

Assessing the Impact of Job Satisfaction on Readiness for Organizational Change Case study of Algerian Universities

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Abstract: The main purpose of this study was to determine if University Professors who have higher Job Satisfaction levels are more ready and prepared for Organizational Change. So, this study was aimed to determine the effect of Job Satisfaction on Readiness for Organizational Change in faculties of Management and Economy, Business at Universities: Constantine-2, Mila, Skikda. Job Satisfaction was measured by a questionnaire that includes six dimensions and 30 items. Further, this study was used Hanpachern's questionnaire that includes 14 items. Sample of study consisted of 118 University Professors. It was selected by random sampling method. Data have been analyzed by statistical techniques and methods. To measure the reliability of questionnaires we used Cronbachs Alpha. The results revealed that University Professors in Algerian Universities perceive medium and high levels of Job Satisfaction and Readiness for Organizational Change. Moreover, the results of this study indicated that Job Satisfaction and its dimensions was positively correlated with employee Readiness for Organizational Change and employees' Readiness for Organizational Change were mostly effected by the Work itself, Supervision and Pay. The perceived Job Satisfaction had a positive effect on Readiness for Organizational Change, So, Job Satisfaction is an important predictor variable to Readiness for Organizational Change. In addition, dimensions of the Job Satisfaction in order of their effects on Readiness for Organizational Change are: Supervision, Pay and the Work itself.

Keywords: Job Satisfaction, Readiness for Organizational Change, University Professors.

المخلص: يكمن الهدف الرئيسي لهذه الدراسة في معرفة إلى مدى الأساتذة الجامعيون الذين يتمتعون بمستويات رضا وظيفي مرتفع هم أكثر تحضيرا واستعدادا للتغيير التنظيمي. ومنه فالدراسة تهدف لتحديد أثر الرضا الوظيفي على الاستعداد للتغيير التنظيمي في كليات العلوم الاقتصادية والتسيير، والعلوم التجارية لجامعات: قسنطينة، ميله، سكيكده، حيث تم قياس الرضا الوظيفي باستخدام استبيان يتضمن ستة أبعاد و 30 سؤال، أما الاستعداد للتغيير التنظيمي فتم قياسه باستخدام نموذج Hanpachern المكون من 14 سؤالا. وقد شملت عينة الدراسة 119 أستاذ جامعي تم اختيارهم بطريقة عشوائية. بعد ذلك تم تحليل البيانات المجمعة باستخدام بعض التقنيات والأساليب الإحصائية. ولأجل قياس الاتساق الداخلي للاستبيان استخدما Cronbachs alpha.

كشفت النتائج بأن الأساتذة في الجامعات الجزائرية يدركون مستويات متوسطة من الرضا الوظيفي ومستويات مرتفعة من الاستعداد للتغيير التنظيمي. وأوضحت نتائج الدراسة بأن الرضا الوظيفي بمختلف أبعاده ترتبط إيجابيا باستعداد الأساتذة للتغيير التنظيمي والذي يتأثر بدوره في الغالب بطبيعة العمل نفسه، والإشراف ونظام الأجور. لذلك فالرضا الوظيفي متغير مستقل مهم بالنسبة للاستعداد للتغيير التنظيمي. بالإضافة لأن أبعاد الرضا الوظيفي حسب أهمية تأثيرها في الاستعداد للتغيير التنظيمي تتمثل في الإشراف، نظام الأجور وطبيعة العمل نفسه.

الكلمات المفتاحية: الرضا الوظيفي، الاستعداد للتغيير التنظيمي، أساتذة الجامعة

I -Introduction:

Today, Organizations are dealing with many challenges .In order to adapt to dynamic and unpredictable environment, organizations need to be ready for changes in strategy, structure, culture, technology, process. Improving competitiveness through change has become an important task for modern organizations.

Despite the large number of studies on organizational change, the influence of emotions and attitudes on Readiness for Organizational Change has received little attention. Managers who understand the psychological aspects of Organizational Change can better plan what methods be used, when they be used, how they be used, and under what specific conditions they may lead to more positive resultsⁱ. So, managers must understand causes that may influence Organizational change Readiness.

Social cognitive theory suggests that when Organizational Readiness for Change is high, organization 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 implementationⁱⁱ.

Given the situation of higher education in Algeria, it is important to investigate the effect of Job Satisfaction-SATISF on Readiness for Organizational Change-ROCH among University Professors. Mack et al conclude that, organizational changes result in increasing levels of job dissatisfaction, mainly as a result of increased uncertainty during the process of changeⁱⁱⁱ. Organizational change can affect individuals and lead to job dissatisfaction. Consequently, understanding the relationship between organizational change and Job Satisfaction is logic to explore^{iv}.

Study Objectives

Job Satisfaction and Readiness for Organizational Change are important variables for achieving goals of Universities and creating more effectiveness, the objective of this study is to investigate the Impact of Job Satisfaction on Readiness for Organizational Change amongst University Professors. The Objectives are to:

- 1) Investigate the relationship between Job Satisfaction dimensions and Readiness for organizational Change among University Professors;
- 2) Assess which Job Satisfaction dimensions influence the perception of ROCH amongst University Professors;
- 3) Rank Job Satisfaction-SATISF dimensions that influence Readiness for Organizational Change-ROCH of respondents.

1.1 Job Satisfaction and its Dimensions

Job Satisfaction has been an issue of importance for many researchers and managers. The interest in studying Job Satisfaction is strongly related with the fact that Job Satisfaction has the potential to affect a wide range of behaviors in organizations and contribute to employees' levels of wellbeing^v. Employees are more satisfied, are more effective and better able to assist organizations in achieving organizational goals^{vi}. Moreover, Job Satisfaction can promote

organizational citizenship behavior. Job Satisfaction is an important sign of working life quality^{vii}

1.1.1 Job Satisfaction definition

Locke described Job Satisfaction as a pleasurable or positive emotional reaction to a person's job experiences^{viii}. This definition contains of both appraisal of one's job and emotional state elements, indicating the degree to which employees feel/ sense positive or negative about their jobs. It is an affective or emotional response toward various facets of one's job.

Hoppock defined Job Satisfaction as a combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, 'I am satisfied with my job'^{ix}. As a result, Job satisfaction includes all attitudes and feelings of a person towards his/her job.

According to Phillips and Connell Job Satisfaction can be referred as the degree to which employees are content with the job that they perform^x. Job satisfaction is the extent to which employees are content or happy with their jobs and working environment in Organization. Thus, Job Satisfaction is an emotional situation/state of mind related to the positive or negative judgment of job experiences.

1.1.2 Job Satisfaction factors

Many elements have been established to measure job satisfaction. It can be divided in two approaches: The global approach and the factor approach. The global approach measures job satisfaction as a single i.e. overall emotion toward the job, but the factor approach focuses on the different aspects of the job.

There are different factors that have an effect on employee's Job Satisfaction. Some of them can be designated as individual factors (age, gender, education, experience); other factors can be described as social factors (Pay, work itself, Opportunity for Promotion, Supervision, Co-workers, Working environment).

Pay is an important variable to be considered for achieving Job Satisfaction. Employees perceive pay as an interpretation of how management views their contribution to the organization i.e. their importance. Also, it helps to accomplish many of employee needs. Robbins et al supposed that most employees will look for pay systems that believed to be fair definite, and aligned with their expectations^{xi}. Job Satisfaction is expected to be attained if the pay looks to be fair and adequate. Chung reminds that if wages are not market related, this can lead to dissatisfaction and unhappiness^{xii}. According to Adams employees must feel that there is an equitable balance between the amount of work performed and the compensation received^{xiii}. In other words, if an employee feels that his wage is too big or too small for the amount of work performed, satisfaction/dissatisfaction may happen.

The work itself plays an important role in determining how employees are satisfied with their jobs. Robbins et al refer to the work itself as "the extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results"^{xiv}. Employees tend to choose challenging jobs that let them use their capabilities and skills. An appropriate level of challenge will cause feelings of

pleasure and satisfaction^{xv}. Nel et al indicates that people would rather prefer a job that is interesting, challenging and would create opportunities for self-actualization and recognition^{xvi}.

Opportunity for Promotion seems to have a stronger impact on Job Satisfaction. This is because opportunity for Promotion takes a number of forms and has a variety of positive changes such as pay, responsibilities, autonomy and supervision. However, Schneider, Gunnarson & Wheeler stated that Opportunity for Promotion is very important to Job Satisfaction because "employees who perceive few opportunities for Promotion/development have negative attitudes toward their work and their Organizations"^{xvii}. Wan et al argue that employees that perceived promotion decisions as fair are more likely to be committed to the Organization, experience career satisfaction, perform better and subsequently have a lower intention to leave the Organization^{xviii}. As a result, employees who are given opportunities to learn or to expand their knowledge and develop their skills are more satisfied with their jobs.

Supervision plays an important role on Job Satisfaction. Several researches indicated that employees' attitude was directly related to the quality of supervision. Smucker et al revealed that supervision and job satisfaction has a positive relationship^{xix}. According to Luthans there seem to be three dimensions of supervision that affect job satisfaction^{xx}. The first dimension has to do with the degree to which supervisors are interested with the well-being and the comfort of their employees. The second dimension has to do with the degree to which employees participate in decisions that affect their jobs. The third dimension of supervision which is related to job satisfaction is an employee's perception of whether they matter to their supervisor and their Organization.

Another aspect that influences job satisfaction is the extent to which Co-workers are skilled, friendly and supportive. Riordan and Griffeth found that a positive relationship among Co-workers improves the level of Job Satisfaction. Their research shows that friendship network among Co-workers influence the outcomes of workplace. It increases Job Satisfaction, job involvement and Organizational commitment, while reduces the intention to turnover^{xxi}. The work in group serves as a source of support, assistance, and learning.

Employees are interested with their work environment for both personal comfort and for enabling good performance. According to Ramlall good work environment is directly related to employee retention and employees feel they are heard and valued^{xxii}. When working environment is good from an employee perspective, his/her productivity level automatically increases in parallel with positive level of Job Satisfaction.

1.2 Readiness for Organizational Change

Change is a challenging process for all Organizations as change are often faced with employee's resistance, poor communication, lack of readiness and lack of expertise^{xxiii}. Many researchers have suggested a new framework to analyze and to understand the causes of failure of Organizational Change initiatives. Elsewhere, it is argued that Organizational Change interventions fail due to a neglect of human issues and a focus only on financial issues. In fact, Change agents must know that the role of employees is highly crucial, and employees' reactions to change are influenced by a number of factors.

Elias defined attitudes towards Organizational Change as an employee's overall positive or negative evaluative judgment of a change initiative implemented by their Organization^{xxiv}. If there is Readiness to Change in an Organization the Change effort will have a higher chance to succeed, But if there is a low level of Readiness for Change, the success of the planned change may be reduced^{xxv}.

The negative reactions among employees to Organizational Change were due to obvious reasons such as the fear of losing one's job leading to damaging implications of Organizational Change on personal well-being and security.

1.2.1 Readiness for Organizational Change definition

Readiness is the cognitive precursor to the behaviors of either resistance to, or support for a change effort^{xxvi}. Bernerth indicated that Readiness is state of mind during the change process that reflects a willingness or receptiveness to changing the way one thinks^{xxvii}. Also, Bernerth 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^{xxviii}. Readiness is defined as an employee's beliefs, views, and behaviors to accept the needs and capability of an Organization.

Eby et al showed that individual readiness for Organizational Change is about the belief that the changes are both necessary and likely to be successful^{xxix}. Moreover, Eby et al said that Readiness for Organizational Change reflects an individual's unique interpretive reality of the Organization and even within the same Organizational context; this interpretation differs among individuals based on their individual experience and history within the Organization^{xxx}.

Employee Readiness for Change is involved with people's beliefs, attitudes, and intentions about changes and their perception of individual and Organizational capacity to successfully make those Changes^{xxxi}.

1.2.2 Readiness for Organizational Change factors

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^{xxxii}. 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^{xxxiii}.

According to Schneider, Brief & Guzzo employees Readiness to Change are influenced by the Organizational track record of successfully implementing major Organizational Changes^{xxxiv}.

As stated by Armenakis and Bedeian the critical factor influencing change Readiness is the change message that is communicated to employees^{xxxv}. the change message should address the need for change, the appropriateness of change, and the confidence in the capacity of individuals

and the Organization to undertake the change. Also the message should indicate that top management support for the change, and outline the benefits associated with change.

Erturk found 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^{xxxvi}.

McNabb and Sepic suggested that the effective integration of culture, climate, and policies defines the ability of an Organization to carry out its mission and to accept and integrate change^{xxxvii}.

Armenakis et al describe five important Readiness components^{xxxviii}:

- 1) Self-efficacy: Confidence in individual and group's ability to make the change succeed.
- 2) Principle support: Key Organizational 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.

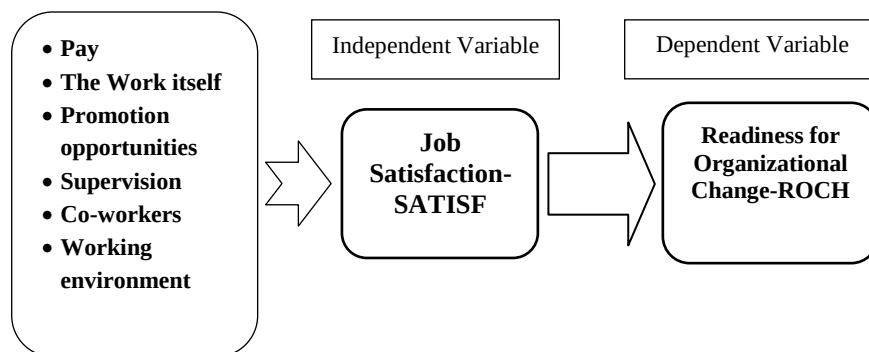
All the researchers agree that Readiness for Organizational Change includes an employee's evaluation of the individual and Organizational capacity for making a successful change, the need for a change, and the advantages may gain from an Organizational Change.

The reviewed literature helped in the development of a theoretical framework for this study and supports the importance of Readiness for Organizational Change as well as a high Job Satisfaction on employees' productivity. The level of Readiness to Change of an employee 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.

1.3 Conceptual Model and Hypothesis

The main purpose of this study is to examine about whether employees' levels of Readiness for Organizational Change are related with their Job Satisfaction and various dimensions by exploring the following questions:

- 1) What relationship exists between Job Satisfaction dimensions and Readiness for Organizational Change among University Professors?
- 2) Which of the Dimensions of job satisfaction will best predict Readiness for Organizational Change?
- 3) To what extent can variability in overall level of Readiness for Organizational Change-ROCH be explained by current levels of Job Satisfaction dimensions?
- 4) Is there any significant difference in importance between SATISF dimensions that influence ROCH among University Professors?

Figure 1: Conceptual Model

In the Conceptual Model (see Figure 1), Job Satisfaction is the independent variable and Readiness for Organizational Change is the dependent variable. Thus, Perceived Job Satisfaction-SATISF positively affects employee Readiness for Organizational Change-ROCH. If employees perceive Job Satisfaction-SATISF within his/her Organization, she/he would show positive reactions such as Readiness for Organizational Change.

According to the aim of the study, the hypotheses were the following:

Main Hypothesis

Perceived Job Satisfaction-SATISF has a positive and significant impact on employees Readiness for Organizational Change-ROCH among University Professors in Algeria.

Subsidiary Hypotheses

H₁: All Job Satisfaction dimensions (Pay, WorkEnv, Promot, Superv, WorkItself, CoWorks) have a positive and significant relationship with Readiness for Organizational Change-ROCH;

H₂: Job Satisfaction-SATISF dimensions (Pay, WorkEnv, Promot, Superv, WorkItself, CoWorks) have a positive and significant effect on Readiness for Organizational Change-ROCH;

H₃: There is a significant difference in priority and importance between Job Satisfaction dimensions that influence Readiness for Organizational Change-ROCH among University Professors.

II– Methods:

For the purpose of achieving the research objectives, self-administered questionnaires were used in this study. The questionnaire was conducted in Marsh–April 2015. The population of this study includes the total of 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 119 usable questionnaires were returned, giving a response rate of 66.1%.

The questionnaire contained three parts. The first part entailed of Items relating to SATISF, the second part consisted of Items relating to ROCH and the third part was on the demographic characteristics of the Respondents. As a result, Respondents were asked to indicate their agreement or disagreement about each SATISF 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 thirty (30) item, extracted from previous studies was used to represent the six dimensions of the Job Satisfaction: Pay, the Work itself, Promotion opportunities, Supervision, Co-workers, Working conditions. The measurement of Readiness for Organizational Change was based on the Hanpachern's original model with fourteen (14) item questionnaire, to Readiness for Organizational Change among University Professors.

Data achieved by the questionnaire were administered by using SPSS package (version 15.0). At a first step, a correlation analysis was conducted to examine the relationship between satisfaction-SATISF dimensions and Readiness for Organizational Change-ROCH. At the next step, given the interest in determining which of all the variables included in this study best predicts the Readiness for Organizational Change, stepwise multiple regression analyses were conducted (using a level of reliability of 0,95).

III-Findings and Discussion

3.1 Profile of the Respondents

One hundred and nineteen valid questionnaires were received in mid-April. Respondents are University Professors in Algeria. Among the 119 respondents, 32,8% from University of Constantine, 42% from University center of Mila, 25,2%, from University of Skikda. Male and Female constitutes 37% and 63% respectively; 72,3% are aged between 31 to 41 years, 19,3% respondents aged between 25 to 31 years and 5,9% respondents aged between 41 to 50 years, 2,5% respondents aged higher than 50 years. In terms of Experience, about 47,9% of respondents were less than 5 years, 45,4% of respondents were between [11-5[years, 4,2% 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 (69,7%) were Assistant Professor Class-A. About 24,4% respondents is Assistant Professor Class-B, 5% respondents is Lecturer Class-B, and one Professor.

3.2 Reliability Analysis

Reliability is the extent to which a variable or set of variables is consistent in what it is estimated to measure. In other words, it measures how well a set of variables or items measures a single, one-dimensional latent aspect of individuals. The Cronbach alpha reliability test is conducted within each dimension of Job Satisfaction and overall Job Satisfaction-SATISF and ROCH. A Cronbach alpha of 0.60 or higher is the minimum acceptable level for the study. ROCH and SATISF and its dimensions: Pay, Working Environment, Promotion Opportunity, Supervision, Work-Itself, Co-workers were found as internally consistent as the value of Cronbach alpha was greater than 0.60(See Table 1).

Table 1: Reliability Statistics

Scale	Cronbach's Alpha	Inter-Item Correlations		
		Minimum	Maximum	Mean
SATISF-30 item	,922	-,060	,751	,283
Pay-6 item	,806	,162	,610	,405
WorkEnv-5 item	,819	,340	,591	,474
Promot-6 item	,784	,190	,545	,378
Superv-4 item	,811	,427	,751	,444
WorkItself-5 item	,653	,065	,478	,273
CoWorks-4 item	,648	,182	,390	,316
ROCH-14 item	,880	-,104	,749	,357

Source: SPSS outputs

3.3 Normality of Distribution

In order to determine normality, the following 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

Variable	Kolmogorov-Smirnov		Shapiro-Wilk		Result of Test
	Statistic	Sig. p	Statistic	Sig. p	
Pay	,104	,003	,963	,002	p<,050 => N-Normal
WorkEnv	,109	,002	,973	,016	p<,050 => N-Normal
Promot	,161	,000	,962	,002	p<,050 => N-Normal
Superv	,141	,000	,962	,002	p<,050 => N-Normal
WorkItself	,153	,000	,950	,000	p<,050 => N-Normal

CoWorks	,102	,004	,975	,026	p<,050 => N- Normal
SATISF	,086	,030	,982	,124	p>,050 => N- Normal
ROCH	,132	,000	,961	,002	p<,050=> Normal Distribution

Source: SPSS outputs

It is clear from Table 3 that for ROCH, SATISF 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 variables. The highest mean value is observed in ROCH and the lowest mean is observed in Pay and WorkEnv dimensions. In general, the whole responses of employees are relatively consistent as none of dimensions have enormous variation (Std. deviation=1,1040 and Max Variance=1,212). Furthermore, ROCH have a small variation or dispersion (Std. deviation=0,8429 and Max Variance=0,711). In contrast, according to the values of Std. deviation and Max Variance SATISF have a large variation (Std. deviation=1,1552 and Max Variance=1,335) which indicate that the data points are spread out over a wide range of values i.e. there was a variety of opinions among employees.

As regards the SATISF sub scores, the lowest mean scores were reached in Pay (2,2756) and WorkEnv (2,3904) and the highest mean scores in WorkItself (3,2412), and Superv (3,2269).

Table 3: Participants Opinions about SATISF and ROCH

Variable	Mean	Mode	[4-5]%	[1-2]%	Std. Dev	Variance
Pay	2,2756	2	17,40	66,40	1,1000	1,212
WorkEnv	2,3904	2	18,00	62,20	1,0436	1,089
Promot	3,2099	4	48,70	29,80	1,1040	1,201
Superv	3,2269	4	50,00	24,80	1,0437	1,089
WorkItself	3,2412	4	52,70	30,10	1,0774	1,161
CoWorks	2,9764	4	37,60	33,80	1,0822	1,171
SATISF	2,8628	4	36,70	29,10	1,1552	1,335
ROCH	3,8124	4	74,00	08,20	0,8429	0,711

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

Source: SPSS outputs

By comparing the Ratio of answers ranging from [4-5] i.e. [agree to strongly agree] and the Ratio of answers ranging from [1-2] i.e. [disagree to strongly disagree] respondents are highly dissatisfied/ discontented with the following aspects of Job: Pay-**Pay** and Working Environment-**WorkEnv**. In Contrast to the previous result, respondents are highly satisfied with the following aspects of Job: Work itself-**WorkItself**, Supervision-**Superv**, Promotion Opportunities-**Promot**, Co-Workers-**CoWorks**.

Furthermore, the above Table demonstrates a Moderate level of SATISF among University Professors with Value ranging between [2,8628-4,00], and high level of ROCH among University Professors with Value ranging between [3,8124-4,00].

3.5 Correlation Analyses

The correlation analysis is a very useful method to summarize the relationship between two variables (independent/dependent) with a single number that falls between [-1, +1]. The Spearman correlation analysis is conducted for hypotheses testing. Acceptance and rejection of the study hypotheses were based on the significance of the correlation coefficients calculated for pairs of variables.

Table 4: **Correlation between overall SATISF and its Dimensions**

Spearman's rho	Pay	WorkEnv	Promot	Superv	WorkItself	CoWorks
Pay	1,000					
WorkEnv	,499(**)	1,000				
Promot	,527(**)	,473(**)	1,000			
Superv	,275(**)	,515(**)	,420(**)	1,000		
WorkItself	,375(**)	,476(**)	,663(**)	,478(**)	1,000	
CoWorks	,400(**)	,563(**)	,531(**)	,476(**)	,412(**)	1,000
SATISF	,717(**)	,750(**)	,833(**)	,662(**)	,721(**)	,694(**)

**** Correlation is significant at the 0,01 level (2-tailed).**

Source: SPSS outputs

As well as Table 5 shows that all the factors of SATISF (Pay, WorkEnv, Promot, Superv, WorkItself, CoWorks) 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 0,662 and the highest coefficient value is 0,833. So, it can be concluded that an increase in all the dimensions of SATISF can lead to an increase in overall SATISF. In the same time, all the dimensions have been carefully selected.

Moreover, the Table 5 indicates that there is no strong linear relationship among SATISF dimensions; because the correlation coefficients have value ranging from 0,275 to 0,663 i.e.

there is a weak or moderate relationship among SATISF dimensions. Also which indicate that the problem of Multicollinearity did not exist, because neither of the explanatory variables is highly inter-correlated.

To test hypothesis that suggest there is significant relationship between SATISF dimensions and ROCH, the correlation coefficient (Kendall's tau b, Spearman's rho) was calculated. The findings are summarized in Table 5.

Table 5: Correlation between SATISF Dimensions and overall ROCH

Kendall's tau b	Pay	WorkEnv	Promot	Superv	WorkItself	CoWorks
ROCH	,182(**) ,005	,204(**) ,002	,180(**) ,005	,209(**) ,001	,186(**) ,005	,081 ,219
Spearman's rho	Pay	WorkEnv	Promot	Superv	WorkItself	CoWorks
ROCH	,262(**) ,004	,277(**) ,002	,250(**) ,006	,290(**) ,001	,250(**) ,006	,118 ,202

** Correlation is significant at the 0,01 level (2-tailed).

Source: SPSS outputs

Table 6 reveals that the dimensions of SATISF (Pay, WorkEnv, Promot, Superv, WorkItself) 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 Co-Workers- CoWorks is not significantly correlated with ROCH as the P-value is more than 0,05(P-value=0,219-0,202).

According to the Table 6, all coefficients indicate positive relationship between SATISF and ROCH, except the dimension of Co-Workers-CoWorks is not significantly correlated with ROCH as the P-value is more than 0,05. The lowest coefficient value is 0,250 and the highest coefficient value is 0,290. Thus, it can be accepted that an increase in dimensions of Job Satisfaction-SATISF except relation with Co-Workers-CoWorks can lead to an increase in ROCH.

3.6 Regression Analyses

By referring to the formulated hypotheses of the study, Stepwise Regression analysis was performed to specify the statistical relationship between ROCH (dependent variable Y) and SATISF dimensions (independent or explanatory variables X) among University Professors. It is supposed that changes in ROCH can be explained by reference to changes in SATISF dimensions. 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 Organizational Change. The results are shown in Table 5.

Based on Stepwise Regression Method, the final Model shows that only three variables (the Work itself-WorkItself: X_1 , Supervision-Superv: X_2 , Pay-Pay: X_3) of the six explanatory variables are significantly associated to one independent variable ROCH. Therefore, the estimated model as following:

$$Y = 2,672 + 0,142X_1 + 0,127X_2 + 0,12X_3$$

The coefficients of X_1 , X_2 , X_3 are: (+0,142), (+0,127), (+0,120) represents the partial effect of each variable (the Work itself, Supervision and Pay) on ROCH. The estimated positive sign implies that such effect is positive and Readiness for Organizational Change-ROCH score would increase by (+0,142), (+0,127), (+0,120) for every unit increase in the Work itself, Supervision and Pay and those coefficients are significant at (10%) level for the Work itself, (5%) level for Supervision and Pay.

According to results of Table 6, the R value of (+0,449) indicates that the relationship between Job Satisfaction-SATISF dimensions and Readiness for Organizational Change-ROCH is moderate and positive. Therefore, the Adjusted R Square is 0,180. So, the Work itself, Supervision and Pay can explain 18% of the total variation in Readiness for Organizational Change-ROCH and the result is significant as indicated by ($F=9,655$; $P<0,01$) at the level of 0,01. Moreover, F test (F Statistic=9,655; P-value =0,000) shows that joint effect of both independent variables on Readiness for Organizational Change in Algerian Universities is significant and the proposed model have a good fit (F-test determine whether the model is a good fit).

The proposed model shows that the Work itself ($B=0,181$; $P<0,1$), Supervision ($B=0,208$; $P<0,05$) and Pay ($B=0,184$; $P<0,05$) are the best predictors of Readiness for Organizational Change in Algerian Universities. This result reveals that the predictors (the Work itself, Supervision and Pay) significantly influence ROCH in a positive way and ROCH is partially dependent on this variable. This finding indicates that University Professors who are more satisfied are more prepared to Organizational Change in the University.

Table 6: Results of the effect of SATISF Dimensions on ROCH

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
Constant	2,672	,226		11,82	,000		
WorkItself	,142	,081	,181	1,755	,082	,652	1,533
Superv	,127	,060	,208	2,100	,038	,706	1,416
Pay	,120	,060	,184	2,000	,048	,821	1,217
Model	R	R Square	Adjusted	Std.Error	F	Sig	

			R Square	Of the Estimate		
Constant						
WorkItself	,449	,201	,180	,46690	9,655	,000
Superv				,45828		
Pay				,45247		

a Predictors: (Constant), WorkItself, Superv, Pay

Dependent Variable: ROCH

Source: SPSS outputs

Additionally, according to the weights of Standardized Coefficients-Beta shown in Table 6, Supervision with Coefficient value of ($B=0,208$) is the most important factor affecting Readiness for Organizational Change-ROCH, then Pay with Coefficient value of ($B=0,184$), lastly the Work itself with Coefficient value of ($B=0,181$) have least effect on ROCH. This result indicates the fact that ROCH is partially dependent on three variables.

Multicollinearity refers to the existence of highly inter-correlated predictors in regression models. It is considered to be one of the most severe problems in multiple regression models. Consequently, Multicollinearity can affect the stability and the variance of the regression estimates. For identifying Multicollinearity the tolerance and Variance Inflation Factor (VIF) was examined. A tolerance value less than 0,20 or 0,10 and/or a VIF of 5 or 10 and above indicates a Multicollinearity problem. As stated by Table 6, Tolerance and VIF values are: ($Tol=0,821>0,20$); ($VIF=1,12<5$), So, there is no problem of Multicollinearity in proposed model. Similarly, according to the correlation matrix in Table 4 (All correlation coefficients $<0,75$), there is no problem of Multicollinearity.

IV -Conclusion:

Job Satisfaction has increasingly becoming an important issue for both managers and researchers. Especially in higher education sector, Job Satisfaction plays a vital role in Organization success by purpose of creating positive situations that employees behave positively against Organizational Change.

As a result of this study there are some significant findings have been revealed. The results show positive relationship between SATISF and Readiness for Organizational Change. Stepwise regression analysis showed that from proposed factors, Three variables (the Work itself, Supervision and Pay) had the most significant & positive effect (Best Predictors) on Readiness for Organizational Change-ROCH among University Professors. So that 18% of the changing in variance of Readiness for Organizational Change can be explained by these three variables.

The findings of this study are valuable because they not only provide important information about the relationship between Readiness for Organizational Change and SATISF dimensions and their effect, but also have several practical implications that may be useful for Organizations. This study showed that managers should give more attention to their managerial practices, as these practices might influence the Readiness for Organizational Change. Thus, it is important for administrators to understand that employees' Readiness to change will not automatically happens but needs to be realized through some factors such as the Work itself, Supervision and Pay. Therefore, it is critical for managers to not only inform employees of its actions and goals related to the changes, but to pay attention to and seek out reactions of employees to determine whether the changes are being correctly received and supported.

All the facts confirms that higher education is not invulnerable to the problem of University Professors' low level of Job Satisfaction and Readiness for Organizational Change that could result into Unfavorable economic and non-economic outcomes such as high turnover, reduced teaching effectiveness and intellectual development of the students.

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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