

## Assessing the Effect of Quality of Work Life programs on Readiness for Organisational Change among University Professors in Algeria

### Assessing the Effect of Quality of Work Life programs on Readiness for Organisational Change among University Professors in Algeria

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#### Abstract:

The main purpose of this study was to determine if employees who have higher Quality of Work Life levels are more open and prepared for Organisational Change. So, it was aimed to determine the effect of Quality of Work Life programs on Readiness for Organisational Change in faculty of Management and Economy, Business at Universities: Constantine-2, Mila, Skikda. The data gathered from University Professors have been analysed, applying statistical techniques and methods. Quality of Work Life was measured using a questionnaire that includes six dimensions and 29 items. Besides, this study used Hanpachern's widely used Readiness for Organisational Change questionnaire, which includes 14 items. Sample of study consisted of 118 University Professors. It was selected by random sampling method. To measure the reliability of questionnaires we used Cronbachs Alpha. It is (0,894) for Quality of Work Life and (0,882) for Readiness for Organisational Change.

The results revealed that University Professors in Algerian Universities perceive medium and high levels of Quality of Work Life-QWL and Readiness for Organisational Change-ROCH. Moreover, the results of this study indicated that QWL and its dimensions was positively correlated with employee Readiness for Organisational Change and employees' Readiness for Organisational Change were mostly effected from Opportunity to use and to develop capabilities and Adequate and fair compensation. The perceived employee Quality of Work Life had a positive effect on Readiness for Organisational Change of employees. The analysis of the study data has also indicated that University Professors Quality of Work Life is an important predictor variable to Readiness for Organisational Change. In addition, dimensions of the Quality of Work Life in order of their priorities are: Social integration at workplace, work-life balance and Opportunities to use and develop employees' capacities, Job security, Safe & healthy working conditions and Adequate and fair compensation. Furthermore, this study makes useful contributions to Administrators by investigating the effect of perceived QWL on employee Readiness for Organisational Change in Universities where Professors spend most of their time with students.

**Keywords:** Quality of Work Life, Readiness for Organisational Change, University Professors .

**Jel Classification Codes:** I23, J28, J81, M12.

#### I -Introduction:

As a result of dynamic environments, organisations are frequently challenged with the need to implement changes in strategy, structure, culture, technology, process; therefore, all Organisations looking for performance are increasing the importance of employees. Enhancing competitiveness through change has become an increasingly important task for modern organisations. Consequently, QWL must be mentioned as a key issue, especially for organisations seeking to progress towards Total Quality Management. The increasing interest in human resources is due to the hypothesis that employees and the way they are managed is critical to the success of Organisation and can be a source of sustainable competitive advantage<sup>1</sup>. Quality of Work Life enables organisations to be more flexible and responsive. Employees Quality of Work Life has been known as an essential contributor to organisational success.

In order to sustain the organisation's long-term performance, employees need to do positive individual behaviours and attitudes. For Organisations to help employees in being motivated and prepared for change, it is essential that managers understand reasons that may influence change Readiness. Managers who understand the psychological aspects of Organisational Change can better plan what methods be used, when and how they can be used, how they be used, and under what specific conditions they may lead to more positive results<sup>2</sup>. Some studies in Organisational

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Change field trying to explain why change efforts succeed or fail tend to use the organisation as the right entity for analysing the results of change initiative, rather than the employees inside the organisation. Social cognitive theory suggests that when organisational Readiness for Change is high, organisational members are more likely to initiate change (e.g., institute new policies, procedures, or practices), exert greater effort in support of change, and exhibit greater persistence in the face of obstacles or setbacks during implementation<sup>3</sup>.

Higher education has moved from the periphery to the centre of governmental programs. The role of Universities is changing, because it is expected that they actively engage in societal challenges, not only to produce knowledge, and that they educate their students to become active and good citizens. The key role of the Algerian Universities has been focused on creating competencies to support the economic development. A series of reforms have been introduced in Algerian higher education Policy. Due to the importance of this sector, it is a necessity to evaluate the Quality of Work Life-QWL and Readiness for Organisational Change-ROCH among University Professors.

### Objectives of the Study

QWL and ROCH are important variables for achieving academic goals of Universities and creating more efficiency, this study aimed to investigate the Effect of Quality of Work Life Programs on Readiness for Organisational Change among University Professors and to know whether improving Quality of Work Life in Universities can have an effect on Readiness for Organisational Change. Specifically, the purposes are to:

- 1) Investigate the relationship between Quality of Work Life factors and Readiness for Organisational Change among University Professors at faculties of Management and Economy, Business in Algeria;
- 2) Assess which QWL factors influence the overall perception of ROCH among University Professors;
- 3) Prioritise/Rank QWL factors that influence Readiness for Organisational Change-ROCH of respondents.

### 1.1 Quality of Work Life and its Dimensions

Quality of Work Life is ever becoming more important issue. Quality of Work Life-QWL is viewed as a crucial dimension of the Quality of life. Quality of Work Life-QWL has been a major construct in the fields of psychology and management; thus, it has received a great deal of attention in the literature. The principal goal of QWL programs is to improve the work design and requirements, the working conditions and environment and Organisational effectiveness<sup>4</sup>. QWL was first introduced to the literature in 1960's as an employment condition that focuses on the employee's health and well-being and aims to increase overall satisfaction<sup>5</sup>. QWL is a concept of behavioural science, and the term was first introduced by Davis at the Forty Third American Assembly on the Changing World of Work at Columbia University's Arden House<sup>6</sup>. QWL is related to the improvement of working conditions in France, to humanization of work in Germany and to employee protection in Eastern European Countries, But North America,

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Europe and Japan do not only consider QWL as a tool of efficiency but have also discussed/examined it in terms of democracy and humanization of the working environment<sup>7</sup>. In contemporary management, the concept of Quality of Work Life has been changed to a social issue, while in the past decades only the personal life was emphasised<sup>8</sup>.

Straw & Heckscher define Quality of Work Life-QWL as a philosophy, a set of principles that holds that people are the most important resource in the Organisation as they are trustworthy, responsible and capable of making valuable contribution and they should be treated with dignity and respect<sup>9</sup>. It covers variety of programmes, techniques, theories and management styles through which organisations and jobs are designed to grant employees more autonomy, responsibility, and authority<sup>10</sup>. In another definition, QWL is a process that identifies Organisations responsibility to develop job and working conditions that are essential for employees and Organisation<sup>11</sup>. Carlson has viewed QWL as: (a) a movement; (b) a set of Organisational interventions and (c) a type of working life experienced by employees<sup>12</sup>. Therefore, Quality of Work Life is a comprehensive program that increases employees' satisfaction; reinforces their learning in the working environment and also helps them in regard to management and changes<sup>13</sup>. Quality of Work Life refers to the favourableness or unfavourableness of a job environment for people<sup>14</sup>. Basically, Quality of Work Life signifies a desired end-state that emphasizes the importance of providing opportunities for employees to contribute to their jobs as well as to receive more from their jobs<sup>15</sup>. Thus, QWL is a comprehensive construct that includes an employee's job related wellbeing and the extent to that work experiences are rewarding, devoid of stress and other negative personal consequences<sup>16</sup>. The definition by Hackman and Oldham described QWL in relation to the interaction between work environment and personal needs; thus, is the extent to which employees can enhance their personal lives through their work environment and experiences<sup>17</sup>. Hence, the concept of Quality of Work Life has always been used as an index for Quality of employee experiences in working environment. Flippo mentions, Quality of Work Life programs include any improvement in the culture of the Organisation that will lead to employees' development and growth<sup>18</sup>.

Most of the definitions of QWL emphasis on the good feeling perceived from the interaction between employees and their work environment. Also, there is an agreement among researchers in this field that refers to it as a subjective and dynamic construct<sup>19</sup>. QWL can be summarised as an extensive concept that include adequate and fair compensation, social integration and safe and healthy working conditions that enables employee to improve and use all his or her skills.

According to Gadon, QWL programs have two main objectives: (1) to enhance productivity and (2) to increase the satisfaction of employees<sup>20</sup>. Moreover, Brooks viewed that QWL has two goals: improving the Quality of the work experience of employees and simultaneously improving the overall productivity of the Organisation<sup>21</sup>.

**Table 1: Dimensions of Quality of Work Life**

|                                |   |
|--------------------------------|---|
| Cunningham, J.B. and T. Eberle | the task, the physical work environment, social environment within the Organisation, administrative system and relationship between life on and off the job <sup>22</sup>   |
| Walton                         | (1) Adequate and fair compensation, (2) safe and healthy working conditions, (3) immediate opportunity to use and develop human capacities, (4) opportunity for continued growth and security, (5) social integration in the work Organisation, (6) |

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|  |   |
|--|---|
|  | constitutionalism in the work Organisation, (7) work and total life space and (8) social relevance of work life <sup>23</sup> .   |
| Glasier  | Good working conditions, job security and adequate and fair compensation <sup>24</sup> .  |
| Ketchum and Trist                                    | Work meaningfulness, sense of belonging and commitment, sense of dignity and self-achievement at work and work-life balance <sup>25</sup> .   |
| Mirvis and Lawler                                    | safe work environment, equitable wages, equal employment opportunities and opportunities for advancement <sup>26</sup>  |
| Shermerhorn  | paying fair and equal wage and salaries, safe and sound working conditions, opportunity to learn and apply new skills, career development, and supporting individual rights <sup>27</sup>   |
| Adhikari & Gautam                                    | Adequate pay and benefits, job security, safe and health working condition, meaningful job and autonomy in the job <sup>28</sup> .  |
| Royuela, Tamayo and Suriñach the European Commission | intrinsic job Quality, skills, life-long learning and career development, Quality health and safety at work, flexibility and security, inclusion and access to the labour market, inclusion and access to the labour market, social dialogue and worker involvement, diversity and non-discrimination, and overall work performance <sup>29</sup> |

According to the previous Table (Table 1) it is very difficult to conceptualise all Dimensions of QWL in one definition. Employees believe that the Quality of Work Life leads to their job satisfaction through beneficial jobs, job security, provisions for the payment of salaries and benefits, Staff development, social interactions, freedom of speech, thus help them to increase productivity and Organisational effectiveness<sup>30</sup>. If employees perceive the working environment constructive and satisfy their expectations, they are more expected to be exhibit positive attitudes and behaviours to their Organisations and colleagues. QWL efforts include the areas of personal and professional development, work redesign, team building, work scheduling, and total Organisational Change<sup>31</sup>.

The preceding definitions show that QWL is a multi-dimensional construct, made up of a number of interrelated elements that need careful consideration to conceptualize and measure. It is associated with job satisfaction, job involvement, motivation, productivity, health, safety and well-being, job security, competence development and balance between work and non-work life.

In several studies, the implementation of QWL programs led to reduce employee complaints; reduce rates of absenteeism, reduce rates of applying disciplinary codes, increase the positive attitude of staff, also increase their participation in the recommendation systems program<sup>32</sup>. To describe the influence of the Quality of work life towards individuals, Jewell & Siegel describes the concept of Quality of work life with negative indicators, i.e. two symptoms of low QWL: marked by levels of boredom and loss of working motivation or burnout<sup>33</sup>. The frustration, boredom, and anger common to employees dissatisfied with their work life can be costly to both employees and Organisation.

Katz et al indicate that implementation of QWL programs reduce rates of employee complaints, reduce rates of absenteeism, reduce the disciplinary code, increase positive attitudes of employees and increase their participation<sup>34</sup>.

QWL entails the design of work systems that enhance the working life experiences of Organisation members, thereby, improving commitment to change and motivation to achieve

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Organisational goals<sup>35</sup>. In their recent study Singh and Srivastav interrelated QWL with Organisational and individual efficiency<sup>36</sup>. According to these researchers, a good QWL leads to improved Organisational efficiency as well as employees' efficiency of employees. Runcie suggested that if an employee perceives positively the Quality of Work Life in the Organisation, he would be motivated to strive further to improve working conditions, enhance productivity and give importance to the Quality of products<sup>37</sup>.

Without doubt, good Quality of Work Life leads to an atmosphere of good impersonal relations and highly motivated employees who strive for their development<sup>38</sup>. Moreover, QWL has a direct impact on human outcomes at work and it reduces absenteeism, accidents, grievances, and turnover. QWL is not only a major determinant of various desirable organisational outcomes, but, it also significantly influences the non-working life of an employee and is an important predictor of life satisfaction, health and psychological well-being of employees.

### 1.2 Readiness for Organisational Change

Change is a challenging process for most organisations as changes are often faced by employee resistance, poor communication, lack of readiness and lack of expertise<sup>39</sup>. To successfully implement change initiatives, change agents must know that the role of employees is highly important, and employees' reactions to change are influenced by a number of factors, including employees' emotions and cognitions, communication, and participation in decision making.

In response to the frequent failure of implemented Changes in organisations, many researchers have suggested a new framework to analyse and to understand the causes of failure of Organisational Change initiatives. Elsewhere, it is argued that Organisational Change interventions fail due to a neglect of human issues and a focus only on financial issues, and as a result management must overlook the emotional effect of the Organisational Change on their employees.

Vakola, Tsaousis, and Nikolaou identified several studies in which employees attitudes toward change were vital in achieving successful Organisational Change initiatives<sup>40</sup>. Elias defines attitudes towards Organisational Change as an employee's overall positive or negative evaluative judgment of a change initiative implemented by their Organisation<sup>41</sup>. Bianey, Ulloa and Adams define attitudes towards change as the internal state that influences individual's choices of personal action, or a response tendency towards the change<sup>42</sup>. The negative reactions among employees to Organisational Change were due to obvious reasons such as the fear of losing one's job leading to loss effects of Organisational Change on personal well-being and security. If there is Readiness to Change in an Organisation the Change effort will have a higher chance to succeed, but if there is a low level of Readiness for Change, then the success of the planned change may be diminished<sup>43</sup>. A failure to assess organisational and individual change readiness may result in spending significant time and energy in wrong direction<sup>44</sup>.

Furthermore, Backer reported that failure to analyse and deal with readiness issues can actually lead to abortive organisation development efforts<sup>45</sup>. Yet, Readiness is the cognitive precursor to the behaviours of either resistance to, or support for a change effort<sup>46</sup>. Bernerth

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explained that Readiness is more than understanding change; Readiness is more than believing in the change, Readiness is a collection of thoughts and intentions toward the specific change effort<sup>47</sup>. Eby et al showed that individual readiness for Organisational Change is about the belief that the changes are both necessary and likely to be successful<sup>48</sup>.

Readiness for Change is a comprehensive attitude that is influenced by the content (i.e. what is being changed), the process (i.e. how the change is being implemented), the context (i.e. circumstances under which the change is occurring), and the individuals (i.e. characteristics of those being asked to change) involved that collectively reflect the extent to which an individual or a group of individuals is cognitively and emotionally inclined to accept, embrace, and adopt, a particular plan to purposefully alter the status quo<sup>49</sup>. Indeed, organisational readiness refers to organisational members' change commitment and change efficacy to implement Organisational Change<sup>50</sup>. It is difficult to gain support from employees if they do not know what specific changes are going to take place, how the changes are going to affect them and how they will benefit from the Change process<sup>51</sup>.

Miller et al focused on employees' Readiness to Change by influencing three workplace factors: management/leader relationships, job knowledge and skills, and job demands found significant influence on employees' Readiness for Change<sup>52</sup>. Employee Readiness for Change is involved with people's beliefs, attitudes, and intentions about changes and their perception of individual and Organisational capacity to successfully make those Changes<sup>53</sup>. Readiness is defined as an employee's beliefs, views, and behaviours to accept the needs and capability of an Organisation. Holt et al established that Readiness for Change is affected by employees' beliefs of self-efficacy, appropriateness, management support, and personal valence<sup>54</sup>. According to Schneider, Brief & Guzzo employees Readiness to Change is influenced by the Organisational track record of successfully implementing major Organisational Changes<sup>55</sup>. If experiences of Organisational Changes have failed in the past, people will be resistant towards new change initiatives.

Hanpachern explain Readiness for Change such as the extent to which individuals are mentally, psychologically or physic primed to participate in Organisation development activities. Particularly, it refers to condition in which a person has high score on promoting and participating in change<sup>56</sup>. According to Hanpachern's definition there are three aspects to influence Readiness for Change: participation i.e. involve and participate in change, promotion i.e. support and accept change, and resistance i.e. not support blocking.

Bernerth describes that Readiness is a state of mind during the change process that reflects a willingness or receptiveness to change the way one thinks<sup>57</sup>. Eby et al said that Readiness for Organisational Change reflects an individual's unique interpretive reality of the Organisation and even within the same Organisational context; this interpretation differs among individuals based on their individual experience and history within the Organisation<sup>58</sup>.

According to Armenakis and Bedeian the critical factor influencing change Readiness is the change message that is communicated to employees<sup>59</sup>. the change message should address the need for change, the appropriateness of change, and the confidence in the capacity of individuals and the Organisation to undertake the change. Also the message should indicate that top management support for the change, and outline the benefits associated with change.

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Cunningham et al examined logistical and occupational risks of change, the ability to cope with change and to solve job related problems, social support; active vs. passive job constructs to influence Readiness for Change in healthcare organisations<sup>60</sup>. By applying survey questionnaire in four profit-oriented organisations from northern Utah, Miller et al focused on employees' Readiness for Change by examining three workplace factors-management/leader relationships, job knowledge and skills, and job demands and found a significant influence on employees' Readiness for Change<sup>61</sup>.

Erturk found through structural equation modelling that trust in supervisors mediates between managerial communication and openness to change, and also found a partial relation between participation and openness to change via trust in supervisors<sup>62</sup>.

McNabb and Sepic indicated the relevant factors of Readiness for Change: Organisational culture, Organisation climate, Organisational policies, and Organisational performance outcomes. According to their model, these are directly linked to Readiness for Change. It was suggested that the "effective integration of culture, climate, and policies determines the ability of an Organisation to carry out its mission and to accept and integrate change"<sup>63</sup>.

Furthermore, Ramnarayan stated that the organizational Readiness for Change has six dimensions namely: 1) Commitment to plans, priorities, programs and purposes; 2) Attention to innovations/changes; 3) Attention to lateral integration; 4) Attention to vertical integration; 5) Environmental scanning, networking and learning from others; and 6) Building capabilities of individuals and groups<sup>64</sup>.

Armenakis et al describe five important Readiness components<sup>65</sup>:

- 1) Self-efficacy: Confidence in individual and group's ability to make the change succeed.
- 2) Principle support: Key Organisational leaders support this particular change.
- 3) Discrepancy: A gap between the current state and an ideal state.
- 4) Appropriateness: The correct reaction to fix the gap identified by discrepancy.
- 5) Personal valence: Explains the intrinsic and extrinsic benefits of the change.

Through a model of five stages Prochaska and colleagues, found that the Readiness to Organisational Change has several characteristics: pre-contemplative stage, where the need for change is not acknowledged. At the contemplative stage, individuals consider or contemplate but do not initiate change. As a preparatory stage is reached, planning for change occurs. Individuals engaged in the process of behavioural change are at the action stage, whereas those attempting to sustain changes are at the maintenance stage<sup>66</sup>.

All the researchers agree that Readiness for Organisational Change includes an individual's evaluation of the individual and organisational capacity for making a successful change, the need for a change, and the advantages the organisation and its members may gain from an Organisational Change.

The reviewed literature helped in the development of a theoretical framework for this study and supports the importance of Readiness for Organisational Change as well as a high Quality of Work Life on employees' productivity. Indeed, employee's commitment to change, that is necessary for change success, is really very difficult to construct and sustain. The level of Readiness to Change of an individual is determined by how he perceives the change, it is a good or a bad thing, and also by the expectation of how severe will be the effect of change on it.

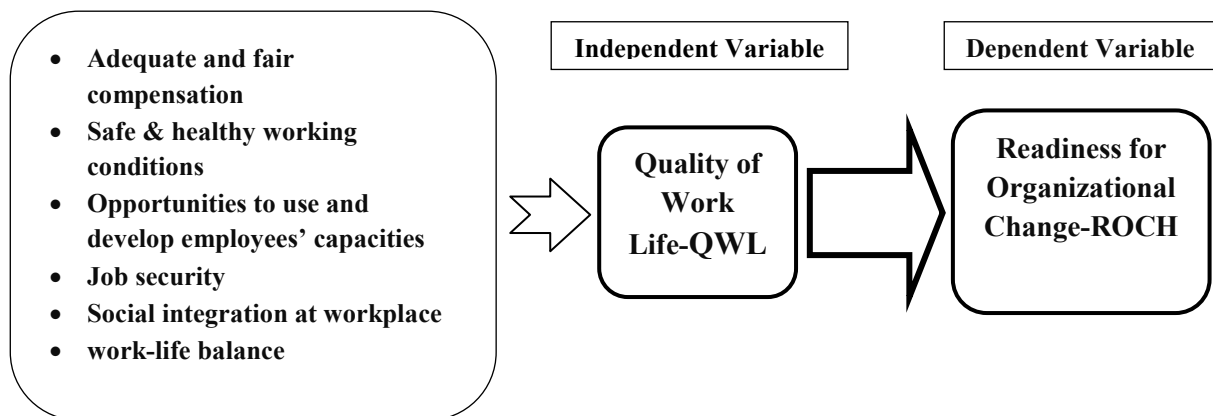
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### 1.3 Conceptual Model and Hypothesis

The main purpose of this study is to examine more about whether employees' levels of Readiness for Organisational Change are related with their Quality of Work Life and various dimensions by exploring the following study questions:

- 1) What are the relationship between Quality of Work Life dimensions and Readiness for Organisational Change among University Professors at faculties of Management and Economy, Business in Algerian Universities?
- 2) Does Quality of Work Life Programs affect significantly to Readiness for Organisational Change among University Professors at faculties of Management and Economy, Business in Algerian Universities?
- 3) To what extent can variability in overall level of Readiness for Organisational Change-ROCH be explained by current levels of Quality of Work Life-QWL dimensions?
- 4) Is there any significant difference in priority and importance between QWL factors that influence ROCH among University Professors?

Figure 1: Conceptual Model



In the Conceptual Model (see Figure 1), Quality of Work Life is the independent variable and Readiness for Organisational Change is the dependent variable. Thus, Perceived Quality of Work Life-QWL positively affects employee Readiness for Organisational Change-ROCH. If employees perceive Quality of Work Life-QWL within his/her Organisation, she/he would show positive reactions such as Readiness for Organisational Change.

According to the aim of the study, following hypothesis was tested:

#### Main Hypothesis

Perceived Quality of Work Life-QWL has a positive and significant effect on employees Readiness for Organisational Change-ROCH among University Professors in Algeria.



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### Subsidiary Hypotheses

**H<sub>1</sub>:** All QWL dimensions (Comp, Health, Develop, Secur, Integr, Balanc) have a positive and significant relationship with Readiness for Organisational Change-ROCH;

**H<sub>2</sub>:** QWL factors (Comp, Health, Develop, Secur, Integr, Balanc) have a positive and significant effect on level of Readiness for Organisational Change-ROCH;

**H<sub>3</sub>:** There is a significant difference in priority and importance between QWL dimensions that influence Readiness for Organisational Change-ROCH among University Professors.

### **II- Methods:**

In order to examine the effect of Quality of Work Life-QWL on Readiness for Organisational Change-ROCH, a questionnaire was used, and being given to a sample that included University Professors' from three Universities. The questionnaire was conducted in March-April 2015. The population of this study includes the entire University Professors' at Faculty of Management and Economy, Business of University: Constantine-2, Mila, Skikda. The sampling was run randomly. Based on the kind of the study and the number of predictor variables, the minimum number of the sample was estimated to be 125. A total of 180 questionnaires were distributed to potential respondents chosen from three Universities. A total of 118 usable questionnaires were returned, giving a response rate of 65.5%.

The questionnaire was divided into three sections. The first section consisted of Items relating to QWL, the second section consisted of Items concerning to ROCH and the last section was on the demographic and background information of the Respondents. As a result, Respondents were asked to designate their agreement or disagreement about each QWL and ROCH Items with anchors ranging from strongly disagree (1) to strongly agree (5). Items included in the first section of questionnaire were selected after a review of literature. A twenty nine (29) item questionnaire, extracted from an earlier QWL study by Walton was used to represent the six dimensions of the Quality of Work Life: Adequate and fair compensation, Safe & healthy working conditions, Opportunities to use and develop employees' capacities, Job security, Social integration at workplace, work-life balance. The measurement of Readiness for Organisational Change was based on the Hanpachern's original model with fourteen 14 item questionnaire, to Readiness for Organisational Change among University Professors.

Data obtained by the questionnaire were administered using the SPSS (version 15.0) package. At a first stage, a correlation analysis was conducted to examine the relationship between QWL factors and ROCH. Next, given the interest in determining which of all the variables included in this study best predicts the Readiness for Organisational Change, stepwise multiple regression analyses were conducted (using a level of reliability of 0,95).

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### III-Findings and Discussion:

#### 3.1 Profile of the Respondents

One hundred and eighteen valid questionnaires were received in mid-April. Respondents are University Professors in Algeria. Among the 118 respondents, 32,2% from University of Constantine, 42,4% from University centre of Mila, 25,4%, from University of Skikda. Male and Female constitutes 37,3% and 62,7% respectively; 72,9% are aged between 31 to 41 years, 19,5% respondents aged between 25 to 31 years and 5,1% respondents aged between 41 to 50 years, 2,5% respondents aged higher than 50 years.

In terms of Experience, about 48,3% of respondents were less than 5 years, 45,8% of respondents were between [11-5[ years, 3,4% respondents were between [15-11[years, 2,5% of respondents were more than 16 years. At the same time, more than half of the respondents (70,3%) were Assistant Professor Class-A. About 24,6% respondents is Assistant Professor Class-B, 4,2% respondents is Lecturer Class-B, and one Professor.

#### 3.2 Reliability Analysis

Reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured. Reliability is the extent to which a variable or set of variables is consistent in what it is anticipated to measure.

The Cronbach alpha reliability test is conducted within each dimension of QWL and overall QWL and ROCH. A Cronbach alpha of 0.60 or higher is the minimum acceptable level for a study. ROCH and QWL and its dimensions: Adequate and fair compensation, Safe & healthy working conditions, Opportunities to use and develop employees' capacities, Job security, Social integration at workplace were found as internally consistent as the value of Cronbach alpha was greater than 0.60(See Table 1 ), but only work-life balance was found as not internally consistent as the value of Cronbach alpha was less than 0.60.

Table 1: Reliability Statistics

| Scale          | Cronbach's Alpha | Inter-Item Correlations |         |      |
|----------------|------------------|-------------------------|---------|------|
|                |                  | Minimum                 | Maximum | Mean |
| QWL-29 item    | ,894             | -,095                   | ,759    | ,245 |
| Comp-5 item    | ,718             | ,130                    | ,611    | ,340 |
| Health-5 item  | ,674             | ,132                    | ,592    | ,305 |
| Develop-6 item | ,709             | ,061                    | ,546    | ,292 |
| Secur-5 item   | ,801             | ,298                    | ,668    | ,444 |
| Integr-4 item  | ,750             | ,301                    | ,759    | ,439 |
| Balanc-4 item  | ,459             | ,094                    | ,283    | ,179 |
| ROCH-14 item   | ,882             | -,107                   | ,745    | ,363 |

#### 3.3 Normality of Distribution

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In order to determine normality, the next Table (Table 3) presents the results from two well-known tests of normality, specifically the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The null hypothesis for the Kolmogorov-Smirnov test and the Shapiro-Wilk statistic of normality states that the distribution of the variable is equal to the expected distribution, i.e. the variable is normally distributed.

Table 2: Tests of Normality

|         | Kolmogorov-Smirnov |        | Shapiro-Wilk |        |  |
|---------|--------------------|--------|--------------|--------|--|
|         | Statistic          | Sig. p | Statistic    | Sig. p | Result   |
| Comp    | ,090               | ,019   | ,979         | ,059   | $p > ,050 \Rightarrow$ normal distribution     |
| Heath   | ,112               | ,001   | ,971         | ,012   | $p < ,050 \Rightarrow$ non-normal distribution |
| Develop | ,119               | ,000   | ,953         | ,000   | $p < ,050 \Rightarrow$ non-normal distribution |
| Secur   | ,095               | ,011   | ,977         | ,044   | $p < ,050 \Rightarrow$ non-normal distribution |
| Integr  | ,145               | ,000   | ,946         | ,000   | $p < ,050 \Rightarrow$ non-normal distribution |
| Balanc  | ,117               | ,000   | ,958         | ,001   | $p < ,050 \Rightarrow$ non-normal distribution |
| QWL     | ,101               | ,005   | ,969         | ,008   | $p < ,050 \Rightarrow$ non-normal distribution |
| ROCH    | ,124               | ,000   | ,962         | ,002   | $p < ,050 \Rightarrow$ non-normal distribution |

It is clear from Table 3 that for ROCH, QWL and its dimensions, both tests have a P-value less than 0,05, that indicates non-normal distribution of data. However, for Comp-Adequate and fair compensation, data are normally distributed as both P-values are greater than 0.05 ( $p > 0,059$ ). The hypothesis that states that the distribution is normal is rejected and consequently the study hypothesis that states that the distribution is free or not normal is accepted.

## 3.4 Descriptive Analyses

As shown in Table 4, represents the descriptive measures for all the dimensions of QWL and ROCH. The highest mean value is observed in ROCH and the lowest mean is observed in Comp and Heath dimension. The entire distributions of dimensions are relatively consistent as none of them have enormous variation in responses (Low Variability  $\Rightarrow$  Std. Deviation=0,83694–Max Variance=0,700). So, the standard deviations are showing the diversity of data that indicated that there was a variety of opinions between the employees.

With regard to the QWL sub scores, the lowest mean scores were reached in Comp (2,4541) and Heath (2,5810) and the highest mean scores in Integr (3,3236), and Balanc (3,3190).

Table 3: Participants Opinions about QWL and ROCH

| Variable | N   | Min  | Max  | Mean   | Mode | [4-5]% | Std. Dev | Variance |
|----------|-----|------|------|--------|------|--------|----------|----------|
| Comp     | 118 | 1,00 | 5,00 | 2,4541 | 2,00 | 25,90  | ,74852   | ,560     |
| Heath    | 118 | 1,00 | 5,00 | 2,5810 | 2,00 | 27,90  | ,71392   | ,510     |
| Develop  | 118 | 1,00 | 5,00 | 3,1273 | 4,00 | 47,20  | ,69550   | ,484     |
| Secur    | 118 | 1,00 | 5,00 | 2,8202 | 4,00 | 27,50  | ,83694   | ,700     |
| Integr   | 118 | 1,00 | 5,00 | 3,3236 | 4,00 | 51,05  | ,70154   | ,492     |
| Balanc   | 118 | 1,00 | 5,00 | 3,3190 | 4,00 | 55,70  | ,64878   | ,421     |

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|             |     |      |      |        |      |       |        |      |
|-------------|-----|------|------|--------|------|-------|--------|------|
| <b>QWL</b>  | 118 | 1,00 | 5,00 | 2,9619 | 4,00 | 39,40 | ,53297 | ,284 |
| <b>ROCH</b> | 118 | 1,00 | 5,00 | 3,8094 | 4,00 | 74.15 | ,50116 | ,251 |

Measured on scale from 1 strongly disagree to 5 strongly agree positive view  
Strongly disagree [1-1,79], [1,8-2.59], [2,6-3,39], [3,4-4,19], [4,2-5] strongly agree

Furthermore, the above Table demonstrates a Moderate level of QWL among University Professors with Value ranging between [2,9619-4,00], and high level of ROCH among University Professors with Value ranging between [3,8094-4,00]. The Percentage of answers ranging from [4-5] i.e. agree to strongly agree are very high for following dimensions: work-life balance-**Balanc**. Social integration at workplace-**Integr**, Opportunities to use and develop capacities-**Develop**. Unlike previous findings, the weakest dimensions in terms of answers ranging from [4-5] are: Safe & healthy working conditions-**Heath**, Job security-**Secur**, Adequate and fair compensation-**Comp**.

### 3.5 Correlation Analyses

The Spearman correlation analysis is conducted for hypotheses testing. The correlation coefficient is a very useful way to summarize the relationship between two variables with a single number that falls between [-1, +1].

As well as Table 5 shows that all the factors of QWL (Comp, Heath, Develop, Secur, Integr, Balanc) are significantly correlated with it at just 1% level of significance as the P-value for each of the cases is less than 0.01. The nature of the correlation is positive for all the cases, as the coefficient values are positive. The lowest coefficient value is 0,626 and the highest coefficient value is 0,774. So, it can be accepted that an increase in all the dimensions of QWL can lead to an increase in overall QWL. Therefore, all the dimensions have been carefully selected.

Table 4: Correlation between overall QWL and its Dimensions

| Spearman's rho | Comp     | Heath    | Develop  | Secur    | Integr   | Balanc   | QWL   |
|----------------|----------|----------|----------|----------|----------|----------|-------|
| Comp           | 1,000    |          |          |          |          |          |       |
| Heath          | ,488(**) | 1,000    |          |          |          |          |       |
| Develop        | ,267(**) | ,399(**) | 1,000    |          |          |          |       |
| Secur          | ,438(**) | ,514(**) | ,486(**) | 1,000    |          |          |       |
| Integr         | ,276(**) | ,529(**) | ,416(**) | ,429(**) | 1,000    |          |       |
| Balanc         | ,241(**) | ,410(**) | ,481(**) | ,391(**) | ,434(**) | 1,000    |       |
| QWL            | ,626(**) | ,771(**) | ,694(**) | ,774(**) | ,681(**) | ,651(**) | 1,000 |

\*\* Correlation is significant at the 0.01 level (2-tailed).

In addition, the Table 5 indicates that there is no strong linear relationship among QWL dimensions; because the correlation coefficients have value ranging from 0,241 to 0,529, i.e. there is a weak or moderate relationship among QWL dimensions. Besides, it indicated that problem of multicollinearity did not exist because neither of the explanatory variable is highly related with others separately.

To test hypothesis that indicate there is significant relationship between QWL dimensions and ROCH, the correlation coefficient (Kendall's tau b, Spearman's rho) was found for all the QWL dimensions. The results are summarized in Table 6.

Table 5: Correlation between QWL Dimensions and overall ROCH

| Kendall's tau b | Comp | Heath | Develop | Secur | Integr | Balanc |
|-----------------|------|-------|---------|-------|--------|--------|
|-----------------|------|-------|---------|-------|--------|--------|

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|                |                 |                  |                  |                  |              |                  |
|----------------|-----------------|------------------|------------------|------------------|--------------|------------------|
| <b>ROCH</b>    | ,159(*)<br>,015 | ,208(**)<br>,002 | ,182(**)<br>,005 | ,211(**)<br>,001 | ,125<br>,060 | ,172(**)<br>,010 |
| Spearman's rho | Comp            | Heath            | Develop          | Secur            | Integr       | Balance          |
| <b>ROCH</b>    | ,228(*)<br>,013 | ,280(**)<br>,002 | ,251(**)<br>,006 | ,281(**)<br>,002 | ,167<br>,071 | ,232(*)<br>,011  |

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 6 reveals that the dimensions of QWL (Heath, Develop, Secur, Balance) are significantly correlated with ROCH at just 1% level of significance as the P-value for each of the cases is less than 0.01. The dimension of Adequate and fair compensation-Comp is significantly correlated with ROCH at just 5% level of significance as the P-value is less than 0.05.

At the same time, all coefficients indicate positive relationship between QWL and ROCH. Therefore, the dimension of Social integration at work place-Integr is not significantly correlated with ROCH as the P-value is more than 0.05 (P-value=0,071). The lowest coefficient value is 0,159 and the highest coefficient value is 0,211. So it can be accepted that an increase in dimensions of QWL except Social integration at work place-Integr can lead to an increase in ROCH.

### 3.6 Regression Analyses

By referring to the framework of the study and formulated hypotheses, Step-by-step regression analysis was carried out to indicate the statistical relationship between Job Satisfaction-Satisf (dependent variable Y) and Job Satisfaction factors (independent variables X). Stepwise Regression Method has been chosen as it is a combined Method using both forward and backward elimination procedures. Also, Stepwise Regression is the appropriate method to determine it as it helps in determining important factors affecting the overall Readiness for Organisational Change and its aspects. The results are shown in Table 5.

Based on the Stepwise Regression Method, the first model includes one predictor (Opportunity to use and Develop capabilities-Develop  $X_1$ ) and one independent variable (Readiness for Organisational Change-ROCH).

Therefore, the estimated model as following:

$$Y = 2,98 + 0,265X_1$$

The coefficient of  $X_1$  is 0,265 represents the partial effect of Opportunity to use and Develop capabilities-Develop on ROCH. The estimated positive sign implies that such effect is positive that Opportunity to use and Develop capabilities-Develop score would increase by 0,265 for every unit increase in Opportunity to use and Develop capabilities-Develop and this coefficient value is significant at 1% level.

Table 6 shows that the coefficient value of +0,368 indicates that the statistical relationship between QWL Dimension and Readiness for Organisational Change-ROCH is moderate and positive. Thus, the R Square is 0,135. The Opportunity to use and Develop capabilities-Develop can explain 13,5% of the total variation in Readiness for Organisational Change-ROCH and the

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result is significant as indicated by ( $F=18,163$ , F-test determine whether the model is a good fit for the data,  $P<0,01$ ) at the level of 0,01.

This result reveals that the predictor (Opportunity to use and Develop capabilities-Devlop) significantly influence ROCH in a positive way and ROCH is partially dependent on this variable.

The second Model shows that only two (Opportunity to use and Develop capabilities-Devlop  $X_1$ , Adequate and fair compensation-Comp  $X_2$ ) of the six explanatory variables are significantly associated to one independent variable ROCH. Hence, the estimated model as following:

$$Y = 2,796 + 0,217X_1 + 0,137X_2$$

The coefficient of  $X_1$  is 0,217 represents the partial effect of Opportunity to use and Develop capabilities-Devlop on ROCH. The estimated positive sign implies that such effect is positive and Readiness for Organisational Change-ROCH score would increase by 0,217 for every unit increase in Opportunity to use and Develop capabilities-Devlop. Also, this coefficient value is significant at 1% level. Then, the coefficient of  $X_2$  is 0,137 represents the partial effect of Adequate and fair compensation-Comp on ROCH. The estimated positive sign indicates that such effect is positive and Readiness for Organisational Change-ROCH score would increase by 0,137 for every unit increase in Adequate and fair compensation-Comp, also this coefficient value is significant at 5% level.

Table 6 shows that the Adjusted  $R^2$  value of +0,415 indicates that the relationship between QWL Dimensions and Readiness for Organisational Change-ROCH is moderate and positive. Therefore, the Adjusted R Square is 0,158.

The Opportunity to use and Develop capabilities-Devlop and Adequate and fair compensation-Comp can explain 15,8% of the total variation in Readiness for Organisational Change-ROCH and also the result is significant as indicated by ( $F=11,998$ ,  $P<0,01$ ) at the level of 0.01. Moreover, F test (F Statistic = 11,998, P-value = 0,000) shows that joint effect of both independent variables on Readiness for Organisational Change in Algerian Universities is significant and our model is good fit.

The second model shows that Opportunity to use and Develop capabilities-Devlop ( $B=0,217$ ,  $P<0,05$ ) and Adequate and fair compensation-Comp ( $B=0,137$ ,  $P<0,05$ ) are the best predictors of Readiness for Organisational Change in Algerian Universities. This result reveals that the predictors (Opportunity to use and Develop capabilities-Devlop and Adequate and fair compensation-Comp) significantly influence ROCH in a positive way and ROCH is partially dependent on this variable.

**Table 6: Results of the effect of QWL Dimensions on ROCH**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | Collinearity Statistics |     | R                   | R Square | Adjusted R Square | Std. Error of the Estimate | F    | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-----|---------------------|----------|-------------------|----------------------------|------|------|
|       |            | B                           | Std. Error | Beta                      |        |      | Tolerance               | VIF |                     |          |                   |                            |      |      |
| 1     | (Constant) | 2,980                       | ,199       |                           | 14,955 | ,000 |                         |     | ,368 <sub>(a)</sub> | ,135     | ,128              | ,468                       | 18,1 | ,000 |
|       | Devlop     | ,265                        | ,062       | ,368                      | 4,262  | ,000 | 1,000                   | 1,0 |                     |          |                   |                            |      |      |

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|   |            |       |      |      |        |      |      |      |                     |      |      |      |      |
|---|------------|-------|------|------|--------|------|------|------|---------------------|------|------|------|------|
|   |            |       |      |      |        |      |      |      |                     |      |      | 63   |      |
| 2 | (Constant) | 2,796 | ,212 |      | 13,194 | ,000 |      |      |                     |      |      | 11,9 |      |
|   | Develop    | ,217  | ,065 | ,301 | 3,349  | ,001 | ,892 | 1,12 | ,415 <sub>(b)</sub> | ,173 | ,158 | ,459 | 98   |
|   | Comp       | ,137  | ,060 | ,204 | 2,276  | ,025 | ,892 | 1,12 |                     |      |      |      | ,000 |

a Predictors: (Constant), Develop

b Predictors: (Constant), Develop, Comp

Dependent Variable: ROCH

Moreover, according to the weights of Standardized Coefficients-Beta shown in Table 6, The Opportunity to use and Develop capabilities-Develop with Coefficient value of 0,301 is the most important factor affecting ROCH, and then there is adequate and fair compensation with Coefficient value of 0,204 have least effect on ROCH. This result indicates the fact that the two predictors significantly influence ROCH in a positive way and ROCH is partially dependent on these two variables jointly. It can be concluded that there must be some other variables that are principal in our model and making contribution at a significant level.

Multicollinearity refers to the existence of highly inter-correlated predictor variables in regression models. It is considered to be one of the most severe problems in multiple regression models. Collinearity diagnostics measure how much regressors are related to other regressors and how this affects the stability and variance of the regression estimates. For identifying Multicollinearity the tolerance and Variance Inflation Factor (VIF) was examined. A tolerance of less than 0,20 or 0,10 and/or a VIF of 5 or 10 and above indicates a multicollinearity problem. According to Table 6, Tolerance and VIF values are: Tol=0,892<0,20; VIF=1,12<5, So, there is no problem of multicollinearity in second model.

Another method to measure the multicollinearity among explanatory variables is to perform correlations. If a correlation coefficient matrix demonstrates correlations of 0,75 or higher among independent variables, there may be multicollinearity. According to the correlation matrix on Table 4 (All correlation coefficients<0,75), there is no problem of multicollinearity in this study.

#### **IV -Conclusion:**

Quality of Work Life has increasingly becoming an important topic for both administrators and researchers. Especially in higher education sector, Quality of Work Life plays a vital role in Organisation success by purpose of creating positive situations that employees behave positively in front of Organisational Change. This study has been revealed there are some significant findings.

The results show positive relationship between QWL and Readiness for Organisational Change. Stepwise regression analysis showed that from proposed factors, Two variables of Opportunity to use and to Develop Capabilities and Adequate and fair compensation had the most significant & positive effect (Best Predictors) on overall Readiness for Organisational Change-ROCH among University Professors. So that 15,8% of the changing in variance of Readiness for Organisational Change-ROCH can be explained by these two variables.

The findings of this study are valuable because they not only provide important information about the relationship between Readiness for Organisational Change and QWL dimensions and

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their effect, but also have several practical implications that may be useful for organisations. First, this study showed that managers within organisations should be more focussed to their managerial practices, as these practices might influence the Readiness for Organisational Change. Thus, it is important for administrators to understand that employees' Readiness to change will not automatically happen but needs to be realised through Adequate and fair compensation, Opportunities to use and develop employees' capacities.

Therefore, it is critical for Management to not only inform employees of its actions and targets related to the changes, but to also pay attention to and seek out reactions of employees to determine whether the changes are being correctly received.

All the facts confirm that higher education is not invulnerable from the problem of University Professors' low level of Quality of Work Life and Readiness for Organisational Change. If University Professors feel that QWL is not satisfactory, they may leave the job and they may be not ready for Organisational Change. Also, a high Quality of Work Life is critical for Universities to attract and retain qualified, committed and motivated Professors.

The current study has some limitations. Firstly, the respondents in this study were all University Professors from three faculties/Universities, so selection bias could not be avoided and the sample may not be representative of all University Professors. Secondly, the results cannot be generalized to all University Professors in Algeria, since respondents were from three Universities only (every University has its own specific characteristics). Thirdly, this study was limited to the higher education sector; consequently, all of these can be potential sources of error in the data set.

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