influence of exogenous variables on endogenous variables. To know the effect of tacit and explicit knowledge sharing on organizational learning and innovation capability is required to test the influence directly. Direct influence tests are conducted using t-statistical tests in the partial least squared (PLS) analysis model using SmartPLS 3.0 software with bootstrapping techniques the R square value is obtained and the value of the significance test as shown in table below:

Table 3. Discriminant Validity

Variables	EE	EP	POS
Lecturer Engagement (EE)	0.758		
Lecturer Performance (EP)	0.743	0.825	
Perceived Organizational Support (POS)	0.357	0.341	0.747

Table 4. R Square Value

	R Square	R Square Adjusted
Lecturer Engagement (EE)	0.162	0.161
Lecturer Performance (EP)	0.560	0.559

Table 5. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	POS ->EE	0.357	0.038	9.305	0.000	Supported
H2	EE ->EP	0.712	0.023	31.651	0.000	Supported
H3	POS ->EP	0.087	0.026	3.298	0.001	Supported
H4	POS ->EE -> EP	0.254	0.030	8.558	0.000	Supported

From table 4 we know that lecturer engagement R Square value is 0.162 which means that lecturer engagement variable (EE) is explained by 16.2% organizational support perception (POS), and the other 83.8% is explained by another variables that are not in this research. Lecturer performance R Square is 0.560 which means lecturer performance (EP) defined by organizational support perception (POS) variable and lecturer performance is 56.0%, meanwhile the remain variable is 44.0%. While in Table 5 T Statistics and P-Values showed that the effect of each research variables that have been mentioned.

E. Discussion

Research result has verified that organizational support perception is effected lecturer performance in a positive way (H3 is approved with 0,087 coefficients). Positive relation between organizational support perception and lecturer performance also proven by research result (H1 approved with 0,37 coefficients). Further research encourage positive effect and significant lecturer engagement variable towards lecturer performance (H2 is approved with 0,712 coefficients). Positive and significant organizational support perception towards lecturer performance through lecturer engagement is proven by the result (H4 is approved with 0,254 coefficients). The total results confirmed that lecturer engagement has mediated some of organizational support perception and lecturer performance relation. Literature about the relation of organizational support perception in higher condition emphasized lecturer's role to strengthen organizational environment and performance. The major focus in this research is to examine the effect from organizational support perception towards lecturer engagement, and the effect of lecturer engagement towards lecturer performance in the context of higher education. The model is enclosed to represents the relation that have been examined. The results revealed that a positive engagement from lecturer affects lecturer performance. Further results disclose the relation of organizational support perception and lecturer performance both in direct and indirect ways (mediated by employee engagement). Therefore, organizational support affect lecturer engagement in a positive effect and lecturer engagement showed positive effect towards lecturer performance. In the context of SET, the study approve a theory that assumed the more organizational support might have a positive feedback from organizational support through the higher level of engagement and performance. The results support the previous study about employee engagement (Ahmad et al., 2017; F Arifin et al., 2014; Freddy Arifin et al., 2014; Milhem et al., 2019; Monje Amor et al., 2020; Skaalvik & Skaalvik, 2014). The group sample results suggest to improve lecturer performance, higher educational management should give an encouragement for the lecturer, even they are not a manager, and give some efforts to support lecturer engagement in many events. To take into consideration in this research, it is obvious that higher educational organization which indicate consideration and support can create a motive among lecturers to give a positive feedback with a higher level of work engagement.

V. CONCLUSION

This study contributes to scientific literature about lecturer engagement to make a development and validation for research model that represents lecturer engagement, antecedent, and consequence in one of private colleges in Indonesia. The study is beneficial for higher educational management to compile a strategy in order to improve a competent employee, a good commitment towards the organization, and an excellent competitive. Higher educational organization should explore more about how to make the lecturer has active contribution and have a good relationship with their organization. A positive result in the form of performance improvement should give an encouragement to start a relevant action. The lack in everything is surely recognized by the writer. This research only examine variable in small amounts, in the further research, researcher can widen the amount of variables. Additional variables like awards and approval, work gratification, and so on are considered to be explained by the future researcher. This research is limited to the field of private college, and this kind of study can be conducted to see whether there are many various results and conclusions.

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