

ORIGINAL

The Impact of Supervisor Support, Organizational Justice, and Psychological Empowerment on Organizational Change Commitment

El impacto del apoyo del supervisor, la justicia organizacional y el empoderamiento psicológico en el compromiso con el cambio organizacional

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ABSTRACT

This study aims to clarify the mechanisms through which individual and organizational factors shape lecturers' commitment to organizational change, with a particular focus on the mediating role of readiness for change. It examines the influence of psychological empowerment, organizational justice, and supervisor support on commitment to change among public university lecturers in Indonesia. Using a non-experimental quantitative approach, data were collected through structured questionnaires from 213 lecturers across various faculties in Padang. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed to test the proposed causal model. The findings show high levels of psychological empowerment, organizational justice, supervisor support, readiness for change, and commitment to change. The dimensions of "meaning" (psychological empowerment) and "interpersonal" (organizational justice) emerged as the most salient. The structural model demonstrated strong reliability and validity, confirming that psychological empowerment and organizational justice significantly enhance both readiness and commitment to change. Supervisor support positively influenced readiness, but not directly commitment. Notably, readiness for change served as a key mediator in the model. These findings underscore the importance of fostering an empowering, just, and supportive environment to enhance change readiness and strengthen commitment, particularly in academic institutions undergoing transformation.

Keywords: Psychological Empowerment; Organizational Justice; Supervisor Support; Readiness for Change; Commitment to Change; Higher Education.

RESUMEN

Este estudio tiene como objetivo aclarar los mecanismos mediante los cuales los factores individuales y organizacionales influyen en el compromiso de los docentes con el cambio organizacional, con un enfoque particular en el papel mediador de la preparación para el cambio. Se examina la influencia del empoderamiento psicológico, la justicia organizacional y el apoyo del supervisor en el compromiso con el cambio entre los docentes de universidades públicas en Indonesia. Utilizando un enfoque cuantitativo no experimental, se recopilaron datos mediante cuestionarios estructurados a 213 docentes de diversas facultades en Padang. Se empleó el modelado de ecuaciones estructurales con mínimos cuadrados parciales (PLS-SEM) para probar el modelo causal propuesto. Los resultados muestran altos niveles de empoderamiento psicológico, justicia

organizacional, apoyo del supervisor, preparación para el cambio y compromiso con el cambio. Las dimensiones de “significado” (empoderamiento psicológico) y “interpersonal” (justicia organizacional) surgieron como las más destacadas. El modelo estructural demostró una fuerte fiabilidad y validez, confirmando que el empoderamiento psicológico y la justicia organizacional mejoran significativamente tanto la preparación como el compromiso con el cambio. El apoyo del supervisor influyó positivamente en la preparación, pero no directamente en el compromiso. Cabe destacar que la preparación para el cambio actuó como un mediador clave en el modelo. Estos hallazgos subrayan la importancia de fomentar un entorno empoderador, justo y de apoyo para mejorar la preparación para el cambio y fortalecer el compromiso, particularmente en instituciones académicas en proceso de transformación.

Palabras clave: Empoderamiento Psicológico; Justicia Organizacional; Apoyo del Supervisor; Preparación para el Cambio; Compromiso con el Cambio; Educación Superior.

INTRODUCTION

Change is unavoidable for individuals and organizations, compelled by ongoing developments. Organizations must anticipate and adapt to evolving market conditions to maintain competitiveness and achieve industry leadership. Fundamental organizational changes include formulating effective goal-achievement strategies and continuously developing and updating technology.^(1,2)

Policy in the education sector is frequently subject to change, primarily because the government continues to search for optimal strategies to advance Indonesia's education system. Shifts in leadership often precipitate alterations in educational policies. Moreover, the onset of globalization and the industrial revolution necessitates that graduates are prepared to compete in the global market. This dynamic underscores the need for efficient, adaptive, creative, innovative, and critical individuals. Consequently, it is imperative that the quality of graduates, particularly from higher education institutions, equips them to compete at local, regional, and international levels.^(3,4,5)

The Ministry of Education and Culture Directorate of Higher Education frequently undergoes organizational transformations. Notable among these changes is the amalgamation of the Ministry of Education and Culture with the Ministry of Research and Higher Education to form a unified Ministry of Education and Culture.⁽⁶⁾ This reorganization includes classifying higher education institutions and modifying educators' roles, duties, and responsibilities. The classification of higher education institutions remains a contentious issue, met with both acceptance and opposition. This reorganization includes classifying higher education institutions and modifying educators' roles, duties, and responsibilities. The classification of higher education institutions remains a contentious issue, met with both acceptance and opposition.⁽⁷⁾

Indonesia has introduced new classifications for higher education institutions, including Work Units, Public Service Bodies, and Statutory Bodies. The Ministry actively advocates for institutions to aspire to become Statutory Bodies. This category, the Legal Entity status, represents the pinnacle of institutional classification, granting universities complete managerial autonomy without governmental interference.⁽⁸⁾

Numerous public higher education institutions are keen on attaining Legal Entity status yet encounter various obstacles. This is attributed to the stipulations outlined by the government in the Regulation of the Minister of Education and Culture of 2020. While achieving Legal Entity status brings prestige, universities must also be ready to handle potential risks, including the central government's lack of direct financial assistance. Consequently, these institutions must commit to transformative practices and fortify their strategies to enhance the partial successes of the changes implemented.

Commitment is the driving force that fosters employee loyalty to organizational change and encourages alignment with organizational shifts.⁽⁹⁾ The connection could be more evident, as research has only recently begun. Furthermore, there is a growing tendency to add spirituality as the fourth dimension to sustainability in addition to the environment, social responsibility, and the economy. This study contributes to the academic literature by examining the influence of workplace spirituality on lecturers' responses to change in their commitment to change and change-oriented organizational citizenship behaviour (C-OCB). Change commitment denotes an employee's dedication to the organization, aiding in accomplishing organizational goals. Over 70 % of organizations are focused on fostering empowerment among their employees. Empowerment is a form of self-regulation. The most effective type of empowerment is psychological empowerment, as it pertains to employees' willingness to exercise self-control.⁽¹⁰⁾ Employees who can regulate their psychological state are more likely to strengthen their commitment to the changes instituted by the organization.⁽¹¹⁾

Psychological conditioning describes how the environment (both organizational and workplace) shapes a worker's behavior as they respond to the work context.⁽¹²⁾ Employees who experience positive emotions are more likely to exhibit constructive work behavior and support organizational change initiatives. Furthermore,

psychological empowerment is strongly associated with attitudes and behaviors that contribute to organizational commitment. This, in turn, directly affects employees' commitment to change.^(13,14)

A comfortable organizational environment influences employees' commitment to change. Comfort can be fostered when workers experience fairness (organizational justice), leading to positive employee behavior. As a result, when the organization changes, workers are more likely to adhere to the established guidelines.^(15,16) Supervisors play a crucial role in fostering a conducive work environment. A supportive atmosphere can encourage individuals to engage in any changes introduced. Employees require supervisory support to navigate the various challenges of implementing organizational change.⁽¹⁷⁾ Thus, the role of supervisors is a crucial factor to consider in studies of organizational change.⁽¹⁸⁾

Organizational change can be challenging to embrace due to the numerous factors that require thorough consideration. Several elements must be addressed to ensure the change is accepted and supported by all members of the organization. In light of the literature, perceived supervisor support, organizational justice, psychological stress, and willingness to change are recognized as key determinants of employees' commitment to organizational change.

Accordingly, there is a need for further empirical investigation into how these variables interact to influence change commitment, especially in the context of higher education institutions in Indonesia that are undergoing structural reforms. Understanding these interrelationships will provide deeper insight into the mechanisms that either facilitate or hinder successful organizational change. Therefore, this study aims to examine the effects of perceived supervisor support, organizational justice, and psychological stress on organizational change commitment, with willingness to change serving as a mediating variable.

METHOD

This study adopts a positivist philosophical perspective, emphasizing structured, empirical observation and systematic methodology to generate generalizable knowledge about social phenomena.⁽¹⁹⁾ The hypothesis-deductive approach, shown in figure 1, guides the research process, ensuring quantitative precision and methodological rigor.

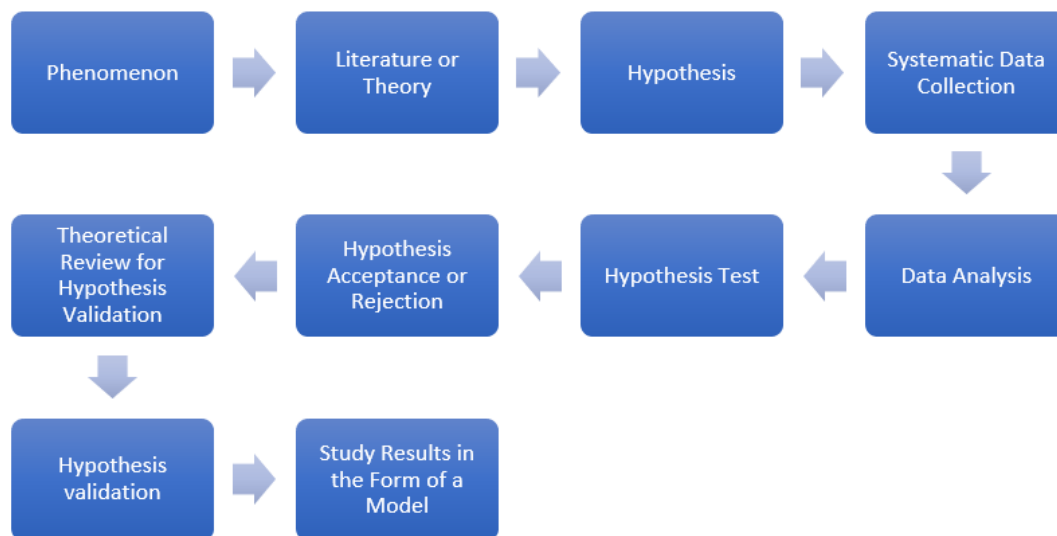


Figure 1. The hypothesis-deductive approach based on the philosophy of positivism

The study employs a quantitative, non-experimental causal design, selected based on four key considerations. First, it aims to explore causal relationships among psychological empowerment, organizational justice, perceived supervisory support, and willingness to change. Second, it seeks to assess lecturers' attitudes toward organizational change while testing the mediating role of willingness to change. Third, the study intends to gather objective numerical data from a large sample to ensure the reliability and generalizability of the findings. Fourth, it uses statistical methods to analyze the data and test the proposed hypotheses. The research population comprises lecturers from two state universities in Padang, Indonesia IPT A and IPT B. Referring to Krejcie *et al.*,⁽²⁰⁾ sample size table, a total sample of 213 respondents was selected from a population of 476 using proportional stratified sampling. The detailed distribution of the sample across faculties is presented in table 1.

Table 1. The sample size for each faculty

Faculty	IPT A		IPT B	
	N	s	N	s
Law	8	4	-	-
Agriculture	22	10	-	-
Medicine	54	24	4	2
Mathematicians and Natural Sciences	20	9	40	18
Economics and Business	30	13	20	9
Farming	8	4	-	-
Cultural Science	20	9	-	-
Social Science and Political Science	24	11	-	-
Technique	30	13	38	17
Pharmacy	6	3	-	-
Agricultural Technology	10	4	-	-
Community Health	8	4	-	-
Nursing	6	3	-	-
Dentistry	4	2	-	-
Information Technology	4	2	-	-
Education Science	-	-	32	14
Sports Science	-	-	12	5
Tourism and Hospitality	-	-	14	6
Psychology and Health	-	-	8	4
Language and Art	-	-	28	13
Social Science	-	-	26	12
Amount	213	114		99

Data were collected through a structured questionnaire divided into six sections: demographics, psychological empowerment, organizational justice, perceived supervisor support, readiness to change, and change commitment. All variables except demographics used Likert-type scales, ensuring consistency in response measurement.^(21,22) The instrument was disseminated via Google Forms, supported by mitigation strategies to address online survey bias: controlled access via institutional email, identity verification through affiliation checks, and targeted follow-ups with underrepresented faculties.

The collected data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM), a method well-suited for complex, multi-variable models and predictive analysis.⁽²³⁾ The model imposes some daunting assumptions and restrictions (e.g. normality and relatively large sample sizes). Prior to analysis, rigorous data cleaning was undertaken to eliminate entry errors and ensure the reliability of the results. This methodological rigor reinforces the study's alignment with positivist principles and its aim to generate empirically grounded, generalizable insights into organizational change dynamics in higher education.

RESULTS

This study predominantly relies on quantitative data from research conducted among lecturers at higher education institutions in Padang, West Sumatra. The first section details the respondents' demographic characteristics, followed by a descriptive analysis. The study employed PLS-SEM to test the research hypotheses.

Respondent Demographic Characteristics

In the social sciences, the characteristics or profile of respondents are crucial to ensure that the information gathered originates from the appropriate demographic, distinct from pure scientific research. Essentially, this provides valid and pertinent data about the study's subjects. Thus, respondent information should be reviewed before applying descriptive analysis and other statistical methods. Two hundred thirteen lecturers (n=213) participated as respondents in this study. Figure 2 presents the demographic breakdown of respondents based on age.

The respondents' demographic profile also encompasses the lecturers' academic rank. The outcomes of the demographic descriptive analysis according to lecturer grade are illustrated in figure 3.

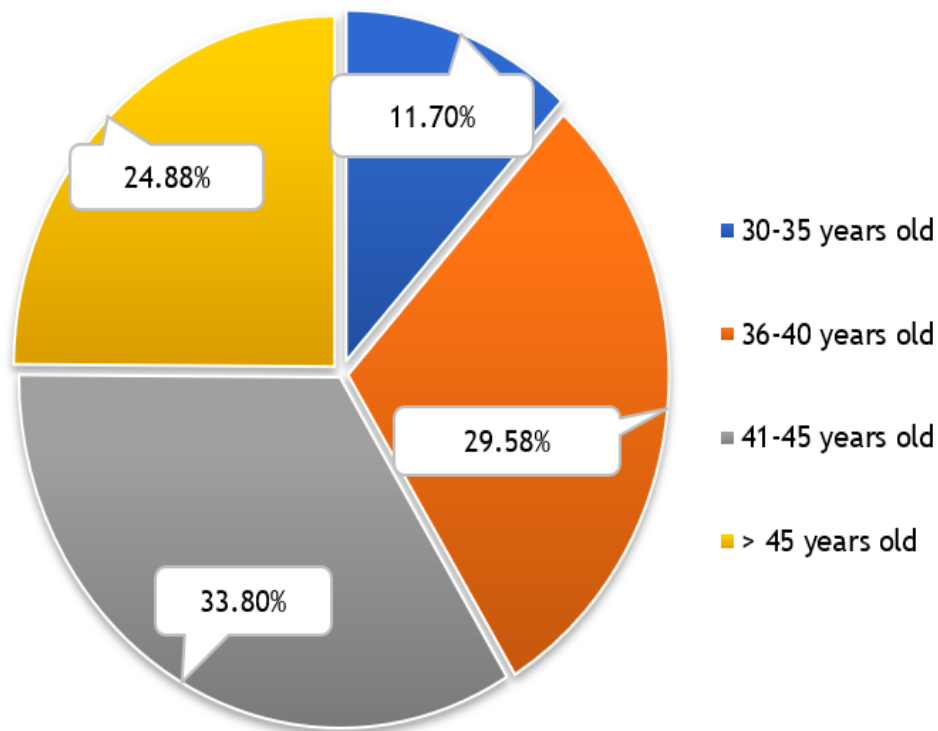


Figure 2. Demographics based on age

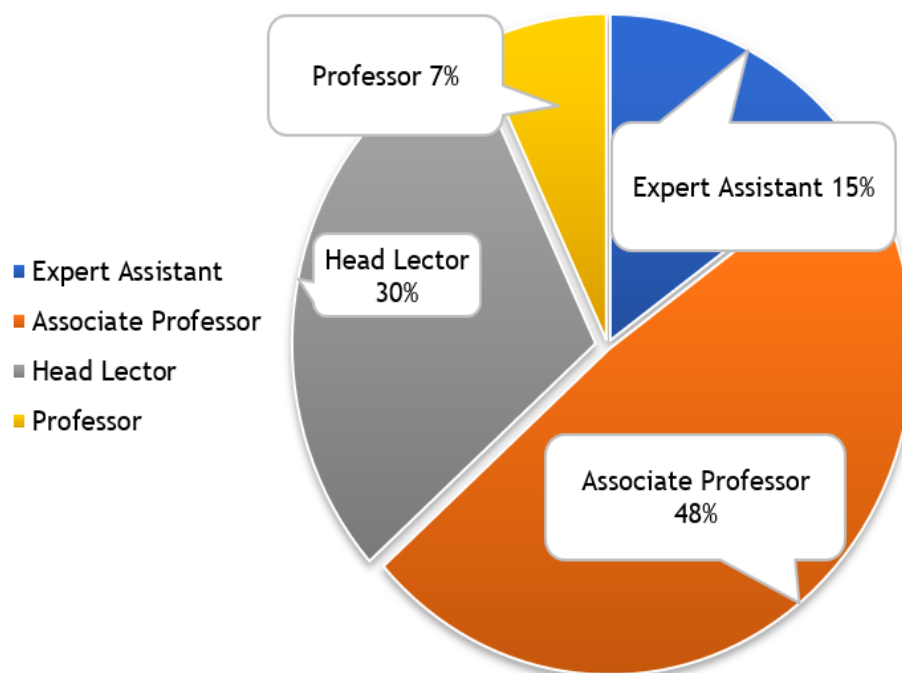


Figure 3. Demographics based on lecturer grades

Psychological Empowerment

Descriptive statistical analysis, using mean scores and standard deviations, was applied to assess the psychological empowerment among lecturers in public higher education institutions. On average, psychological empowerment among lecturers is at a high level ($M=5,17$, $SD=0,775$). A summary of the descriptive analysis results for the various dimensions of psychological empowerment is depicted in figure 4.

Meanwhile, all aspects of psychological empowerment are at high levels, and figure 4 indicates that the “meaning” dimension of psychological empowerment ($M=5,46$, $SD=0,696$) achieves the highest mean score among all dimensions. In contrast, the “impact” dimension ($M=4,92$, $SD=0,811$) has the lowest mean score.

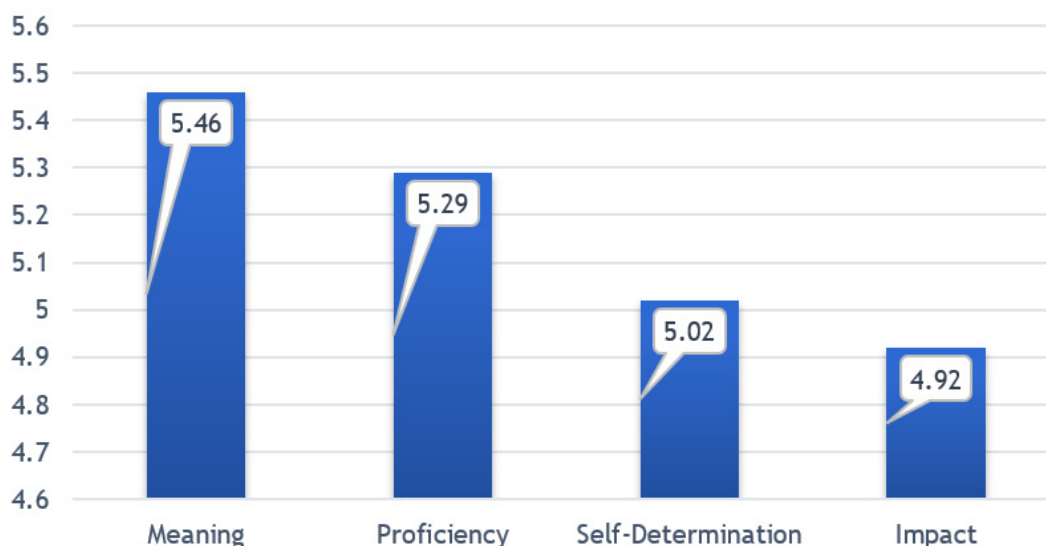


Figure 4. Results of a descriptive analysis of psychological empowerment dimensions

Organizational Justice

Descriptive statistical analysis, incorporating mean scores and standard deviations, was used to measure the level of organizational justice among lecturers in public higher education institutions. The average organizational justice level among lecturers is high ($M = 4,35$, $SD = 0,933$). Figure 5 summarizes the descriptive analysis results for the different dimensions of organizational justice.

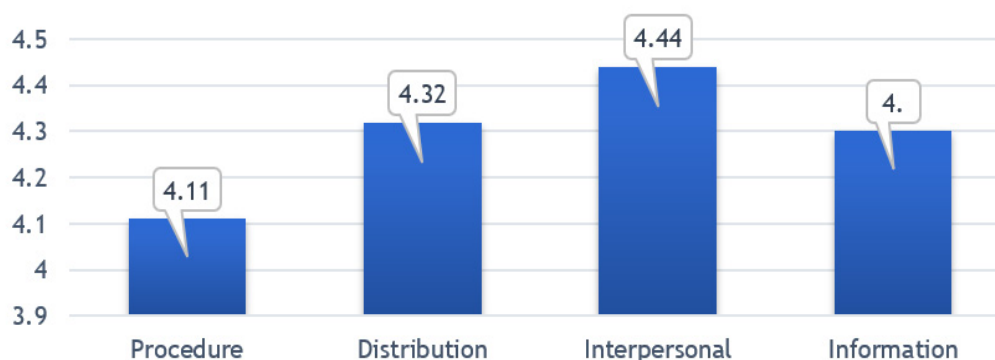


Figure 5. Descriptive analysis results of organizational justice dimensions

Most dimensions of organizational justice namely, procedural, distributive, and informational are at a moderate level, while only one dimension, interpersonal justice, is at a high level. Consequently, the interpersonal justice dimension within organizational justice ($M = 4,44$, $SD = 0,921$) achieves the highest mean score among all dimensions, while the procedural justice dimension ($M = 4,11$, $SD = 0,928$) has the lowest mean score.

Receipt of Supervisor Support

Every aspect of perceived supervisor support is rated high, with all items scoring above 4,34 on average ($M = 4,34$). Among these high-scoring items, the one reflecting that the lecturer's supervisor values their opinions has the highest mean score ($M = 4,74$; $SD = 0,884$). Conversely, the item suggesting that the lecturer's supervisor cares about them has the lowest mean score among all items ($M = 4,58$; $SD = 1,015$). Overall, the mean score across all items indicates that perceived supervisor support among lecturers is high ($M = 4,68$; $SD = 0,962$).

Willingness to Change

Descriptive statistical analysis, incorporating mean scores and standard deviations, was used to evaluate the level of readiness to change among lecturers in public higher education institutions. The average score across all items indicates that lecturers' readiness to change is high ($M = 5,18$, $SD = 0,708$). A summary of the descriptive analysis results for the various dimensions of readiness to change is depicted in figure 6.

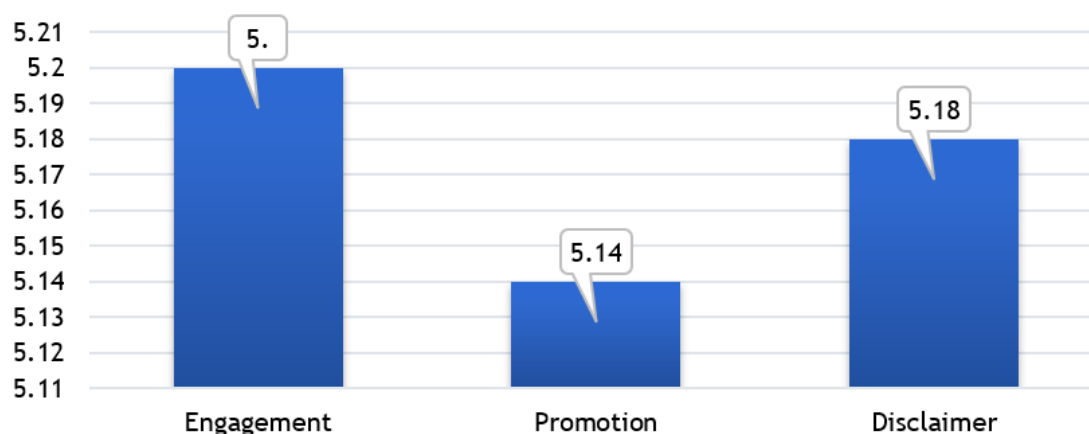


Figure 6. Descriptive analysis results for the dimensions of willingness to change

Although all dimensions of willingness to change are rated high, figure 6 shows that the “involvement” dimension of willingness to change ($M = 5,20$, $SD = 0,716$) has the highest mean score. Conversely, the “promotion” dimension ($M = 5,14$, $SD = 0,726$) has the lowest mean score.

Commitment to Organizational Change

Descriptive statistical analysis, utilizing mean scores and standard deviations, was applied to assess the level of commitment to organizational change among lecturers in public higher education institutions. The average score across all items indicates that lecturers’ commitment to organizational change is high ($M = 5,21$, $SD = 0,601$). Figure 7 summarises the descriptive analysis results for organizational change commitment dimensions.

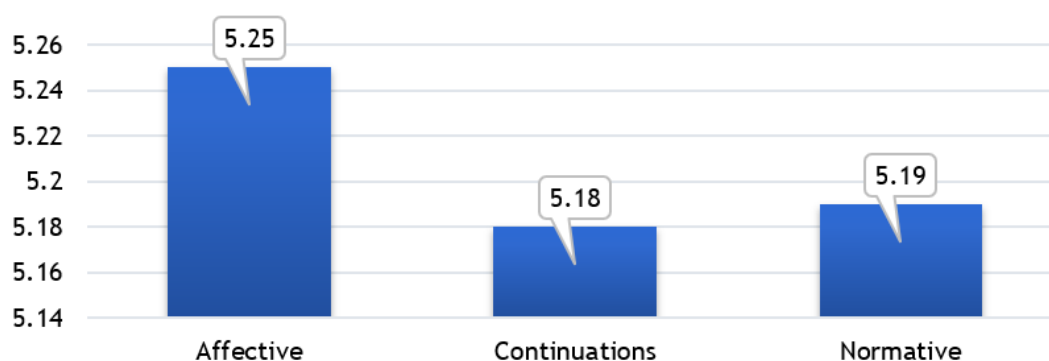


Figure 7. Descriptive analysis results for dimensions of commitment to organizational change

While all dimensions of commitment to organizational change are rated high, figure 7 shows that the affective dimension has the highest mean score ($M = 5,25$, $SD = 0,623$). In contrast, the continuity commitment dimension has the lowest mean score ($M = 5,18$, $SD = 0,588$).

Power Structure Equation Modeling Two Least Squares

Structural Equation Modeling, a second-generation multivariate analysis method, enables evaluating theoretically supported causal models.⁽²³⁾ the model imposes some daunting assumptions and restrictions (e.g. normality and relatively large sample sizes PLS-SEM is a two-step analytical approach. The first stage examines the internal or measurement model, requiring validation and reliability tests through confirmatory factor analysis. The second stage focuses on the external or structural model, analyzing the interactions between exogenous and endogenous variables. Various tests assess the measurement and structural models.^(24,25) and the second one is based on variance (partial least squares

Measurement Model Evaluation

This section outlines all the methodologies utilized in the analysis for the current study. Given that the

PLS-SEM technique was employed, confirmatory factor analysis (CFA) was conducted to ensure the reliability and validity of the research instrument. The initial stage, the reflective measurement model, was completed, with the results in figure 8. The independent variables in this study were evaluated through three dimensions: psychological empowerment, organizational justice, and perceived supervisor support.

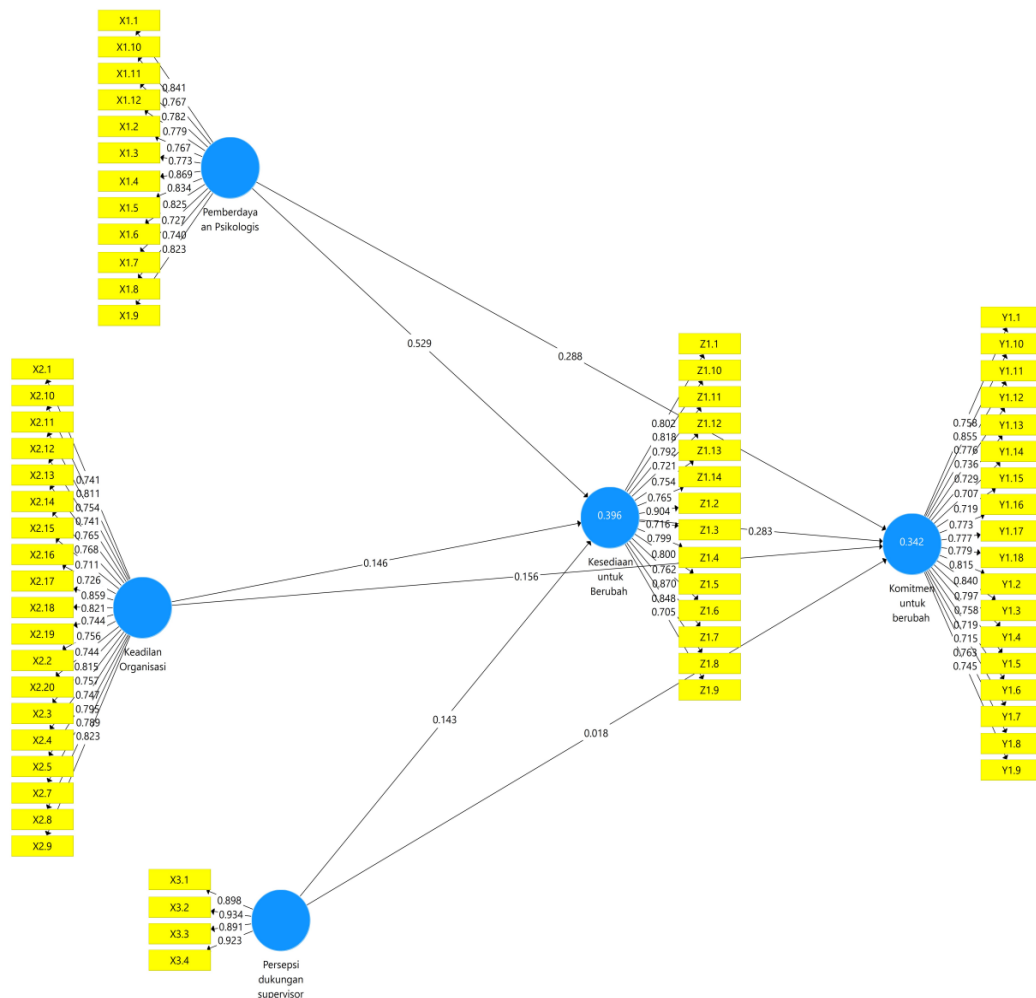


Figure 8. Analysis results for the dimensions of commitment to organizational change

Indicator Reliability

Discriminant validity can be evaluated using three essential methods: the Fornell and Larcker criterion Afthanorhan et al.,⁽²⁶⁾ the cross-loading criterion from Saragih et al.,⁽²⁷⁾ and the Heterotrait-Monotrait Ratio from Yusoff et al.,⁽²⁸⁾. The Fornell-Larcker criterion is employed to evaluate discriminant validity by examining the degree of correlation within a construct. This criterion indicates that a construct should have more significant variance with its measures than other model constructs.⁽²⁹⁾ followed by a discussion of situations in which PLS-SEM should be the method of choice for structural equation modeling. It is argued that PLS-SEM is appropriate when complex models are analyzed, when prediction is the focus of the research - particularly out-of-sample prediction to support external validity, when data do not meet normal distribution assumptions, when formative constructs are included, and when higher-order constructs facilitate better understanding of theoretical models. The most up-to-date guidelines for applying PLS-SEM are provided, and step-by-step guidance is offered on how to apply the method using an R statistical package (i.e., SEMinR Based on table 2, the results indicate that the model's discriminant validity has been successfully confirmed.

The second evaluation method, as Chin,⁽³⁰⁾ outlined, involves assessing discriminant validity by examining indicator loadings relative to all construct correlations, known as Cross-Loading. The cross-loading output, generated by the PLS Algorithm function, requires each indicator's loading to be greater than its cross-loadings with other constructs.⁽³¹⁾

The cross-loading output from PLS between constructs and indicators demonstrates that each dimension's items load more heavily on their corresponding latent variable than on other variables. Each block's weight is higher than those in the same row and column. This pattern of loadings is consistent with the conceptual model, distinctly distinguishing each latent variable. As a result, the cross-loading output validates the discriminant

validity of the measurement model based on Chin's second assessment,⁽³⁰⁾ leading to the conclusion that the model is discriminantly valid,⁽³²⁾ while retaining their objectivity in a specific domain. This pilot study aimed to test the validity and reliability of adapted scales that incorporated four sources of self-efficacy (mastery experiences, vicarious experiences, social persuasion, and emotional and physiological states).

The heterotrait-monotrait correlation ratio (HTMT) is a relatively new approach for assessing discriminant validity in PLS-SEM.⁽³³⁾ The HTMT results in table 3 (highlighted in bold) indicate no issues with discriminant validity, as they meet the $HTMT < 0,85$ threshold. This implies that the HTMT method does not identify collinearity issues among the variables, confirming the measurement model's discriminant validity. In summary, the reflective measurement model assessment—including tests for reliability, convergent validity, and discriminant validity—shows acceptable reliability and validity, supporting parameter estimation in the structural model.

Table 2. Fornell larcker criteria					
	Psychological Empowerment	Organizational Justice	Receive Superior Support	Willingness To Change	Organizational Change Commitment
Psychological Empowerment	0,795	-	-	-	-
Organizational Justice	0,249	0,773	-	-	-
Receive Superior Support	0,082	0,549	0,912	-	-
Willingness To Change	0,577	0,356	0,266	0,792	-
Organizational Change Commitment	0,492	0,339	0,203	0,510	0,766

Table 3. HTMT test results					
	Psychological Empowerment	Organizational Justice	Receive Superior Support	Willingness To Change	Organizational Change Commitment
Psychological Empowerment	-	-	-	-	-
Organizational Justice	0,251	-	-	-	-
Receive Superior Support	0,091	0,578	-	-	-
Willingness To Change	0,593	0,357	0,274	-	-
Organizational Change Commitment	0,505	0,341	0,208	0,525	-

Overall Findings of the Measurement Model

The measurement model results lead to several conclusions. Before analyzing the findings, the reflective measurement model was tested, with all variables classified as reflective constructs. Reliability and validity tests confirmed that the measurement model in this study is valid and suitable for estimating parameters in the structural model. Based on the finalized measurement model, the Organizational Change Commitment (reflective-endogenous construct) can be explained by one reflective construct (Readiness for Change - endogenous) and three reflective constructs (exogenous), which are psychological empowerment, organizational justice, and perceived supervisor support.

DISCUSSION

This study investigated the structural relationships among psychological empowerment, organizational justice, and perceived supervisor support in predicting lecturers' willingness to change and commitment to organizational change. The analysis revealed that psychological empowerment emerged as the strongest predictor of willingness to change ($\beta = 0,521$, $t = 5,293$, $p < 0,05$), confirming Hypothesis H1. This finding

supports the notion that meaning, competence, self-determination, and impact are essential drivers of change readiness. It aligns with prior studies by Menon & Suresh,⁽³⁴⁾ and Alotaibi et al.,⁽³⁵⁾ who emphasized that empowered individuals are more adaptive and responsible in dynamic environments. In academic settings, cultivating internal motivation and agency appears to significantly enhance lecturers' openness to institutional transformation.

In support of Hypothesis H2, organizational justice also had a significant positive effect on willingness to change ($B = 0,143$, $t = 2,203$, $p < 0,05$). This result is consistent with the findings of Hennessy et al.,⁽³⁶⁾ and Zhao et al.,⁽³⁷⁾ who argue that fairness in processes, outcomes, and interpersonal interactions fosters psychological safety, thereby enabling employees to embrace change efforts. In the university context, fairness in resource allocation, transparency in decision-making, and respectful communication serve as critical enablers of change readiness.

Perceived supervisor support (Hypothesis H3) was likewise found to significantly predict willingness to change ($B = 0,149$, $t = 2,110$, $p < 0,05$), echoing the findings of der Kinderen et al.⁽³⁸⁾ Encouragement and trust from academic leaders play an essential role in motivating staff to engage with transformation. However, this support did not translate into a significant direct effect on commitment to change ($B = 0,021$, $t = 0,244$, $p > 0,05$), thus rejecting Hypothesis H6. This contrasts with earlier research by Srimulyani & Hermanto, 2022,⁽³⁹⁾ suggesting that while supervisor support may initiate willingness, it may not be sufficient to sustain deeper, long-term commitment without the presence of internal psychological conditions such as trust and autonomy.

Supporting Hypotheses H4 and H5, both psychological empowerment ($B = 0,284$, $t = 2,183$, $p < 0,05$) and organizational justice ($B = 0,150$, $t = 2,224$, $p < 0,05$) also significantly influenced commitment to organizational change. These findings resonate with studies by Al Otaibi et al.,⁽⁴⁰⁾ Fragkos et al.,⁽⁴¹⁾ and Abuelhassan et al.,⁽⁴²⁾ affirming that empowered individuals and those who perceive fairness are more likely to remain engaged and loyal during transitions. Empowerment, in particular, offers intrinsic motivation that sustains effort beyond initial willingness, while justice ensures that change processes are perceived as legitimate and equitable.

Furthermore, the results supported Hypothesis H7, which posited a direct link between willingness to change and commitment ($B = 0,285$, $t = 2,883$, $p < 0,05$). This aligns with research by Errida & Lotfi; Peng et al.,^(18,43) reinforcing the view that willingness is not merely reactive, but a proactive condition essential for enduring commitment. Leadership engagement, transparent processes, and inclusive dialogue are therefore pivotal in nurturing this readiness.

Mediation analysis further revealed that willingness to change mediates the effects of psychological empowerment (H8: $p = 0,010 < 0,05$), organizational justice (H9: $p = 0,043 < 0,05$), and perceived supervisor support (H10: $p = 0,049 < 0,05$) on commitment to change. These partial mediations suggest that while empowerment, fairness, and support are foundational, they must be internalized through personal willingness before they can influence deeper behavioral commitment. These insights are consistent with mediation models by Jabeen & Ali; Olafsen et al.; and Faupel & Helpap,^(44,45,46) emphasizing the bridging role of willingness to change as a key psychological mechanism.

From a statistical perspective, the exogenous constructs—psychological empowerment, organizational justice, and perceived supervisor support explained 38,7 % of the variance in willingness to change ($R^2 = 0,387$). Meanwhile, willingness to change explained 33,0 % of the variance in organizational change commitment ($R^2 = 0,330$). The effect size (f^2) further indicated that psychological empowerment had the largest contribution, with smaller but meaningful contributions from justice and support. Although the combined direct effects on organizational change commitment were modest, the Q^2 values confirmed the model's predictive relevance, suggesting that the constructs examined are significant predictors of change dynamics in academic institutions.⁽⁴⁷⁾

Taken together, these findings confirm the causal relationships among psychological empowerment, organizational justice, perceived supervisor support, willingness to change, and commitment to organizational change. They emphasize that willingness to change is a crucial mediating variable, transforming psychological and structural antecedents into sustained organizational commitment. For public universities undergoing transformation, this study highlights the imperative to prioritize empowerment strategies, fairness in institutional processes, and supportive leadership, while recognizing that true commitment is most effectively built by fostering readiness and willingness to change among academic staff.

LIMITATIONS

Despite the comprehensive nature of this study, several limitations should be acknowledged. Firstly, the study's reliance on a cross-sectional design limits its ability to establish causality definitively. While relationships between variables were explored, the temporal sequence of events remains ambiguous. Future research could employ longitudinal designs to understand better how changes in variables over time influence organizational change commitment. Secondly, the study's focus on lecturers from specific higher education institutions in Padang, West Sumatra, restricts the generalizability of findings beyond this context. Different organizational cultures, educational settings, or demographic characteristics of participants could yield varying results. Future

studies should consider diverse samples to enhance the external validity of findings.

Furthermore, the data collection method, primarily utilizing self-reported measures through questionnaires, introduces potential biases such as social desirability or respondent fatigue. While efforts were made to ensure anonymity and confidentiality, these factors may have influenced participants' responses. Future studies could employ mixed-method approaches or observational techniques to complement self-report data. Ultimately, while Partial Least Squares Structural Equation Modeling (PLS-SEM) was chosen for its suitability with smaller sample sizes and exploratory purposes, this methodological choice may affect the precision of estimates compared to other structural equation modeling techniques. Future research could employ alternative statistical techniques to validate the robustness of findings.

CONCLUSION

This study enhances the understanding of how psychological empowerment, organizational justice, and supervisory support influence lecturers' commitment to organizational change in public universities, particularly through the mediating role of willingness to change. The findings reveal that psychological empowerment and organizational justice significantly affect both lecturers' willingness to change and their commitment to organizational change, supporting previous studies. Although supervisory support does not directly influence commitment, it exerts a significant indirect effect through its impact on willingness to change, in line with the mediation frameworks proposed by Faupel & Helpap; Jehanzeb & Mohanty. These results highlight that promoting psychological empowerment and perceived fairness, along with fostering supportive leadership, are key drivers in strengthening lecturers' commitment to organizational change within academic institutions.

From a practical perspective, these findings emphasize that successful organizational change is not solely driven by top-down policies but requires the active involvement of empowered and fairly treated academic personnel. Therefore, university leaders are encouraged to implement strategies that promote empowerment, ensure transparent decision-making processes, and cultivate strong supervisory relationships. Such efforts can significantly enhance institutional responsiveness and ensure long-term sustainability amid ongoing changes.

FUTURE WORK

Building on this study's findings, future research can explore several promising directions. First, it would be valuable to examine how contextual factors such as institutional policies, leadership styles, and organizational climate influence the relationships among psychological empowerment, organizational justice, perceived supervisor support, willingness to change, and organizational change commitment. Additionally, investigating how individual characteristics (e.g., gender, tenure status, academic discipline) moderate these relationships may yield more nuanced insights. Longitudinal studies are also recommended to assess how changes in the independent variables over time affect commitment to change, thereby providing stronger causal evidence and informing long-term organizational strategies. Finally, incorporating qualitative methods could enrich the findings by capturing participants' deeper experiences and perceptions, offering a comprehensive understanding of change processes in higher education institutions.

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