

The Difference of readiness to change lecturers in terms of functional positions

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Abstract

An organization will encounter various obstacles, constraints, and challenges when carrying out a planned change process so each employee needs to adjust their skills, behavior, and have an individual readiness to change. This study aims to determine the difference of readiness to change lecturers in terms of functional positions. The sample of this research amounted to 53 lecturers of Lambung Mangkurat University which is divided into four categories; assistant professors, assistant professors (lektor), associate professors, and professors. The measuring instrument used in this study is the readiness to change scale and the data analysis method used is one way ANOVA. The results showed that there's no significant difference of readiness to change in terms of those fourth functional positions.

Keywords: readiness to change, functional position, lecturer

INTRODUCTION

Every organization is part of a social system that is constantly changing. Organizational change occurs in all industrial sectors. Not only in organizations in a competitive business scope, but also in the education industry, one of which is higher education (Erlyani & Suhariadi, 2021a). Higher education institutions (HEI) have similarities with organizations, namely the demand to provide better responsibilities and services to stakeholders such as members of the campus academic community, institutions or institutions that oversee, prospective new students, the private sector, the general public and so on (Indrajit & Djokopranoto, 2002, in Slamet, 2014). Changes in the organization will involve organizational culture, organizational structure characteristics, organizational policies, standard operating procedures for employees, even individuals within the organization itself (Setyawan & Listiara, 2017).

Previous research on organizational change in HEI has discussed the importance of making changes and identified predictors of employee readiness to change (Deem, et al., 2008; Pincus, et al., 2017; Mula, et al., 2017). Readiness to change is the key in an organization to respond quickly and successfully to change (Erlyani & Suhariadi, 2021b). Previous studies found several psychological and social predictors associated with employee readiness to change, including the individual perception of the suitability of change content, change efficacy, management support, open personality in the face of change, and spirituality (Paglis & Green, 2002; O'Neil, 2007; Smollan, et al., 2010; Olivera, 2011).

Currently, many universities are carrying out educational governance reforms by government governance, which includes the fields of management, academics, student affairs, human resources (HR), finance and facilities as well as infrastructure (Slamet, 2014). Lecturers are human resources in the world of education, namely at the level of HEI. The lecturer career development scheme is contained in the functional (academic) positions of lecturers which have four levels, namely assistant professors, assistant professors (*lektor*), associate professors, and professors (Muluk & Amelia, 2019). Functional positions of lecturers are essentially a government policy in regulating lecturer careers (Setyowati, Machmuddah, & Fauza, 2018).

Berneth (2004) explains that readiness to change is a condition of a person's belief that reflects his willingness or unwillingness to change the way of thinking of others. Powelson (in Brahmana & Christina, 2021) defines readiness to change as behavior based on beliefs, personality, history, and other factors that precede acceptance or resistance to change. Cunningham et al. (2002) stated that the best way to predict readiness to change is to make a combination of individual factors and organizational factors. This is following with the statement of Shah and Shah (2010) which states that differences in education level and length of service can affect readiness to change. The length of the service period is in line with efforts to increase the functional position of lecturers.

Functional positions of lecturers Crewson and Fisher (1997) also found that employees with longer tenures showed higher readiness than employees with shorter tenures. This is partly because employees with long tenures are in higher-level positions so they tend to be in touch with the day-to-day process of change and are more prepared to change compared to employees with short tenures who are usually still below level positions (Walker & Enticott, 2004).

The insights obtained from this research will be useful in developing the theory of readiness to change lecturers in terms of functional positions. In addition, this study also aims to test the readiness to change lecturers in terms of functional positions (assistant professors, assistant professors (*lektor*), associate professors, and professors). The hypothesis in this study is that there are differences in readiness to change lecturers in terms of the four functional positions.

RESEARCH METHODS

Design

This study used a quantitative research design. Retrieval of correlational data using online survey method via a google form.

Participants

The sample of this research is a lecturer at Lambung Mangkurat University. Determination of the research sample using purposive sampling with criteria for permanent lecturers at Lambung Mangkurat University. 63 lecturers participate, but only 53 people meet the requirements according to the criteria. Of the 53 people, 14 are assistant professors, 24 are assistant professors (*lektor*), 11 are associate professors, and 4 are professors.

Measurement

Data collection in this study used a readiness to change scale. The readiness to change scale was adapted from English to Indonesian from Holt et al. (2007) with reliability Cronbach's alpha of 0.899 which consists of aspects: accuracy, specific abilities, management support, and personal benefits. Using a scale Likert, with a

score range of 1 - 4, 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree. One form of the statement is "Changes will affect the profits of the organization or the income of individuals".

Analysis Techniques

The data analysis used in this study is a one-way ANOVA using the help of JASP 0.15 (JASP Team, 2021).

RESULTS

In the results of the one-way ANOVA test (table 2), it was found that from the four functional positions, such as assistant professors, assistant professors (*lektor*), associate professors, and professors there was no significant difference in readiness to change, $F = 2.412$, $p = 0.078$.

Table 1. Descriptive – Readiness to Change

Functional Positions	Mean	SD	N
Assistant Professors	47.714	5.770	14
Assistant Professors (Lektor)	49.167	4.975	24
Associate Professors	52.000	6.708	11
Professors	55.000	6.272	4

Table 2. ANOVA – Readiness to Change

Cases	Sum of Squares	df	Mean Square	F	p
Functional Positions	231.923	3	77.308	2.412	0.078
Residuals	1570.190	49	32.045		

Note. Type III Sum of Squares

DISCUSSION

This study aims to determine the readiness to change lecturers in terms of functional positions, namely assistant professors, assistant professors (*lektor*), associate professors, and professors. This study found that there was no significant difference in readiness to change in terms of the four functional positions ($F = 2.412$, $p = 0.078$).

One of the lecturers' abilities is influenced by years of service which can be seen from academic positions ranging from expert assistants to professors. The academic position of a lecturer is determined by the productivity and length of work (retention) as well as educational qualifications. Teaching experience can be equated with tenure, rank, and functional position of lecturers (Stronge et al, 2004).

Some of the research results are in line with the findings in this study regarding tenure and readiness for organizational change. A study by Sinha and Rajpal (2002) concluded that employees with longer tenure are less receptive to organizational change. These results suggest that previous findings of a positive relationship between readiness for organizational change and tenure may not hold in other organizational settings. Wittenstein (2008) who investigated the role of

demographics, individual dispositions to change, empowerment, and emotional climate with employee readiness to change did not find significant differences between demographic characteristics (age, gender, tenure) and employee readiness to change.

The results of research conducted by Mardhatillah and Rahman (2020) state that there is no significant difference across different tenures in terms of employee readiness to change where new employees and old employees have the same level of readiness. Wittenstein (2008) also supports this finding because it is found that there is no significant difference between new employees who have only worked for one year and older employees who have been employed for many years, in terms of readiness to change. This finding is also in line with O'Neil (2007) who found no significant difference between shorter and longer tenure in terms of employee readiness to change.

During the change process, individuals make judgments and judgments about what is known, experienced, and felt. Assessment is mainly influenced by cognitive and emotional, so changes in mindset that occur in organizational change must be supported regardless of the various reasons and factors that differ from each individual (Purwaningrum, Suhariadi & Fajrianthi, 2020). In addition, high employee morale, trust, respect, leadership, organizational climate as support, the University's commitment to providing access and use of technology for students are also determinants of change (Akbuut et al. 2007 in Erlyani & Suhariadi, 2021b). Therefore, the absence of these factors could be the reason for the absence of differences in readiness to change.

However, several studies contradict these findings regarding tenure and readiness for organizational change. The results of this study differ from the findings of Crewson and Fisher (1997) which states that employees with longer tenures show higher readiness than employees with shorter tenures. Then, the findings of this study also differ from the findings of Juanke (2005) which states that employees with short tenures are the least likely to accept organizational change.

This study has limitations on the distribution of measuring instruments that are not evenly distributed so that the results of the distribution of the data still do not cover the entire population. Other demographic information still needs to be tested empirically to find out more specifically the readiness to change lecturers.

CONCLUSION

In this study, it was found that from the four functional positions, namely assistant professors, assistant professors (*lektor*), associate professors, and professors, there was no significant difference in readiness to change.

Suggestions that can be given to further researchers if they have an interest in the same field, can add other variables to readiness to change such as openness to change or personality. Furthermore, it can add the number of respondents and other demographic factors to answer the limitations of this study.

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