

## A Study on Quality of Work Life and Readiness for Organisational Change among Algerian University Professors

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### **Abstract**

The main purpose of the present study was to investigate the relationship between Quality of Work Life and Employee Readiness for Organisational Change in the faculties of Management and Economy; at the universities of Constantine-2, Mila, and Skikda. Therefore, a questionnaire was distributed to University Professors to assess the Quality of Work Life that includes six dimensions with (29) items. In addition, the Hanpachern's questionnaire was used to assess Readiness for Organisational Change, and it includes (14) items. The methodology of analysis is based on correlation matrix. The size of the sample was (118) Professors that were selected according to a random sampling method. In order to measure the reliability of the questionnaire, we used Cronbachs Alpha. The results were (0,894) for Quality of Work Life and (0,882) for Readiness for Organisational Change. The results of the study revealed that the University Professors in Algeria perceive medium Quality of Work Life (QWL) and high Readiness for Organisational Change. In addition; the results indicated that there is a positive and meaningful relationship between Quality of Work Life and its dimensions, and Employee Readiness for Organisational Change in the Algerian Universities.

**Keywords:** Quality of Work Life (QWL), Readiness for Organisational Change (ROCH).

### **المخلص:**

تسعى الدراسة الحالية لتحقيق هدف رئيسي وهو البحث في طبيعة العلاقة بين جودة حياة العمل واستعداد الأساتذة للتغيير التنظيمي في كليات الاقتصاد والتسيير والعلوم التجارية، في جامعات قسنطينة-2، ميلية، وسكيكدة، ولهذا الغرض تم تصميم وتوزيع استبيان على أساتذة الجامعة لتقييم جودة حياة العمل التي تضمنت ستة أبعاد بـ: 29 سؤالاً، إضافة لاستخدام استبيان Hanpachern للتقييم الاستعداد للتغيير التنظيمي، ويتضمن 14 سؤالاً.

أما عن منهجية التحليل فاستندت لمصفوفة الارتباط، حيث تم اختيار حجم العينة المكون من 118 أستاذ جامعي بطريقة عشوائية، ولأجل قياس ثبات أداة الدراسة "الاستبيان" تم استخدام معامل ألفا كرونباخ، حيث أن النتائج كانت (0,894) لصالح جودة حياة العمل و(0,882) لصالح الاستعداد للتغيير التنظيمي.

كشفت نتائج الدراسة أن أساتذة الجامعة الجزائريين يدركون مستويات متوسطة من جودة حياة العمل، ومستويات مرتفعة من الاستعداد للتغيير التنظيمي، كما أشارت النتائج لوجود علاقة ارتباط طردية ذات دلالة إحصائية بين جودة حياة العمل وأبعادها، واستعداد الأساتذة للتغيير التنظيمي في الجامعات الجزائرية.

**الكلمات المفتاحية:** جودة العمل، التغيير التنظيمي، الأستاذ،

### **Introduction:**

Organisations deal with a lot of challenges and human resources management has large impact on their performances. All Organisations looking for a high performance are increasing their attention toward the importance of employees. For Organisations that would help their employees to be motivated and prepared for change, it is essential that managers understand factors that may affect Readiness for Organisational Change.

Nowadays, Universities are facing new challenges. The key role of the Algerian universities is essentially to create the required competencies to support the economic development. A series of reforms have been introduced in the Algerian universities. Regarding the importance of this sector, it is very necessary to evaluate the Quality of Work Life (QWL) and Readiness for Organisational Change (ROCH) among Professors.

The increasing interest in human resources is due to the assumption that employees and the way they are managed is essential to the success of the organization; it can be a source of sustainable competitive advantage<sup>1</sup>. Moreover, a high Quality of Work Life (QWL) is very important for the universities to attract and retain qualified committed and motivated Professors.

### **Study Objectives**

Due to the importance of Quality of Work Life and Readiness for Organisational Change for achieving academic goals and creating more efficiency, the objectives are to:

- 1) Investigate the relationship between Quality of Work Life and Readiness for Organisational Change among the members of Management and Economy faculties in Algeria.
- 2) Explore if there is a specific relationship between Quality of Work Life and its dimensions and Readiness for Organisational Change.

- 3) Examine which factors affect the overall perception of QWL among University Professors;
- 4) Explore whether there is any significant difference among the faculty Professors' perception about QWL issues and Readiness for Organisational Change due to the differences in demographic characteristics (University, Gender, Age, Experience, Job Position).

## 1. Literature Review

### 1.1. Quality of Work Life and its Dimensions

Quality of Work Life has ever become more and more important because it is considered as one of the key elements in job success. Quality of Work Life (QWL) is viewed as a crucial dimension of quality of life. It has been a major construct in the fields of psychology and management; thus, it has received much attention in literature.

The most important goal of QWL programs is to improve the work design and its requirements, the work conditions and environment, and Organisational effectiveness<sup>ii</sup>. QWL was introduced in the 1960s as an employment condition that focuses on employee's health and well-being, and it aims to increase overall satisfaction<sup>iii</sup>. QWL was associated to behavioural science.

The concept of QWL was related to the improvement of work conditions in France, with humanization of work in Germany and the employee protection in Eastern European Countries. But North America, Europe and Japan not only consider QWL as a tool of efficiency but have also discussed and examined it in terms of democracy and the humanization of work environment<sup>iv</sup>. In contemporary management, the concept of Quality of Work Life has been changed to a social issue, while in the past decades only personal life was being emphasised on<sup>v</sup>.

Quality of Work Life has been conceptualised and defined a variety of ways. According to Straw & Heckscher (1984) Quality of Work Life-QWL means a philosophy, a set of principles, which holds people, who are considered as the most important resource in the organisation, as trustworthy, responsible, and capable of making valuable contribution, where they should be treated with dignity and respect<sup>vi</sup>. In other definition, QWL is a process in which Organisations recognize their responsibility to develop excellent job and work conditions for employees and organisation as well<sup>vii</sup>.

Carlson (2013) has viewed QWL as: (a) a movement; (b) a set of Organisational interventions and (c) a type of work life experienced by employees<sup>viii</sup>. Therefore, Quality of Work Life is a comprehensive program that increases employees' satisfaction; reinforce their learning and also help them in regard of management and change<sup>ix</sup>. Essentially, Quality of Work Life represents a desired end-state that emphasizes on the importance of providing opportunities for employees, to contribute in developing their job as well as to receive more benefits from it<sup>x</sup>. Thus, Quality of Work Life is a comprehensive construct that includes individual's job that is related to the wellbeing and the extent to which work experiences are rewarding, and to avoiding stress and other negative personal consequences<sup>xi</sup>.

Most of the definitions of Quality of Work Life focus on the good feeling perceived in the interaction between individuals and their work environment. Also, there is an agreement among researchers on the subjectivity and the dynamism of the construct<sup>xii</sup>.

Brooks (2014) affirms that QWL has two goals: improving the quality of work experience amongst employees and improving the overall productivity of the organisation<sup>xiii</sup>. According to Gadon (1984), QWL programs have two objectives: (1) to enhance productivity and (2) to increase the satisfaction of employees<sup>xiv</sup>.

Walton (1975), proposed eight major conceptual categories concerning QWL: (1) adequate and fair compensation, (2) safe and healthy work conditions, (3) immediate opportunity to use and develop human capacities, (4) opportunity to sustain growth and security, (5) social integration at work in the organisation, (6) constitutionalism in the organisation, (7) work and total life space and (8) social relevance of work life<sup>xv</sup>. Furthermore, Glasier (2012) evaluated the Quality of Work Life on the basis of good work conditions, job security, and adequate and fair compensation<sup>xvi</sup>. According to Royuela, Tamayo and Suriñach (2007), the European Commission (EC) proposed ten dimensions for QWL, which are (1) intrinsic job quality, (2) skills, life-long learning and career development, (3) gender equality (4) health and safety at work, (5) flexibility and security, (6) inclusion and access to the labour market, (7) inclusion and access to the labour market, (8) social dialogue and worker involvement, (9) diversity and non-discrimination, and (10) overall work performance<sup>xvii</sup>. QWL efforts include the personal and professional development, work redesign, the team building, work scheduling, and total Organisational change<sup>xviii</sup>.

So, it is very difficult to conceptualize the whole dimensions of QWL in one definition. Employees believe that the Quality of Work Life leads to their job satisfaction through: meaningful jobs, job security, provisions for the payment of salaries and benefits, staff development, social interactions, and having freedom of speech that would greatly help them to increase productivity and Organisational effectiveness<sup>xxix</sup>. If employees perceive work conditions as constructive, fair, and fulfilling their expectations, they are most likely to be exhibiting positive attitudes and behaviours toward their Organisation and their colleagues<sup>xxx</sup>.

The previous review on definitions of QWL shows that QWL is a multi-dimensional construct, made up of a number of interrelated factors that need careful consideration to conceptualization and measurement. 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. As a result, we can improve Job satisfaction by manipulating QWL factors, and move toward the development of the organisation.

In various studies, implementation of QWL programs led to reduced employee complaints, reduced absenteeism rates, reduced rates of applying disciplinary codes, an increasing positive attitude of staff, and also an increasing participation in the program of recommendation systems<sup>xxxi</sup>. The frustration, boredom, and anger common to employees who are dissatisfied with their work life, can be costly to both individual and organisation. Runcie (2014) observed that if an employee perceives Quality of Work Life positively in the organisation, he would be motivated to strive for a further improvement of work conditions, an enhancement of productivity, and giving more importance to the quality of products<sup>xxxii</sup>. Indeed, Good Quality of Work Life leads to an atmosphere of good interpersonal relationships and highly motivated employees who strive to assure development<sup>xxxiii</sup>. Moreover, QWL has an effect on human outcomes at work and significantly reduces absenteeism, accidents, grievances, and turnover.

## **1.2. Readiness for Organisational Change**

In response to the frequent failure of Organisational change implementations, many researchers have suggested a new framework to analyse and understand the causes of change initiatives failure in the Organisation. Elsewhere in the literature, it is argued that Organisational change interventions usually fail due to the neglecting aspect of human issues and focusing only on financial ones, and as a result, management must overlook the emotional effect of the Organisational change on their employees. The role of employees is highly important in implementing change successfully, and employees' reactions to change are influenced by a number of factors.

Vakola, Tsaousis, and Nikolaou (2003) identified in several studies that employees' attitudes toward change were vital in achieving successful Organisational change initiatives<sup>xxxiv</sup>. Elias (2012) defines attitudes towards Organisational change as an employee's overall positive or negative evaluating judgment of a change initiative, implemented by their organisation<sup>xxxv</sup>. If there is Readiness for 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 diminish<sup>xxxvi</sup>.

Bernerth (2004) explained that Readiness is more than understanding the change or believing in it; Readiness is a collection of thoughts and intentions toward a specific change effort<sup>xxxvii</sup>. Miller et al (2006) focused on employee Readiness for change by analysing three workplace factors: management/leader relationships, job knowledge and skills, and job demands, where a significant influence on employees' Readiness for change was found<sup>xxxviii</sup>.

Employees' Readiness for Change is involved in people's beliefs, attitudes, and intentions toward needed changes, and their perception of individual and Organisational capacity to successfully make those changes<sup>xxxix</sup>. Readiness is defined as an employee's beliefs, thoughts, and behaviours to accept the needs and the capability of an organisation. Holt et al (2007), found that Readiness for change is influenced by employees' beliefs of self-efficacy, appropriateness, management support, and personal valence<sup>xxx</sup>. According to Schneider, Brief & Guzzo (2013) People's Readiness for change is influenced by the track record of implementing successfully major Organisational changes<sup>xxxxi</sup>. If the experiences of an Organisational change have failed in the past, people will be resistant toward new change initiatives. Hanpachern (1997) defined Readiness for change such as the extent to which individuals are mentally, psychologically or physically primed to participate in the organisation development activities. Particularly it refers to the conditions in which a person has high score on promoting and participating in change<sup>xxxii</sup>. According to Hanpachern's definition there are three aspects to influence Readiness

for change: participation i.e. the Involvement and the participation in change, promotion i.e. supporting and accepting change, resistance i.e. not supporting/blockage.

Bernerth(2004) describes Readiness as a state of mind during the change process that reflects the willingness or the receptiveness to changing the way a person thinks<sup>xxxiii</sup>. Eby et al (2000) said: “Readiness for Organisational Change reflects an individual’s unique interpretive reality of the organisation”, and even within the same Organisational context, this interpretation differs from one individual to another based on their experience and history within the organisation<sup>xxxiv</sup>.

According to Armenakis and Bedeian(1999) the critical factor influencing change Readiness is the change message that is communicated to employees<sup>xxxv</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 the support of top management for change and outline the benefits associated with it.

McNabb and Sepic(1995)indicated the relevant factors of Readiness for change in: 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 determine the ability of an organisation to carry out its mission and to accept and integrate change<sup>xxxvi</sup>.

Armenakis et al(1993)describe five important Readiness components<sup>xxxvii</sup>:

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

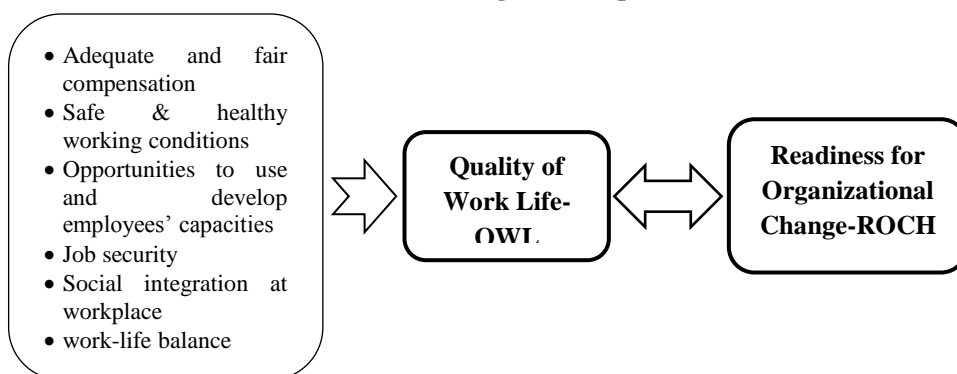
The reviewed literature helped in the development of a theoretical framework for the study and the support of the importance of Readiness for Organisational Change and the impact of high Quality of Work Life on the employees' productivity, as well.

### 1.3. Proposed Model and Hypothesis

The main goal of this study is to investigate whether employees' levels of Readiness for Organisational Change are related to their Quality of Work Life and its dimensions by exploring the following questions:

- 1) Is there a specific relationship between Quality of Work Life and its dimensions and Readiness for Organisational Change among professors of universities in Algeria?
- 2) Is there any significant difference between priorities of university Professors Quality of Work Life Dimensions?
- 3) Does perception of QWL and ROCH differ depending on the demographic characteristics of the respondents?

**Figure 1: Proposed Model**



**Source: Personal Realization on the Basis of Literature Review**

Within the proposed Model (see Figure 1), Quality of Work Life is the independent variable and Readiness for Organisational Change is the dependent variable.

### Hypothesis

There is a positive and significant relationship between Quality of Work Life (QWL) and Readiness for Organisational Change (ROCH).

### **Subsidiary Hypotheses**

**H<sub>1</sub>:** There is a positive and meaningful relationship between Adequate and fair compensation-**Comp** and Readiness for Organisational Change-**ROCH**.

**H<sub>2</sub>:** There is a positive and meaningful relationship between Safe & healthy working conditions-**Health** and Readiness for Organisational Change-**ROCH**.

**H<sub>3</sub>:** There is a positive and meaningful relationship between Opportunities touse and develop employees' capacities-**Develop** and Readiness for Organisational Change -**ROCH**.

**H<sub>4</sub>:** There is a positive and meaningful relationship between Job security-**Secur** and Readiness for Organisational Change-**ROCH**.

**H<sub>5</sub>:** There is a positive and meaningful relationship between Social integration at workplace-**Integr** and Readiness for Organisational Change-**ROCH**.

**H<sub>6</sub>:** There is a positive and meaningful relationship between work-life balance-**Balanc** and Readiness for Organisational Change-**ROCH**.

**H<sub>7</sub>:** There is a significant difference in University Professors' perceptionof the importance andpriority of Quality of Work Life Dimensions.

**H<sub>8</sub>:** The perception ofQWLand ROCH differ depending on the demographic characteristics of the respondents

## **2. Materials and Methods**

In accordance with the aim of this study, the required data for the study were collected via questionnaire. The current study can be classified as a correlational study, because two or more different categories of data were gathered from the same groups, to test the relationship between the dependent and the independent variables.

The questionnaire was conducted in Marsh–April 2015. The population of this study included the entire community of Professors at faculties of Management and Economy, in the Universities of Constantine-2, Mila, and Skikda. The sampling has been run randomly. Based on the kind of the research and the number of predictor variables, the minimum number of the sample was estimated around (125). A total of 180 questionnaires were administered to potential respondents chosen from the three universities. Total of (118) usable questionnaires were treated, giving a response rate of 65.5%.

The questionnaire was divided into three sections. The first section consisted of Items related to QWL, the second section consisted of Items concerning the ROCH, and the last section was about the demographic and the background information of the respondent. Respondents were asked to indicate their agreement or disagreement about QWL and ROCH Items. Ratings were completed on a five-point scale, from "strongly disagree (1)" to "strongly agree (5)".

The items of Quality of Work Life-QWL questionnaire were gathered by means of a literature review. Six dimensions of QWL were defined: Adequate and fair compensation, Safe & healthy working conditions, Opportunities to use and develop employees' capacities, Job security, Social integration at workplace, and work-life balance. Those dimensions have twenty nine (29) items, extracted from earlier QWL studies.

The measurement of Readiness for Organisational Change was based on the Hanpachern's original model with fourteen 14 items. The SPSS software 15.0 for Windows was used to analyze the collected data.

## **3. Results and Discussion**

### **3.1. Profile of the Respondents**

One hundred and eighteen (118) valid responses were received in mid-April. Respondents are Professors at Algerian universities. A summary of the profile of the respondents is presented in Table 1. According to the sample: 32,2% of the respondents were from the university of Constantine, 42,4% from the university of Mila, and 25,4% from the university of Skikda.

Table 1: Demographic Characteristics of Respondents

University	Freq	%	Gender	Freq	%	Age	Freq	%
Constantine-2	38	32,2	Male	44	37,3	> 50	3	2,5
Mila	50	42,4	Female	74	62,7	[50-41[	6	5,1
skikda	30	25,4				[41-31[	86	72,9
						[31-25[	23	19,5
Total	118	100	Total	118	100	Total	118	100
Experience	Freq	%	Job Position		Freq	%		
> 16 years	3	2,5	Professor		1	0,8		
[15-11[ years	4	3,4	Lecturer Class-B		5	4,2		
[11-5[ years	54	45,8	Assistant Professor Class-B		83	70,3		
< 5 years	57	48,3	Assistant Professor Class-A		29	24,6		
Total	118	100,0	Total		118	100,0		

Source:SPSS Outputs

### 3.2 Reliability Analysis

Reliability differs from validity that is related to what not should be measured but to how it is measured. Reliability is the extent to which a variable or a set of variables is consistent in what it is intended to measure. The Cronbach alpha reliability test is conducted within each dimension of QWL and ROCH. A Cronbach alpha of (0,60) or higher is the minimum acceptable rate for a study. The dimensions: ROCH and QWL, Adequate and fair compensation, Safe & healthy work conditions, Opportunities to use and develop employees' capacities, Job security, and Social integration at workplace, were found internally consistent as the value of Cronbach alpha was greater than (0,60) (See Table 2), but only work-life balance was found not internally consistent as the value of Cronbach alpha was less than (0,60).

Table 2: Reliability Statistics

Scale	Cronbach's Alpha	Validity	Inter-Item Correlations		
			Minimum	Maximum	Mean
QWL-29 item	,894	,945	-,095	,759	,245
Comp-5 item	,718	,847	,130	,611	,340
Health-5 item	,674	,821	,132	,592	,305
Develop-6 item	,709	,842	,061	,546	,292
Secur-5 item	,801	,895	,298	,668	,444
Integr-4 item	,750	,866	,301	,759	,439
Balanc-4 item	,459	,677	,094	,283	,179
ROCH-14 item	,882	,939	-,107	,745	,363

Source:SPSS Outputs

### 3.3. Normality of Distribution

In order to determine whether the gathered data demonstrate normal distribution, the next Table (Table 3) shows the results of two well-known tests: the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The null hypothesis for Kolmogorov-Smirnov test and the Shapiro-Wilk statistic of normality, states that the distribution of the variable is equal to the expected distribution, it means the variable is normally distributed.

**Table 3: Tests of Normality**

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

Source:SPSS Outputs

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 research hypothesis that states that the distribution is free or not normal is accepted.

**3.4. Descriptive Analyses**

As shown in Table 4, the descriptive measures for all dimensions of QWL and ROCH are presented. The highest mean value is observed in ROCH and the lowest one is found in Comp and Heath dimension. The entire distributions of dimensions are relatively consistent as none of them possesses enormous variation at observation.

**Table 4 :Participants Opinions about(QWL)and ROCH**

Variable	Mean	Mode	[4-5]%/N Responses	[4-5]/QWL %	Std. Deviation	Variance
Comp	2,4541	2,00	25,90/153	11,34	,74852	,560
Heath	2,5810	2,00	27,90/165	12,23	,71392	,510
Develop	3,1273	4,00	47,20/335	24,83	,69550	,484
Secur	2,8202	4,00	27,50/163	12,08	,83694	,700
Integr	3,3236	4,00	51,05/241	17,86	,70154	,492
Balanc	3,3190	4,00	55,70/263	19,49	,64878	,421
QWL	2,9619	4,00	39,40	100	,53297	,284
ROCH	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

Source:SPSS Outputs

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

Regarding the Participants Opinions, Opportunities to use and develop employees' capacities with average of (3,1273) and standard deviation of (0,6955) is the most important factor affecting overall QWL, and then there is Work-Life Balance with average of (3,3190) and standard deviation of (0,64878), Social integration at workplace with average of (3,3236) and standard deviation of (0,70154), Safe & healthy working conditions with average of (2,5810) and standard deviation of (0,71392), Job security with average of (2,8202) and standard

deviation of (0,83694), Adequate and fair compensation with average of (2,4541) and standard deviation of (0,74852) have least effect on QWL.

### 3.5. Correlation Analyses

Referring to the framework of the study and the formulated hypotheses, Correlation analysis was performed to specify the statistical relationship between overall Readiness for Organisational Change-ROCH and QWL factors. 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].

**Table 5: Correlation Matrix**

Spearman's rho	Comp	Heath	Develop	Secur	Integr	Balanc	QWL	ROCH
Comp	1,000							
Heath	,488 <sup>(1)</sup>	1,000						
Develop	,267 <sup>(1)</sup>	,399 <sup>(1)</sup>	1,000					
Secur	,438 <sup>(1)</sup>	,514 <sup>(1)</sup>	,486 <sup>(1)</sup>	1,000				
Integr	,276 <sup>(1)</sup>	,529 <sup>(1)</sup>	,416 <sup>(1)</sup>	,429 <sup>(1)</sup>	1,000			
Balanc	,241 <sup>(1)</sup>	,410 <sup>(1)</sup>	,481 <sup>(1)</sup>	,391 <sup>(1)</sup>	,434 <sup>(1)</sup>	1,000		
QWL	,626 <sup>(1)</sup>	,771 <sup>(1)</sup>	,694 <sup>(1)</sup>	,774 <sup>(1)</sup>	,681 <sup>(1)</sup>	,651 <sup>(1)</sup>	1,000	
ROCH	,228 <sup>(2)</sup>	,280 <sup>(1)</sup>	,251 <sup>(1)</sup>	,281 <sup>(1)</sup>	,167	,232 <sup>(2)</sup>	,291 <sup>(1)</sup>	1,000

<sup>(1)</sup> Correlation is significant at the 0.01 level (2-tailed).

<sup>(2)</sup> Correlation is significant at the 0.05 level (2-tailed).

**Source:SPSS Outputs**

Table 5 shows that all the dimensions of QWL are significantly correlated 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 one is (0,774). So it can be ascertained that an increase in all the dimensions of QWL would lead to an increase in overall QWL.

The Correlation Matrix results show that the correlation coefficient between the two variables of the study QWL and ROCH is (0,291). The Significance test ( $P < 0,001$ ) indicates that there is a positive relationship between Quality of Work Life-QWL and Readiness for Organisational Change- ROCH.

According to the correlation analysis results (see Table 5), it has been found that there is a Weak positive relationship between adequate and fair compensation and Readiness for Organisational Change among the Professors ( $r = 0,228$ ), ( $p < 0,05$ ). Therefore the hypothesis  $H_{10}$  is rejected and concluded that an increase in adequate and fair compensation can lead to an increase in Readiness for Organisational Change.

Furthermore, It can be observed that the correlation ( $r$ ) of safe and healthy work conditions is 0,280 and the significant level is (0,002) ( $p < 0,05$ ). So the hypothesis  $H_{20}$  is rejected and concludes that Readiness for Organisational Change and safe and healthy work conditions is positively correlated. It is also evident from Table 5 that opportunities to use and develop capacities, is positively correlated to Readiness for Organisational Change among Professors ( $r = 0,251$ ,  $p < 0,05$ ). There is a positive relationship between Job Security and Readiness for Organisational Change among Professors ( $r = 0,281$ ,  $p < 0,05$ ), which supports the hypothesis  $H_4$ . The results reveal a significant positive relationship between social integration at workplace and Readiness for Organisational Change among ( $r = 0,167$ ,  $p < 0,10$ ), therefore the hypothesis  $H_5$  is accepted. Also, It can be observed that the correlation between Work-Life Balance and Readiness for Organisational Change is (0,232) and the significant level is (0,011) ( $p < 0,05$ ). So the hypothesis  $H_6$  is rejected and concludes that Work-Life Balance is positively related to Readiness for Organisational Change among Professors.

### 3.6. The Impact of Demographic Characteristics on Quality of Work Life and Readiness for Organisational Change

#### ➤ The impact of Gender on Quality of Work Life and Readiness for Organisational Change

The Mann-Whitney U test is a non-parametric statistic test that most frequently used to assess whether two independent groups are significantly different from each other, but not normally distributed. Thus, the results of the Mann-Whitney U Test for whether Readiness for Organisational Change-ROCH and Quality of Work Life-QWL

perceptions of University Professors demonstrate a difference according to the gender are given in Table 2. Gender is considered here as the Grouping variable to understand its significance on the perceptions of QWL and ROCH among respondents.

**Table 6: The impact of Gender on Quality of Work Life and Readiness for Organisational Change**

	Gender	N	Mean Rank	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<b>ROCH</b>	male	44	65,80	1351,00	4126,00	-1,54	,123=> No
	female	74	55,76				
<b>QWL</b>	male	44	62,82	1482,00	4257,00	-,813	,416=> No
	female	74	57,53				

Source:SPSS Outputs

From the above Table (Table 2), no significant difference between most of the perceptions of male and female respondents was statistically observed. It means the Readiness for Organisational Change-ROCH is not influenced by Gender. So, males & females have the same scores of Readiness for Organisational Change-ROCH. So, University Professors perceptions did not show any statistical difference ( $U_{ROCH}=4126$ ;  $Z_{ROCH}=-1,544$ ;  $P_{ROCH}=0,123>0,05$ ). The mean rank of the Readiness for Organisational Change-ROCH scores of the University Professors of the males group was 65,80; while the females group of professors had a mean rank of 55,76. In the same manner, no significant difference was statistically observed between Quality of Work Life-QWL perceptions of University Professors at the significance level of 0,05 ( $U_{QWL}=4257$ ;  $Z_{QWL}=-0,813$ ;  $P_{QWL}=0,416$ ). Considering the averages, there is a small difference between Quality of Work Life-QWL of the males and the females. These results suggest that Readiness for Organisational Change-ROCH and Quality of Work Life-QWL has no association with the gender of the University Professors.

➤ **The impact of demographic characteristics (University, Age, Experience, Job position) on Quality of Work Life and Readiness for Organisational Change**

The Kruskal-Wallis method is a rank-based approach for three or more unpaired samples. Rank-based tests are really based on the median rather than the mean. Consequently, Rank-based tests are more robust than parametric tests because the median is less influenced by outliers, skew and non-normality than the sample mean.

According to Kruskal Wallis Test conducted to determine whether Quality of Work Life and Readiness for Organisational Change differ according to the demographic characteristics or not, no significant differences in terms of University, Age, Experience, Job position were observed, except Quality of Work Life based on Age.

**Table 7: QWL and ROCH Perceptions and University, Age, Experience, Job position**

	University	N	Mean Rank	Chi-Square( $\chi^2$ )	df	Asymp. Sig. (2-tailed)
<b>ROCH</b>	constantine	38	63,11	3,869	2	,145=> No
	Mila	50	52,46			
	skikda	30	66,67			
<b>QWL</b>	constantine	38	63,01	1,741	2	,160=> No
	Mila	50	63,02			
	skikda	30	49,18			
	Age	N	Mean Rank	Chi-Square( $\chi^2$ )	df	Asymp. Sig. (2-tailed)
<b>ROCH</b>	> 50	3	59,17	7,066	3	,070=> No
	[50-41[	6	72,42			
	[41-31[	86	54,60			
	[31-25[	23	74,50			
<b>QWL</b>	> 50	3	79,33	7,909	3	,048=> Yes
	[50-41[	6	42,92			
	[41-31[	86	55,90			
	[31-25[	23	74,70			
	Experience	N	Mean Rank	Chi-Square ( $\chi^2$ )	df	Asymp. Sig. (2-tailed)

ROCH	> 16 years	3	54,17	7,073	3	,070=> No			
	[15-11[ years	4	87,13						
	[11-5[ years	54	51,73						
	< 5 years	57	65,20						
QWL	> 16 years	3	54,17	4,769	3	,190=> No			
	[15-11[ years	4	87,13						
	[11-5[ years	54	51,73						
	< 5 years	57	65,20						
ROCH	Job position	N	Mean Rank	Chi-Square ( $\chi^2$ )	df	Asymp. Sig. (2-tailed)			
	Professor	1	57,00				,167	3	,983=> No
	Lecturer Class-B	5	65,20						
	Assistant Professor -B	83	59,52						
	Assistant Professor -A	29	58,55						
QWL	Professor	1	113,0	2,971	3	,396=> No			
	Lecturer Class-B	5	52,30						
	Assistant Professor -B	83	60,39						
	Assistant Professor -A	29	56,34						

**Source:SPSS Outputs**

From the beyond Table (Table 7), no significant difference was statistically observed. It means that Readiness for Organisational Change-ROCH is not influenced by Gender. So, males & females have the same scores of Readiness for Organisational Change-ROCH. Thus, University Professors perceptions did not show any statistical difference ( $U_{ROCH}=4126$ ;  $Z_{ROCH}=-1,544$ ;  $P_{ROCH}=0,123>0,05$ ). The mean rank of the Readiness for Organisational Change-ROCH scores of the University Professors of the males group was 65,80; while the females group of professors had a mean rank of 55,76.

On the other hand, according to Table 7, it is revealed that the overall QWL scores were differed among age groups ( $\chi^2_{QWL}= 7,909, df=3, P<0,05=0,048$ ). Hence we reject the null hypothesis. This shows that the Quality of Work Life level of professors differs based on their age groups. Therefore, considering the scores, it is found that those having age between [50-41[ had the lowest mean rank of (42,92) (see Table 7). The professors having age more than (50) years (> 50) were not satisfied with their Quality of Work Life, because their mean rank was highest at (79,33).

**4. Conclusion**

Employees are considered as the most valuable resource. Due to this assessment, Quality of Work Life has become an important issue for both managers and researchers. Specifically in higher education sector, Quality of Work Life plays a crucial role in the success of the organisation for the simple reason that it creates positive conditions for employees to behave positively toward Organisational change.

The current study intended not only to determine the relationship between Quality of Work Life and Readiness for Organisational Change in the Algerian universities, but their degree as well. There are some significant findings that have been revealed. The results show positive relationship between (QWL) and Readiness for Organisational Change. By examining the results closely, we found that Job security has the highest coefficient of correlation (0,281), and Social integration at workplace has the least coefficient of correlation (0,167). Dimensions of Quality of Work Life in order of their priorities are: Opportunities to use and develop employees' capacities, work-life balance, Social integration at workplace, Safe & healthy working conditions, Job security, Adequate and fair compensation.

In the analysis which conducted to examine the impact of demographic characteristics on QWL and ROCH, no significant difference was found between age variable and work-life balance. Professors who are 56 old are more successful at work-life balance. There is a significant difference between duration of service in job and work-life balance. The workers who are working for [21-30] years have a good work-life

To determine whether QWL and ROCH differ according to the demographic characteristics or not, no significant differences in terms of University, Age, Experience, Job position were observed, except Quality of Work Life based on Age. It is revealed that the overall QWL scores were differed among age groups.

All the facts confirm that higher education is not invulnerable to the problem of low perceived-level of the relationship between Quality of Work Life and Readiness for Organisational Change that could result into Unfavorable economic and non-economic outcomes such as a high turnover, a reduced teaching effectiveness, and intellectual development of the students.

In summary, the Professors are very important to the universities, therefore managers should pay more attention to their QWL. In addition to that, it is highly suggested to use QWL improvement programs and take advantage of their benefits.

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