

BUKTI KORESPONDENSI
ARTIKEL JURNAL INTERNASIONAL BEREPUTASI

Judul artikel : Communication climate and organisational trust to readiness for change in higher education
Jurnal : SA Journal of Industrial Psychology, Volume 50(a2092), 1-10
Penulis : Neka Erlyani, Yunisa Saphira, Veronica L. Hartono, Adelia Justina, Rika V. Zwagery, Fendy Suhariadi, Rahkman Ardi

No.	Perihal	Tanggal
1.	Bukti konfirmasi artikel yang disubmit	9 Maret 2023
2.	Bukti konfirmasi artikel dalam tahap <i>desk review</i>	22 Maret 2023
3.	Bukti konfirmasi artikel masuk tahap <i>blinded review</i>	28 Maret 2023
4.	Bukti konfirmasi <i>re-submit</i> artikel untuk <i>review</i> tahap pertama	24 November 2023
5.	Bukti konfirmasi submit revisi, respon kepada reviewer, dan artikel yang di resubmit	22 Desember 2023
6.	Bukti konfirmasi <i>re-submit</i> artikel untuk <i>review</i> tahap kedua	19 Januari 2024
7.	Bukti konfirmasi submit revisi tahap kedua, respon kepada reviewer, dan artikel yang di resubmit	2 Februari 2024
8.	Bukti konfirmasi artikel diterima untuk publikasi	27 Februari 2024
9.	Bukti konfirmasi artikel sudah terpublikasi	27 Juni 2024

**1. Bukti Konfirmasi Artikel yang
Disubmit
(9 Maret 2023)**

SAJIP Submission 2092 - Confirmation and acknowledgement of receipt2 messages

aosis@sajip.co.za <aosis@sajip.co.za>
Reply-To: AOSIS Publishing <submissions@sajip.co.za>
To: Miss Neka Erlyani <projectbuneka@gmail.com>

9 March 2023 at 19:31

Ref. No.: 2092

Manuscript title: Readiness for Change Academic Staff in facing Higher Education Governance Change in Indonesia: The Roles of Communication Climate and Organisational Trust

Journal: SA Journal of Industrial Psychology

Dear Miss Eriyani

Your submission has been received by the journal and will now be processed in accordance with published timelines.

Processing time guidelines are available under the journal's 'About' section, however, please note that each submission is assessed on its individual merit and in certain circumstances processing times may differ.

You can check the status of your submission in three ways:

- Journal Website: login to your account at <https://sajip.co.za/index.php/sajip/author/submission/2092>.
- Publisher Enquiry Service: telephone numbers are +27(0)219752602 and/or 0861000381.
- Publisher FAQ and Email Service: visit the Publisher FAQ and Email service at <https://publishingsupport.aosis.co.za/index.php>

You will receive additional emails from the journal as your submission passes through the phases of the editorial process.

Kind regards,
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SA Journal of Industrial Psychology

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Project BuNeka <projectbuneka@gmail.com>
To: dnnuramalia@gmail.com

10 March 2023 at 10:03

[Quoted text hidden]

**2. Bukti Konfirmasi Artikel
dalam Tahap *Desk Review*
(22 Maret 2023)**



Neka Erlyani <projectbuneka@gmail.com>

SAJIP Submission 2092 - Manuscript at Desk Review

1 message

aosis@sajip.co.za <aosis@sajip.co.za>

22 March 2023 at 20:36

Reply-To: Ms Tracy McOwen <4ts.srsupport@sajip.co.za>

To: Miss Erlyani <projectbuneka@gmail.com>

Ref. No.: 2092

Manuscript title: Readiness for Change Academic Staff in facing Higher Education Governance Change in Indonesia: The Roles of Communication Climate and Organisational Trust

Journal: SA Journal of Industrial Psychology

Dear Neka Erlyani, Yunisa Saphira, Veronica Hartono, Adella Justina, Rika Zwagery, Fendy Suhariadi

Thank you for working with our Editorial Office to ensure that we have a complete record of your manuscript and all submission's compulsory forms at SA Journal of Industrial Psychology.

All new manuscripts are presented to our Handling Editor for a preliminary Desk Review to assess whether the subject matter and general content are appropriate for this journal.

We have requested our Handling Editor to commence with this preliminary Desk Review in the upcoming week. We trust you will be receiving an outcome of this assessment before 2023-03-29.

If you do not receive the required feedback, we invite you to contact our Editorial Office to enquire the reason for the delay.

Thank you for your continued patience and support.

Kind regards,
Ms McOwen
AOSIS

Give us feedback: Please help us to improve your experience as an author by taking a few minutes to tell us about the service that you have received. We appreciate your participation and want to make sure we meet your expectations, which will give us the opportunity to better serve the community.

Form:

https://forms.office.com/Pages/ResponsePage.aspx?id=mXfgHQ3TR0lx-TIEIOAkzi4e5bmrRhDux1_hEph7SZURDVSTipEN1I0WU9JODFNR0ZPQUg1MkJRQy4u

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Scholarly Journals Department

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**3. Bukti Artikel Masuk Tahap
Blinded Review
(28 Maret 2023)**



Neka Erlyani <projectbuneka@gmail.com>

SAJIP Submission 2092 – Suitable for Review

1 message

aosis@sajip.co.za <aosis@sajip.co.za>

28 March 2023 at 20:31

Reply-To: Ms Tracy McOwen <4ts.srsupport@sajip.co.za>

To: Miss Erlyani <projectbuneka@gmail.com>

Ref. No.: 2092

Manuscript title: Readiness for Change Academic Staff in facing Higher Education Governance Change in Indonesia: The Roles of Communication Climate and Organisational Trust

Journal: SA Journal of Industrial Psychology

Dear Miss Erlyani

Thank you for submitting your manuscript to the journal. All new manuscripts are given a preliminary inspection by the editorial office to assess whether the submission is complete. We are grateful for your efforts to adhere to the author guidelines of SA Journal of Industrial Psychology.

Your manuscript will now proceed to our blinded peer review process to undergo an assessment by our expert independent reviewers. Read our peer review process https://aosis.co.za/policies#peer_review.

Ensure to keep us informed if any of your credentials have changed during this time, to ease communication with you as your manuscript progresses through the different publication phases. If you need any assistance, kindly contact the Editorial Office at submissions@sajip.co.za with any questions or concerns.

We remind our authors that our publisher is a member of CrossChecks plagiarism detection initiative and endorses and applies the standards of the Committee on Publication Ethics which promotes integrity in peer-reviewed research publications. This journal also conforms to the accreditation requirements by both the Department of Higher Education and Training of South Africa and Scielo SA.

Thank you for your continued patience and support, and we hope you have joined our online community by signing up for our RSS alerts and Twitter https://twitter.com/SAJIP_Journal page.

Kind regards,
Ms McOwen
AOSIS

Give us feedback: Please help us to improve your experience as an author by taking a few minutes to tell us about the service that you have received. We appreciate your participation and want to make sure we meet your expectations, which will give us the opportunity to better serve the community.

Form:

https://forms.office.com/Pages/ResponsePage.aspx?id=mXfgHQ3TR0ix-TIEIOAkzi4e5bmbRrhDux1_hEph7SZURDYSTipEN110WU9JODFNROZPQUg1MkJRQy4u

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of Information Management [<https://sajim.co.za>] | • Southern African
Journal of Entrepreneurship and Small Business Management
[<https://sajesbm.co.za>] | • South African Journal of Economic and
Management Sciences [<https://sajems.org>] | • Africa's Public Service
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**4. Bukti Konfirmasi *Re-submit*
Artikel untuk *Review* Tahap
Pertama
(24 November 2023)**



Neka Erlyani <projectbuneka@gmail.com>

SAJIP External Review Decision 2092 - Resubmit for review

4 messages

aosis@sajip.co.za <aosis@sajip.co.za>

24 November 2023 at 01:09

Reply-To: "Prof. Roslyn T. De Braine" <roslynd@uj.ac.za>

To: Miss Neka Erlyani <projectbuneka@gmail.com>

Cc: Yunisa Saphira <yunisasaphira66@gmail.com>, "Veronica L. Hartono" <lionivero@gmail.com>, Adelia Justina <adeljustina@gmail.com>, "Rika V. Zwagery" <zwagery@ulm.ac.id>, Fendy Suhariadi <fendy.suhariadi@psikologi.unair.ac.id>

Ref. No.: 2092

Manuscript title: Readiness for Change Academic Staff in facing Higher Education Governance Change in Indonesia: The Roles of Communication Climate and Organisational Trust

Journal: SA Journal of Industrial Psychology

Dear Miss Erlyani

We thank you for the submission of your manuscript. The editorial and peer reviews of your manuscript have now been completed and we have reached a decision regarding your submission.

As you can see from the comments included, the reviewers recommend significant revisions to your manuscript. We strongly encourage you to submit a revised version that addresses the reviewers' concerns.

Should you choose to revise the manuscript, please be sure to take into careful consideration the suggestions of the reviewers. Please include with your revised submission an itemised, point-by-point response to the reviewers which details the changes made. Please inform me should you plan on resubmitting a revision to the SA Journal of Industrial Psychology - I would like to ensure a quick start of the next peer review round.

As a member of the Committee on Publication Ethics, we encourage your participation in assessing your Similarity Check Report in your journals' personalised manuscript section. Proceed to rewrite the paraphrased text or to introduce citations and acknowledgements as needed. Our assessment revealed:

- 1) The manuscript contains lifted passages from the uncited text. Do consider introducing the relevant citations and reference entry, if absent.
- 2) The manuscript contains lifted passages from the cited text. Do consider introducing the relevant quotation marks.

The revised manuscript should be submitted by 14-Dec-23; if you anticipate that you will be unable to meet this deadline, please notify the Editorial Office.

Below my signature, you will find steps to resubmit your manuscript to the journal. If you need any assistance, kindly contact the Editorial Office at submissions@sajip.co.za with any questions or concerns.

Yours sincerely,

Prof. De Braine

Department of Industrial Psychology and People Management, College of Business and Economics, University of Johannesburg, Johannesburg

Frequently Asked Question

How do I view the reviewer comments, after formal peer review, if the Editor-in-Chief provided feedback regarding my article?

The editor should send you an email stating all the revisions suggested during the formal peer review process. If you are advised to download the comments via your personalised journal section, follow these steps:

- Log into your personalised journal section.
- Under your 'User Home' click on the 'Author' or 'Active' link that will direct you to your 'Active Submissions Table'.
- Under the 'Status Column', click on 'In Review: Revisions Required'. This link takes you to the overview of the peer review process.
- The review page of your article provides information and documentation under the heading 'Peer Review', and will identify files by reviewers, e.g. Reviewer B 19-123-1-RV.docx 2011-08-10. Download these documents to view the reviewer files.

Frequently Asked Question

The Editor-in-Chief has requested revisions to my article. How do I submit my revised version?

When the editor dealing with your submission chooses to ask for a revision, you will be notified by email. In the journals' personalised section your submission will move in the active table from the status 'In Review' to 'In Review: Revisions Required'.

When you prepare a revised version of your manuscript, it is essential that you carefully follow the instructions given in the editor's letter. Use the standard uploading format (as described for original submissions), but include both a clean copy of your manuscript and an annotated copy describing the changes you have made. Failure to do so will cause a delay in the review of your revision.

If references, tables, or figures are moved, added, or deleted during the revision process, renumber them to reflect such changes so that all tables, references and figures are cited in numeric order. Images need only be uploaded if changes have been made in the figures since the previous version.

The annotated copy should have highlights on the changes (either by using the 'Track Changes', function in Word or by highlighting or underlining text) with notes in the text referring to the editor or reviewer query (e.g. highlighted text [R2.2] would be the second comment from reviewer 2, and highlighted text [E1.4] would be the fourth comment from the editor). Be sure when you upload your annotated version that the changes are clearly visible in the Word (.doc) file prior to resubmission.

You should create a point-by-point response letter specifying how you have addressed each of the editor's and reviewer's comments.

Using the review version of your manuscript, edit and revise your submission according to the reviewers' and editor's comments, and follow the steps:

- When you have addressed the comments and completed your revisions, log into your journals' personalised section and click on 'In Review: Revisions Required'.
- Under the 'Editor Decision', click the bubble icon to view the editor's decision letter. If needed, you may view the original editor and reviewer comments by clicking files linked under the 'Review Round'.
- Once your revisions are correctly formatted and prepared, click on 'Browse' to begin uploading your revised manuscript from your desktop. Ensure to upload a clean-, annotated and point-by-point version as part of your revised manuscript submission.

Once all three documents are uploaded, you will need to inform the editor via email of your resubmission. Click on the email icon and proceed to type and email the editor. remember to press 'Send'.

For a video detailing the uploading of your revised manuscript see here:

https://pkp.sfu.ca/files/author_submission_status_acadiau.mp4

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Project BuNeka <projectbuneka@gmail.com>
To: Neka Erlyani <n.erlyani@ulm.ac.id>

27 November 2023 at 13:53

[Quoted text hidden]

Project BuNeka <projectbuneka@gmail.com>
To: Neka Erlyani <n.erlyani@ulm.ac.id>

27 November 2023 at 14:15

Dear corresponding admin,

Thank you for the notification. We will resubmit it as soon as possible. In addition, We would like to ask if we can add one more author to the article metadata. Is that possible? Thank you for your answer and consideration.

Best regards,
Neka Erlyani

[Quoted text hidden]

Project BuNeka <projectbuneka@gmail.com>
To: "Prof. Roslyn T. De Braine" <roslynd@uj.ac.za>

29 November 2023 at 13:25

Dear corresponding admin,

Thank you for the notification. We will try to resubmit it as soon as possible. In addition, We would like to ask if we can add one more author to the article metadata. Is that possible? Thank you for your answer and consideration.

Best regards,
Neka Erlyani

[Quoted text hidden]

**5. Bukti konfirmasi submit revisi,
respon kepada reviewer, dan
artikel yang di resubmit
(22 Desember 2023)**

Reviewer C:

- Line 1:
Title
Although the title highlights what the manuscripts is about, this is not clearly expressed. A suggested titled for possible consideration, is: The role of communication climate and organisational trust on the academic staff members readiness for change in the governance of Indonesian based Higher Education institutions.
Author: We decided to change the title as suggested by reviewers
Recent title: The Role of Communication Climate and Organisational Trust on The Administrative Professional Members Readiness for Change in The Governance of Indonesian based Higher Education Institutions
- Line 10: Faith is used as a synonym for trust. However what causes confusion is, it's not clear how the two concepts are conceptually similar or different.
Author: (Line 12) revised the word faith to trust
- Introduction
Line 34: The definition of society 5.0 needs to be provided. What is society 5.0
Author: (Line 35-37) by the era of society 5.0, a technology-based, known people-centric, and super-super smart society that emerged from the fourth industrial revolution (Deguchi et al., 2020)
- It is not clear what the following abbreviations represent.
Line 44: PTN
Line 45: PTN Satker
Line 46: PTN-BLU
Line 47: PTN-BH;
Line 48: PTN-BH, 45 PTN-BL
Line 50: PSA to LE
This causes confusion because it is not clear what governance changes the manuscript refers to.
Author: (Line 51-61) There are three types of State University governance in Indonesia; (1) University under general state financial management (*Perguruan Tinggi Negeri Satuan Kerja* abbreviated PTN Satker) with low campus autonomy and is identical to a department within a ministry, (2) State university with public service agencies (*Perguruan Tinggi Negeri Badan Layanan Umum* abbreviated PTN-BLU) which has campus autonomy although partial because the status of the university is still part of the government, and lastly (3) State university with legal entity (*Perguruan Tinggi Negeri Badan Hukum* abbreviated PTN-BH) that has the most autonomy among them all (Bramastia, 2020). Currently, there are 21 State Universities with Legal Entities, 47 State Universities with Public Service Agencies, and 31 that still have the status of Universities under General State Financial Management (Caesaria, 2022; eCampuz, 2021).
- Line 62: It is not what administrative and operational technicalities mean.

Author: we mistaken the definition about academic staff/personnel. what we actually mean is administrative professionals (which actually is not a part of lecturers or researchers at all)

- Line 65: Lecturers are referred to as an HR task. This causes some confusion. What also causes confusion is it is mentioned the lecturers are less directly related to administrative demands. This is not clearly communicated. Also in line 60-62, the author(s) suggested that academic personnel perform administrative tasks.

Author: we already revised this along with the statement above.

- Line 69: The authors in-text reference Syahromi & Cheisviyanny (2020) incorrectly. Please refer the most latest APA reference manual.

Author: (Line 88) Syahromi and Cheisviyanny (2020)

- Line 70: The authors state that “Syahromi & Cheisviyanny (2020) interviewed lecturers and academic staff”. Suggesting a distinction of the two categories. One would assume that lecturers would be considered as academic staff. To avoid confusion, please provide definitions of the lecturers and academic staff.

Author: (Line 73-79)

A relatively recent focus has been placed on a category known as support staff. Unlike those engaged in teaching and research, these professionals operate in the intersection of academia and administration or between the university and its surrounding community. Often referred to as higher education professionals, third space professionals, or administrative professionals, they typically work in roles such as managerial support, community and business liaison, institutional research, internationalisation, human resource development, and quality assurance (Karlsson & Rytberg, 2016).

- Line 73: Please clearly define the abbreviation SOP.

Author: (Line 92) standard operating procedure (SOP)

- Line 82-83: It is stated in the manuscript that “the variables that affect a person’s readiness for change have been the subject of several research”. However, it is not clear which variables other than communication climate the researcher(s) are referring to. It is also not clear which research the author(s) refer to.

Author: (Line 108-115) The variables that affect readiness for change have been the subject of various research, including leadership style (Du et al., 2023; Gebretsadik, 2022; Gelaidan et al., 2018; Li et al., 2016; Sterb, 2015; Waisy & Wei, 2020), job satisfaction (Cullen et al., 2014; Vakola, 2014), organisational support (Cullen et al., 2014; Farahana et al., 2017; Purwaningrum et al., 2020), organisational commitment (Qureshi et al., 2018; Suwaryo et al., 2015), communication climate (Farahana et al., 2017; Neill et al., 2019; Vakola, 2014; Win & Chotiyaputta, 2018), organisational trust (Ertürk, 2008; Gupta & Singla, 2016; Marouf & Agarwal, 2016; Yue et al., 2019; Zayim & Kondakci, 2015).

- The role of organisational trust was not discussed in the introduction.

Author: (Line 102-104) In the administration of state universities, a higher level of autonomy in financial management necessitates a robust trust among human resources within the organisation for support (Slamet, 2014).

- Literature review

Context relating to the governance change has not been provided.

Author: (Line 127-176) **Higher Education Governance Context in Indonesia**

Universities in Indonesia, often referred to as "*Perguruan Tinggi Negeri*" (abbreviated as PTN), has experienced significant changes from time to time, along with technological developments and pressure to excel and to be competitive (Godonoga & Sporn, 2023). It is necessary to carry out autonomous financial and managerial reforms so they are ready to overhaul the education pattern that has been implemented, so education can continue to develop and has the courage to enter the comfort zone with unknown competencies (Ngo & Meek, 2019; Risanty & Kesuma, 2019). The agenda is carried out by changing higher education governance in Indonesia to become more autonomous which refers to academic governance including curriculum development, accreditation, study program development, and non-academic aspects such as management of higher education, administration of higher education, as well as funding and financing, to serve the interests of society, market and country (Andriana et al., 2019).

Governance in higher education is a series of mechanisms (structures, systems, and processes) used by HEIs management to guide and control the course of HEIs to provide added value and university sustainability to match stakeholder expectations (Risanty & Kesuma, 2019). According to Government Regulation No. 4 of 2014 on the Implementation of Higher Education and Higher Education Management, it is mentioned in Article 27 that the pattern of HEI management consists of: (1) Universities with general state financial management (*Perguruan Tinggi Negeri Satuan Kerja* abbreviated PTN Satker), (2) State universities with Public Service Agencies (*Perguruan Tinggi Negeri Badan Layanan Umum* abbreviated PTN-BLU), and (3) State universities as legal entities (*Perguruan Tinggi Negeri Badan Hukum* abbreviated PTN-BH). The determination and change in the pattern of financial management of HEIs is conducted based on performance evaluation by the Minister to universities. Triatmoko et al. (2018) mentioned another differences among state university legal entity, state university with public service agencies, and university with general state financial management are on used of budget implementation statement or issuance of spending authority, financial reporting patterns, asset recognition, and tariff determination where universities with general state financial management must make changes to the budget until the amendment is approved to allow for budget expenditure, whereas state university with public service agencies can spend without having to wait for the budget change to be approved and state university legal entity are more flexible comparing to both of them.

In the prevailing reporting framework of State Universities, adherence is made to Government Regulation No. 71 of 2010, which delineates the established Government Accounting Standards. This regulatory framework encompasses seven distinct constituents of financial statements, each serving a distinct purpose: 1) Budget Realization Report, 2) Reports of Changes in Excessive Budget Balance, 3) Balance Sheet, 4) Statement of Cash Flows, 5) Operational Report, 6) Statements of Changes in Equity, 7) Notes to the Financial Statements. These components

collectively provide a comprehensive overview of the financial status, budget utilization, cash flow dynamics, equity alterations, and other pertinent financial information for State Universities (Triatmoko et al., 2018).

Multiple factors, including funding, decentralized decision-making, and multi-dimensional planning and reporting, can lead to challenges in financial management for universities. Kasradze et al. (2019) highlighted that a robust financial management system is a fundamental element for ensuring the growth and stability of universities, particularly in the context of transforming the education system. Universities operating under a general state financial management structure lack the flexibility required for institution development and competitiveness. Consequently, changes in governance that align with national higher education standards are imperative.

- Methodology

What sampling technique was used to recruit the 985 of academic staff What criteria was used to recruit the total 900+ participants Of the 985 participants that participated. It is understood that there were outliers in the data. However. What is not so clear is that only the data of the 263 participants was used. Please explain why and not the 713?

What criteria did you use to decide not to include the 713? Was a computer system used that performed the simple random sampling of the 263 academic staff from the total 985?

Author: (Line 295-305) The population of this research is 985 administrative professionals from one of the state universities in South Kalimantan, Indonesia. The determination of sample size based on the formula put forth by Isaac and Michael (1995), applying this formula resulted in a sample size figure of approximately 277. The calculation is as follows:

$$n = \frac{\lambda^2 NP(1-P)}{d^2(N-1) + \lambda^2 P(1-P)}$$

Notes: n = required sample size; λ^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level 1 (3.841); N = the population size; P = the population proportion (assumed to be 0.50); d = the degree of accuracy expressed as a proportion (0.05).

Calculation based on formula:

$$n = \frac{3.841 \times 985 \times 0.5 \times 0.5}{(0.05)^2(984) + 3.841 \times 0.5 \times 0.5}$$

$$n = \frac{945.85}{3.42} = 276.54$$

- Line 204: Simple random sampling seems as if it was the selected sampling technique. However, not everyone working in the university is a lecturer or academic staff member. Using this technique implies that everyone working within the institute

has an equal chance of being selected. Sample needs to be clearly define to enable a more suitable selection of sampling technique.

Author: (Line 308-313) A simple random sampling technique was used by shuffling the number of participants until the number reached 277 people. However, the researchers only managed to collect 263 participants because 14 participants did not return the measuring instruments that had been distributed. Thus, researchers used 254 participants to analyse the data (after eliminating nine outlier data).

- No mention about whether the study was qualitative or quantitative. Although one can assume, it would be helpful if this information was provided to leave nothing to assumption. Was the study cross-sectional, longitudinal etc?

Author: (Line 294) This study is quantitative with a cross-sectional design where data is collected at one time.

- The data collection procedure not provided. How long did data collection take? How were the instruments distributed? Face-to-face or electronically? If electronically distributed, what platform was used?

Author: (Line 307-308) Offline data collection took place from June 28th to July 5th, 2022, where researchers distributed scale measurements face to face.

- In line 216, the Cronbach alpha for the personal valence scale is 0.66. Although the Cronbach alpha reflects the sample tested, performing factor analysis and reliability analysis would help determine the validity and reliability of the scales used in this study.

Author: 0.66 is based on previous study (Holt et al., 2007). This is reliability score we calculated for this study (Line 345-346) The composite reliability analysis also indicated good reliability of the measures (RFCQ = 0.965, communication climate = 0.942, OTI-SF = 0.855).

- Data analysis
The cut-off scores for significance levels not reported on.
The data assumptions required to perform a multiple linear regression analysis not repeated on. For example:

1. Criteria for assessing the normality assumptions of the data not reported on.
2. Criteria for assessing linearity assumptions by examining correlations between continuous variables not reported on.

Author: (Line 350-356) This quantitative study uses JASP (Jeffrey's Amazing Statistics Program) 0.16.2 to analyse data (JASP Team, 2022). This study uses multiple linear regression to find out whether the two predictor variables: communication climate (X1) and organisational trust (X2) have an impact in administrative professional readiness for change (Y) in the face of higher education governance change in one university in Indonesia to prove the hypothesis. Before analysis, assumption testing was conducted (normality, linearity, and multicollinearity) to validate that the data satisfied the necessary assumptions.

- Results

Results not reported on. Only tables provided. Descriptive stats are provided for the participants characteristics. However, preliminary analyses of the descriptive stats for the continuous variables not reported on. Providing such information will be helpful in determining outliers.

Author: (Line 372-404) The participants involved in the study were administrative professionals from a university located in South Kalimantan, Indonesia. The descriptive data of the participants is present in table 1 and table 2.

Table 1: Data Distribution of Participants

Work Unit	Employment Status		Total
	Civil Servant	Non-Civil Servant	
Faculty of Teacher Training and Education	28	67	95
Faculty of Economics and Business	15	42	57
Faculty of Law	16	43	59
Faculty of Social Science and Political Science	8	39	47
Faculty of Mathematics and Natural Sciences	31	30	61
Faculty of Fisheries and Maritime Affairs	15	15	30
Faculty of Forestry	27	6	33
Faculty of Agriculture	33	24	57
Faculty of Engineering	25	35	60
Faculty of Medicine	47	63	110
Faculty of Dentistry	6	11	17
Postgraduate	0	34	34
Rectorate	131	194	325
Total	382	603	985

Table 2: The Descriptive Data of Participant

Category	N	Percentage
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Gender	Male	119	46.9%
	Female	135	53.1%
		254	100%
Age	18-29 years	52	20.5%
	30-39 years	77	30.3%
	40-49 years	88	34.6%
	50-59 years	37	14.6%
		254	100%
Duration of work	1-11 months	5	2%
	1-9 years	100	39.4%
	10-19 years	108	42.5%
	20-29 years	35	13.8%
	30-39 years	6	2.4%
		254	100%

Table 3: Variable Data Category

Variables	Range Value	Category	Frequency	Percentage (%)
Readiness for Change	$X < 59$	Low	1	0.4
	$59 \leq X < 95$	Middle	105	41.3
	$95 \leq X$	High	148	58.3
Communication Climate	$X < 16$	Low	2	0.8
	$16 \leq X < 26$	Middle	79	31.1
	$26 \leq X$	High	173	68.1

Organisational Trust	X < 26	Low	6	2.4
	26 ≤ X < 40	Middle	153	60.2
	40 ≤ X	High	95	37.4

After the data was gathered, a normality test, linearity test and multicollinearity carried out as a set of assumption test before analysing the impact of the communication climate and organisational trust on readiness for change in administrative professional. The data assessment will proceed to hypothesis testing using regression analysis once the assumption test is deemed successful.

Table 4: Normality Test

Variables	Before eliminating outliers (N = 263)	After eliminating outliers (N = 254)
	Sig. (2-Tailed)	Sig. (2-Tailed)
Communication Climate and Readiness for Change	0.001	0.200
Organisational Trust and Readiness for Change	0.009	0.200

Based on normality test, the significance value on readiness for change and communication climate before removing outliers was 0.001. Whilst, readiness for change and organisational trust before removing outlier was .009. Going from the results it showed that significant values of all the variables are less than 0.05 ($0.001 < 0.05$) and ($0.009 < 0.05$) therefore removing outlier was needed. After eliminating outliers, the significant value for readiness for change and communication climate also readiness for change and organisational trust were .200. Based on that value, the significant of all of the variables were greater than 0.05 ($0.200 > 0.05$). This means that each variable meets the normality assumption.

Table 5: Linearity Test

Linearity	F	p
RFC -> CC	156.140	< 0.001
RFC -> OT	318.139	< 0.001

It can be concluded that the linearity test assumption has been met based on the result above, which show a significance value of < 0.001. This indicates a linear relationship between

readiness for change (RFC) and communication climate (CC) ($F = 156.140$; $p < 0.001$), and between readiness for change (RFC) and organisational trust (OT) ($F = 318.139$; $p < 0.001$).

Table 6: Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients Beta		Collinearity Statistics		
	B	Std. Error		t	Sig.	Tolerance	VIF
(Constant)	38.314	4.435		8.640	0.000		
CC	0.082	0.121	0.030	0.680	0.014	0.926	1.079
OT	1.566	0.090	0.755	17.334	0.000	0.926	1.079

The multicollinearity test results, as indicated in the VIF column, reveal VIF values below 5. Consequently, it can be inferred that regression model did not exhibit any issues related to multicollinearity.

Reviewer E:

- Recommendation 1: Previous investigations of the relationship between change readiness and the variables communication climate and organizational trust is acknowledged [page 5, lines 83-5]. It is then stated that "... there is still relatively little empirical research on their impact in Indonesia's HEI environment of preparation for change." Unfortunately, there is little scholarly value in contributing to the knowledge of Indonesian HEIs, especially for a South African journal. A more compelling justification and potential contribution of the research is needed.

Author: we make the statement in general (Line 177-123)

Conducting such research is valuable for the development of a readiness for change theory that incorporates communication climate and organisational trust, equipping individuals to navigate changes more effectively, particularly in the context of higher education governance. Furthermore, this study aims to assess empirically the significance of communication climate and organisational trust in the readiness for change among administrative professional members, as they confront alterations in higher education governance or similar governance policy adjustments.

- Recommendation 2: The 25-item Readiness for Change Questionnaire (RFCQ) developed by Holt et al. (2007) was used to measure the dependent variable. This is a multi-dimensional instrument but has been treated as if it is unidimensional. The sub-dimensions or factors of the instrument should first be validated, and then appropriate statistical analyses conducted to examine the relationship between the independent variables and the

multi-faceted dependent variable.

Author: We used CFA second order for RFCQ

- Recommendation 3: The measurement scales were “adapted into Indonesian” [page 9]. The process of translating scales into other languages is complex and also involves a back-translation process, but no evidence was presented to show that this was done correctly. The authors must demonstrate how they ensured the measurements were appropriately translated into Indonesian and were still valid instruments

Author: (Line 322-346) The progression of these scales follows the stages outlined in International Test Commission (ITC) Guidelines for Translating and Adapting Tests (2016) consist of a few steps, such as pre-condition, test development, confirmation, administration, score scale and interpretation, and documentation. The authors first contacted the scale developers to inquire about adapting measurement tools for the Indonesian context. Upon reviewing empirical evidence related to using similar instruments in Indonesian, where validated versions of the communication climate and organisational trust scales did not yet exist, the Readiness for Change Questionnaire (RFCQ) found inconsistencies in the number of items in Holt's RFCQ statement. As such, the researchers decided to adapt the three measurement tools. The test development process involved forward and backward translation to ensure linguistic and conceptual equivalence. Forward and backward synthesis brought by an independent third translator and expert panel. Experts then reviewed item content and language by comparing the original and back-translated versions. Readability was also tested on administrative professional from another university to validate the sample. Confirmatory factor analysis (CFA) is used to establish construct validity. For the second-order RFCQ CFA, fit indices of CFI = 0.893, TLI = 0.882, NFI = 0.865, and RMSEA = 0.114 were found, with factor loadings ranging from 0.437 to 0.935, indicating it is a valid measure. The communication climate unidimensional CFA yielded fit indices of CFI = 1.000, TLI = 1.007, NFI = 0.993, and RMSEA = 0.000, with loadings from 0.694 to 0.944, confirming its validity. The unidimensional OTI-SF CFA resulted in fit indices of CFI = 0.824, TLI = 0.785, NFI = 0.800, and RMSEA = 0.150, with loadings from 0.394 to 0.758. Akturk et al. (2021) said fit indices fall within acceptable ranges of $0.80 \leq CFI \leq 0.90$, $0.80 \leq TLI \leq 0.90$, $0.80 \leq NFI \leq 0.95$, and $RMSEA \leq 0.08$, validating the OTI-SF measure. The composite reliability analysis also indicated good reliability of the measures (RFCQ = 0.965, communication climate = 0.942, OTI-SF = 0.855).

- Recommendation 4: There is no evidence of utilising factor analysis to validate the measurement instruments. This should be done in a revised manuscript.
Author: (Line 336-345) Confirmatory factor analysis (CFA) is used to establish construct validity. For the second-order RFCQ CFA, fit indices of CFI = 0.893, TLI = 0.882, NFI = 0.865, and RMSEA = 0.114 were found, with factor loadings ranging from 0.437 to 0.935, indicating it is a valid measure. The communication climate unidimensional CFA yielded fit indices of CFI = 1.000, TLI = 1.007, NFI = 0.993, and RMSEA = 0.000, with loadings from 0.694 to 0.944, confirming its validity. The unidimensional OTI-SF CFA resulted in fit indices of CFI = 0.824, TLI = 0.785, NFI = 0.800, and RMSEA = 0.150, with loadings from 0.394 to 0.758. Akturk et al. (2021) said fit indices fall within acceptable ranges of $0.80 \leq CFI \leq 0.90$, $0.80 \leq TLI \leq 0.90$, $0.80 \leq NFI \leq 0.95$, and $RMSEA \leq 0.08$, validating the OTI-SF measure
- Recommendation 5: Ensure that the statistical analysis used is appropriate. It is unclear why an ANOVA was conducted [page 13, line 255], given that none of the variables were categorical data.

Author: (Line 407) **Table 8: Regression**

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	21170.772	2	10585.386	158.961	< 0.001
	Residual	16714.381	25	66.591		
	Total	37885.154	25			

- The title of the manuscript is grammatically incorrect and should be revised.

Author: We decided to change the title as suggested by reviewers (Line 1)

Recent title: **The Role of Communication Climate and Organisational Trust on The Administrative Professional Members Readiness for Change in The Governance of Indonesian based Higher Education Institutions**

- Sometimes the phrase “faith in the organization” is used [e.g. page 1, line 10]. The authors seem to have the concept of trust in mind and should, therefore, use the correct concept consistently.

Author: (Line 12) revised the word faith to trust

- The authors state: “...of the necessity of readiness for change throughout organisational change...”. However, the literature on change readiness is most typically associated with the initial stages of change and not the entire change process.

Author: (Line 26-27) **This study broadens our understanding of the necessity of readiness for change from the initial stage of change in organisation.**

- The “the era of society 5.0” [e.g. page 4, line 34] needs to be explained further and differentiated from the fourth industrial revolution, using appropriate references.

Author: (Line 35-37) **by the era of society 5.0, a technology-based, known people-centric, and super-super smart society that emerged from the fourth industrial revolution (Deguchi et al., 2020)**

- The Cronbach’s alpha coefficients for the various measurement scales are provided [page 9, from line 214]. What is not clear is if these coefficients are from previous studies or were calculated for this study.

Author: **is based on previous study (Holt et al., 2007). We deleted it change to reliability score that we calculated for this study (Line 345-346)**

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MANUSCRIPT TO REVIEW

The Role of Communication Climate and Organisational Trust on The Administrative Professional Members Readiness for Change in The Governance of Indonesian based Higher Education Institutions

[Information redacted to maintain the integrity of the review process]

Orientation: The complex and competitive problems that HEIs in Indonesia must currently overcome are a result of society era 5.0. For them to become more autonomous, the governance must be changed. Therefore, they can escalate their performance in educational services. Human resources, especially administrative professional, as the front line must be prepared for the first step of change. During the change process, communicating a change message and having trust in the organisation can make staff more ready to accept the change.

Research purpose: This study investigates the impact of organisational trust and communication climate on administrative professional members' readiness for change when faced with higher education governance changes.

Motivation for the study: This study was motivated by new government policy on HEIs in Indonesia that require organisational change.

Research approach/design and method: In one university in South Kalimantan, Indonesia, impact of organisational trust and communication climate on staff readiness for change is investigated using multiple linear regression.

Main finding: The analysis showed that both variables have a significant contribution to readiness for change. The main reason for success in readiness for change is to gain employees' trust, to communicate the message, and to make sure all of them participate in the process.

Implication: This research can be applied to HEIs undergoing governance change or are in the process of changing.

Contribution/value-add: This study broadens our understanding of the necessity of readiness for change from the initial stage of change in organisation. Thus, it emphasises the significance of the

communication climate and organisational trust in fostering employees' readiness for change in helping the effective organisational transition in HEIs.

Keywords: readiness for change; organisational change; communication climate; organisational trust; higher education.

Introduction

The transition of traditional society into industry is required by the era of society 5.0, a technology-based, known people-centric, and super-super smart society that emerged from the fourth industrial revolution (Deguchi et al., 2020); the ASEAN Free Market in 2015, and the Asia Pacific Free Market in 2027; make Higher Education Institution (HEIs) in Indonesia are need to be prepared in the ongoing education system reform, for it to evolve and be courageous in entering unknown zone with various competitions (Herlina, 2021). A statistical report in Indonesia in 2022 reveals 3,107 HEIs dominate as much as 2,982 private universities (95.97% of the total of HEIs), and the rest of the 125 are state universities (Annur, 2023). Contemplating the available data means state universities in Indonesia have to compete with private universities, the best way to achieve this is through making significant infrastructure investments and learning to take risks with innovations in learning, service management, and teaching (Hendrarso, 2020). Shattock (2002) also explains the need to manage qualified resources so that universities can produce quality and competitive graduates.

Government policy through Law No. 12 of 2012, concerning Higher Education, mandates that governance within a higher education institution must lead to healthy higher education internal management governance, towards internal quality assurance of higher education. There are three types of State University governance in Indonesia; (1) University under general state financial management (*Perguruan Tinggi Negeri Satuan Kerja* abbreviated PTN Satker) with low campus autonomy and is identical to a department within a ministry, (2) State university with public service agencies (*Perguruan Tinggi Negeri Badan Layanan Umum* abbreviated PTN-BLU) which has campus autonomy although partial because the status of the university is still part of the government, and lastly (3) State university with legal entity (*Perguruan Tinggi Negeri Badan Hukum* abbreviated PTN-BH) that has the most autonomy among them all (Bramastia, 2020). Currently, there are 21 State Universities with Legal Entities, 47 State Universities with Public Service Agencies, and 31 that still have the status of Universities under General State Financial Management (Caesaria, 2022; eCampuz, 2021). The government makes the conditions for universities that seek to transform from public service agencies to legal entities easier to encourage them to restructure their governance and become more autonomous (Adit, 2020). According to Astridina et al. (2017), the government implemented further initiatives, including administrative reform in the area of higher education management. Reforms in bureaucracy will be more convenient to put into practice if universities are sovereign and have an administrative structure that follows managerial models that complement their competencies and

culture (Rahayu, 2019). Quality universities must be able to provide customer satisfaction and demonstrate a strong competitive edge (Purwandani & Sutarsih, 2016).

The effectiveness of human resources in higher education plays a significant impact in whether an organisation is successful or unsuccessful in achieving its objectives and goals (Inandriyana et al., 2021). A relatively recent focus has been placed on a category known as support staff. Unlike those engaged in teaching and research, these professionals operate in the intersection of academia and administration or between the university and its surrounding community. Often referred to as higher education professionals, third space professionals, or administrative professionals, they typically work in roles such as managerial support, community and business liaison, institutional research, internationalisation, human resource development, and quality assurance (Karlsson & Rytberg, 2016). The demands of administrative duties, which affect administrative professional, will be intimately tied to this change in the pattern of financial management. When implementing their work, administrative professional are required to be proficient in administrative and operational technicalities (Amon et al., 2020). Administrative professional must be among the first to promptly adjust to changes in administrative services (Anardani et al., 2021).

Meanwhile, other human resources in HEIs such as lecturers are less related to administrative tasks because lecturers' primary role is to utilise education, research, and social work to transform, improve, and spread science, machinery, and artistry (Republik Indonesia, 2003). Syahromi and Cheisviyanny (2020) interviewed lecturers and administrative professional at one of the universities that had just turned into a Public Service Agency, from the interviews it was found that lecturers admitted that they did not feel the changes directly from the university with public service agency changes in the learning process, they were more exposed to clear standard operating procedure (SOP) in this change to carry out existing activities. Meanwhile, administrative professional admitted that they felt more significant changes from this change, such as an increase in the workload of financial management and obstacles in providing an understanding of the new regulations that apply to stakeholders (Syahromi & Cheisviyanny, 2020). In addition, based on the results of research by [Author/s in press] (2021b) also stated that the perception of lecturers at one university regarding readiness for change has a weak positive correlation.

Enhancing the capacity of change agents and leaders is the first thing that needs to be done during the process of change (Gelaidan et al., 2018). Mangudjaya (2016) also states that before commencing a change in organisation, it is vital for organisation members to be ready for change. In the administration of state universities, a higher level of autonomy in financial management necessitates a robust trust among human resources within the organisation for support (Slamet, 2014).

Additionally, individuals driving change should recognize that the efficacy of the message is contingent on the information environment for employees, emphasizing the importance of fostering an open and transparent communication climate. It ensures employees feel adequately informed about impending changes (Miller et al., 2014).

The variables that affect readiness for change have been the subject of various research, including leadership style (Du et al., 2023; Gebretsadik, 2022; Gelaidan et al., 2018; Li et al., 2016; Sterb, 2015; Waisy & Wei, 2020), job satisfaction (Cullen et al., 2014; Vakola, 2014), organisational support (Cullen et al., 2014; Farahana et al., 2017; Purwaningrum et al., 2020), organisational commitment (Qureshi et al., 2018; Suwaryo et al., 2015), communication climate (Farahana et al., 2017; Neill et al., 2019; Vakola, 2014; Win & Chotiyaputta, 2018), organisational trust (Ertürk, 2008; Gupta & Singla, 2016; Marouf & Agarwal, 2016; Yue et al., 2019; Zayim & Kondakci, 2015). However, communication climate and organisational trust has rarely been empirically examining on readiness for change in higher education.

Conducting such research is valuable for the development of a readiness for change theory that incorporates communication climate and organisational trust, equipping individuals to navigate changes more effectively, particularly in the context of higher education governance. Furthermore, this study aims to assess empirically the significance of communication climate and organisational trust in the readiness for change among administrative professional members, as they confront alterations in higher education governance or similar governance policy adjustments.

Literature Review and Hypothesis Development

Higher Education Governance Context in Indonesia

Universities in Indonesia, often referred to as "*Perguruan Tinggi Negeri*" (abbreviated as PTN), has experienced significant changes from time to time, along with technological developments and pressure to excel and to be competitive (Godonoga & Sporn, 2023). It is necessary to carry out autonomous financial and managerial reforms so they are ready to overhaul the education pattern that has been implemented, so education can continue to develop and has the courage to enter the comfort zone with unknown competencies (Ngo & Meek, 2019; Risanty & Kesuma, 2019). The agenda is carried out by changing higher education governance in Indonesia to become more autonomous

which refers to academic governance including curriculum development, accreditation, study program development, and non-academic aspects such as management of higher education, administration of higher education, as well as funding and financing, to serve the interests of society, market and country (Andriana et al., 2019).

Governance in higher education is a series of mechanisms (structures, systems, and processes) used by HEIs management to guide and control the course of HEIs to provide added value and university sustainability to match stakeholder expectations (Risanty & Kesuma, 2019). According to Government Regulation No. 4 of 2014 on the Implementation of Higher Education and Higher Education Management, it is mentioned in Article 27 that the pattern of HEI management consists of: (1) Universities with general state financial management (*Perguruan Tinggi Negeri Satuan Kerja* abbreviated PTN Satker), (2) State universities with Public Service Agencies (*Perguruan Tinggi Negeri Badan Layanan Umum* abbreviated PTN-BLU), and (3) State universities as legal entities (*Perguruan Tinggi Negeri Badan Hukum* abbreviated PTN-BH). The determination and change in the pattern of financial management of HEIs is conducted based on performance evaluation by the Minister to universities. Triatmoko et al. (2018) mentioned another differences among state university legal entity, state university with public service agencies, and university with general state financial management are on used of budget implementation statement or issuance of spending authority, financial reporting patterns, asset recognition, and tariff determination where universities with general state financial management must make changes to the budget until the amendment is approved to allow for budget expenditure, whereas state university with public service agencies can spend without having to wait for the budget change to be approved and state university legal entity are more flexible comparing to both of them.

In the prevailing reporting framework of State Universities, adherence is made to Government Regulation No. 71 of 2010, which delineates the established Government Accounting Standards. This regulatory framework encompasses seven distinct constituents of financial statements, each serving a distinct purpose: 1) Budget Realization Report, 2) Reports of Changes in Excessive Budget Balance, 3) Balance Sheet, 4) Statement of Cash Flows, 5) Operational Report, 6) Statements of Changes in Equity, 7) Notes to the Financial Statements. These components collectively provide a comprehensive overview of the financial status, budget utilization, cash flow dynamics, equity alterations, and other pertinent financial information for State Universities (Triatmoko et al., 2018).

Multiple factors, including funding, decentralized decision-making, and multi-dimensional planning and reporting, can lead to challenges in financial management for universities. Kasradze et al. (2019) highlighted that a robust financial management system is a fundamental element for ensuring the

growth and stability of universities, particularly in the context of transforming the education system. Universities operating under a general state financial management structure lack the flexibility required for institution development and competitiveness. Consequently, changes in governance that align with national higher education standards are imperative.

Readiness for Change

Among the many variables which foster organisational transformation success, according to Armenakis et al. (1993), is readiness for change. The ability of the organisation to implement these changes is part of the organisation's readiness for change, which encompasses the content, process, context, and people involved (in the form of organisational members' beliefs, behaviours, and intentions regarding the degree to which change is required) (Armenakis et al., 1993; Holt et al., 2007). Weiner (2009) explains that readiness for change is formed from the decision of fellow members to implement change and mutual trust in the joint ability to make a change.

Readiness for change is widely studied in both individual and organisational contexts. Holt et al. (2007) introduced four elements of readiness for change namely, appropriateness, management support, change efficacy, and personal valence. Several organisational development theories (Kotter, 1995; Lewin, 1951; Mento et al., 2002) demonstrate that the individual and the environment of the individual are the potential sources of readiness for change. The notion of "individual readiness for change" points out to person's both internal and external capacities that support with modifying their behaviour (Peterson & Baker, 2015).

A person's readiness for change can be determined by a variety of variables. Individual attitudes, beliefs, and intentions are elements of individual differences. Pre-contemplation, contemplation, preparation, action, and maintenance are the five cognitive stages proposed by the transtheoretical paradigm (Prochaska & DiClemente, 1983). People that readiness for a change are in the phase of preparation; when they have a positive disposition toward change and are willing to act instantly. According to a couple of organisational sciences, individual differences in readiness for change are typically reflected in particular attitudes and beliefs regarding the necessity, appropriateness, management support, and value of change (both in individual and organisational level) (Holt & Vardaman, 2013).

Readiness for change is salient because it has been shown to play a critical role in every organisational transition and is the main factor of successful change (Vakola, 2014). If it is not prepared properly, they

might feel unprepared, react negatively, reject it, and not commit to change; it will be a challenge or even an obstacle to achieving successful organisational change (Mangundjaya, 2016). As stated by Holt et al. (2007) to support Armenakis' opinion, assert that readiness as a cognitive forerunner of either resistance or support for change initiatives.

The idea of readiness for change has been extensively studied in various works of literature and perspectives (Holt & Vardaman, 2013). Contemporary research on readiness for change has found evidence that readiness for change varies and tends to change during the implementation of organisational change (Hemme et al., 2018).

Readiness for Change and Communication Climate

Readiness for change is influenced by support from the organisational environment such as organisational structure, culture, and climate (Dalton & Gottlieb, 2003; Holt et al., 2007; Rusly et al., 2011). Through internal and external communication, a supportive organisational atmosphere can be developed to reduce uncertainty. As a result, the degree to which employees feel they have access to all relevant information regarding the issue, including the problem's vision, strategy, policies, plans, organisational procedures, and others, will be reflected in both internal and external communication in the communication climate (Gaertner et al., 2001). Previous studies have demonstrated that people are more open to change when they are given enough information (Miller et al., 1994; Wanberg & Banas, 2000). In evaluating the pros and cons of changes, employees' cognitive and emotional responses to the adjustments can be significantly impacted by the communication climate. Ineffective communication may hinder their readiness to embrace change, influencing both cognitive and affective processes negatively (Vakola, 2014). It has been demonstrated that open, successful, and direct communication about change lessens resistance to change (Paterson & Cary, 2002).

According to Smith (2005), one of the actions that must be performed to ensure that every member of the organisation is ready for change is to transmit the message of change and guarantee their participation and involvement in the process. Miller et al. (1994) also found that employees who are provided with "high-quality" information regarding changes and have possess a strong desire for accomplishment tend to view change positively. By being open, honest, and responsive in communication, organisations can encourage employee engagement and enthusiasm for change. Employees who are in favour of change will, however, take on additional responsibilities and advocate for change that reflects the transparency of organisational and participative communication (Neill et

al, 2019). This illustrates that an open climate in communication will legitimise change and encourage employees to think positively about change.

The readiness for change is linked to how the communication climate is perceived (Holt et al., 2007). Pace and Faules (2015) discovered that the communication climate has an impact on productivity because it influences the efforts made by members. In Accordance with Vakola (2014) and Neill et al. (2019), when there is a positive communication atmosphere and improved communication, the level of individual readiness and employees' positive reactions to change would be affected. The communication climate serves as a variable that encapsulates the challenge of limited socialization in higher education concerning change in governance. This circumstance can lead to a lack of comprehension among administrative professionals regarding information about these changes. Moving on from this, the hypothesis (H1) of this study is:

H1: Communication climate has a significant impact on readiness for change

Readiness for Change and Organisational Trust

The concept of trust has been extensively explored across various levels, including interpersonal, organisational, and social scales as highlighted in studies within field such as communication, economics, information systems, law, management, marketing, management, political science, and psychology (Cook & Schilke, 2010; Yue et al., 2019). Previous research established trust as a quality and investigated individual factors that could predict a person's believe disposition (Rotter, 1967). Nevertheless, the emphasis lies on building trust as a facet of organisational interactions (Cummings & Bromiley, 1996; Shockey-Zalabak & Ellis, 2006).

Trust is one of the factors of the internal or individual context (Farahana et al., 2017). Mutual trust facilitates a learning culture so that people are not afraid to take risks that might benefit the organisation (Alston, 2014). Employee trust in their organisation is a feeling of confidence and a form of employee support that they will be honest and continue to be committed to the organisation (Gilbert & Tang, 1998). Organisations must also develop employee trust by promoting open communication, emphasising feedback, accurate information, adequate decision explanations, and the free interchange of thoughts and ideas (Vakola, 2013). The principles of human relations and organisational support can help to build employee change readiness (Myklebust et al., 2020). The organisational context is related to the situation in its environment related to the extrinsic level of the individual (Farahana et al., 2017).

Based on research by Ertürk (2008) showed a notable positive correlation between organisational trust and employees' readiness to change in Turkey. Zayim and Kondakci (2015) research also found it to be a significant predictor of change readiness among employees in Turkey. Trust in co-workers and management is also significantly and positively correlated with employee readiness for change (Samaranayake & Takemura, 2017). Yue et al. (2019) found something similar regarding a positive relationship between employee organisational trust and organisational change events. It is crucial during periods of change, as it facilitates their ability to succeed in responding constructively (Oreg et al., 2011). When employees have high trust in the organisation where they work, they will be willing to change attitudes, values, and assumptions, and increase commitment, so that organisational goals will be accepted doubtlessly (Herold et al., 2008; McShane & Glinow, 2008). Examining issues faced by administrative professionals in universities with lower governance, organisational trust emerges as a factor. It includes concerns and uncertainties among staff regarding the university's capacity to implement more independent governance. Moving on from this, the hypothesis (H2) of this study is:

H2: Organisation trust has a significant impact on readiness for change

Methods

Participants

This study is quantitative with a cross-sectional design where data is collected at one time. The population of this research is 985 administrative professionals from one of the state universities in South Kalimantan, Indonesia. The determination of sample size based on the formula put forth by Isaac and Michael (1995), applying this formula resulted in a sample size figure of approximately 277. The calculation is as follows:

$$n = \frac{\lambda^2 NP(1-P)}{d^2(N-1) + \lambda^2 P(1-P)}$$

Notes: n = required sample size; λ^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level 1 (3.841); N = the population size; P = the population proportion (assumed to be 0.50); d = the degree of accuracy expressed as a proportion (0.05).

Calculation based on formula:

$$n = \frac{3.841 \times 985 \times 0.5 \times 0.5}{(0.05)^2(984) + 3.841 \times 0.5 \times 0.5}$$

$$n = \frac{945.85}{3.42} = 276.54$$

Offline data collection took place from June 28th to July 5th, 2022, where researchers distributed scale measurements face to face. A simple random sampling technique was used by shuffling the number of participants until the number reached 277 people. However, the researchers only managed to collect 263 participants because 14 participants did not return the measuring instruments that had been distributed. Thus, researchers used 254 participants to analyse the data (after eliminating nine outlier data). Participant data is presented in Table 1 and Table 2.

Measurement

This study uses Readiness for Change Questionnaire (RFCQ) developed by Holt et al. (2007) consists of 25 items. The Organisational Trust Inventory-Short Form (OTI-SF) proposed by Cumming and Bromiley (1996) consists of 12 items. The communication climate scale developed by Neill et al. (2019) consists of 7 items. These scales are structured as six-point Likert scale, with the values assigned as follow: Strongly Disagree = 1, Disagree = 2, Somewhat Disagree = 3, Somewhat Agree = 4, Agree = 5, Strongly Agree = 6. The progression of these scales follows the stages outlined in International Test Commission (ITC) Guidelines for Translating and Adapting Tests (2016) consist of a few steps, such as pre-condition, test development, confirmation, administration, score scale and interpretation, and documentation. The authors first contacted the scale developers to inquire about adapting measurement tools for the Indonesian context. Upon reviewing empirical evidence related to using similar instruments in Indonesian, where validated versions of the communication climate and organisational trust scales did not yet exist, the Readiness for Change Questionnaire (RFCQ) found inconsistencies in the number of items in Holt's RFCQ statement. As such, the researchers decided to adapt the three measurement tools. The test development process involved forward and backward translation to ensure linguistic and conceptual equivalence. Forward and backward synthesis brought by an independent third translator and expert panel. Experts then reviewed item content and language by comparing the original and back-translated versions. Readability was also tested on administrative professional from another university to validate the sample. Confirmatory factor analysis (CFA) is used to establish construct validity. For the second-order RFCQ CFA, fit indices of CFI = 0.893, TLI = 0.882, NFI = 0.865,

and RMSEA = 0.114 were found, with factor loadings ranging from 0.437 to 0.935, indicating it is a valid measure. The communication climate unidimensional CFA yielded fit indices of CFI = 1.000, TLI = 1.007, NFI = 0.993, and RMSEA = 0.000, with loadings from 0.694 to 0.944, confirming its validity. The unidimensional OTI-SF CFA resulted in fit indices of CFI = 0.824, TLI = 0.785, NFI = 0.800, and RMSEA = 0.150, with loadings from 0.394 to 0.758. Akturk et al. (2021) said fit indices fall within acceptable ranges of $0.80 \leq CFI \leq 0.90$, $0.80 \leq TLI \leq 0.90$, $0.80 \leq NFI \leq 0.95$, and $RMSEA \leq 0.08$, validating the OTI-SF measure. The composite reliability analysis also indicated good reliability of the measures (RFCQ = 0.965, communication climate = 0.942, OTI-SF = 0.855).

Data Analysis

This quantitative study uses JASP (Jeffrey's Amazing Statistics Program) 0.16.2 to analyse data (JASP Team, 2022). This study uses multiple linear regression to find out whether the two predictor variables: communication climate (X1) and organisational trust (X2) have an impact in administrative professional readiness for change (Y) in the face of higher education governance change in one university in Indonesia to prove the hypothesis. Before analysis, assumption testing was conducted (normality, linearity, and multicollinearity) to validate that the data satisfied the necessary assumptions.

Ethical Consideration

Ethical approval for the study was obtained from the Faculty of Medicine's Ethics Review Committee, under the auspices of the [Information redacted to maintain the integrity of the review process]. The ethics approval number is [Information redacted to maintain the integrity of the review process] and [Information redacted to maintain the integrity of the review process]. All activities conducted in research involving human subjects adhered to the ethical guidelines set by the institution. Every individual participant in the study provided written informed consent.

Results and Discussion

Results

The participants involved in the study were administrative professionals from a university located in South Kalimantan, Indonesia. The descriptive data of the participants is present in table 1 and table 2.

Table 1: Data Distribution of Participants

Work Unit	Employment Status		Total
	Civil Servant	Non-Civil Servant	
Faculty of Teacher Training and Education	28	67	95
Faculty of Economics and Business	15	42	57
Faculty of Law	16	43	59
Faculty of Social Science and Political Science	8	39	47
Faculty of Mathematics and Natural Sciences	31	30	61
Faculty of Fisheries and Maritime Affairs	15	15	30
Faculty of Forestry	27	6	33
Faculty of Agriculture	33	24	57
Faculty of Engineering	25	35	60
Faculty of Medicine	47	63	110
Faculty of Dentistry	6	11	17
Postgraduate	0	34	34
Rectorate	131	194	325
Total	382	603	985

Table 2: The Descriptive Data of Participant

Category	N	Percentage
Gender	Male	46.9%
	Female	53.1%

		254	100%
Age	18-29 years	52	20.5%
	30-39 years	77	30.3%
	40-49 years	88	34.6%
	50-59 years	37	14.6%
		254	100%
Duration of work	1-11 months	5	2%
	1-9 years	100	39.4%
	10-19 years	108	42.5%
	20-29 years	35	13.8%
	30-39 years	6	2.4%
		254	100%

Table 3: Variable Data Category

Variables	Range Value	Category	Frequency	Percentage (%)
Readiness for Change	$X < 59$	Low	1	0.4
	$59 \leq X < 95$	Middle	105	41.3
	$95 \leq X$	High	148	58.3
Communication Climate	$X < 16$	Low	2	0.8
	$16 \leq X < 26$	Middle	79	31.1
	$26 \leq X$	High	173	68.1
Organisational Trust	$X < 26$	Low	6	2.4
	$26 \leq X < 40$	Middle	153	60.2
	$40 \leq X$	High	95	37.4

After the data was gathered, a normality test, linearity test and multicollinearity carried out as a set of assumption test before analysing the impact of the communication climate and organisational trust on readiness for change in administrative professional. The data assessment will proceed to hypothesis testing using regression analysis once the assumption test is deemed successful.

Table 4: Normality Test

Variables	Before eliminating outliers (N = 263)	After eliminating outliers (N = 254)
	Sig. (2-Tailed)	Sig. (2-Tailed)
Communication Climate and Readiness for Change	0.001	0.200
Organisational Trust and Readiness for Change	0.009	0.200

Based on normality test, the significance value on readiness for change and communication climate before removing outliers was 0.001. Whilst, readiness for change and organisational trust before removing outlier was .009. Going from the results it showed that significant values of all the variables are less than 0.05 ($0.001 < 0.05$) and ($0.009 < 0.05$) therefore removing outlier was needed. After eliminating outliers, the significant value for readiness for change and communication climate also readiness for change and organisational trust were .200. Based on that value, the significant of all of the variables were greater than 0.05 ($0.200 > 0.05$). This means that each variable meets the normality assumption.

Table 5: Linearity Test

Linearity	F	<i>p</i>
RFC -> CC	156.140	< 0.001
RFC -> OT	318.139	< 0.001

It can be concluded that the linearity test assumption has been met based on the result above, which show a significance value of < 0.001. This indicates a linear relationship between readiness for change (RFC) and communication climate (CC) ($F = 156.140$; $p < 0.001$), and between readiness for change (RFC) and organisational trust (OT) ($F = 318.139$; $p < 0.001$).

Table 6: Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	38.314	4.435		8.640	0.000		
CC	0.082	0.121	0.030	0.680	0.014	0.926	1.079

OT	1.566	0.090	0.755	17.334	0.000	0.926	1.079
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The multicollinearity test results, as indicated in the VIF column, reveal VIF values below 5. Consequently, it can be inferred that regression model did not exhibit any issues related to multicollinearity.

Table 7: Model Summary Readiness for Change

Model	R	R ²	Adjusted R ²	RMSE
H ₀	0.000	0.000	0.000	12.237
H ₁	0.748	0.559	0.555	8.160

Table 8: Regression

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	21170.772	2	10585.386	158.961	< 0.001
	Residual	16714.381	251	66.591		
	Total	37885.154	253			

Table 9: Coefficients

Model		Unstandardized	Std. Error	Standardized	t	p
H ₀	(Intercept)	95.280	0.768		124.092	< 0.001
H ₁	(Intercept)	38.314	4.435		8.640	< 0.001
	CC	0.882	0.121	0.130	2.680	0.007
	OT	1.566	0.090	0.755	17.344	< 0.001

The multiple regression test's results demonstrate that organisational trust and communication climate have an impact on readiness for change at the same time ($F(2, 251) = 158.961; p < 0.001$); communication climate ($\beta = 0.130; t = 2.680; p = 0.007$); organisational trust ($\beta = 0.755; t = 17.344; p < 0.001$) with t count greater than t table ($2.680 > 1.969$); ($17.344 > 1.969$), indicating acceptance of H1 and H2. Additionally, it was discovered that the variables "communication climate" and "organisational trust" helped to explain 55.9% of the variation in the variable "readiness for change".

Discussion

This research aims to investigate the impact of organisational trust and communication climate on administrative professional members' readiness for change when faced with higher education governance changes. The study found that communication climate and organisational trust have an impact in administrative professional readiness for change. This aligns with earlier study on communication climate and organisational trust in readiness for change which shown both positively predict readiness for change (Ertürk, 2008; Miller et al., 1994; Neill et al., 2019; Wanberg & Banas, 2000; Yue et al., 2019; Zayim & Kondakci, 2015). Change recipients who are provided with sufficient knowledge are more inclined to embrace change (Schweiger & DeNisi, 1991; Wanberg & Banas, 2000). A positive communication climate and widespread acceptance of the value of communication during organisational transformation can indicate change readiness (Armenakis & Bedeian, 1999; Oreg et al., 2011). According to Neill and colleagues, solid connections and feeling of being part of something are fostered by the communication climate between employees and their employers. Positive employee reactions to change are also influenced by an environment of open and participatory communication (Neill et al., 2019). Organisational trust includes several relationships whose concept is more inclusive because it involves various environmental influences and standard competencies (Shorckley-Zalabak & Ellis, 2006). There is also a positive correlation between readiness for change and organisational trust (Ertürk, 2008; Zayim & Kondakci, 2015). Jones et al. (2005) and Thakur and Srivastava (2018) find that one of the keys to success for any change and minimising resistance to change is organisational trust. It can be a suggestion for higher management in higher education before implementing new policies or changes (Workeneh et al., 2018).

Embracing and being prepared for change are essential aspects for organisations, particularly HEIs, demanding urgent consideration in their readiness for transformation, because it needs to if they want to survive amid dynamic environmental changes (Authors, 2021a; Holt et al., 2007). A transitional approach, whether taken by an individual, a team, or an organisation, is required for future changes and widespread positive impacts to meet the company's requirement for reaching its full potential (Chapa et al., 2014). Readiness for change refers to an individual's entire attitude toward dealing with change, which includes feeling confident in their capacity to succeed and believing that the change will benefit both themselves and the institution (Holt et al., 2007). For this reason, this process does not occur separately but in the entire organisational system (Ahmad et al., 2017).

During that process, the HEI management must be able to deal with the challenges of new situations and be able to direct staff, especially administrative professional to participate actively, involve them in making decisions regarding the change, discuss issues openly and transparently, be informative and communicative in conveying the message of change and the benefits that will be obtained, so that the

desired changes can be realised (Imam et al., 2013; Qureshi et al., 2018; Workeneh et al., 2019). It is also salient for HEIs to understand what factors influence the willingness of employees to accept change (Farahana et al., 2017).

Communication is one of several elements that influence the management and implementation of change (Men & Bowen, 2017). According to Farahana et al. (2017), communication climate is one of the variables that can positively predict readiness to change. Participation of members in decision-making prior to and during a period of change is empirically associated with greater readiness (Eby et al., 2000). In addition, readiness for change is formed by the decision of fellow members to implement change and a sense of trust in the ability to make changes together (Weiner, 2009). When employees have trust in the organisation where they work, the organisational goals will be undoubtedly accepted (McShane & Glinow, 2008).

Communication climate and organisational trust are very critical, when they attempt to discover the benefits and disadvantages of change, ineffective communication and trust in the organisation will negatively affect the cognitive and affective processes of employees in responding to changes resulting in unpreparedness to change (Vakola, 2014; Oreg et al. al., 2018). Too rapid a procedure without any socialisation or communication about change and its benefits would make organisational members uneasy and resistant to change attitude (Mangudjaya, 2016). In addition, fear and uncertainty about change make them reluctant to change (Difonzo & Bordia, 1998). Therefore, both need to be involved during the change process so that each member contributes positively and is more willing to accept change, accepting to manage risk, and tries to solve all complex problems simply (Natalia & Hidayat, 2021; Miller et al., 1994; Thakur & Srivastava, 2018; Vakola, 2014; Wanberg & Banas, 2000).

Scholars have discovered a number of benefits to involving members in decision-making during times of change, encompass heightened commitment to change among members, improved precision regarding change goals, and reduced resistance to change (Neill et al., 2019; Paterson & Cary, 2002). Employees' organisational trust can also have the potential to reduce psychological stress and uncertainty, leading them to accept change afterward (Yue et al., 2019). When employees perceive alignment between their organisation's top priorities and change objectives, trust in the organization's capability to enact successful changes, and effective communication on these matters, their adaptability to change is bolstered. This, in turn, enhances the overall organisational capacity for change. Essentially, readiness is shaped by employees' confidence in the organization's change capabilities, trust in leadership setting the example, and the adequacy of information received about the change (Vakola, 2014).

Implication

The implication of this research is linear with the study done by Menon and Suresh (2020) that stated readiness for change as one of the factors that could play a role in HEIs organisational adaptation. Furthermore, this study adds new understanding on the readiness for change that is previously limited in the education sector namely higher education according to Allaoui and Benmoussa (2019); Zayim and Kondakci (2015). Moreover, this study enriches the study outcome of Du et al. (2023) and Gebretsadik (2022) that investigate readiness for change on leaders in HEIs thereby it can go into greater detail about how state universities are to changing their governance, both in terms of administrators and faculty.

Communication climate acts in increasing readiness to change of administrative professionals in facing governance change. To feel like they have a say in the process and goal-setting, all staffs are encouraged to speak with their superiors about any issues pertaining to organisational policy that are appropriate for their position. They can also help to involve administrative professionals in the decision-making process by listening to their suggestions and ideas. In addition, it fosters productive two-way communication between the educational staff in the smallest unit and its leadership by providing them with the chance to ask questions about information that is unclear.

Having trust in the organisation contributes to a higher readiness to change in administrative professionals. Administrative professionals can be empowered and gain confidence in their ability to handle new job demands by having leaders teach them about the objectives and benefits of change, as well as inform them of what is happening and will be done within the organisation. Provide educators with the tools and training programs they need to acquire the abilities and knowledge required to adjust to impending changes.

Limitations

The study's limitation is that it only performed a survey at one of Indonesia's universities and did not categorise participants in greater detail, which caused the possibility of data distribution not being fully represented. This study also excludes the viewpoints and insights of organisational change managers, communication experts, and organisational leaders. Furthermore, readiness for change is an attitude influenced by many factors, context, internal processes, and content, while the communication climate and organisational trust are only part of it. Aside from that, the research did not investigate the role that demographic factors play in readiness for change. Further researchers may consider research related to factors, processes, and other internal content that can play a role in

readiness for change to provide a broader and richer perspective regarding the context of changes in higher education governance.

Conclusion

This results study summarised that the communication climate and organisational trust have a significant impact on readiness for change. Therefore, the communication climate and organisational trust need to be considered and maintained on behalf of readiness for change in administrative professional in HEIs, so they are more prepared to face change.

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Competing interests

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UNIVERSITY OF JOHANNESBURG
Department of Industrial Psychology and People Management.

**6. Bukti Konfirmasi *Re-submit*
Artikel untuk *Review* Tahap
Kedua
(19 Januari 2024)**



Neka Erlyani <projectbuneka@gmail.com>

SAJIP External Review Decision 2092 - Resubmit for review

1 message

aosis@sajip.co.za <aosis@sajip.co.za>

19 January 2024 at 18:14

Reply-To: "Prof. Roslyn T. De Braine" <roslynd@uj.ac.za>

To: Miss Neka Erlyani <projectbuneka@gmail.com>

Cc: Yunisa Saphira <yunisasaphira66@gmail.com>, "Veronica L. Hartono" <lionivero@gmail.com>, Adelia Justina <adeljustina@gmail.com>, "Rika V. Zwagery" <zwagery@ulm.ac.id>, Fendy Suhariadi <fendy.suhariadi@psikologi.unair.ac.id>, Rahkman Ardi <rahkman.ardi@psikologi.unair.ac.id>

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Manuscript title: Readiness for Change Academic Staff in facing Higher Education Governance Change in Indonesia: The Roles of Communication Climate and Organisational Trust

Journal: SA Journal of Industrial Psychology

Dear Miss Erlyani

We thank you for the submission of your manuscript. The editorial and peer reviews of your manuscript have now been completed and we have reached a decision regarding your submission.

As you can see from the comments included, the reviewers recommend significant revisions to your manuscript. We strongly encourage you to submit a revised version that addresses the reviewers' concerns.

Should you choose to revise the manuscript, please be sure to take into careful consideration the suggestions of the reviewers. Please include with your revised submission an itemised, point-by-point response to the reviewers which details the changes made. Please inform me should you plan on resubmitting a revision to the SA Journal of Industrial Psychology - I would like to ensure a quick start of the next peer review round.

As a member of the Committee on Publication Ethics, we encourage your participation in assessing your Similarity Check Report in your journals' personalised manuscript section. Proceed to rewrite the paraphrased text or to introduce citations and acknowledgements as needed. Our assessment revealed:
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The revised manuscript should be submitted by 09-Feb-24; if you anticipate that you will be unable to meet this deadline, please notify the Editorial Office.

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Yours sincerely,
Prof. De Braine

Department of Industrial Psychology and People Management, College of Business and Economics, University of Johannesburg, Johannesburg

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How do I view the reviewer comments, after formal peer review, if the Editor-in-Chief provided feedback regarding my article?

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When the editor dealing with your submission chooses to ask for a revision, you will be notified by email. In the journals' personalised section your submission will move in the active table from the status 'In Review' to 'In Review: Revisions Required'.

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 Reviewer A:

COMMENTS TO AUTHORS

All comments you enter in this section will be provided verbatim to authors.

11. Major points that must be addressed

Please provide a numbered list to facilitate responses with the page and/or line numbers and detailed information on specific recommendations.:

Please be advised that the feedback is based on the cleaned copy of the manuscript.

1. The response to the reviewers' comments suggests that the new title is: The Role of Communication Climate and Organisational Trust on The Administrative Professional Members Readiness for Change in The Governance of Indonesian based Higher Education Institutions. However, the manuscripts submitted (annotated and cleaned version) reflect the sample to be academic staff. Furthermore, no mention is made of 'Administrative Professional Members' in the Research approach/design and method of the abstract and in lines 216-219 (research methodology in body of manuscript). Based on this, perhaps consider replacing Administrative Professional Members with academic staff members.
2. Sentence in lines 41-43 needs to be revised for clarity. Also, the definition of society 5.0 needs to be provided. What is society 5.0? Although you defined this in the response letter, please reflect this in the manuscript.
3. In line 44, the author(s) mentioned 'unknown zones'. Rather say unfamiliar.
4. In lines 45-46, the author(s) stated that 'Statistical report in Indonesia on 2022 reveals 3.107 HEIs with majority dominating as much as 2.982 private universities or equivalent to 95,97'. Kindly clarify what the numerical values represent. Are these percentages?
5. Please add more recent reference in addition to Shattock (2002) in line 50. Also, in the same line, please clarify what is meant by qualified resources.
6. Reference(s) required in line 53-55 'Government policy through Law No. 12 of 2012, concerning Higher Education, mandates that governance within a higher education institution must lead to healthy higher education internal management governance, towards internal quality assurance of higher education'.
7. Lecturers are still referred to as HR tasks. The reference here is also dated in line 80-82.
8. Please see previous feedback regarding the reference in line 83 'Syahromi & Cheisviyanny (2020)'.
9. Please include the definition of SOP in the manuscript as well and not only in the response letter.
10. The problem statement is not clearly articulated, and no study objective(s)/ purpose of study is stated in the introduction. Organisational trust and communication climate are only briefly mentioned towards the end of the introduction and their importance is not discussed. The variables should be discussed towards the beginning. The introduction lacks focus.
11. No clear definitions of organisational trust, communication climate nor HEI governance in the introduction and literature review.
12. Please include the context relating to governance change in manuscript from response letter.
13. In line 216 you started off the discussion relating to the participants by stating 'In this survey, 985 academic staff from one of South Kalimantan's state universities gathered'. Did you mean in this study? Also, how was this sample gathered? Please be clear. Did the sample form part of a database that you were given? Did the sample only consist of academic staff or were administrative professionals' part of this sample too? It is still not clear what the distinction is in your paper.
14. Also, it seems that two sampling techniques were used. I would assume that non-probability sampling was used to select the academic staff and or administrative professionals. Then simple random sampling was used in the selection of the final sample using the approach proposed by Isaac and Michael (1995). Please provide a brief justification for the chosen approach.
15. No mention of whether the study was quantitative and the type of quantitative design.

16. Research procedure not mentioned.
17. In line 226, it is not clear what you mean by 'The progression of these scales'. Also, please clarify what stages you refer to. ITC guidelines cover 6 themes so please be specific.
18. Please clarify what you mean by 'trial sage' in line 230.
19. Rather say reliable than dependable in line 231. Also, how were the instruments distributed? Face-to-face or electronically? If electronically distributed, what platform was used?
20. Data analysis section, no mention of the analysis performed (including descriptive stats such as the mean, std, skewness and kurtosis). See previous comments regarding the data analysis.
21. With regards to ethical considerations, were you required to apply for institutional clearance and ethical clearance? Were clearance numbers issued?
22. In table 1, the label civil and non-civil servants may confuse the reader. Rather replace servant with academic staff. Also, combine tables 1, 2 and 3.
23. The labeling of table 3 and information provided in the table is confusing. Also, the table is presented but not discussed (briefly).
24. The author(s) stated the following: 'A normality test and linearity test carried out as an assumption test before analysing the impact of the communication climate and organisational trust on readiness for change in academic staff. The data assessment will proceed to hypothesis testing using regression analysis once the assumption test is deemed successful' (see line 268-271). It is not clear what specific tests were performed to determine normality and linearity.
25. IBM SPSS Statistics 26 (line 268) was said to be the software of choice to analyse the data. However, it is not clear, which analyses was performed using the software (this should be presented in the method section). Similarly, it was also stated that Jeffrey's Amazing Statistics Program) 0.16.2 was used to analyse data.
26. It is not clear what correlation analysis was performed. Also, clearly label the intercept and report the correlations for the variables.
27. In the results section, report on the information presented in tables 6-9. What does the information tell us?
28. The term 'Faith' is still used interchangeably with trust (lines 13, 357, 361, 398).
29. Study's contributions need to be revised. Elaborate on how the study's findings can lead to the development of related theories as this was not the purpose of the study. Contributions need to be revised.
30. Implications of study stated in lines 382-388 need to be revised. No implications are discussed but rather are said to be similar to those discussed in previous research.

12. Minor points or recommended revisions

Please provide numbered list to facilitate responses with the page and/or line numbers and detailed information on specific recommendations.:

Please see comments above (major points to be addressed).

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**7. Bukti Konfirmasi Submit
Revisi Tahap kedua, Respon
kepada *Reviewer*, dan Artikel
yang di *Re-submit*
(2 Februari 2024)**



Neka Erlyani <projectbuneka@gmail.com>

SAJIP 2092 - Revisions Uploaded (reduce the number of references)

1 message

aosis@sajip.co.za <aosis@sajip.co.za>

2 February 2024 at 12:05

Reply-To: Miss Neka Erlyani <projectbuneka@gmail.com>

To: Ms Tracy McOwen <4ts.srsupport@sajip.co.za>, "Prof. Crystal Hoole" <crystalh@uj.ac.za>, "Prof. Roslyn T. De Braine" <roslynd@uj.ac.za>

Dear Ms Tracy McOwen, Prof. Crystal Hoole, Prof. Roslyn T. De Braine

Thank you for the opportunity to submit a revision of my article 'Readiness for Change Academic Staff in facing Higher Education Governance Change in Indonesia: The Roles of Communication Climate and Organisational Trust' submitted for consideration with SA Journal of Industrial Psychology. I have uploaded the revised documents of the article and completed all requested changes.

I hope that the changes made resolve all your concerns about the article. I'm happy to make further changes to improve the paper and/or facilitate successful publication.

Thank you once again for your time and interest. I look forward to hearing from you.

Kind regards,
Miss Neka Erlyani


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Reviewer A:

COMMENTS TO AUTHORS

All comments you enter in this section will be provided verbatim to authors.

11. Major points that must be addressed

Please provide a numbered list to facilitate responses with the page and/or line numbers and detailed information on specific recommendations.:

Please be advised that the feedback is based on the cleaned copy of the manuscript.

Author: Revised.

1. The response to the reviewers' comments suggests that the new title is: The Role of Communication Climate and Organisational Trust on The Administrative Professional Members Readiness for Change in The Governance of Indonesian based Higher Education Institutions. However, the manuscripts submitted (annotated and cleaned version) reflect the sample to be academic staff. Furthermore, no mention is made of 'Administrative Professional Members' in the Research approach/design and method of the abstract and in lines 216-219 (research methodology in body of manuscript). Based on this, perhaps consider replacing Administrative Professional Members with academic staff members.

Author: we mistaken the translation of academic staff/personnel. what we actually mean is administrative professionals or non-academic staff (which actually is not a part of lecturers or researchers at all). We decided to change it into non-academic staff. We also added the definition (Line 78-84). Recent title: The Role of Communication Climate and Organisational Trust on The Non-Academic Staff Readiness for Change in The Governance of Indonesian based Higher Education Institutions.

2. Sentence in lines 41-43 needs to be revised for clarity. Also, the definition of society 5.0 needs to be provided. What is society 5.0? Although you defined this in the response letter, please reflect this in the manuscript.

Author: (Line 37-39) by the era of society 5.0, a technology-based, known people-centric, and super-super smart society that emerged from the fourth industrial revolution (Deguchi et al., 2020)

3. In line 44, the author(s) mentioned 'unknown zones'. Rather say unfamiliar.

Author: revised the word unknown zones to unfamiliar zone (Line 42)

4. In lines 45-46, the author(s) stated that 'Statistical report in Indonesia on 2022 reveals 3.107 HEIs with majority dominating as much as 2.982 private universities or equivalent to 95,97'. Kindly clarify what the numerical values represent. Are these percentages?

Author: It's percentage. Revised (Line 43).

5. Please add more recent reference in addition to Shattock (2002) in line 50. Also, in the same line, please clarify what is meant by qualified resources.

Author: (Line 48-52) Academic aspect including curriculum development, accreditation, study program development, and non-academic aspects such as

management of higher education, administration of higher education, funding and financing

6. Reference(s) required in line 53-55 'Government policy through Law No. 12 of 2012, concerning Higher Education, mandates that governance within a higher education institution must lead to healthy higher education internal management governance, towards internal quality assurance of higher education'.

Author: (Line 54) Republik Indonesia [RI]. (2012). *Undang-Undang RI Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi*. (Government policy through Law No. 12 of 2012, Higher Education)

7. Lecturers are still referred to as HR tasks. The reference here is also dated in line 80-82.

Author: other human resources in HEIs such as lecturers are less related to administrative tasks because lecturers' primary role is to utilise education, research, and social work to transform, improve, and spread science, machinery, and artistry (Republik Indonesia, 2003). (Line 90).

8. Please see previous feedback regarding the reference in line 83 'Syahromi & Cheisviyanny (2020)'.

Author: (Line 93) Syahromi and Cheisviyanny (2020)

9. Please include the definition of SOP in the manuscript as well and not only in the response letter.

Author: (Line 97) standard operating procedure (SOP)

10. The problem statement is not clearly articulated, and no study objective(s)/ purpose of study is stated in the introduction. Organisational trust and communication climate are only briefly mentioned towards the end of the introduction and their importance is not discussed. The variables should be discussed towards the beginning. The introduction lacks focus.

Author: (Line 104-121) Enhancing the capacity of change agents and leaders is the first thing that needs to be done during the process of change (Gelaidan et al., 2018). Mangudjaya (2016) also states that before commencing a change in organisation, it is vital for organisation members to be ready for change. In the administration of state universities, a higher level of autonomy in financial management necessitates a robust trust among human resources within the organisation for support (Slamet, 2014). Additionally, individuals driving change should recognize that the efficacy of the message is contingent on the information environment for employees, emphasizing the importance of fostering an open and transparent communication climate. It ensures employees feel adequately informed about impending changes (Miller et al., 2014).

The variables that affect readiness for change have been the subject of various research, including leadership style (Du et al., 2023; Gebretsadik, 2022; Gelaidan et al., 2018; Li et al., 2016; Sterb, 2015; Waisy & Wei, 2020), job satisfaction (Cullen et

al., 2014; Vakola, 2014), organisational support (Cullen et al., 2014; Farahana et al., 2017; Purwaningrum et al., 2020), organisational commitment (Qureshi et al., 2018; Suwaryo et al., 2015), communication climate (Farahana et al., 2017; Neill et al., 2019; Vakola, 2014; Win & Chotiyaputta, 2018), organisational trust (Ertürk, 2008; Gupta & Singla, 2016; Marouf & Agarwal, 2016; Yue et al., 2019; Zayim & Kondakci, 2015). However, communication climate and organisational trust has rarely been empirically examining on readiness for change in higher education.

11. No clear definitions of organisational trust, communication climate nor HEI governance in the introduction and literature review.

Author: Added in (Line 131-180),

(Line 228-230) The communication climate pertains to the extent to which employees perceive receiving all necessary information regarding issues such as visions, strategies, policies, plans, and organizational procedures (Chiang, 2010).

(Line 269-272) In accordance with Cummings and Bromiley (1996) organizational trust can be understood as the trust held by individuals or shared among groups that individuals or groups genuinely strive to honor explicit or implicit commitments, engage in honest negotiations before commitments, and avoid exploiting others excessively.

12. Please include the context relating to governance change in manuscript from response letter.

Author: (Line 131-180) **Higher Education Governance Context in Indonesia**

Universities in Indonesia, often referred to as "*Perguruan Tinggi Negeri*" (abbreviated as PTN), has experienced significant changes from time to time, along with technological developments and pressure to excel and to be competitive (Godonoga & Sporn, 2023). It is necessary to carry out autonomous financial and managerial reforms so they are ready to overhaul the education pattern that has been implemented, so education can continue to develop and has the courage to enter the comfort zone with unknown competencies (Ngo & Meek, 2019; Risanty & Kesuma, 2019). The agenda is carried out by changing higher education governance in Indonesia to become more autonomous which refers to academic governance including curriculum development, accreditation, study program development, and non-academic aspects such as management of higher education, administration of higher education, as well as funding and financing, to serve the interests of society, market and country (Andriana et al., 2019).

Governance in higher education is a series of mechanisms (structures, systems, and processes) used by HEIs management to guide and control the course of HEIs to provide added value and university sustainability to match stakeholder expectations (Risanty & Kesuma, 2019). According to Government Regulation No. 4 of 2014 on the Implementation of Higher Education and Higher Education Management, it is mentioned in Article 27 that the pattern of HEI management consists of: (1) Universities with general state financial management (*Perguruan Tinggi Negeri Satuan Kerja* abbreviated PTN Satker), (2) State universities with Public Service Agencies (*Perguruan Tinggi Negeri Badan Layanan Umum* abbreviated PTN-BLU), and (3) State universities as legal entities (*Perguruan Tinggi Negeri Badan Hukum* abbreviated PTN-BH). The determination and change in the pattern of financial

management of HEIs is conducted based on performance evaluation by the Minister to universities. Triatmoko et al. (2018) mentioned another differences among state university legal entity, state university with public service agencies, and university with general state financial management are on used of budget implementation statement or issuance of spending authority, financial reporting patterns, asset recognition, and tariff determination where universities with general state financial management must make changes to the budget until the amendment is approved to allow for budget expenditure, whereas state university with public service agencies can spend without having to wait for the budget change to be approved and state university legal entity are more flexible comparing to both of them.

In the prevailing reporting framework of State Universities, adherence is made to Government Regulation No. 71 of 2010, which delineates the established Government Accounting Standards. This regulatory framework encompasses seven distinct constituents of financial statements, each serving a distinct purpose: 1) Budget Realization Report, 2) Reports of Changes in Excessive Budget Balance, 3) Balance Sheet, 4) Statement of Cash Flows, 5) Operational Report, 6) Statements of Changes in Equity, 7) Notes to the Financial Statements. These components collectively provide a comprehensive overview of the financial status, budget utilization, cash flow dynamics, equity alterations, and other pertinent financial information for State Universities (Triatmoko et al., 2018).

Multiple factors, including funding, decentralized decision-making, and multi-dimensional planning and reporting, can lead to challenges in financial management for universities. Kasradze et al. (2019) highlighted that a robust financial management system is a fundamental element for ensuring the growth and stability of universities, particularly in the context of transforming the education system. Universities operating under a general state financial management structure lack the flexibility required for institution development and competitiveness. Consequently, changes in governance that align with national higher education standards are imperative.

13. In line 216 you started off the discussion relating to the participants by stating 'In this survey, 985 academic staff from one of South Kalimantan's state universities gathered'. Did you mean in this study? Also, how was this sample gathered? Please be clear. Did the sample form part of a database that you were given? Did the sample only consist of academic staff or were administrative professionals' part of this sample too? It is still not clear what the distinction is in your paper.

Author: (Line 304-315) The population of this research is 985 non-academic staffs from one of the state universities in South Kalimantan, Indonesia. The determination of sample size based on the formula put forth by Isaac and Michael (1995), applying this formula resulted in a sample size figure of approximately 277. The calculation is as follows:

$$n = \frac{\lambda^2 NP(1-P)}{d^2(N-1) + \lambda^2 P(1-P)}$$

Notes: n = required sample size; λ^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level 1 (3.841); N = the population size; P = the population

proportion (assumed to be 0.50); d = the degree of accuracy expressed as a proportion (0.05).

Calculation based on formula:

$$n = \frac{3.841 \times 985 \times 0.5 \times 0.5}{(0.05)^2(984) + 3.841 \times 0.5 \times 0.5}$$

$$n = \frac{945.85}{3.42} = 276.54$$

14. Also, it seems that two sampling techniques were used. I would assume that non-probability sampling was used to select the academic staff and or administrative professionals. Then simple random sampling was used in the selection of the final sample using the approach proposed by Isaac and Michael (1995). Please provide a brief justification for the chosen approach.

Author: (Line 322) We continue to employ non-probability sampling as outlined by Isac and Michael (1995). Subsequently, from a pool of 985 participants, we utilize a randomization process to select 277 individuals who constitute the target subjects for our research.

15. No mention of whether the study was quantitative and the type of quantitative design.

Author: (Line 304) This study is quantitative with a cross-sectional design where data is collected at one time.

16. Research procedure not mentioned.

Author: (Line 319-332) Initially, the researcher selects the research subject, proceeds to undertake the stages of adapting measurement instruments, and subsequently conducts data collection. Offline data collection took place from June 28th to July 5th, 2022, where researchers distributed scale measurements face to face. We utilize a randomization process to select 277 participants. However, the researchers only managed to collect 263 participants because 14 participants did not return the measuring instruments that had been distributed. Thus, researchers used 254 participants to analyse the data (after eliminating nine outlier data).

Ethical approval for the study was obtained from the Faculty of Medicine's Ethics Review Committee, under the auspices of the [Information redacted to maintain the integrity of the review process]. The ethics approval number is [Information redacted to maintain the integrity of the review process] and [Information redacted to maintain the integrity of the review process]. All activities conducted in research involving human subjects adhered to the ethical guidelines set by the institution. Every individual participant in the study provided written informed consent.

17. In line 226, it is not clear what you mean by 'The progression of these scales'. Also, please clarify what stages you refer to. ITC guidelines cover 6 themes so please be specific.

Author: (Line 343-366) The study utilized measurement tools aligned with the International Test Commission (ITC) Guidelines for the Translation and Adaptation of Tests (2017) for scale adaptation. This process involves several stages, including pre-condition, test development, confirmation, administration, score scale and interpretation, and documentation. The authors first contacted the scale developers to inquire about adapting measurement tools for the Indonesian context. Upon reviewing empirical evidence related to using similar instruments in Indonesian, where validated versions of the communication climate and organisational trust scales did not yet exist, the Readiness for Change Questionnaire (RFCQ) found inconsistencies in the number of items in Holt's RFCQ statement. As such, the researchers decided to adapt the three measurement tools. The test development process involved forward and backward translation to ensure linguistic and conceptual equivalence. Forward and backward synthesis brought by an independent third translator and expert panel. Experts then reviewed item content and language by comparing the original and back-translated versions. Readability was also tested on non-academic staff from another university to validate the sample. Confirmatory factor analysis (CFA) is used to establish construct validity. For the second-order RFCQ CFA, fit indices of CFI = 0.893, TLI = 0.882, NFI = 0.865, and RMSEA = 0.114 were found, with factor loadings ranging from 0.437 to 0.935, indicating it is a valid measure. The communication climate unidimensional CFA yielded fit indices of CFI = 1.000, TLI = 1.007, NFI = 0.993, and RMSEA = 0.000, with loadings from 0.694 to 0.944, confirming its validity. The unidimensional OTI-SF CFA resulted in fit indices of CFI = 0.824, TLI = 0.785, NFI = 0.800, and RMSEA = 0.150, with loadings from 0.394 to 0.758. Akturk et al. (2021) said fit indices fall within acceptable ranges of $0.80 \leq CFI \leq 0.90$, $0.80 \leq TLI \leq 0.90$, $0.80 \leq NFI \leq 0.95$, and $RMSEA \leq 0.08$, validating the OTI-SF measure. The composite reliability analysis also indicated good reliability of the measures (RFCQ = 0.965, communication climate = 0.942, OTI-SF = 0.855).

18. Please clarify what you mean by 'trial sage' in line 230.

Author: revised (deleted)

19. Rather say reliable than dependable in line 231. Also, how were the instruments distributed? Face-to-face or electronically? If electronically distributed, what platform was used?

Author: (Line 320-322) Offline data collection took place from June 28th to July 5th, 2022, where researchers distributed scale measurements face to face.

20. Data analysis section, no mention of the analysis performed (including descriptive stats such as the mean, std, skewness and kurtosis). See previous comments regarding the data analysis.

Author: (Line 370-377) This quantitative study uses JASP (Jeffrey's Amazing Statistics Program) 0.16.2 to analyse data (JASP Team, 2022). This study uses multiple linear regression to find out whether the two predictor variables: communication climate (X1) and organisational trust (X2) have an impact in non-academic staff readiness for change (Y) in the face of higher education governance change in one university in Indonesia to prove the hypothesis. We also included descriptive statistic (mean, standard deviation, Pearson correlation). Before analysis, assumption testing was conducted such as normality test, linearity test, and

multicollinearity test (with significance level at 0.05) to validate that the data satisfied the necessary assumptions.

21. With regards to ethical considerations, were you required to apply for institutional clearance and ethical clearance? Were clearance numbers issued?

Author: yes. Ethical approval for the study was obtained from the Faculty of Medicine's Ethics Review Committee, under the auspices of the university in South Kalimantan. The ethics approval number is 157/KEPK-FK ULM/EC/VI/2022 and 261/KEPK-FK ULM/EC/VIII/2022. we combined sub ethical consideration to sub research procedure.

22. In table 1, the label civil and non-civil servants may confuse the reader. Rather replace servant with academic staff. Also, combine tables 1, 2 and 3.

Author: (Line 383-389) we deleted the table change into paragraph: The study involved non-academic staff at a university in South Kalimantan, Indonesia. A demographic analysis based on gender, age, and job tenure indicated a higher representation of females (n = 135) compared to males (n = 119), although the gender distribution was not significantly disparate (male = 46.9% and female = 53.1%). This information highlights an equitable distribution of readiness for change among non-academic staff, encompassing both male and female. Regarding age, participants' ages ranged from 18 to 58 years (M = 39.12; SD = 9.08). Additionally, job tenure varied between 1 and 36 years (M = 12.35; SD = 7.20).

23. The labeling of table 3 and information provided in the table is confusing. Also, the table is presented but not discussed (briefly).

Author: we decided to delete the table.

24. The author(s) stated the following: 'A normality test and linearity test carried out as an assumption test before analysing the impact of the communication climate and organisational trust on readiness for change in academic staff. The data assessment will proceed to hypothesis testing using regression analysis once the assumption test is deemed successful' (see line 268-271). It is not clear what specific tests were performed to determine normality and linearity.

Author: (Line 390-391) a normality test using Kolmogorov-Smirnov, linearity test by analysis of variance for the regression of k outcome observations for each level of the predictor variable

25. IBM SPSS Statistics 26 (line 268) was said to be the software of choice to analyse the data. However, it is not clear, which analyses was performed using the software (this should be presented in the method section). Similarly, it was also stated that Jeffrey's Amazing Statistics Program) 0.16.2 was used to analyse data.

Author: revised. Only using JASP

26. It is not clear what correlation analysis was performed. Also, clearly label the intercept and report the correlations for the variables.

Author: (Line 409-412). Based on the results of the Pearson correlation analysis below, communication climate ($r = 0.175$; $p < 0.05$) organisational trust ($r = 0.747$; $p < 0.05$), and were found to have a significant correlation on readiness for change.

Table 3: Descriptive Statistics and Pearson Correlation

Variables	Mean	SD	1	2	3
Readiness for change	95.280	12.237	-		
Communication climate	31.717	4.402	0.175*	-	
Organisational trust	38.051	5.901	0.747*	0.271*	-

Notes: * $p < 0.05$

27. In the results section, report on the information presented in tables 6-9. What does the information tell us?

Author: (Line 414-419) The multiple regression test's results demonstrate that organisational trust and communication climate have an impact on readiness for change at the same time ($F(2, 251) = 158.961$; $p < 0.001$); communication climate ($\beta = 0.130$; $t = 2.680$; $p = 0.007$); organisational trust ($\beta = 0.755$; $t = 17.344$; $p < 0.001$) with t count greater than t table ($2.680 > 1.969$); ($17.344 > 1.969$), indicating acceptance of H1 and H2. Additionally, it was discovered that the variables "communication climate" and "organisational trust" helped to explain 55.9% of the variation in the variable "readiness for change".

28. The term 'Faith' is still used interchangeably with trust (lines 13, 357, 361, 398).

Author: revised the word faith to trust

29. Study's contributions need to be revised. Elaborate on how the study's findings can lead to the development of related theories as this was not the purpose of the study. Contributions need to be revised.

Author: (Line 27-31) This study can be suggestion to HEIs undergoing governance change or are in the process of changing by promoting two-way communication between non-academic staff and leadership, also ensuring widespread acceptance of change plans among non-academic staff involves cultivating trust in higher education management and garnering support for the change process.

30. Implications of study stated in lines 382-388 need to be revised. No implications are discussed but rather are said to be similar to those discussed in previous research.

Author: (Line 493-530)

Theoretical and practical implications of the study

On a theoretical level, the study offers a new understanding of readiness for change that is previously limited in the education sector namely higher education according

to Allaoui and Benmoussa (2019); Zayim and Kondakci (2015). Moreover, this study enriches the study outcome of Du et al. (2023) and Gebretsadik (2022) that investigate readiness for change on leaders in HEIs thereby it can go into greater detail about how state universities are to changing their governance, both in terms of administrators and faculty.

On a practical level readiness is shaped by employees' confidence in the organization's change capabilities, trust in leadership setting the example, and the adequacy of information received about the change (Vakola, 2014). Those leading changes need to recognize that the impact of their messages may hinge on the information environment of the employees. The successful reception and comprehension of messages from management directed downward largely rely on employees feeling included in tasks, having access to social information, and having a clear understanding of the expectations associated with their roles. Leaders can establish policies to foster an "open" communication climate, ensuring that employees are well-informed about forthcoming changes (Miller et al., 1994). To feel like they have a say in the process and goal-setting, all staffs are encouraged to speak with their superiors about any issues pertaining to organisational policy that are appropriate for their position. They can also help to involve non-academic staffs in the decision-making process by listening to their suggestions and ideas. In addition, it fosters productive two-way communication between the non-academic staff in the smallest unit and its leadership by providing them with the chance to ask questions about information that is unclear.

Employees who perceive their leader as having the capability to successfully navigate organizational change tend to view change positively (Win & Chotiyaputta, 2018). The presence of trust alleviates employees' concerns, leading to a willingness to manage risks and address complex problems more effectively (Thakur & Srivastava, 2018). This implies that a positive organizational belief system instills confidence in employees and prepares them for the consequences of change. In the specific context of readiness for change among non-academic staff in universities operating under general state financial management, leaders must enhance the positive beliefs of non-academic staff. It can be achieved by providing opportunities for staff to enhance their competence through training that aligns with effective change strategies. Ensuring widespread acceptance of change plans among non-academic staff involves cultivating trust in higher education management and garnering support for the change process. These efforts contribute to building organizational confidence and readiness for change. Additionally, addressing aspects of non-academic staff performance, such as transparency regarding benefits, work distribution, and various guarantees, fosters trust in the workplace.

12. Minor points or recommended revisions

Please provide numbered list to facilitate responses with the page and/or line numbers and detailed information on specific recommendations.:

Please see comments above (major points to be addressed).

Author: done

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 ENDORSEMENT



**8. Bukti Konfirmasi Artikel
Diterima untuk Publikasi
(27 Februari 2024)**



Neka Erlyani <projectbuneka@gmail.com>

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1 message

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28 February 2024 at 18:08

Reply-To: "Ms Jessica Majiet (AOSIS)" <9ts.srsupport@sajip.co.za>

To: projectbuneka@gmail.com, yunisasaphira66@gmail.com, lionivero@gmail.com, adeljustina@gmail.com, zwagery@ulm.ac.id, fendy.suhariadi@psikologi.unair.ac.id, rahkman.ardi@psikologi.unair.ac.id

Ref. No.: 2092Manuscript title: The Role of Communication Climate and Organisational Trust on The Non-Academic Staff Readiness for Change in The Governance of Indonesian based Higher Education Institutions
Journal: SA Journal of Industrial Psychology

Dear Neka Erlyani, Yunisa Saphira, Veronica Hartono, Adelia Justina, Rika Zwagery, Fendy Suhariadi, Rahkman Ardi

We are pleased to confirm your manuscript's acceptance for publication on 27-Feb-24.

We can also confirm that the Submission and Review Department released your manuscript to our Finalisation Department to commence the various editing processes to secure online publication within the next 90 days (if not sooner).

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Neka Erlyani <projectbuneka@gmail.com>

SAJIP Online first publication 2092 – your article has been published

1 message

aosis@sajip.co.za <aosis@sajip.co.za>

27 June 2024 at 12:10

Reply-To: AOSIS Publishing <submissions@sajip.co.za>

To: Neka Erlyani <projectbuneka@gmail.com>

Dear Neka Erlyani, Yunisa Saphira, Veronica Hartono, Adelia Justina, Rika Zwagery, Fendy Suhariadi, Rahkman Ardi,

Congratulations!

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Thank you again for publishing with the SA Journal of Industrial Psychology. We look forward to your future contributions.

Kind regards,
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