
Procedural Justice and Readiness for Change Among Vocational School Teachers: the Mediating Effects of Leader Member Exchange and Perceived Organizational Support

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Abstract

The goal of this research is to ascertain the impact of procedural justice in having an impact readiness for change with perceptions of organizational support and leader member exchange as mediating variables at State Vocational High Schools in Pariaman City, West Sumatera, Indonesia. The study employed a quantitative technique using a Likert scale to quantify variables using primary data gathered through questionnaires. A total of 193 teachers made up the study's population. The analysis's findings demonstrated that procedural justice positively affects perceptions of organizational support, leader-member exchanges, readiness for change, participation readiness for change, and perceptions of organizational support. Additionally, the leader member exchange positively affects readiness for change, and perceptions of organizational support positively affect a leader member exchange. Finally, the relationship between procedural justice and readiness for change is mediated by perceptions of organizational support and leader-member exchange.

Keywords: Readiness for Change, Procedural Justice, Perception of Organizational Support, Leader Member Exchange

1. Introduction

The school environment often faces changing trends, globalization, and technological advances. Schools must continuously review their methods, tactics, and cultures (Cummings & Worley, 2014). Consistency in making changes is arguably the key to survival. Therefore, organizations constantly facing pressure will find it difficult to initiate and implement change. One of the main causes of change failure is attitude toward change (Ahmad & Cheng, 2018). Teachers frequently become afraid of organizational change and view its implementation as an unfair act since they are unaware of its potential benefits (Ford et al., 2010). Therefore, forming a positive attitude in teachers is considered crucial to the implementation of change's success. Recent research highlights the significance of teacher readiness for change in school organizations (Du et al., 2022), stating that readiness for change occurs primarily in the teaching practice environment, indicating that it is important to encourage personal awareness, effort, and preparedness for the

objectives of putting education into practice for sustainable development. Furthermore, in the context of organizational transformation, teachers will develop an attitude of organizational support if they believe their organization to be supportive. This phenomena is known as perceived organizational support, and it occurs when instructors reciprocate their support (Katsaros & Tsirikas, 2022). The justice factor in the context of organizational reform has received minimal attention from researchers, who have mostly focused on organizational justice as a whole (Arnéguy et al., 2018).

In order to integrate and harmonize organizational strategy, people, processes, and culture, change is required (Asfaw, 2017). Change is inevitable and a crucial aspect of organizational life since it affects the organization's long-term success and survival (Aziz et al., 2024; Dekal et al., 2024; Fasni et al., 2024; Yuliawati et al., 2025). As stated by (Rafferty et al., 2013), nearly two-thirds of organizational efforts to guarantee intended change fail. Opinions, attitudes, and motives about the necessary changes and the ability of the organization to carry them out with success are referred to as readiness for change. (Oreg et al., 2011). Organizational justice is the term used to describe how people feel about the company treating them fairly (Kebede & Wang, 2022). A person's evaluation of organizational choices and decision-making processes is known as justice. The phenomena in State Vocational High Schools in Pariaman City West Sumatera, Indonesia include the relatively small number of organizations implementing persuasive strategies for teachers regarding readiness for change. The level of teacher participation in using digital attendance is still relatively low. The use of digital teaching media in the learning process is still relatively little used by teachers. The low readiness of teachers for change in State Vocational High Schools in Pariaman City West Sumatera, Indonesia reflects the possibility of obstacles faced in adapting to the changes implemented. This low readiness might be brought on by a number of things, including a lack of understanding or understanding of the significance of change, limited support from management, or even internal resistance from the teachers. Given the important role of teachers in the education process, teacher readiness is necessary to achieve the expected goals of change, both in terms of improving the quality of learning and achieving the school's strategic objectives.

Therefore, more intensive efforts are needed to build awareness and commitment among teachers so that they are more involved in readiness for change. These efforts can include organizing training, more effective socialization of change benefits, and developing a support system to help teachers face change challenges. With the right strategy, it is hoped that the level of teacher readiness can increase and align with the school's vision in facing the challenges of education in the current era. Furthermore, no study has examined how the relationship between justice dimensions is impacted by organizational support interventions, leader member exchange, and change readiness and readiness for change sequentially. This study contributes by developing a basic mechanism that tests the impact of procedural justice dimensions on readiness for change by empirically analyzing the role of procedural justice interventions, organizational support, and leader-member exchange. This study refers to research conducted by Rehman et al. (2021) on the psychology of resistance to change: the counteracting impacts of support, leader-member interaction, and organizational justice, as well as research by Kebede & Wang (2022) on

organizational Justice and employee readiness for change: the mediation function of perceived organizational support. Then, research by Thompson (2018) and Arnéguy et al. (2020) shows that perceived organizational support affects readiness for change. Based on suggestions for further study from previous research, Rehman et al. (2021) and Kebede & Wang (2022) that to be able to pay attention to sectors other than banking, the author is interested in studying more deeply the readiness for change that is influenced by procedural justice factors, and mediated by perceptions of organizational support and leader member exchange among teachers working at the public vocational school in Pariaman City.

II. Literature Review

Readiness for Change

Being prepared for change is a holistic mindset impacted by several factors, such as the content, process, environmental context, and individual characteristics. This readiness indicates whether a person or organization is ready to accept and implement change effectively (Bernierth et al., 2007); also, readiness for change is the ability of an organization to adopt the necessary changes through strategies that include persuasion, participation, and clear needs assessment (Drzensky et al., 2012). Readiness for change is defined as an individual's positive attitude and support towards the change proposed (Sari et al., 2024). Readiness for change is defined as a cognitive state that is a precursor to resistance or support for change. Readiness consists of four dimensions: feasibility of change, assistance from management, self-education, and individual advantages (Holt et al., 2007). Readiness for change is closely related to employees' perceptions of organizational Justice, which influences how they respond to changes proposed by the organization (Fuchs & Edwards, 2012). According to Rafferty et al. (2013), readiness for change creates a positive foundation that allows individuals and teams to adapt more quickly and effectively to change demands. When employees feel ready, they are more likely to understand the purpose of the change and adapt well. It has implications for improving individual and organizational performance as a whole. According to Rehman et al. (2021), Distributive justice, procedural justice, interactional justice, perception of organizational support, and leader member interaction are all factors that affect change readiness.

Procedural Justice

A person's opinion on the impartiality of the decision-making process, including their representation, correctness, and consistency, is known as procedural justice (Colquitt et al., 2001). Procedural Justice is a fair process in which individuals feel that decisions are made fairly, even if the decisions are not always favourable (Sunshine & Tyler, 2003). Procedural Justice is the fair treatment and respect for individual rights in decision-making by authorities (Sunshine & Tyler, 2003). Procedural Justice is an important element that strengthens the legitimacy of authority where people feel recognized and valued equally in the procedures applied. Murphy (2022) defines procedural Justice as an important aspect of building social legitimacy. People tend to cooperate with authorities that they perceive to be fair in their processes (Hough et al., 2010). According to Sunshine & Tyler (2003), the perception of procedural Justice can increase an individual's feeling of responsibility and dedication to the

decisions made. They explain that when individuals feel heard, and their opinions are taken into account during the process of making decisions, they are more likely to agree with suggested modifications. Procedural Justice creates respect and trust among workers, which is particularly crucial when confronted with the uncertainty that often accompanies change.

Organizational support can be improved with the help of coworkers and managers, growth opportunities, and organizational justice (Fu & Lihua, 2012; Cheung, 2013; Jacobs et al., 2014). The dimension of organizational Justice, distributive Justice, is rooted in equity theory and refers to teachers' opinions about how organizational rewards and results are distributed (Niehoff & Moorman, 1993). According to Kurtessis, et al (2017) other research has clearly demonstrated the connection between distributive justice and organizational support. Several studies support this argument (Loi, 2006; Eisenberger, 2002; Fu & Lihua, 2012). Therefore, if a company has fair rules and procedures implemented to distribute outcomes, it will create perceptions of organizational support among its teachers (Loi et al., 2006). Procedural justice has been shown to positively impact views of organizational support in a number of prior studies, including study by Rehman et al. (2021), Kebede & Wang (2022), and Edosomwa et al. (2023). The study's hypothesis:

H1: Organizational support is positively impacted by procedural justice.

When evaluating the quality of LMX, the organization's use of procedural justice is also crucial. Let's say a teacher believes the organization's distributing processes are appropriate. If that's the case, they'll probably think their company treats them fairly. This will result in high-quality LMX by fostering confidence and trust in its administration. Lee, et al (2010) argue that two facets of justice are distributive justice and procedural justice are connected to LMX. Several previous studies have empirically proven that leader-member interaction is positively impacted by procedural justice, namely research conducted by (Rehman et al., 2021; Kebede & Wang, 2022). The hypothesis in this study:

H2: Leader-member communication is positively impacted by procedural justice.

According to Masterson et al. (2000) social exchange ties between superiors and subordinates are encouraged when there is a perception of strong organizational support. Then this is also strengthened by Kurtessis, et al (2017) state that the perception of organizational support positively affects readiness for change. When procedures for change are designed and implemented fairly, teachers typically feel more assured in the goals and benefits of the change. Several previous studies have empirically proven that procedural Justice has a positive effect on readiness for change, namely research conducted by (Kebede & Wang, 2022; Rehman et al., 2021; Gigliotti et al., 2019; Shah, 2010). The hypothesis in this study:

H3: Readiness for change is positively impacted by procedural justice.

Perception of Organizational Support

The idea that organizational support boosts employee motivation and role dedication is known as perceived organizational support (**Novrilisma & Mustafa, 2023**). When workers believe Perceived organizational support is the idea that the business values their work and cares about

their well-being. This study found that POS affects employee psychological well-being, increasing their work engagement (Imran et al., 2020). Resi et al. (2024) state that Employee impressions of the organization's level of support and ready to help when needed are known as the organization's perception of organizational support for employees. Perceived organizational support is an extra-role behaviour of employees that mediates the role of behaviour in hiding knowledge. Perceived organizational support is closely related to employee job satisfaction and proactive behaviour (Zadeh et al. 2022), POS can reduce emotional exhaustion and improve employee extra-role performance through positive behaviour in the workplace. Ain, Noor, et al (2022). Eisenberger et al. (2002) state that perceived organizational support refers to employees' beliefs believe the company values their contributions and is concerned about their well-being. When workers feel supported, they are more inclined to have high commitment and motivation to adapt to change. Rafferty et al. (2013) also emphasized that support from the organization, especially in the form of guidance, resources, and trust from leaders, helps reduce employee uncertainty and anxiety when facing change. In their view, this support creates a sense of security and trust in employees, making them more ready and open to planned changes.

Because the change process involves enforcing daily actions, organizational support is critical in conveying change readiness (Gigliotti et al., 2019b). This means developing supportive organizational attitudes and behaviours that may be deemed necessary for change readiness. Perceptions of Organizational Support: Teachers are encouraged by organizational assistance to get ready for the process of implementing change (Eby, 2000; Mitchell, 2012). As stated by Kurniawan (2021), organizational support is associated with feelings of organizational support for change direction, implying that organizational support can also foster readiness. The sense of organizational support has been shown to positively impact change readiness in a number of prior studies, including research conducted by Kebede & Wang (2022), Rehman (2021); Gigliotti (2019); Putra (2021); Arnéguy (2018). The hypothesis in this study:

H4: Readiness for change is positively impacted by the perception of organizational support.

The literature suggests that when it comes to handling opposition to change, the quality of the connection between management and instructors is critical (Ford et al., 2010). Teachers' fear of the unpredictable future that comes with change is one of the valid reasons why change techniques don't work. It is necessary to mold teachers' emotions, behaviors, and self-confidence so they are prepared for change. Soenen & Melkonian (2017) suggested that teachers' reactions to change are significantly influenced by their sense of fairness. The interaction between procedural justice and change readiness is mediated by the feeling of organizational support, as demonstrated empirically by a number of earlier studies, including by Rehman (2021) and Kebede & Wang (2022). The hypotheses in this study are:

H6: Procedural justice and change preparedness are mediated by perceived organizational support.

Leader-Member Exchange

The "exchange result" of two-way partnerships with mutually beneficial outcomes is leader-member exchange. Between employees and managers, members and leaders, and workers (Liden

et al., 1993; Scandura, 1999). For each of their subordinates, managers typically employ a particular management style. Each member and the leader have a unique relationship known as LMX, and members with stronger ties to the leader typically receive more perks, like more engaging assignments and assistance (Martin et al., 2016). LMX is a two-dimensional relationship between leaders and members, namely social and economic relationships. Social relationships focus on trust and personal involvement, while economic relationships are more formal and transaction-based (Martin et al., 2016). **Within the workgroup, the quality of LMX interactions establishes an unofficial hierarchy, with individuals with better LMX quality having more access to the leader's resources and a higher standing in the group.**

Because instructors in these connections are frequently admired for their work by their leaders, high-quality LMX interactions among teachers in any business foster a sense of loyalty, like, and respect for their leaders (Brower et al., 2000). Studies that were carried out by Rahmalisa et al. (2023) demonstrates that leader-member interaction has a favorable impact on transition preparedness. Likewise, Thompson (2018) asserts that readiness for change is positively impacted by leader-member interaction. The benefits of leader-member interaction on transition preparedness have been demonstrated empirically in a number of earlier studies, including those by Rehman et al. (2021), Rahmalisa et al. (2023), and Thompson (2018). The hypothesis in this study:

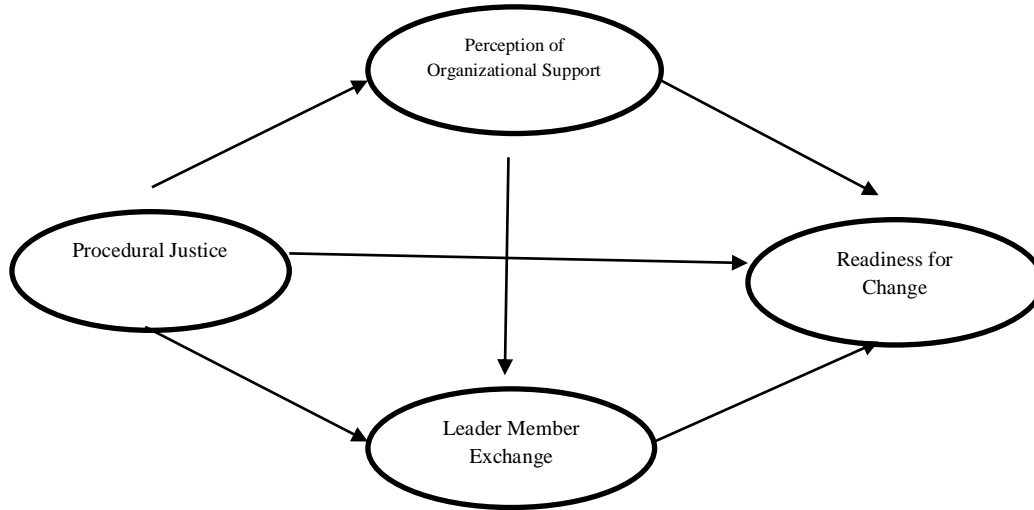
H5: Readiness for change is positively impacted by leader-member exchange.

According to a number of studies, mistrust of the people implementing change makes employees more resistant to it. Therefore, when thinking about organizational change, managers or leaders need to support their staff. In the workplace, fairness is seen as the cornerstone of social interaction (Colquitt et al., 2001; Cropanzano et al., 2001; Swalhi et al., 2017). When workers perceive that the company supports them, they will feel obligated to return the favor by feeling good about the company. Prior studies have demonstrated empirically that the relationship between procedural justice and change readiness is mediated by leader-member exchange, namely studies by Rehman et al. (2021). The hypotheses in this study:

H7: The relationship between procedural justice and change readiness is mediated by leader-member exchange.

Previous research has empirically proven that leader-member exchange is positively impacted by procedural justice, namely research conducted by Mathafena & Grobler (2021). The hypothesis in this study:

H8: Leader-member exchange is positively impacted by the perception of organizational support.



Conceptual Structure (Figure 1)

Method

The object of the study was at State Vocational High Schools in Pariaman City. The population in this study consisted of all teacher assemblies at State Vocational High Schools in Pariaman, totalling 201 people, consisting of Government employees teachers, Government Employees with Employment Agreements teachers, and Honorary teachers. Of the four state vocational high schools in Pariaman City, State Vocational High Schools 1 Pariaman City, 56 people; State Vocational High Schools 2 Pariaman City, 77 people. State Vocational High Schools 3 Pariaman City, 43 people; and State Vocational High Schools 4 Pariaman City, 25 people. A set of written questions is sent to respondents as part of the questionnaire, a method for gathering data, which will be answered using Google Forms. Saturated sampling, also known as census sampling, is the method employed; every member of the population is sampled. The sample used in the investigation was all teachers' councils at State Vocational High Schools in Pariaman, totalling 201 people. This study's data type is primary data, or data that was gathered straight from the original source, either from individuals or groups and from the results of filling out questionnaires using Google Forms. Sugiyono (2021) stated that a set of written questions is sent to respondents as part of the questionnaire, a method for gathering data. If the researcher is aware of the factors to be measured and what to anticipate from the respondents, the questionnaire is an effective tool for gathering data.

Readiness for change is an organization's ability to adopt necessary changes through persuasion, participation, and clear needs assessment. Readiness for change uses twelve items (12) statements adopted from Heather & Hönekopp (2008). In addition, perceived organizational support is how employees feel the company respects their contributions and is concerned about their welfare 9 statement items adopted from (Kwak et al., 2010). Leader-member exchange is the relationship between leaders and members, namely social and economic relationships. Social relationships focus on trust and personal involvement, while economic relationships are more formal and transaction-based with 5 statement items adapted from Chiu et al. (2022). Procedural

Justice is the legitimacy of authority where people feel recognized and valued equally in the procedures. with 6 statement items adopted from (Niehoff & Moorman, 1993). Variables are measured by A 5 Likert Scale measures Strongly disagree (number 1), disagree (number 2), neutral (number 3), agree (number 4), and strongly agree (number 5). The SEM-PLS is applied to analyse the data. In addition, smart pls 3 version is employed to gain the result.

iii. Results and Discussion

One hundred ninety-three respondents completed the research questionnaire distributed to the State Vocational High School Teachers' Council in Pariaman City. The results of this study describe the characteristics of respondents, the measurement model assessment (MMA), a descriptive analysis of each variable, as well as the structural model assessment (SMA), R square, and Q square.

Respondent profiles are differentiated based on gender, status, age, length of service and level of education, This is shown in the table below:

Table 1. The Participating Respondents Profile

Demographics	Category	Number of people	Percentage (%)
Gender	Man	34	17.6
	Woman	159	82.4
	Total	193	100.0
Status	Marry	166	86.0
	Not married yet	25	13.0
	Widower/Widow	2	1.0
	Total	193	100.0
Age	21 to 25 years old	2	1.0
	26 to 30 years old	28	14.5
	31 to 40 years old	59	30.6
	41 to 50 years old	81	42.0
	> 50 Years	23	11.9
	Total	193	100.0
Years of service	< 5 Years	28	14.5
	6 to 10 years	35	18.1
	11 to 15 years	59	30.6
	16 to 20 years	42	21.8
	> 21 Years	29	15.0
	Total	193	100.0
Level of education	S1	162	83.9
	S2	31	16.1
	Total	193	100.0

Demographic data from Table 1 above shows that most respondents are female, 159 people (82.4%), while the rest are male, 34 people (17.6%). The second respondent profile is distinguished by respondent status, where the majority of respondents have married status, as many as 166 people (86.0%), then unmarried status, as many as 25 people (13.0%) and widower/widow status as many as two people (1.0%). The third respondent profile is distinguished by respondent age, where the majority of respondents have an age range between 41 to 50 years, as many as 81 people (42.0%), for the small age range of 21 to 25 years, as many as two people (1.0%), for the age range of 26 to 30 years as many as 28 people (14.5%), the age range of 31 to 40 years as many as 59 people (30.6%), and the age range > 50 years as many as 23 people (11.9%). The fourth respondent profile is based on the respondent's work period, which is <5 years, with as many as 28 people (14.5%). Then there were 35 people (18.1%) working from 6 to 10 years, 59 people (30.6%) from 11 to 15 years, 42 people from 16 to 20 years (21.8%), and 29 people working > 21 years (15.0%). The fifth respondent profile is based on the respondent's education level, where most respondents possess education at the level of a bachelor's degree, 162 people (83.9%), while the remaining 31 have a master's degree (16.1%).

Measurement Assessment Model

The connection between indicators and latent variables is known as the Measurement Assessment Model. The tests performed on MMA include discriminate validity using the Fornell-Larcker criterion technique, convergent validity with outer loading > 0.7, Cronbach alpha (CA) > 0.7, composite reliability (CR) > 0.7, and average variance extracted (AVE) > 0.5. The following table displays the findings of the Measurement Model Assessment (MMA) investigation:

Table 2. Convergent Validity

Variables	Item	Outer Loading	CA	CR	AVE
Readiness for Change	RFC1	0.830	0.929	0.942	0.701
	RFC2	0.870			
	RFC3	0.751			
	RFC4	0.828			
	RFC5	0.882			
	RFC6	0.847			
	RFC8	0.846			
Perception of Organizational Support	POS2	0.902	0.922	0.939	0.719
	POS4	0.836			
	POS5	0.817			
	POS6	0.787			
	POS8	0.867			
	POS9	0.874			
Leader Member Exchange	LMX1	0.882	0.929	0.947	0.781
	LMX2	0.917			
	LMX3	0.883			
	LMX4	0.810			
	LMX5	0.923			
Procedural Justice	PJ2	0.883	0.917	0.933	0.751
	PJ3	0.875			
	PJ4	0.885			
	PJ5	0.870			
	PJ6	0.816			

Considering the results of convergent validity in table 2 above, the variable readiness for change has 7 statement items, perception of organizational support 6 statement items, leader-member exchange five items and procedural justice 5 statement items. All valid statement items have and meet the requirements of CA>0.7, CR>0.7, AVE>0.5, and outer loading > 0.7.

Descriptive Analysis

Descriptive statistical analysis was the technique employed to examine the data in this investigation. A statistic known as descriptive analysis is used to examine or characterize data that has been gathered in its original form without attempting to draw generalizations or conclusions that apply to the wider population. This analysis intends to describe each research variable's characteristics by presenting data into a frequency distribution table and calculating the respondent achievement rate (TCR). The TCR calculation is intended to determine how high the achievement rate of a research variable is as measured based on the answers given by respondents.

Table 3. Statistic Description (TCR)

Variables	Average	TCR (%)	Information
Readiness for Change	3.49	69.80	Currently
Procedural Justice	3.32	66.40	Currently
Perception of Organizational Support	3.53	70.60	Currently
Leader-Member Exchange	3.42	68.40	Currently

Table 6 shows that the average score of the readiness for change variable is 3.49, with a respondent achievement level of 69.80%, which falls into the moderate category. This means the readiness for change of the State Vocational High Schools teacher council in Pariaman City is still in the moderate category. Then, the average score of the procedural justice variable is 3.32, with a respondent achievement level of 66.40% falling into the moderate category. This means that procedural justice at State Vocational High Schools in Pariaman City is still in the moderate category. Furthermore, the average score of the organizational support perception variable is 3.53, with a respondent achievement level of 70.60%, which falls into the moderate category. This means that the perception of organizational support at State Vocational High Schools in Pariaman City is still in the moderate category. The average score of the leader-member exchange variable is 3.42, with a respondent achievement level of 68.40% falling into the moderate category. This means the leader-member exchange at State Vocational Schools in Pariaman City is still in the moderate category.

Structural Model Assessment

Based on substantive theory, structural model assessment explains how latent variables relate to one another. R squared (R2) and Q squared (Q2) are used to assess the structural model. The degree to which exogenous variables impact endogenous variables in this study can be ascertained using the R2 of the endogenous variables. Meanwhile, the ability to predict exogenous variables is assessed using Q2 (predictive relevance), which is determined using the blindfolding method.

The following structural model image displays the findings of the hypothesis testing conducted in this study using the bootstrapping approach:

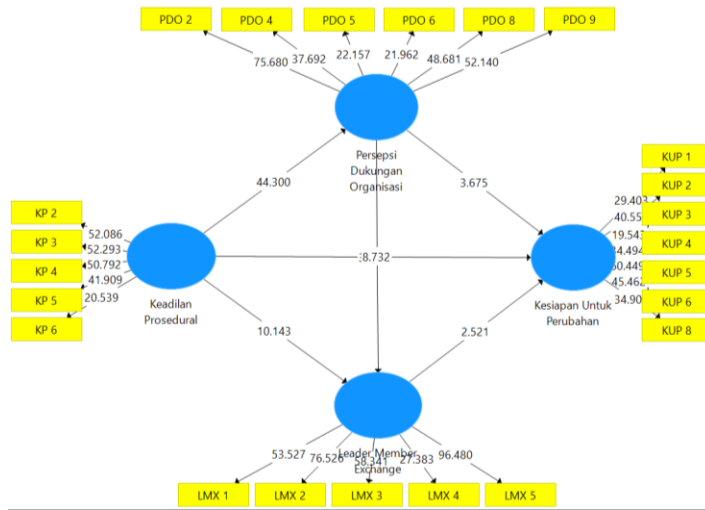


Figure 1. Structural Model Assessment

Table 4. R square and Q square

Variables	R ²	Conclusion	Q ²	Conclusion
Readiness for Change	0.767	Strong	0.532	Strong
Leader-Member Exchange	0.883	Strong	0.685	Strong
Perception of Organizational Support	0.709	Strong	0.501	Strong

Table 6 above shows the R2 value readiness for change variable of 0.767 or 76.7% (strong), leader-member exchange variable of 0.883 or 88.3% (strong), and perception of organizational support variable of 0.709 or 70.9% (strong). Each predictive relevance variable uses Q2, where a value larger than zero is required (Hair et al., 2014). It is evident from Table 6 that the Q2 value of the readiness for change variable is 0.532 or 53.2% (strong), The leader-member exchange variable is 0.685 or % (strong), and the perception of organizational support variable is 0.709 or 70.9% (strong).

Table 5. Analysis Results Structural Model Assessment

	Original Sample	T Statistics	P Values	Information
Procedural Justice -> Perception of Organizational Support	0.842	44,300	0,000	H1 Accepted
Procedural Justice -> Leader-Member Exchange	0.523	10,143	0,000	H2 Accepted
Procedural Justice -> Readiness For Change	0.314	3,500	0.001	H3 Accepted
Perception of Organizational Support -> Readiness for Change	0.300	3,675	0,000	H4 Accepted
Leader-Member Exchange -> Readiness For Change	0.298	2,521	0.012	H5 Accepted
Perception of Organizational Support -> Leader-Member Exchange	0.456	8,732	0,000	H8 Accepted

Considering Table 8 above, It is evident that procedural justice has a positive and significant impact on the perception of organizational support, as evidenced by the original sample of 0.842, T statistics of 44.300, and P values of 0.000. In this regard, H1 is accepted. It is possible to conclude that procedural justice has a positive and significant effect on leader-member exchange because the original sample of 0.523, T statistics of 10.143, and P values of 0.000 all support this conclusion H2 is accepted. T statistics of 3.500, P values of 0.001, and an original sample of 0.314 all support the conclusion that procedural justice has a positive and significant impact on change readiness (H3 is accepted). Perceived organizational support has a positive and significant impact on readiness for change, as indicated by the original sample of 0.300, T statistics of 3.675, and P values of 0.000 for this relationship (H4 is accepted). It is possible to conclude that leader-member exchange has a positive and significant effect on readiness for change because the original sample of 0.298, T statistics 2.521, and P values 0.012 all support this conclusion (H5 is accepted). With an original sample of 0.456, T statistics of 8.732, and P values of 0.000, it can be said that perceived organizational support significantly and favorably affects leader-member exchange (H8 is accepted).

Additionally, the following are the findings of the analysis of the mediatory influence of the variables of leader-member communication and organizational support perception between procedural justice and change readiness:

Table 6. Results of Analysis of Perception of Organizational Support and Leader-Member Exchange as Mediating Variables

	Original Sample	T Statistics	P Values	Information
Procedural Justice -> Perceived Organizational Support -> Readiness for Change	0.253	3,632	0,000	H6 Accepted
Procedural Justice -> Leader-Member Exchange -> Readiness For Change	0.156	2,498	0.013	H7 Accepted

Considering Table 8 above, Since the original sample size was 0.253, the T statistics were 3.632, and the P values were 0.000, it is evident that the results of the analysis of the impact of perceived organizational support as a mediating variable between procedural justice and readiness for change (KP →PDO →KUP) support the conclusion that perceived organizational support mediates the relationship between procedural justice and readiness for change, and thus H6 is accepted.

With an original sample size of 0.156, T statistics of 2.498, and P values of 0.013, the analysis of the impact of leader-member exchange as a mediating variable between procedural justice and readiness for change (KP →LMX →KUP) shows that leader-member exchange is a proven mediator of the relationship between procedural justice and readiness for change, supporting the acceptance of H7.

Discussion

Procedural Justice and Perceptions of Organizational Support

The results of the descriptive analysis revealed that implementing procedural justice variables in the State Vocational High School Teachers' Council in Pariaman is classified as moderate. This is evidenced by the average score of the procedural justice variable of 3.32 and TCR of 66.4%. Meanwhile, the perception of organizational support for the State Vocational High Schools teacher council in Pariaman is moderate. This is evidenced by the average score of the organizational support perception variable of 3.53 and TCR of 70.6%. The results of the first hypothesis test (H1) on the effect of procedural Justice on the perception of organizational support found an original sample of 0.842, T statistics of 44.300 and P values of 0.000. Thus, it can be concluded that procedural Justice has a positive and significant effect on the perception of organizational support, so the first hypothesis (H1) is accepted. The findings of this study mean that the better the level of procedural Justice, the higher the perception of organizational support at State Vocational High Schools in Pariaman City. The results of this study are in line with those by (Rehman et al., 2021; Kebede & Wang, 2022; Edosomwan et al., 2023), who found that procedural Justice has a positive effect on perceptions of organizational support.

Procedural Justice and Leader-Member Exchange

The results of the descriptive analysis revealed that the implementation of the procedural justice variable of the State Vocational High Schools teacher council in Pariaman was classified as moderate. This is evidenced by the average score of the procedural justice variable of 3.32 and TCR of 66.4%. Meanwhile, the leader-member exchange at State Vocational High Schools in Pariaman is classified as moderate. This is proven by the average leader-member exchange variable score of 3.42 and TCR of 68.4%. The results of the second hypothesis test (H2) on the effect of procedural Justice on leader-member exchange found an original sample of 0.523, T statistics of 10.143 and P values of 0.000. Thus, it can be concluded that procedural Justice significantly affects leader-member exchange, so the second hypothesis (H2) is accepted. The findings of this study mean that if procedural Justice at State Vocational High Schools in Pariaman City can increase in the future, then this condition will be able to increase leader-member exchange at State Vocational High Schools in Pariaman City. The results of this study are in line with or supported by the results of previous studies (Rehman et al., 2021); Kebede & Wang, 2022), which also found that procedural Justice has a positive effect on leader-member exchange.

Procedural Justice and Readiness for Change

The results of the descriptive analysis revealed that the implementation of the procedural justice variable of the State Vocational High Schools teacher council in Pariaman was classified as moderate. This is evidenced by the average score of the procedural justice variable of 3.32 and TCR of 66.4%. Meanwhile, the readiness for change of the State Vocational High Schools teacher council in Pariaman was classified as moderate. This is evidenced by the average score of the readiness for change variable of 3.49 and TCR of 69.8%. The results of the third hypothesis test (H3) on the effect of procedural Justice on readiness for change found an original sample of 0.314, T statistics of 3.500, and P values of 0.001. Thus, it can be concluded that procedural Justice has a positive and significant effect on readiness for change, so the third hypothesis (H3) is accepted. The findings of this study mean that the higher the level of procedural Justice, the greater the readiness for change in the teacher assembly at State Vocational High Schools in Pariaman City. The results of this study are in line with or supported by the results of previous studies (Kebede & Wang, 2022; Rehman et al., 2021; Gigliotti et al., 2019; Shah, 2010), which also found that procedural Justice has a positive effect on readiness for change.

Perceived Organizational Support and Readiness for Change

The results of the descriptive analysis revealed that the implementation of the variable of perception of organizational support of the State Vocational High School Teachers' Council in Pariaman was classified as moderate. This is evidenced by the average score of the perception of organizational support variable of 3.53 and TCR of 70.6%. While ready for change, the State Vocational High Schools teacher council in Pariaman is classified as moderate. This is proven by the average readiness for change variable score of 3.49 and TCR of 69.8%. The results of the fourth hypothesis test (H4) on the influence of perceived organizational support on readiness for

change found an original sample of 0.300, T statistics of 3.675 and P values of 0.000. Thus, it can be concluded that perceived organizational support has a positive and significant effect on readiness for change, so the fourth hypothesis (H4) is accepted. The findings of this study mean that if the State Vocational High Schools teacher council in Pariaman City can increase the perception of organizational support in the future, this condition will be able to improve readiness for change in the State Vocational High Schools teacher council in Pariaman City. The results of this study are in line with or supported by the results of previous studies (Kebede & Wang, 2022; Rehman et al.,2021; Gigliotti et al.,2019; Putra, 2021; Arnéguy et al., 2018) also found that perceptions of organizational support had a positive effect on readiness for change.

Leader-Member Exchange and Readiness for Change

The results of the descriptive analysis revealed that the implementation of the variable leader-member exchange of the State Vocational High Schools teacher council in Pariaman was classified as moderate. The average score of the variable leader member exchange obtained evidence of this. Of 3.42 and TCR 68.4%. Meanwhile, the readiness for change of the State Vocational High Schools teacher council in Pariaman is classified as moderate. It is proven by the average readiness score for the change variable of 3.49 and TCR 69.8%. The results of the fifth hypothesis test (H5) on the influence of leader-member exchange on readiness for change found an original sample of 0.298, T statistics of 2.521 and P values of 0.012. Thus, it can be concluded that leader-member exchange positively and significantly affects readiness for change, so the fifth hypothesis (H5) is accepted. The findings of this study mean that if State Vocational High Schools in Pariaman City can increase leader-member exchange in the future, this condition will improve readiness for change in the State Vocational High School teacher council in Pariaman City. The results of this study are in line with or supported by previous studies, which (Rehman et al., 2021; Rahmalisa et al., 2023; Thompson, 2018)also found that leader-member exchange has a positive effect on readiness for change.

Perceived Organizational Support as a Mediator of Procedural Justice on Readiness for Change

The results of the descriptive analysis revealed that implementing the procedural justice variable to the State Vocational High Schools teacher assembly in Pariaman was classified as moderate. This is evidenced by the average score of the procedural justice variable of 3.32 and TCR 66.4%. The descriptive analysis revealed that the implementation of the perception of the organizational support variable of the State Vocational High Schools teacher assembly in Pariaman was classified as moderate. This is evidenced by the average score of the perception of organizational support variable of 3.53 and TCR 70.6%. Meanwhile, the readiness for change of the State Vocational High Schools teacher assembly in Pariaman was classified as moderate. This is evidenced by the average readiness score for the change variable of 3.49 and TCR 69.8%. The results of the sixth hypothesis test (H6) on the perception of organizational support mediating the relationship between procedural Justice and readiness for change found an original sample of 0.253, T statistics of 3.632 and P values of 0.000. Thus, it can be concluded that the perception of organizational support mediates the relationship between procedural Justice and readiness for change, so the sixth hypothesis (H6) is accepted. The findings of this study mean that if State

Vocational High Schools in Pariaman can improve procedural Justice in the future, it will cause a high perception of organizational support and subsequently can increase readiness for change towards the State Vocational High School teacher council in Pariaman. The results of this study are supported or in line with the results of previous studies (Rehman et al. (2021) dan Kebede & Wang (2022), which prove that the perception of organizational support mediates the relationship between procedural Justice and readiness for change.

Leader-Member Exchange as a Mediating variable between Procedural Justice and Readiness for Change

The results of the descriptive analysis revealed that implementing the procedural justice variable of the State Vocational High Schools teacher assembly in Pariaman was classified as moderate. This is evidenced by the average score of the procedural justice variable of 3.32 and TCR of 66.4%. The implementation of the descriptive analysis revealed that the implementation of the leader-member exchange variable of the State Vocational High Schools teacher assembly in Pariaman was classified as high. This is evidenced by the average leader-member exchange variable score of 3.42 and TCR of 68.4%. Meanwhile, the readiness for change of the State Vocational High Schools teacher assembly in Pariaman was classified as moderate. This is evidenced by the average score of the readiness for change variable of 3.49 and TCR of 69.8%. The results of the seventh hypothesis test (H7) about leader-member exchange mediating the relationship between procedural Justice and readiness for change found an original sample of 0.156, T statistics of 2.498 and P values of 0.013. Thus, it can be concluded that leader-member exchange mediates the relationship between procedural Justice and readiness for change, so the ninth hypothesis (H9) is accepted. The findings of this study mean that if State Vocational High Schools in Pariaman City can improve procedural Justice in the future, it will be able to cause high leader-member exchange and subsequently can increase readiness for change in the teacher assembly of State Vocational High Schools in Pariaman City. The results of this study are supported or in line with the results of previous studies by Rehman et al. (2021), which prove that leader-member exchange mediates the relationship between procedural Justice and readiness for change.

Perceived Organizational Support and Leader-Member Exchange

The results of the descriptive analysis revealed that the implementation of the variable of perception of organizational support of the State Vocational High School Teachers' Council in Pariaman was classified as moderate. This is evidenced by the average score of the perception of organizational support variable of 3.53 and TCR of 70.6%. Meanwhile, the leader-member exchange at State Vocational High Schools in Pariaman is classified as moderate. This is proven by the average leader-member exchange variable score of 3.42 and TCR of 68.4%. The results of the fourth hypothesis test (H8) on the influence of perceived organizational support on readiness for change found an original sample of 0.456, T statistics of 8.732 and P values of 0.000. Thus, it can be concluded that perceived organizational support has a positive and significant effect on readiness for change, so the fourth hypothesis (H8) is accepted. The findings of this study mean that if the State Vocational High Schools teacher council in Pariaman City can increase the perception of organizational support in the future, this condition will increase leader-member

exchange at State Vocational High Schools in Pariaman City. The results of this study are in line with or supported by previous studies by Mathafena & Grobler (2021), who also found that perceptions of organizational support had a positive effect on leader-member exchange.

Iv. Conclusion

Procedural justice has an effect directly on the degree of change preparedness in the State Vocational High Schools teacher assembly in Pariaman City, according to the research findings and previous discussions. When assessing teachers' preparedness for the process of transformation, procedural justice is crucial. The association between procedural justice and change readiness is strongly mediated by leader-member communication and perceptions of organizational support. Strong organizational support can lessen resistance to change and improve teachers' preparedness for it. This support includes open communication, an awareness of teachers' needs, and the provision of sufficient resources. High organizational support can lessen the detrimental impacts of procedural unfairness on transformation, according to the relationship between the research variables. Conversely, poor views of leader-member exchange and organizational support can exacerbate the effects of procedural justice.

Useful Consequences The study's conclusions have significant real-world ramifications for corporate managers and educational leaders who are creating better plans to facilitate the successful adoption of change. Improving communication, providing greater support, and involving teachers in the change process can help create an environment conducive to active and collaborative participation. However, this study has limitations, including 1) Time constraints that resulted in the distribution of questionnaires only being distributed through social media WhatsApp groups so there was no supervision of respondents' answers; 2) There are limitations to research using questionnaires, namely that sometimes the answers given by respondents are subjective and do not show the real situation. This The study highlights the significance of paying attention to procedural Justice towards readiness for change and contextual factors, such as perceptions of organizational support and leader-member exchange in understanding and facilitating the preparedness of the teacher assembly for the organizational change process at State Vocational High Schools in Pariaman City. This study is still far from perfect, so for further research, it is recommended that the sample be expanded and new variables added.

V. Reference

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