# The Role of Perceived Organisational Support, Work Motivation, and Organizational Learning Toward Employee Performance

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**Abstract.** Most workers have changed workplaces due to COVID-19. Before the outbreak, there were many differences that explain how perceived organizational aid boosts employee performance. We assess employee performance, work motivation, organizational learning, and perceived organizational support. First, the study explores how participants' opinions of their peers' dedication to their success affect their job excitement and learning. Next, the study explores how intrinsic drive affects organizational knowledge and success. Finally, this study investigates employee motivation and performance. This study covers top professional performance boosters. Performance, organizational learning, workplace motivation, and perceived organizational support are factors. How perceived organizational support affects employee performance is examined. The study also seeks to fill knowledge gaps about key employee performance factors. This study examines the interrelationships between all integrated research model components to verify, clarify, and expand earlier studies to overcome their shortcomings. Job motivation and organizational learning improve performance when employees feel supported.

**Keywords:** *Perceived Organizational Support, Work Motivation, Organizational Learning, Employee Performance*.

## 1 Introduction

Most workers worldwide have had to adjust to a new workplace following COVID-19. It was different before the pandemic. COVID-19-related social isolation, travel constraints, remote or virtual jobs, and skeletal staff have forced businesses and their workforces to adapt. The COVID-19 pandemic impacted employee behavior, prompting these measures. Lockdowns may have made permanent interim changes. Workers worry that these behavioral changes may impair their mental, emotional, and physical health and productivity. Managers, team leaders, and HR professionals worry about how such behavior changes may affect workers' mental, emotional, and physical health [1]. Covid-19's impact on worker productivity led firms to act. These initiatives assessed its impact on employee performance. This effect is unpredictable because the arguments are both positive and negative.

There is evidence of both positive and negative effects, thus the impact can go either way. About 50% of Chinese companies expect the COVID-19 pandemic to impair their performance, according to Deloitte. Working as a virtual laborer has its downsides, including high stress, bad infrastructure, a terrible work environment or colleagues, unreasonable performance expectations, a strained manager-employee relationship, and

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trust issues [1]. Building trust with coworkers online is harder. These restrictions hinder colleague confidence. There may be some issues that may impair worker performance businesses thrive on employees that exceed expectations and excel. A firm needs many skills to survive unexpected circumstances. The company must compete and increase market share, building methods that match goals and using them consistently boost performance.

The extent to which a company has fulfilled its strategic planning's objectives, vision, and mission is called the organization's "performance" which indicates work. This comprises task and responsibility completion. Good work performance requires good and competitive human resource management in any company. Managers must optimize team members' abilities and direct their efforts. This function is vital because managers must optimize team potential effects can be temporary or lasting. Modern firms have several issues, but changing rules and technology are the biggest. Due to these concerns, businesses are reassessing the right balance of internal and external resources to efficiently manage important operational processes while maintaining flexibility, visibility, transparency, and control. These issues' current relevance prompts this reappraisal [2]. They may outsource some or all of their work or claim "outsourcing" stems from "outside resourcing," an American term for commercial operations that utilize external resources [3]. Companies outsource resource-intensive tasks. Specialized expertise, significant labor or capital expenses, fast technology change, and large investments are typical. These tasks require considerable time and financial input [3]. Sports outsourcing is popular in India, China, and the Philippines. This global trend began in Indonesia and has grown. Outsourcing has boosted Indonesia's economy. Data shows that Indonesian labor outsourcing is rising. This trend is logical considering outsourcing's many benefits for corporations. Outsourcing allows the company to focus on its core business.

Treating employees well enhances work ethic and performance [4]. Organizational support is perceived by employees as a concern by employers [5]. Company operations depend on employees [6]. Company personnel can work hard and perform [7] and [8] found that employee motivation significantly impacts firm success. Understanding tasks and how to complete them helps motivated employees achieve company goals.

## 1.1     Literature Review
This study entails a comprehensive examination of the constructs employed in the research, namely perceived organizational support, work motivation, organizational learning, and employee performance.

**Perceived Organization Support**
Value employee contributions and well-being based on organizational support [5] Organizational support boosts employee loyalty and well-being. Supporting employees individually shows dedication. How a company treats its employees may affect their support and perception of its goals. Company policies regarding illness, mistakes, and success are discussed. Company salary must be sufficient to retain personnel. Rushing to achieve goals without respite burns out. [9] stress organization "Perceived organizational support" improves staff commitment to company goals. Academic

success can boost rewards, productivity, and retention [10]. Exchange theories—also called social and organizational support theories—suggest employer-supported employees are more effective, say [5]. Interpersonal resources like money, service, and expertise and socioemotional resources like acceptance, support, and respect are involved in employee-organization connections Interpersonal resources include money, services, and knowledge. [4] describe socioemotional resources as respect, acceptance, and support. Blau's 1964 social exchange theory says employee-corporate interactions go beyond business. Economic transactions require social interaction, thus both parties' well-being important. POS systems may reward worker accountability.

[4] discovered that treating employees well boosts loyalty and satisfaction. [11] studied organizational support sources and effects. Job happiness, devotion, and turnover intention matter. Decision-making, supervisory support, growth, fairness, and retention are studied. [12] examined organizational support perception sources and effects. According to researchers, fairness, participation in decision-making processes, career growth opportunities, autonomy in job tasks, job characteristics, workload pressure, engagement in job responsibilities, conflicts from role expectations, satisfaction with work, dedication to the organization, and support from colleagues all affect organizational support Organizational support impacts employee engagement, work satisfaction, loyalty, citizenship, and leave, according to research.

## Work Motivation
Simple worker incentive assumptions state scientific management encourages good work and punishes bad [13]. The Utopian "human relations" theory proposes that worker happiness boosts production and defines occupational motivation [13]. Work motivation theory claims incentives limit moral agency, raising ethical difficulties. Employee-valued variables boost production when redirected. Simon promotes research (1997, 276). Pay and motivation boost company performance. Modern corporations struggle to motivate workers. Hard work and managerial support motivate workers [14]. Challenges increase competition and performance. Many workers demand manager-worker interaction as a means of bonding. Public organizations must understand employee motivation to succeed.

Work motivation affects physiological, psychological, and professional behavior. Both internal and external factors motivate workers [15] and it is needed by firms [16]. This study examines intrinsic, identifiable, introjected, and extrinsic motivation according to Gagné et al.. What drives employees include punishment, recognition, job development, work atmosphere, circumstances, remuneration, empowerment, and trustworthy leadership. Motivation at work improves commitment, engagement, performance, knowledge transfer, and learning [17].

## Organizational Learning
Contemporary businesses must be agile to identify and address risks, innovate, and seize opportunities. Research [17], [18] suggests organizational learning can solve business problems. Knowledge-building and technique refinement affect an organization's information acquisition and application. Organizational learning strategies help companies build a skilled team from their employees' knowledge and skills. Organizational learning revises cognitive frameworks, regulations, procedures, and knowledge to improve or maintain performance [19]. To succeed in dynamic

markets, companies must adapt faster than competitors. Information management for organizational learning improves performance through planning and control. How individuals acquire knowledge is crucial to understanding how enterprises acquire knowledge [18]. After seeing how information transfer improved factory productivity, Taylor invented the "learning organization" in the 1900s [13]. Cyert and March's "organizational learning" made education-management integration better. Group learning is encouraged in an organization that fosters learning and growth. A growing body of organizational learning literature [20] shows that learning is not individual. Organizations have been differentiated through learning since 1990. Its scrutiny piqued organizational learning scholars' and professionals' interest (Jyothibabu and Farooq, 2010). Organizational learning research covers patient safety, military readiness, library effectiveness, information systems, and student learning [20]. Learning helps people adapt, avoid mistakes, and remember important information. Build consensus to start organizational education. The acquisition, dissemination, interpretation, reuse, and storage of diverse information in an organization's collective memory for future use is called "organizational understanding".

**Employee Performance**
There are several performance factors. Procedural behavior exchanges and intended outcomes make up performance. The term "performance" encompasses several duties [17]; Individual "behavior" is task completion tricks. An employee's behavior-driven "outcome" is also represented. A person's efforts to fulfill tasks are referred as their "behavior". Participation in expected behavior impacts workplace outcomes [17]. The overlap between the two designs is unclear since motivation and cognitive capacity affect the desired result more than behavior. Performance can be evaluated in many ways. Task and environmental performance are separated [17]. Employee performance can be measured by how well they accomplish the company's "technical core" tasks. Supervisors and employees may contribute indirectly, while factory workers contribute directly. In "contextual performance" actions contribute to the organizational, social, and psychological framework in which goals are attained. While not directly related to technology, these tasks are vital to the company's aims. Helping others, being a reliable team member, and offering work process improvements are contextual performances. Open communication and participatory leadership boost in-role and out-role productivity. Management styles that encourage employee participation boost output outside of work. Happy workers are more productive. Therefore, top management must understand how training and development affect employee appraisal and performance. Organizational leaders encounter issues and gaps notwithstanding research on employee performance growth and training. A study found that structured training improves employees' job performance abilities, awareness, and competency [21]. Many public, corporate, and multinational organizations do not comprehend training or worker productivity. Thus, when the economy or earnings are bad, many businesses cut staff training, which raises turnover and hiring expenses, and lowers profitability.

## 2     Research

Employee performance is affected by perceived organizational support, job motivation, and organizational learning. The first component of the research evaluates how employees' views of their employer's commitment to their success affect their excitement and learning. Second, the study explores how intrinsic motivation affects

organizational learning and performance. The study closes with staff motivation and performance.

## 2.1   Research Design

This descriptive-quantitative study examines research construct-context relationships [22]. This study used positivism. A literature review and logical synthesis of earlier studies formed the hypotheses to link constructs. This study uses deductive research to test hypotheses by evaluating facts. This study collects primary data using online surveys. Quantitative research is used for this investigation. A pilot test is used to assess if the measurement needs any revisions before distributing the questionnaires. The second step is public questionnaire distribution. The second phase is collecting data from various respondents using the revised or created questionnaires. Both pilot test and target responders are included. This study investigates each component utilizing statistical approaches from survey and questionnaire data. These methods are based on survey and questionnaire results.

## 2.2   Research Context

The study is situated within the research environment of the outsourcing industry in Indonesia, specifically focusing on the Capital Region Jakarta, West Java, East Java, West Nusa Tenggara, and other surrounding regions.

## 2.3   Measure Data Collection

This survey-based quantitative research uses primary data. Descriptive analysis summarizes questionnaire responses. This study employs validated measurements from prior research, while the author utilizes preliminary data derived from observational data. Google form surveys are used in this research. The link to the questionnaire form is disseminated to respondents classified as part of the target sample via the WhatsApp platform.

## 2.4   Research Sample

The Indonesian outsourcing business provided this study's sample. This study uses Google Forms to enroll employees in a sample by emailing them the survey link and sending them the survey questions via WhatsApp. However, rural employees may have trouble filling out the Google Form questionnaire, and some responders may answer the questions biasedly. Pilot testing, defining the outlier, and a focus group discussion (FGD) to fix inappropriate translated questions before the questionnaire survey ensure the face validity of the research measurements. The trial run is from October through January 2023.

## 2.5   Research Instrument

This questionnaire-based study measures 4 constructs and 46 observable variables from primary sources.

**Variables**

The study collects data from primary sources by employing a questionnaire that measures the four variables: perceived organizational support, work motivation, organizational learning, and employee performance. Each construct's dimensions and

observed variables are mentioned in Table 1 below.  This study applies the seven-point Likert scale to measure the construct.

Table 1 Independent Variables

| Constructs/Var iables | Dimension | Observed Variables | Target Respondent | Level |
|---|---|---|---|---|
| Perceived Organizational Support | - | 8 | 269 employees who work in the outsourcing company | Individual level |
| Work Motivation | Intrinsic | 3 | | |
| | Identified Regulation | 3 | | |
| | Introjected Regulation | 3 | | |
| | Extrinsic | 3 | | |
| Organizational Learning | Training Availability | 2 | | |
| | Technical Expertise | 2 | | |
| | Knowledge Level | 3 | | |

**Validity**
A study's measurement must be valid to measure what it's designed to measure. Validity measures whether we are measuring the appropriate idea, while reliability measures the measurement's stability and consistency [23]. This study examines the metrics' content, face, construct, and external validity.

**Reliability**
Reliable measurements can quantify their target notion with reproducible findings [23]. Cronbach's alpha, the most used reliability indicator, has been shown to be dependable [24] and found that internal consistency is sufficient if the CR value is larger than 0.7. Cronbach's alpha reliability values below 0.60 are poor, 0.70–0.80 are adequate, and 0.80+ are excellent [23]. If Cronbach's alpha is more than 0.95, items may have redundant indications within a construct; items should be checked to measure different aspects of the concept [24].

**Data Analysis Method**
This study used SEM and LISREL to analyze survey findings. Structural Equation Modelling (SEM) is recommended over regression or multivariate methods for analyzing model variables, such as indicators and their constructions or constructs, according to [24]. Structural Equation Modelling is better than regression or multivariate methods for analyzing model variables.

The goodness-of-fit (GOF) metric verifies model validity and measurement accuracy. A model's goodness-of-fit (GOF) index compares the observed covariance matrix to the estimated one or assesses how well it reproduces the indicators' covariance matrix [24]. When the matrices are near, the model is "fitting". According to Hair et al. [24], the model provides when the two matrices are of the same importance, which can be evaluated by computing the chi-square (2), the statistical difference between the

observed and estimated matrices, and the degrees of freedom (df). The goodness-of-fit index has two halves: RMSEA and RMR or SRMR. RMSEA is the simplest metric of hypothesis fit, unlike RMR/SRMR, which is the most precise. Incremental fit indices compare the estimated model to the reference baseline model. The nulled model, which assumes no link between observational variables, is most popular [24]. Hair et al. [24] advocate utilizing two values and degrees of freedom with at least one incremental and absolute index.

## 3    Result and Discussion

### 3.1    Demographic of Survey Respondent

This study uses 5 (five) control variables that can describe the demographic profile of respondents, such as gender, age, educational background, job tenure, and geographic location. Based on data collection, most respondents who work in outsourcing companies are male. 91.9%, while female gender only 8.1% of respondents are. These respondents are highly in the group of ages 29 – 35 years old (36% of total respondents), with the other group of ages > 35 years old (34.4% of total respondents). 23 – 29 years old (23.9% of total respondents) and 17 – 23 years old (5.7% of total respondents).

### 3.2    Pre-Data Analysis Measures

**Data Screening and Analysis**

The Google Forms questionnaire data is tagged for SPSS import after being exported to Excel. The screening process begins with missing data checks for all 247 respondents. Multivariate outlier screening eliminates invalid or outlier respondents. MD analysis seeks multivariate outliers in this data collection. MD analysis estimates the permissible distance between data samples and labels outliers. MD plots data to estimate an acceptable distance from the center. The probability value is computed by comparing MD to a chi-square distribution with the same degrees of freedom. The MD-grouped total variables are the degrees of freedom. Probability values below 0.001 indicate numerous variable outliers. There are 22 multivariate outliers from 269 respondents.

**Normality**

Statistical normality means the data has a normal distribution [25]. Tabachnick and Fidell [26] state that the normality test examines data, variables, and any conceivable normal distribution. Normality tests establish which parametric and non-parametric tests are valid for normal and abnormal data distribution [27]. Kolmogorov-Smirnov and Shapiro-Wilk tests determine normalcy. Table 2 shows the normalcy test result. The study's significant (Sig) results for each construct are 0.000 (less than 0.05), indicating an abnormal distribution.

Table 2 Test of Normality

| Constructs | Tests of Normality | | | | | |
|---|---|---|---|---|---|---|
| | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| POS | .213 | 247 | .000 | .901 | 247 | .000 |
| WM | .200 | 247 | .000 | .835 | 247 | .000 |
| OL | .209 | 247 | .000 | .861 | 247 | .000 |
| EP | .217 | 247 | .000 | .807 | 247 | .000 |
| a Lilliefors Significance Correction | | | | | | |

**Collinearity**

Multicollinearity occurs when two or more independent variables are strongly correlated [28]. To avoid multicollinearity, keep variable correlation coefficients below 0.9 [24], [26]. Moreover, this study's data are not normally distributed. SPSS uses Spearman's Rho, a non-parametric test, to determine bivariate correlation. Table 3 Spearmen correlation coefficient is less than 0.9, indicating no construct collinearity.

Table 3 Spearman's Rho Correlation Test Results

| No. | Variable | POS | WM | OL | EP |
|---|---|---|---|---|---|
| 1 | POS | 1.000 | | | |
| 2 | WM | .551** | 1.000 | | |
| 3 | OL | .625** | .770** | 1.000 | |
| 4 | EP | .456** | .763** | .685** | 1.000 |
| ** Correlation is significant at the 0.01 level (2-tailed). | | | | | |

The second method to confirm collinearity exists is by using regression. This study assesses the value of VIF, Tolerance, and Condition Index to prove whether collinearity exists between Dependent and independent variables among independent variables. The VIF < 5, tolerance value > 0.2, and the condition index below 35 indicate that collinearity does not exist between constructs.

Table 4 Tolerance and VIF Test Results

| IV | POS | | WM | | OL | |
|---|---|---|---|---|---|---|
| DV | Tolerance | VIF | Tolerance | VIF | Tolerance | VIF |
| POS | | | .368 | 2.721 | .368 | 2.721 |
| WM | .638 | 1.567 | | | .638 | 1.567 |
| OL | .708 | 1.413 | .708 | 1.413 | | |
| EP | .628 | 1.593 | .361 | 2.767 | .326 | 3.068 |

**Homogeneity**

This study employs the homogeneity of variance test to determine if two or more demographic subgroups have the same categorical variable data distribution. Homogeneity tests compare the proportions of responses from two or more populations to a dichotomous variable (e.g., male/female, age) or a variable with several result categories. A value of < 0.05 indicates a difference in reaction among components. Levene's homogeneity test results are in Table 5 below, bolding data p-values below 0.05.

Table 5 Test of Homogeneity of Variance

| Variable/Factor | POS | WM | OL | EP |
|---|---|---|---|---|
| Gender | .390 | **.004** | **.024** | **.046** |
| Age | .178 | .457 | .780 | .819 |
| Education | **.011** | .484 | .394 | .749 |
| Job Tenure | **.045** | .535 | .239 | .983 |
| Geography Location | .902 | .211 | .159 | .338 |

**Reliability**

Cronbach's Alpha is utilized to determine the reliability of the construct based on the sampling, also considered the measure of scale reliability. As described in Table 6 below, the Alpha of the coefficient for the four constructs is more than 0.70, which is acceptable for the reliability test.

Table 6 Reliability Statistic

| Variables | Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|---|
| POS | .883 | .908 | 8 |
| WM | .949 | .952 | 12 |
| OL | .928 | .928 | 7 |
| EP | .973 | .975 | 19 |

**Descriptive Statistic Analysis**

Data analysis and insight into respondent characteristics about the various dimensions are accomplished by descriptive statistics tools in SPSS version 20. In this specific research, Cronbach's Alpha is used to assess the construct's dependability All four dimensions have Cronbach's Alpha values larger than 0.7 and fall within the range of Cronbach's Alpha from previous studies, suggesting good reliability.

There are four dimensions of work motivation, intrinsic (WM_I), identified regulation (WM_IR), introjected regulation (WM_TR), and extrinsic (WM_E). Extrinsic has the highest mean value for work motivation; this implies that respondents agree that their work motivation is because of some instrumental reason, like getting rewards.

While for the construct, organizational learning has three dimensions, namely training availability (OL_TA), technical expertise (OL_TE), and knowledge level (OL_KL). Knowledge level has the highest mean value for organizational learning because it shows employees' levels of knowledge of the field in which the company operates.

Teamwork (EP_T) has the highest mean value within the employee performance variable, followed by the organization; this study respondent agrees that teamwork is needed to increase employee performance.

Table 7 Descriptive Statistics Analysis Results

| Construct | Dimensions | Mean | | SD | | Min | Max | Cronbach's Alpha |
|---|---|---|---|---|---|---|---|---|
| Perceived Organizational Support | - | 5.8300 | | .97397 | | 3.00 | 7.00 | .908 |
| Work Motivation | Intrinsic | 6.1943 | | .78779 | | | | |
| | Identified Regulation | 6.1194 | 6.2794 | .83185 | .70632 | 4.00 | 7.00 | .952 |
| | Introjected Regulation | 6.1599 | | .79616 | | | | |
| | Extrinsic | 6.2105 | | .72430 | | | | |
| Organizational Learning | Training Availability | 6.0729 | | .90771 | | | | |
| | Technical Expertise | 6.0081 | 6.1619 | .93917 | .80021 | 3.50 | 7.00 | .928 |
| | Knowledge Level | 6.2368 | | .77799 | | | | |
| Employee Performance | Job | 6.1255 | | .85209 | | | | |
| | Career | 6.1862 | | .76092 | | | | |
| | Innovator | 6.1842 | 6.3077 | .74863 | .71884 | 3.50 | 7.00 | .975 |
| | Team | 6.3219 | | .72320 | | | | |
| | Organization | 6.2530 | | .72817 | | | | |

### 3.3    Measurement Model Analysis

**Perceived Organizational Support Measurement Model Analysis**
Due to the lack of dimensions in the construct's assessment, a single-factor model (SFM) analysis was conducted using eight indicators. The results indicate that the AVE is greater than the acceptance level of 0.50; this proves that the single-factor model of employees' perceptions of their organizations' support is reliable and accurate. The SFM also possesses convergent validity, as its Construct Reliability (CR) score of 0.91 exceeds the threshold value of 0.70. The Goodness-of-Fit (GOF) indices for this framework are also larger than the threshold values. The examination of the measurement model shows that the perceived organizational support construct used in this research has high reliability and validity.

**Work Motivation Measurement Model Analysis**
This research investigates several models for measuring the construct, including the single factor model (SFM), the oblique lower model (OLOM) by clustering items along their shared dimension, and the higher order model (HOM) by assessing the construct at the level of the dimensions themselves. The single factor model and the oblique lower model had AVE values of more than 0.50, indicating that they are both acceptable, trustworthy, and valid representations of work motivation resilience. However, the AVE cutoff value in our study is 0.50. We focus on the higher-order model of the components instead. Therefore, a model of work motivation at a higher degree would be legitimate, credible, and acceptable. The single-component analysis yields a CR of 0.95 for this construct, while oblique lower and higher-order models yield CRs of 0.96 and 0.98, respectively. The goodness-of-fit (GOF) indices for this construct are also greater than the minimum required for all models (i.e., single factor model, oblique lower model, and higher order models). It follows that the work motivation measurement model analysis is credible and valid.

**Organizational Learning Measurement Model Analysis**
There are three facets to organizational learning (OL) (OLTA, OLTE, and OLKL). AVE values over the cutoff value of 0.50 were recorded for both the single factor model (SFM) and the oblique lower model (OLOM). The study additionally considers a higher-order model when the construct AVE is more than 0.97; this could create a credible and sound model of higher-order organizational learning. All three reliability measures (SFL, OLOM, and HOM) for this framework are greater than the threshold value of 0.7, indicating its dependability. The readings range from 0.93 to 0.94 and then to 0. As a bonus, the Goodness-of-Fit (GOF) indices for this construct are superior to the universally adopted threshold (i.e., single factor, oblique lower, and higher order models). After reviewing the measurement model, we can say that the organizational learning construct measurement employed here is valid and trustworthy.

**Employee Performance Measurement Model Analysis**
The oblique lower model's AVE was 0.73, while the AVE for the single factor model was only 0.68. These models for gauging worker performance are legitimate, dependable, and acceptable because their values are greater than 0.50. However, the

0.91 AVE of the construct's higher-order model is the focus of this investigation. Given that the AVE cutoff is 0.50, this value is greater. Accordingly, we can take the study at its value. In light of this, a higher-order model for gauging workers' efficacy would be credible, broadly recognized, and in the public's good graces. This building has an overall CR of 0.98. (i.e., single factor model, oblique lower model, and higher order model). The GOF for this construct is also higher than the threshold values used by any model. Conclusions from the examination of the model used to gauge worker performance lend credence to the model's reliability and validity.

## 3.4    Hypotheses Testing Result

The five hypotheses to be tested in this study are as follows: (1) a positive relationship exists between P.O.S. and W.M.; (2) a positive relationship exists between P.O.S. and O.L.; (3) a positive relationship exists between W.M. and O.L.; (4) a positive relationship exists between O.L. and E.P.; and (5) a positive relationship exists between O.L. and W.M. All five (5) of the hypotheses are supported by the data from the hypothesis tests. The values of standardized factor loading (SFL) and T-values used to evaluate the hypotheses in this study are displayed in Figure 1 and tabulated in Table 8 below.

Table 8 Descriptive Statistics Analysis Results

| No | Hypotheses Relationship | Structural Coefficient | T-Value | Hypotheses Test Results |
|---|---|---|---|---|
| 1 | Perceived Organizational support has a positive and significant relationship with Work Motivation | 0.74 | 14.73 | Supported |
| 2 | Perceived Organizational support has a positive and significant relationship with Organizational Learning | 0.66 | 7.49 | Supported |
| 3 | Work Motivation has a positive and significant relationship with Organizational Learning | 0.27 | 2.68 | Supported |
| 4 | Organizational learning has a positive and significant relationship with Employee Performance | 0.42 | 2.52 | Supported |
| 5 | Work Motivation has a positive and significant relationship with Employee Performance. | 0.50 | 2.37 | Supported |
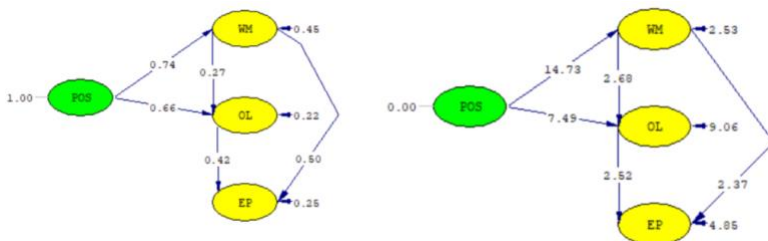


Figure 1 Left: Model's Structural Coefficient. Right: Model's T-Value

4    **Conclusion**

This study examines workplace excellence promotion best practices. The researchers of this study think their findings clarify the various constructs that could improve organizational effectiveness. Considerations include organizational support, learning, motivation, and performance. Researchers study how perceived organizational support boosts employee performance. This research also clarifies gaps in constructs that may improve employee performance. This includes perceived organizational support, work motivation, and organizational learning. This study supports, explains, and fills in the gaps left by earlier research because it discusses the connections between all the constructs that were part of the integrated research model. Work motivation and organizational learning, which boost employee performance, depend on perceived organizational support. Meanwhile, they improve employee-employer communication.

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