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Did Perceived Organizational Support and Self-Efficacy on Readiness for Change: Evidence from Indonesian Lecturers

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Abstract –

The lecturer's behavior that is always ready to face the change is an important factor towards success in college to be successful in facing the era of education 4.0. Lecturers that have high perceived organizational support and self-efficacy will make themselves ready to face any kind of change. This research will test and analyze the influence of perceived organizational support and self-efficacy towards readiness for change of lecturers in five different private colleges in Indonesia. The data collection method used is by 221 samples of questionnaires spread. Data analysis of this research is by using SEM linear regression with the help of SmartPLS 3.0 software. The result of this research shows that perceived organizational support and self-efficacy have a significant positive influence on the readiness for change of lecturers in private colleges in Indonesia. Other than that, self-efficacy has a significant positive influence on readiness for change and it also could have a role as a mediator between perceived organizational support and readiness for change.

Keywords: Perceived organizational support, readiness for change, self-efficacy.

INTRODUCTION

Lecturer's readiness in facing changes becomes important due to the purpose of the changes in the college's environment, which is basically, to improve competitive values in the organization to achieve their purpose, as well as decreasing the level of resistance of lecturers as they are facing the changes. Armenakis et al. (1993) explained that creating readiness for organizational change is an attempt to support changes that will precede resistance behavior. Besides that, organizational changes and the readiness of its members are closely correlated. This behavior will affect the behavior of lecturers. The result of this research shows that readiness for change has a direct negative effect on resistance to change (Jabbarian & Chegini, 2017; Ming-Chu & Meng-Hsiu, 2015). This research also shows that lecturers having readiness for organizational change studied from aggressive, passive attitude and their behavior in coordinating the changes will have a positive impact on organizational studies (Mtebe, 2020; Shechtman et al., 2005). It is

expected for lecturers to understand more about the purpose of changes so that they will receive the same changes that occur in the future.

A private college in anticipating changes needs to do internalization process in every change to all of the lecturers and also treat lecturers as one of the stakeholders and make an effort on satisfying their needs so that lecturers will give support to every one of the policies taken by the organization, including the changes as well. Therefore, this will decrease the lecturer's resistance in facing changes that happened in the college environment. Self & Schraeder (2009) explained that when a lecturer has perceived that a college organization supports them, then they will believe that the college organization cares about them and has higher confidence within themselves and also will support the changes done by the organization if the changes have legitimacy and rationalism. The result of the research shows that there is a relationship between perceived organizational support and resistance towards changes mediated by readiness for change (Jabbarian & Chegini,

Table 1. Descriptive Sample Information

Criteria		Total	%
Age (per September 2019)	≤ 40 years old	46	21%
	41 - 50 years old	164	74%
	≥ 51 years old	11	5%
Work Experience	1 - 5 years	157	71%
	6-10 years	42	19%
	> 10 years	22	10%
Highest Education/Degree	Master	166	75%
	Doctorate	55	25%

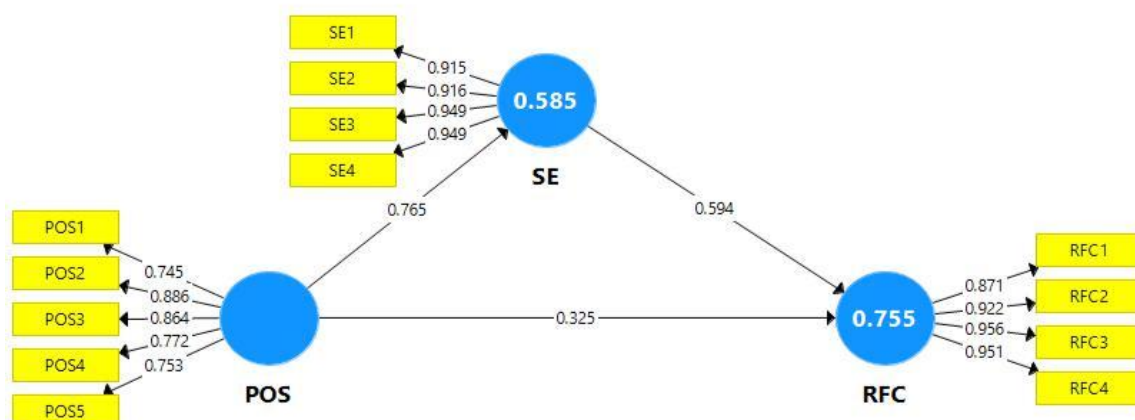
Note: The respondent profile table is derived from a summary of the questionnaire returned (authors, 2021)

Results for Validity Test and Research Indicator Reliability

Stages of measuring on testing model involve convergent validity test and discriminant validity. While the value of Cronbach's alpha and composite reliability is needed in testing for construction reliability. PLS analysis results could be used to test for research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and reliability test.

Convergent Validity Test

A convergent validity test is done by seeing the value of the loading factor of each indicator towards the construct. In most references, a factor weighing from at least 0.5 is considered to have validity that is strong enough to explain the latent construct (Chin, 1998; Ghozali, 2014; Hair et al., 2010). In this research, the minimum limit of loading factor that is accepted is 0.7, with the condition of AVE score for every construct, which is > 0.5 (Ghozali, 2014). Based on the result from SmartPLS 3.0, after taking out the items that did not meet the requirements, all items in Figure 2 and Table 2 having the loading factor value above 0.7 are considered to be valid. Therefore, the convergent validity of this research model has all meet the requirements. Loading factors, Cronbach's alpha, composite reliability and AVE can all be seen in Figure 2 and Table 2.

**Figure 2. Research Model Fit**

Tabel 2. Validated Items

Var.	Items	Items Description	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Perceived Organizational Support (POS)	POS1	I am satisfied with the salary given by the organization	0.745	0.864	0.902	0.650
	POS2	the organization pays high attention to my purposes and values	0.886			
	POS3	the organization always push lecturer's contribution in achieving the organization's purpose	0.864			
	POS4	the organization gives support in the development of the capacity of all lecturers.	0.772			
	POS5	college organization rewards me for my work achievement	0.753			
(SE)	SE1	I believe that I can overcome any unexpected problems appropriately	0.915	0.950	0.964	0.870
	SE2	I am usually capable to solve problems in any condition	0.916			
	SE3	although it is difficult, I always make an effort to maximize my skills to finish any given tasks	0.949			
	SE4	I believe that I can achieve my goal by preparing myself to achieve them	0.949			
(RFC) Readiness for Change Self-Efficacy	RFC1	this change corresponds to the organization's priority	0.871	0.944	0.960	0.650
	RFC2	leaders support me to implement changes	0.922			
	RFC3	I can implement changes	0.956			
	RFC4	I believe that this change has benefits and improve my status	0.951			

Discriminant Validity Test

Discriminant validity is done to ensure that every concept of each latent variable is in contrast with the other latent variables. A model has a good discriminant validity if the quadratic value of AVE in each exogenous construct

86% (value on the diagonal) exceeds the correlation between the construct with the other constructs (value below diagonal) (Ghozali, 2014). The result of discriminant validity research is done by the quadratic value of AVE, which means by seeing the Fornell-Larcker Criterion Value that is obtained the same way as shown in Table 4. The discriminant validity test result shown in

88%
Table 4 below indicates the whole construct having a square root value of AVE above correlation value with the other latent construct (through Fornell-Larcker Criterion), 93%
so it can be concluded that a model has met a discriminant validity. (Fornell & Larcker, 1981).

100%
Moreover, collinearity evaluation is done to discover whether there is collinearity in the model. To find out about collinearity, VIF 100%
estimation from every construct is required. If 97%
the VIF score is higher than 5, then the model 73%
will show collinearity (Hair et al., 2014). It is shown the same way as in Table 5, all VIF score that is less than 5 means that the model has no collinearity.

Construct Reliability Test

96%
Construct reliability can be assessed from the value of Cronbach's alpha and composite 99%
reliability from each construct. The value of composite reliability and Cronbach's alpha is suggested to be more than 0.7 (Ghozali, 2014).

61%
If the value of composite reliability is above 0.7, then it is sufficient (Ghozali, 2014). 99%
Reliability test results in Table 3 above show that all construct has composite reliability value and Cronbach's alpha value higher than 0.7 (> 0.7). 100%
In conclusion, all construct has met the reliability that is required.

Hypothesis Examination

100%
The hypothesis is tested. PLS is also denoted as an inner model test. 96%
This test covers a significance test that has a direct and indirect impact as well as how large is the measurement of the exogenous variable 89%
impact towards the endogenous variable. The influence test is done by using a T-Statistic test in an analysis model called Partial Least Squared (PLS) 96%
with the help of SmartPLS 3.0 software. With the bootstrapping technique, R square value and significance test value can be obtained as shown in the table below:

Table 3. Discriminant Validity

Variables	POS	RFC	SE
POS	0.806		
RFC	0.780	0.926	
SE	0.765	0.843	0.933

Source: The Table is derived from the output of the SmartPLS 3.0 (authors, 2021)

Table 4. Collinearity Statistics (VIF)

Variables	POS	RFC	SE
POS	-	2.409	1.000
RFC	-	-	-
SE	-	2.409	-

Source: The Table is derived from the output of the SmartPLS 3.0 (authors, 2021)

Table 5. R Square Value

R Square	R Square Adjusted
----------	-------------------

RFC	0.755	0.752
SE	0.585	0.583

Source: The Table is derived from the output of the SmartPLS 3.0 (authors, 2021)

Table 6. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T-Statistics	P-Values	Decision
H1	POS → SE	0.765	0.028	27.281	0.000	Supported
H2	POS → RFC	0.325	0.061	5.327	0.000	Supported
H3	SE → RFC	0.594	0.061	9.678	0.000	Supported
H4	POS → SE → RFC	0.454	0.050	9.161	0.000	Supported

Source: The Table is derived from the output of the SmartPLS 3.0 (authors, 2021)