

## **ORGANIZATIONAL SUPPORT, ORGANIZATIONAL JUSTICE, EMPLOYEE ENGAGEMENT AND JOB PERFORMANCE OF ALLIED HEALTH SCIENCES FACULTY**

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### **ABSTRACT**

This study attempted to determine the organizational support, organizational justice, and employee engagement as predictors of job performance of Allied Health Sciences faculty of the University of Perpetual Help Medical University. Specifically, it investigated the organizational support in the university as perceived by Allied Health Sciences faculty; the organizational justice in the university as perceived by them along distributive justice and procedural justice; the employee engagement in the university as assessed by them; and their job performance. Further, the study probed the relationship between the level of organizational support and the level of organizational justice; the level of organizational support and the level of employee engagement; and the level of organization justice and the level of employee engagement. Finally, it probed the predictive ability of the level of organizational support, the level of organizational justice, employee engagement, taken singly or in combination, of the level of job performance of Allied Health Sciences faculty. The descriptive-correlational research design was employed in this investigation. A sample of 72 faculty-respondents from the Allied Health Sciences, UPH-DJGT Medical University was taken using stratified random sampling technique. The study findings revealed that as perceived by the faculty-respondents the level of organization support in the university as ‘high’ with an average weighted mean of 2.74; level of organization justice, particularly distributive justice, was ‘high’ with an average weighted mean of 2.93 and in terms of procedural justice, it was also ‘high’ with an average weighted mean of 2.98; level of employee engagement as assessed by the faculty-respondents was ‘high’ with an average weighted mean of 3.03; and level of job performance of the faculty-respondents was ‘high’ with an average weighted mean of 3.04. A significant relationship was noted between the level of organizational support and level of organizational justice ( $p=0.000<0.010$ ); between the level of organizational support and level of employee engagement ( $p=0.000<0.010$ ); and between the level of organizational justice and level of employee engagement ( $p=0.000<0.010$ ). A multiple correlation was noted between level of organizational support, level of organizational justice, level of employee engagement and level of job performance ( $r=0.944$ ;  $r^2=0.891$ ). The independent variables level of organizational support, level of organizational justice and level of employee engagement explain 89.10% of the variability of the dependent variable level of job performance. They statistically significantly predicted the dependent variable level of job performance ( $F=122.600$ ;  $p=0.000<0.010$ ). Singly, the level of employee engagement strongly predicted level of job performance ( $p=0.000<0.010$ ). It was concluded in the study that he faculty-respondents have a positive perception of how the university values their contributions to the attainment of the institution’s goals and objectives, and how the university cares about their well-being; they

have a positive perception of fairness on the university's decisions and actions relative to salary, reward and punishment, and responsibility and accountability and have a positive perception of fairness on the university's decision-making process relative procedures that are just, consistent, ethical and those that respect appeal; they are zealous in their jobs, loyal to the university, and ingenious in their work. Employee engagement drives performance and employees who are engaged in their work are more likely to be motivated and remain committed to their employer; and they are behaviourally enmeshed in the transformation of the organizational resources into the services that the university produces and provides to the academic community and they are readily equipped to reach their goals in their jobs. Further, the higher the level of organizational support, the more positive is the faculty-respondents' perception of (or the higher is) the level of distributive justice; the higher the level of organizational support, the more positive is their perception of (or higher is) the level of procedural justice; the higher the level of organizational support as perceived by the faculty-respondents, the higher is their level of employee engagement; the more positive is the faculty-respondents' perception of (or the higher is) the level of distributive justice, the higher is their level of employee engagement and the more positive is their perception of (or the higher is) the level of procedural justice, the higher is their level of employee engagement. Level of organizational support, level of organizational justice, and level of employee engagement combined are the drivers of the job performance of the faculty of Allied Health Sciences of UPH-DJGTMU, while singly the level of employee engagement strongly predicts the faculty-respondents' level of job performance.

**Keywords:** Organizational Support, Organizational Justice, Employee Engagement, and Job Performance.

## INTRODUCTION

Instructors translate educational philosophy and ideology into knowledge and skills to the students. They facilitate moot discussion as well as boost the learners to work hard on their academic endeavor. Hence, it is safe to conclude that disparities on faculty's job performance may affect the students' motivation to study further. However, abovementioned performance is driven by various predictors. For instance, Kelvin (2016) indicated that private school teachers in Tanzania have a satisfactory job performance since they received both financial incentives and organizational support during their sessions. Consequently, effective motivation to teachers is exposed as one of the reasons of private school learners' leading academic performance. Thus, it is recommended that the District Inspectorate should observe routine inspections on schools and adequately fund teachers' salary since regular visits can motivate the teachers in performing well; and, that teachers regardless of their job performances should receive extra payment to increase their teaching effort.

Additionally, Emmanuel (2015) found that there are several factors which affect job performance in Ghana: (1) intrinsic motivation such as job satisfaction, logistic organization, and work environment; and (2) external motivation namely financial reward, accommodation, and transportation. These factors are relevant since they motivate workers physiologically, psychologically, and socially and encourage them to effectively perform their duties. Hence, Ghana Health Service and Ministry of Health framed a strict method on logistic operations and maintain a safe and healthy work environment as it will develop a strong support system between the executives and staffs which help in improving the job performances of allied workers. Particularly, Cha (2015) revealed that effectual organizational support is significant in explaining the satisfactory job performance of contingent faculty in one of Minnesota's

public research university. Likewise, Tuazon (2016) revealed that the faculty of Calamba East District has a high POS towards their school administrators since they believed that the latter consider their goals, interests, values, and well-being on its administrating and policy-making process. However, Salahieh (2015) found that Americans' unproductivity is rooted in their perceived ineffective organizational support. Consequently, he claimed that the vital function of employee's perceived organizational support (POS) is their reciprocity - a favorable treatment between employers and employees will be reciprocated by the recipient thru positive outcomes. It must be noted, however, that POS is developed as a response to employees' socio-emotional needs and the employers' readiness to reward work efficiency. Ergo, an urgency of understanding and supporting the workforce in academia is needed.

On one hand, Aboagye (2015) exposed that organizational justice or the implementation of fair policies and practices (i.e., distributive justice, procedural justice, and interactional justice) in an institution also controls the job performance of employees. In Ghana, the instructors' poor productivity is accounted from feeling injustice in treatment and wrongness in logistics. This premise is in line with the notion that productive academic staffs are treated fairly by the organization thru accurate information dissemination as to decisions made by the higher ups. Furthermore, Li (2015) broke down the types of organizational justice namely distributive and procedural – the latter being the perceived fairness on the decision-making process, while the former being the perceived fairness on the organization's decisions and actions. Accordingly, he revealed that US employees perceived high level of distributive justice and moderate level of procedural justice which leads into their competitive performance, while Sia and Tan (2016) proved that hotel staff in Metropolitan Cebu have positive perception on organizational justice, hence their high satisfaction and dedication to work. This is based on the premise that organizations ensure fairness to its decisions and employees' pay since these will reflect on the latter's works and contributions. Thus, the executives must treat their employees fairly to earn the latter's trust and encourage them to have top performance.

Weston (2016) discovered that effective employee engagement is related to his performance. Employee engagement in this context refers to a motivational state characterized by exertion of effort in work. Based on the obtained data, engagement and productivity fluctuate together: the investment of energy in a task is tied with low work stress and strong interpersonal relations experienced by the academic staffs. Additionally, Robertson (2018) revealed that employees' engagement in goal setting process positively impact work in England. This inspires worker to involve themselves in conversing about goal setting through communication and social interaction as it promotes less allocation of labor but more on understanding the goals to be achieved, its process, and the needed professional development to unlock it. Bernardo, et al. (2017) revealed that Filipino millennials have moderate work engagement. This connotes that age can drive the work engagement of employees as older employees seem to be more engaged on their work as they believed that their job secures their future and need. Wherefore, it is necessary for the administration to address the ebbs and flows of employees' engagement and to construct a framework in stress reduction, increase quality co-worker interactions, and meaningful tasks for the educators. Based on the aforementioned studies, it was noted that only a few studies in the local setting have been conducted yet correlating organizational support, organizational justice, and employee engagement as predictors of UPH-DJGTMU faculty's job performance. Hence, this study on the organizational support, organizational justice, employee engagement, and job performance of allied health sciences faculty was conducted for the purpose of determining the relationship between the variables as basis for predicting allied health sciences faculty's job performance.

## METHODS

This study on level of organizational support, level of organizational justice, employee engagement, and job performance of Allied Health Sciences faculty used the descriptive-correlational research design. The study used two sources of data, namely primary and secondary sources. The faculty of the UPH-DJGT Medical University Allied Health Sciences were the primary sources of data. The secondary sources were online journals, books, and the Internet. The population of this study consisted of 88 faculty of the Allied Health Sciences, UPH-DJGT Medical University. Using the Slovin's formula, a sample size of 72 was arrived at. Actual selection of the respondents was done using stratified random sampling technique.

The researcher formally and officially requested the Executive School Director of UPH-DJGTMU to allow her to conduct the study. After approval of the request, she coordinated with the Human Resource department for the official list of faculty members per college/department. During the actual gathering of data, she explained the purpose of her study to the faculty-respondents and elicited their cooperation to participate in the process of data gathering. She either conducted an online survey or personally administered the survey questionnaire to faculty who reported to school and retrieved the same immediately after its accomplishment to ensure 100% retrieval rate. Thereafter, the data were coded and encoded in Excel format then sent to the statistician for statistical treatment and initial analysis.

The statistical tools used in the treatment of data are as follows: weighted mean was used to determine the level of organizational support, level of organizational justice, employee engagement, and job performance of Allied Health Sciences faculty. Pearson Product Moment Correlation was used in determining the relationships between level of organizational support and level of organizational justice; level of organizational support and level of employee engagement; and level of organization justice and level of employee engagement. Multiple regression analysis or stepwise regression analysis was conducted to establish the predictive ability of level of organizational support, level of organizational justice and employee engagement of the job performance of Allied Health Sciences faculty.

## RESULTS AND DISCUSSION

The following are the significant salient findings of the study: the level of organization support in the UPH-DJGTMU was 'high' as perceived by the faculty-respondents with an average weighted mean of 2.74. The level of organization justice in the UPH-DJGTMU, particularly distributive justice, was 'high' as perceived by the faculty-respondents with an average weighted mean of 2.93. In terms of procedural justice, it was also 'high' with an average weighted mean of 2.98.

### Level of Organizational Support

**Table 1. Level of Organizational Support in the University as Perceived by Allied Health Sciences Faculty**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. The university/college values my contribution to its well-being.	3.11	High	1
2. If the university/college could hire someone to replace me at a lower salary, it would do so.	2.63	High	10

3. The university/college fails to appreciate any extra effort from me.	2.45	Low	11.5
4. The university/college strongly considers my goals and values.	3.03	High	2.5
5. The university/college would ignore any complaint from me.	2.45	Low	11.5
6. The university/college disregards my best interests when it makes decisions that affect me.	2.43	Low	13.5
7. Help is available from the university/college when I have a problem.	2.98	High	4
8. The university/college really cares for my well-being.	2.94	High	5.5
9. Even if I did the best job possible, the university/college would fail to notice.	2.42	Low	15
10. The university/college is willing to help me when I need a special favor.	2.91	High	7.5
11. The university/college cares about my general satisfaction at work.	2.91	High	7.5
12. If given the opportunity, the university/college would take advantage of me.	2.43	Low	13.5
13. The university/college shows very little concern for me.	2.40	Low	16
14. The university/college cares about my opinions.	2.82	High	9
15. The university/college takes pride in my accomplishments at work.	3.03	High	2.5
16. The university/college tries to make my job as interesting as possible.	2.94	High	5.5
Average	2.74	High	

As shown in Table 1, the level of organization support in the university was 'high' as perceived by the respondents with an average weighted mean of 2.74. This means that the faculty of the Allied Medical Sciences of UPH-DJGTMU had a positive perception of how the university values their contributions to the attainment of the institution's goals and objectives, and how the university cares about their well-being. Specifically, the respondents perceived the university's level of organizational support to be 'high' with weighted means ranging 2.94 to 3.11 along the following: 'the university/college values my contribution to its well-being' with a weighted mean of 3.11 (Rank 1), 'the university/college strongly considers my goals' and 'values and the university/college takes pride in my accomplishments at work', each with a weighted mean of 3.03 (Rank 2.5), 'help is available from the university/college when I have a problem' with a weighted mean of 2.98 (Rank 4), 'the university/college really cares for my well-being' and 'the university/college tries to make my job as interesting as possible', each with a weighted mean of 2.94 (Rank 5.5), 'the university/college is willing to help me when I need a special favor' and 'the university/college cares about my general satisfaction at work', each with a weighted mean of 2.91 (Rank 7.5), 'the university/college cares about my opinions' with a weighted mean of 2.82 (Rank 9), and 'If the university/college could hire someone to replace me at a lower salary, it would do so' with a weighted mean of 2.63 (Rank 10). The study's finding is supported by the study of Corrigan et al. (2017), which claimed that institutional structures, processes, and culture influenced the educators' work. A supportive work environment, which develops strong interpersonal relationship between colleagues is seen to be beneficial for their competitive outcomes. Considering that faculty members face stress and increased work hours due to increased pressure for productivity, it can be concluded

that institutional support and attention is needed to address working conditions issues, constraint any attempt of instructors' poor performance, and to drive faculty's productivity, organizational commitment, and even intent to leave. In addition, Manning (2018) observed that employees in Colorado perceived high organizational support. When employees perceived high organizational support, their trust in their supervisor is built and the belief that if ever they will make mistakes, still their good intention is taken into account and is assumed. And, since employees with high POS believe that they are supported and well taken care of, they became productive in work.

### Level of Organizational Justice

**Table 2. Level of Organizational Justice in the University as Perceived by Allied Health Sciences Faculty: Distributive Justice**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. My work schedule is fair.	3.11	High	1
2. I think that my level of pay is fair.	2.89	High	4
3. I consider my teach load to be quite fair.	2.91	High	2.5
4. Overall, the rewards I receive here are quite fair.	2.85	High	5
5. I feel that my job responsibilities are fair.	2.91	High	2.5
Average	2.93	High	

As presented in Table 2, the level of organization justice, particularly distributive justice, in the university was 'high' as perceived by the respondents with an average weighted mean of 2.93. This means that the faculty of the Allied Medical Sciences of UPH-DJGTMU had a positive perception of fairness on the university's (organization's) decisions and actions (fair distribution of outcomes) relative to salary, reward and punishment, and responsibility and accountability. In particular, the respondents perceived the university's level of distributive justice to be 'high' as they view their work schedule to be fair with a weighted mean of 3.11 (Rank 1), their teach load and job responsibilities are fair, each with a weighted mean of 2.91 (Rank 2.5), their level of pay is fair with a weighted mean of 2.89 (Rank 4), and that the rewards they receive are quite fair with a weighted mean of 2.85 (Rank 5).

The study's finding is buttressed by Li (2015) explication that distributive justice is the perceived fairness on the organization's decisions and actions; the perceived fairness of how rewards and costs are shared by (distributed across) group members (fair distribution of outcomes). In US, employees perceived high level of distributive justice and moderate level of procedural justice which leads into their competitive performance. This is based on the premise that organizations ensure fairness to its decisions and employees' pay since these will reflect on the latter's works and contributions. Thus, the executives must treat their employees fairly to earn the latter's trust and encourage them to have top performance. Colquitt and Judge (2004) as cited by Alsadat et al. (2018) asserted that employees often have concerns of their institutions fairness on matching their contributions exerted and rewards received.

**Table 3. Level of Organizational Justice in the University as Perceived by Allied Health Sciences Faculty: Procedural Justice**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Job decisions are made by my superior/s in an unbiased manner.	3.00	High	3.5
2. My superior/s make sure that all faculty concerns are heard before job decisions are made.	3.03	High	2
3. To make job decisions, my superior/s collect accurate and complete information.	2.80	High	5
4. My superior/s clarify decisions and provide additional information when requested by the faculty.	3.08	High	1
5. All job decisions are applied consistently across all affected faculty.	3.00	High	3.5
Average	2.98	High	

As presented in Table 3, the level of organization justice, procedural justice, in the university was 'high' as perceived by the respondents with an average weighted mean of 2.98. This means that the faculty of the Allied Medical Sciences of UPH-DJGTMU had a positive perception of fairness on the university's (organization's) decision-making process relative procedures that are just, consistent, ethical and those that respect appeal. In particular, the respondents perceived the university's level of procedural justice to be 'high' as they observe that their superior/s clarify decisions and provide additional information when requested by the faculty with a weighted mean of 3.08 (Rank 1), their superior/s make sure that all faculty concerns are heard before job decisions are made with a weighted mean of 3.03 (Rank 2), job decisions are made by my superior/s in an unbiased manner and all job decisions are applied consistently across all affected faculty, each with a weighted mean of 3.00 (Rank 3.5), and to make job decisions, my superior/s collect accurate and complete information with a weighted mean of 2.80 (Rank 5). Li (2015) explained that procedural justice refers to the perceived fairness on the decision-making process; it refers to the theory that the rules and expectations that govern a work environment or company allow all employees to be treated fairly and by the same set of guidelines (just procedures used in decision-making). Positive perception of procedural justice leads to high satisfaction and dedication to work (Sia & Tan, 2016).

**Table 4. Summary Table of the Level of Organizational Justice in the University as Perceived by Allied Health Sciences Faculty**

Indicators	Weighted Mean	Verbal Interpretation	Rank
Distributive	2.93	High	2
Procedural	2.98	High	1
Overall Weighted Mean	2.96	High	

As shown in Table 4, the level of organizational justice in the UPH-DJGTMU as perceived by Allied Health Sciences faculty was 'high' with an overall weighted mean of 2.96. Procedural justice with a weighted mean of 2.98 was ranked first and distributive justice with a weighted mean of 2.93 was ranked second. Generally, the faculty had a positive or favorable perception of organization justice in the university, which augers well for the institution's pursuance of its vision, mission, and goals. Accordingly, without organizational justice, a culture of ethics and compliance cannot exist. If the institution's administrators and employees perceive that the

internal justice system is suspiciously non-functional, the institution will be unsuccessful in nurturing the critical standards of integrity and trust. Turner (2018) exposed a positive perception on organizational justice in American schools. However, schools are considered as unique institutions as it is different from a typical business industry. Thereafter, ten principles of organizational justice should be put into note such as (1) equity on contributions, (2) individual perception of fairness, (3) participation in decision-making process, (4) interpersonal treatment of employees, (5) consistent leadership behavior, (6) democratic decision making, (7) ability to correct poor decisions, (8) accurate data acquisition, (9) equal representation of members during decision-making process, and (10) consideration of prevailing moral and ethical standard at work.

### Level of Employee Engagement

**Table 5. Level of Employee Engagement in the University as Assessed by Allied Health Sciences Faculty**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I immerse in my work in the university	3.08	High	4
2. I devote a great amount of efforts and energy to accomplishing the task/s given by the university.	3.25	Very High	1
3. I feel that sense of belongingness to or involvement in the university.	3.02	High	7
4. I find my task/s as positive challenge/s given by the university.	2.98	High	8
5. I strive hard to accomplish the task/s given by the university.	3.06	High	5
6. I focus on the task/s given by the university.	3.11	High	2
7. I am able to juggle the number of workloads in the university.	3.09	High	3
8. I ably handle the pressure of my work in the university.	3.05	High	6
9. I am less preoccupied at work and do my job almost mechanically in the university.	2.78	High	10
10. I find new and interesting aspects of my work in the university.	2.91	High	9
Average	3.03	High	

As reflected in Table 5, the level of employee engagement in the university as assessed by the Allied Health Sciences faculty was 'high' with an average weighted mean of 3.03. This means that the faculty-respondents were zealous in their jobs, loyal to the university, and ingenious in their work. Employee engagement drives performance and employee who are engaged in their work are more likely to be motivated and remain committed to their employer. Notably, the level of employee engagement of faculty-respondents was 'very high' with an average weighted mean of 3.25 as they 'devote a great amount of efforts and energy to accomplishing the task/s given by the university' (Rank 1). Further, their level of employee engagement was 'high' with weighted means ranging from 2.78 to 3.11 as they 'focus on the task/s given by the university' (Rank 2), 'are able to juggle the number of workloads in the university' (Rank 3), 'immerse in their work in the university' (Rank 4), 'strive hard to accomplish the task/s given by the university' (Rank 5), and 'ably handle the pressure of my work in the university' (Rank 6). Putri and Setianan (2019) defined employee engagement as an attitude which portrays

workers' job identification and emotional commitment to work. And, that this commitment to work is bound on their response to how they place themselves on work in these three categories: meaningfulness, security, and sustainability. According to Goel and Singh (2018) perfectionism predicts employee engagement among management faculty. The findings indicated that employee engagement bears a positive relationship with task performance. Thus, the study suggested that the management institutions should realign their HR processes to develop a sense of perfectionism in their employees' personality in order to affect the employee engagement task performance of their employees in a positive way. On the other hand, Kovalski and Arghode (2020) studied employee engagement in higher education by examining full-time non-tenure track faculty members' perceptions at a North East US state public university. The thematic analysis revealed three themes relating to how full-time non-tenure track faculty experience and understand engagement: required institutional engagement, perceived necessary engagement and relational collegial engagement.

### Level of Job Performance

**Table 6. Level of Job Performance of Allied Health Sciences Faculty**

Indicators	Weighted Mean	Verbal Interpretation	Rank
In the University, I am able to. . .			
1. meet the goals or objectives of my work.	3.06	High	5
2. gain personal accomplishment in my work.	3.09	High	1
3. put both my skills and abilities in good use for my work.	3.08	High	2.5
4. fulfill all my job requirements.	3.00	High	7.5
5. demonstrate expertise and competence in my task/s.	3.00	High	7.5
6. manage more responsibility in my job than in my assigned task/s.	2.98	High	9.5
7. help my colleagues on their task/s.	3.06	High	5
8. finish beforehand or meet the deadline/s of my task/s.	2.98	High	9.5
9. find solutions to the challenges I face while working.	3.08	High	2.5
10. produce students with satisfactory performance.	3.06	High	5
Average	3.04	High	

As gleaned from Table 6, the level of job performance of the Allied Sciences faculty was 'high' with an average weighted mean of 3.04. This means that the respondents were behaviorally enmeshed in the transformation of the organizational resources into the services that the university produces and provides to the academic community and they were equipped to reach their goals in their jobs. Accordingly, performance antecedents include both direct determinants, such as knowledge, skill, motivation, habits, and situational opportunities and constraints, and indirect determinants, including individual differences in ability and personality and some types of situational variables (Mowidlo & Kelly as cited by Fonkeng, 2018). Ngo, Nguyen, and Andonopoulo (2020) asserted that meditation helps in job performance since it enhances creative discerning. This linkage of mindfulness to work performance is rooted from the practice-enhancing tendency of meditators. Meditators can outshine even those who are eloquent speakers since their contemplation improves their verbal

flexibility and fluency. Also, their search for new strategies in dealing with workloads through mindful thinking indicates desired improvement on job performance. Further, organizational support has direct effect on performance (Nugroho & Riyadi, 2020), organizational justice in an institution also controls job performance (Aboagye, 2015), and employee engagement is related to performance (Weston, 2018). job performance (Aboagye, 2015), and employee engagement is related to performance (Weston, 2018).

### Relationship between and among Level of Organizational Support, Level of Organizational Justice and Level of Job Performance

**Table 7. Relationship between the Level of Organizational Support and Level of Organizational Justice**

Indicators	Pearson r	p-value	Interpretation
Distributive justice	0.807 High correlation	0.000	Significant
Procedural justice	0.820 High correlation	0.000	Significant
Significant @ 0.01			

As shown Table 7, there was a significant relationship between the level of organizational support and level of organizational justice. The probability value of 0.000 for both distributive and procedural justice was less than the 0.01 significance level. This implies that the higher the level of organizational support, the more positive is the respondents' perception of (or the higher is) the level of distributive justice ( $r=0.807$ ,  $p<0.000$ ). Further, this means that the respondents' positive perception of how the university values their contributions to the attainment of the institution's goals and objectives, and how the university cares about their well-being could positively influence their perception of fairness on the university's (organization's) decisions and actions (fair distribution of outcomes) relative to salary, reward and punishment, and responsibility and accountability.

Similarly, the higher the level of organizational support, the more positive is the respondents' perception of (or higher is) the level of procedural justice ( $r=0.820$ ,  $p<0.000$ ). Further, this means that the respondents' positive perception of how the university values their contributions to the attainment of the institution's goals and objectives, and how the university cares about their well-being could likewise positively impact their perception of fairness on the university's (organization's) decision-making process relative procedures that are just, consistent, ethical and those that respect appeal. This finding finds support in the study of Arneguy, Ohana, and Stinglhamber (2018) where they noted that in France perceived organizational support has positive relationship with organizational justice. This means that worker's perception on organizational fairness corresponds to its perception on organizational assistance. Organizational support theory explains how people become indebted once they feel they are supported by their company and often incline themselves to reciprocate the good deed through positive actions. Further, Waddell (2016) correlated perceived organizational support with procedural justice. This means that a positive perception on organizational support also means a positive perception on procedural justice. This is because organizational justice addresses issues regarding fairness which avoids job insecurities, promotes equality in re institutional support and tasks distributions, and builds organizational trust.

**Table 8. Relationship between the Level of Organizational Support and Level of Employee Engagement**

Indicators	Pearson r	p-value	Interpretation
Level of Organizational Support and Level of Employee Engagement	0.854 High correlation	0.000	Significant
Significant @ 0.01			

As shown Table 8, there was a significant relationship between the level of organizational support and level of employee engagement as shown by the Pearson r value of 0.854 and the computed p-value of 0.000 which was less than the 0.01 significance level. This means that the higher the level of organizational support as perceived by the respondents, the higher is their level of employee engagement. Further, this means that the respondents' positive perception of how the university values their contributions to the attainment of the institution's goals and objectives, and how the university cares about their well-being could inspire them to be passionate in their jobs, dedicated to the university, and resourceful in their work.

This finding is parallel to the findings in the study of Al-Omar, Arafah, and Alsultan (2019) which found a significant correlation between Arabian pharmacists perceived organizational support and work engagement. This indicates that pharmacists need the assistance of their superiors to fully thrive in their demanding work. Being assured that they are cultivated and valued boost their self-esteem, avoid work-related stress, and combat work-related fatigue. In addition, Al Mehrzi and Singh (2016) developed a framework to understand the factors which affect employee engagement in the United Arab Emirates (UAE). Consequently, a link between engagement and organizational support is discovered. For them, teamwork as a key component of organization, forms cooperation between employees toward a mutual goal as well as involves employees' support and assistance system towards one another. It also recognizes the relationship between supervisors and subordinates.

**Table 9. Relationship between the Level of Organizational Justice and Level of Employee Engagement**

Indicators	Pearson r	p-value	Interpretation
Distributive justice	0.906 High correlation	0.000	Significant
Procedural justice	0.888 High correlation	0.000	Significant
Significant @ 0.01			

As shown Table 9, there was a significant relationship between the level of organizational justice and level of employee engagement as shown by the Pearson r value of 0.906 and the computed p-value of 0.000 which was less than the 0.01 significance level for distributive justice and the Pearson r value of 0.888 and the computed p-value of 0.000 which was less than the 0.01 significance level for procedural justice. This means that the more positive is the respondents' perception of (or the higher is) the level of distributive justice, the higher is their level of employee engagement. Further, this means that the respondents' positive perception of fairness on the university's (organization's) decisions and actions (fair distribution of outcomes) relative to salary, reward and punishment, and responsibility and accountability could motivate them to be more passionate in their jobs, dedicated to the university, and

resourceful in their work. Similarly, this means that the more positive is the respondents' perception of (or the higher is) the level of procedural justice, the higher is their level of employee engagement. Further, this means that the respondents' positive perception of fairness on the university's (organization's) decision-making process relative procedures that are just, consistent, ethical and those that respect appeal could motivate them to be more passionate in their jobs, dedicated to the university, and resourceful in their work. This finding is reinforced by the observation in Tanzanian's schools wherein procedural justice predicts employee engagement. This asserts that fairness is vital in leveling up workers engagement. Also, this connotes that employees who feel that the process is strictly followed by his subordinates and executives tends to be more focus on working with his tasks (Ndibalema, 2018). Moreover, in Shrestha's (2019) study in Nepal, it was disclosed that there was a significant and positive relationship between organizational justice and job engagement. When employees perceive fairness in work schedule, pay, and rewards, they give back by engaging themselves more in their tasks. Likewise. their perception on their superior's unbiases, systematic handling of concerns, accurate collection of work-related information, clear deliberation of job decisions, and justified call to workers to perform more inspire them to be more involved in work.

### Multiple Regression Analysis

**Table 10. Multiple Regression between Level of Organizational Support, Level of Organizational Justice, Level of Employee Engagement and Level of Job Performance**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.944 <sup>a</sup>	.891	.884	.27904

a. Predictors: (Constant), aveempengagement, aveorgsupport, aveproceduraljustice, avedistributivejustice

**The Analysis of Variance Table for the Multiple Regression between Level of Organizational Support, Level of Organizational Justice, Level of Employee Engagement, taken Singly or in Combination of Level of Job Performance**

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.184	4	9.546	122.600	.000 <sup>b</sup>
	Residual	4.672	60	.078		
	Total	42.856	64			

a. Dependent Variable: avejobperformance

b. Predictors: (Constant), aveempengagement, aveorgsupport, aveproceduraljustice, avedistributivejustice

As disclosed in Table 10, there was a multiple correlation between level of organizational support, level of organizational justice, level of employee engagement and level of job performance. A value of 0.944 indicates a high level of prediction of the dependent variable, level of job performance. The adjusted R square of 0.891 indicates that independent variables level of organizational support, level of organizational justice and level of employee engagement explain 89.10% of the variability of the dependent variable level of job performance. Further, the ANOVA table shows that the independent variables level of

organizational support, level of organizational justice, level of employee engagement statistically significantly predicted the dependent variable level of job performance with an F-value of 122.600 and a probability value of 0.000 which is less than the 0.05 significance level. This means that the independent variables altogether are the drivers of job performance. Contextually, this finding is confirmed by Maskurochman, Nugroho, and Riyadi (2020) as they argued that employees' perception of organizational support (POS) has direct effect on their performance. This support is defined as perceptions on the institution's assistance to labor force in carrying out their work. Specifically, there are three factors considered in POS namely organization's (a) appreciation of values, (b) willingness to help, and (c) concern. Also, since positive POS is incorporated with job satisfaction, it is declared that the more satisfied the workers are, the more they became effective in work, vice versa. Further, Cha (2015) noted that in one of Minnesota's public research university, it was revealed that effective organizational support is significant in explaining the satisfactory job performance of their contingent faculty. Such finding is linked with the social exchange theory which provides that the more an employer respects and supports their employees (i.e. organizational support, financial assistance, and healthy work environment), the more the latter hold favorable attitudes to their institutions. Conversely, Salahieh (2015) found that Americans' unproductivity is rooted in their perceived ineffective organizational support. Consequently, he claimed that the vital function of employees perceived organizational support (POS) are their reciprocity - a favorable treatment between employers and employees will be reciprocated by the recipient thru positive outcomes. It must be noted however that POS is developed as response to employees' socio-emotional needs and the employers' readiness to reward work efficiency.

Organizational justice or the implementation of fair policies and practices in an institution also controls the job performance of employees. Purnama, Tjahjono, and Dzakiyullah (2020) stated that in Indians' banking industry, organizational justice is correlated with employees' performance. Predominantly, distributive justice has impact on outcomes as it promotes work content and satisfaction. It is related to satisfaction since it gauges approval on returns. Consequently, employees tend to be more concern in meeting customers' needs when they observed that they are treated fair in terms of distributing awards and compensations. In Ghana, the instructors' poor productivity is accounted from feeling injustice in treatment and wrongness in logistics. This premise is in line with the notion that productive academic staffs are treated fairly by the organization thru accurate information dissemination as to decisions made by the higher ups. Thus, the executives must treat their employees fairly to earn the latter's trust and encourage them to have top performance (Aboagye, 2015). Yongxing, Hongfei, and Lei (2017) indicated that work engagement is essential since it contributes to job performance as observed by supervisors. Work engagement is an active state characterized by resiliency, concentration, and dedication; and, varies on both personal and situational factors. This means that people who are not goal-oriented tends to have stagnant work engagement and flow experience since they are distracted to other things than focusing on their tasks; and, that conscientiousness plays in the relationship between engagement and performance as it connotes that workers who have high conscientiousness are likely to exert more effort to unlock crucial tasks.

**Table 11. Multiple Regression between Level of Organizational Support, Level of Organizational Justice, Level of Employee Engagement, taken Singly or in Combination of Level of Job Performance**

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.105	.141		.750	.456
aveorgsupport	.038	.095	.034	.400	.691
avedistributivejustice	.076	.102	.077	.749	.457
aveproceduraljustice	.176	.096	.178	1.827	.073
aveempengagement	.687	.129	.682	5.339	.000

a. Dependent Variable: avejobperformance

As gleaned from Table 11, the level of employee engagement strongly predicted level of job performance. The probability value of 0.000 was less than the 0.01 significance level. This implies that the higher the level of employee engagement the higher is their level of job performance. Indeed, employee engagement, characterized by the vigor exhibited by the faculty in their jobs, their dedication to their jobs, and their being absorbed in their jobs, is the driver of the faculty's job performance. This study's finding is akin to the findings of other studies in various contexts. According to Özer, Uğurluoğlu, and Saygili (2017), work engagement is driven by energy, involvement, and efficacy; as well as assist individuals in coping with stress-imbued work environment. They noted that work engagement is positively correlated with work performance. Job engagement is conceptualized as the channelization of someone's cognitive, emotional, and behavioral condition to organizational outcomes. Weston (2016) discovered that employee engagement is related to his performance. Employee engagement in this context refers to a motivational state characterized by exertion of effort in work. Based on the obtained data, engagement and productivity fluctuate together: the investment of energy in a task is tied with low work stress and strong interpersonal relations experienced by the academic staffs.

Robertson (2018) revealed that employees' engagement in goal setting process positively impact work in England. This inspires worker to involve themselves in conversing about goal setting through communication and social interaction as it promotes less allocation of labor but more on understanding the goals to be achieved, its process, and the needed professional development to unlock it. Finally, Adeniji, Osibanjo and Edewor (2020) exposed that what fuels the direct relationship between employee engagement and job performance in Nigeria is transformational leadership. This premise is consistent with prior articles that provides that democratic tactics in solving problems and engaging with employees enhance work performance. Transformational leaders are depicted as considerate ones that is why employees respond and support to their objectives and perform well.

## FINDINGS

The following are the significant salient findings of the study: The level of organization support in the UPH-DJGTU was 'high' as perceived by the faculty-respondents with an average weighted mean of 2.74. The level of organization justice in the UPH-DJGTU, particularly distributive justice, was 'high' as perceived by the faculty-respondents with an average weighted mean of 2.93. In terms of procedural justice, it was also 'high' with an average weighted mean of 2.98. The level of employee engagement in the UPH-DJGTU as assessed by the Allied Health Sciences faculty was 'high' with an average weighted mean of 3.03. The level of job performance of the Allied Sciences faculty was 'high' with an average weighted mean of 3.04. A significant relationship was noted between the level of organizational support and level of organizational justice. The probability value of 0.000 for both distributive justice

( $r=0.807$ ,  $p<0.000$ ) and procedural justice ( $r=0.820$ ,  $p<0.000$ ) was less than the 0.01 significance level. Likewise, a significant relationship was observed between the level of organizational support and level of employee engagement as shown by the Pearson  $r$  value of 0.854 and the computed  $p$ -value of 0.000 which was less than the 0.01 significance level. Further, there was a significant relationship between the level of organizational justice and level of employee engagement as shown by the Pearson  $r$  value of 0.906 and the computed  $p$ -value of 0.000 which was less than the 0.01 significance level for distributive justice and the Pearson  $r$  value of 0.888 and the computed  $p$ -value of 0.000 which was less than the 0.01 significance level for procedural justice. A multiple correlation was noted between level of organizational support, level of organizational justice, level of employee engagement and level of job performance. A  $R$  value of 0.944 indicates a high level of prediction of the dependent variable, level of job performance. The adjusted  $R$  square of 0.891 indicates that independent variables level of organizational support, level of organizational justice and level of employee engagement explain 89.10% of the variability of the dependent variable level of job performance. The independent variables level of organizational support, level of organizational justice, level of employee engagement statistically significantly predicted the dependent variable level of job performance with an  $F$ -value of 122.600 and a probability value of 0.000 which is less than the 0.05 significance level. Singly, the level of employee engagement strongly predicted level of job performance. The probability value of 0.000 was less than the 0.01 significance level.

## CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions were drawn: The faculty of the Allied Medical Sciences of UPH-DJGTU have a positive perception of how the university values their contributions to the attainment of the institution's goals and objectives, and how the university cares about their well-being. The faculty of the Allied Medical Sciences of UPH-DJGTU have a positive perception of fairness on the university's (organization's) decisions and actions (fair distribution of outcomes) relative to salary, reward and punishment, and responsibility and accountability. They also have a positive perception of fairness on the university's (organization's) decision-making process relative procedures that are just, consistent, ethical and those that respect appeal. The faculty-respondents are zealous in their jobs, loyal to the university, and ingenious in their work. Employee engagement drives performance and employee who are engaged in their work are more likely to be motivated and remain committed to their employer. The faculty-respondents are behaviorally enmeshed in the transformation of the organizational resources into the services that the university produces and provides to the academic community and they are readily equipped to reach their goals in their jobs. The higher the level of organizational support, the more positive is the faculty-respondents' perception of (or the higher is) the level of distributive justice. The higher the level of organizational support, the more positive is their perception of (or higher is) the level of procedural justice. The higher the level of organizational support as perceived by the faculty-respondents, the higher is their level of employee engagement. The more positive is the faculty-respondents' perception of (or the higher is) the level of distributive justice, the higher is their level of employee engagement. The more positive is their perception of (or the higher is) the level of procedural justice, the higher is their level of employee engagement. In combination, level of organizational support, level of organizational justice, and level of employee engagement are the drivers of the job performance of the faculty of Allied Health Sciences of UPH-DJGTU. Singly, the level of employee engagement strongly predicts the faculty-respondents' level of job performance. Indeed, employee engagement, characterized by the vigor exhibited by the faculty in their jobs, their dedication to their jobs, and their being

absorbed in their jobs, is the strongest driver of the faculty's job performance. Based on the findings and conclusions of the study, the following recommendations are offered in this study: The UPH-DJGTU management could optimize its faculty's positive perception of organizational support through the following: in addition to mandated supportive employee services, implement ones that are discretionary; fairness and equity in the establishing, monitoring and executing all management practices, formulate attainable goals and reward proportionately, offer individualized benefits, support supervisors so they will foster POS in their subordinates, encourage strong social networks, etc. (Eisenberger, Malone & Presson, 2016). The UPH-DJGTU management could sustain the faculty's positive perception of organizational justice in the university by continually being consistent in the establishment and implementation of fair procedures in allocating teach loads and rewards; in providing detailed and timely explanation of decision procedures and outcomes; and in tailoring communication to meet employee specific needs. Top and middle management of the university could sustain the faculty's high level of employee engagement by being transparent at all times regularly sharing detailed information with them and keeping them in the loop especially during this uncertain time; by further embracing flexibility supporting them with the needed technology tools as they navigate instructional delivery through online synchronous or asynchronous mode or in-person; and by showing empathy – listening to faculty's concern and work hard to address it. The deans of the various colleges could further enhance the high level of job performance of the faculty by looking into ways where they can assist faculty to efficiently perform their assigned tasks and meet the deadlines set. An orientation on time management and proper work scheduling may be an option. Since the combination of organizational support, organizational justice and employee engagement accounts for 89.10 percent of the faculty's job performance, it behooves the university management to consider the recommendations on optimizing, sustaining and/or strengthening them.

As employee engagement is the strongest driver of job performance among the faculty-respondents, it should be sustained through effective organizational communication, employee participation, and job satisfaction. Management may revisit their current policies and practices regarding flow of communication, employees' participation in planning and decision-making, and job satisfiers/dissatisfiers for continual improvement.

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