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1 MANUSCRIPT TO REVIEW

Readiness for Change Academic Staff **in** facing **Higher Education Governance** Change **in** 1
Indonesia: **The** Roles **of** Communication Climate **and**

Organisational Trust [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. HR, especially academic staff, as the front line must be prepared for the first step of change. During the change process, communicating a change message and having faith in the organisation can make staff more ready to accept the change. Research

purpose: This study investigates the impact of organisational trust **and communication** 19
climate **on**

academic staff 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 academic 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. Practical/managerial implications: 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** throughout organisational **change** 16
. Thus, **it** emphasises **the**

significance of the communication climate and organisational trust in fostering employees' readiness for change throughout effective organisational transition in HEIs. 2 37 Keywords: readiness for change; organisational change;

communication climate; organisational trust; 38 higher education. Introduction The transitioning of one traditional society into industry is required by the paradigm shift represented in

era of society 5.0, the ASEAN Free Market in 2015, and the Asia Pasific Free Market in 2027

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; Higher Education Institution (HEIs) in Indonesia are guided to be prepared in the ongoing education system reform, for it to always evolve and be courageous in entering unknown zone with various competitions (Herlina, 2021). 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 the total of HEIs. And the rest of 125 are state universities (Annur, 2023). Contemplating the available data, this means state university in Indonesia have to compete with private universities and 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 in order to 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

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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

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) which has campus autonomy although not full 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

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) that has the most autonomy among them all (Bramastia, 2020). Currently, there are 21 State University with Legal Entity, 47 State University with Public Service Agencies, and 31 that still have the status as University under General State Financial Management (eCampuz, 2021; Larasati, 2021; Sumantri, 2021; Caesaria, 2022). The government makes the conditions for universities that seek to transform into public service agencies to legal entity easier in order 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 more autonomous and have administrative structure that follows managerial models that complements their competencies and culture (Rahayu, 2019). Quality universities must be able to provide customer satisfaction and have high competitiveness (Purwandani & Sutarsih, 2016). The effectiveness of human resources (HR) plays a significant impact in whether an organisation is successful or unsuccessful in achieving its objectives and goals (Inandriciya et al., 2021). The demands of administrative duties, which affect academic staff, will be intimately tied to this change in the pattern of financial management. When implementing their work, academic staff are required to be proficient in administrative and operational technicalities (Amon et al., 2020). Academic staff must be among the first to promptly adjust to changes in administrative services (Anardani et al., 2021). Meanwhile, other HR tasks such as lecturers are less directly related to administrative demands because lecturers' primary role is to utilise education, research, and social work to transform, improve, and spread science, machinery, and artistry (Republik Indonesia, 2003). This process of change certainly has an impact on all human resources in higher education, both positive and negative impacts. Syahromi & Cheisviyanny (2020) interviewed lecturers and academic staff at one of the universities that had just turned into a Public Service Agencies, from the interviews it was found that lecturers admitted that they did not feel the changes directly from the public service agencies in the learning process, they were more exposed to clear SOPs in this change to carry out existing activities. Meanwhile, academic staff 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 [information redacted to maintain the integrity of the review process] 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, 2018). Mangudjaya (2016) also states that before commencing a change in organisation, it is vital for organisation members to be ready for change. The variables that affect a person's readiness for change have been the subject of several research. The communication climate (Farahana et al., 2017; Neill et al., 2019; Vakola, 2014; Win & Chotiyaputta, 2018) and organisational trust (Ertürk, 2008; Gupta & Singla, 2016; Marouf & Agarwal, 2016; Yue et al., 2019; Zayim & Kondakci, 2015) are a few of these factors. However, there is still relatively little empirical research on their impact in Indonesia's universities of readiness for change. This research will be useful in developing readiness for change theories that involve the communication climate and organisational trust, therefore to make them more prepared to face changes, especially changes in higher education governance. Literature Review and Hypothesis Development Readiness for Change Among the many variables which foster organisational transformation success, according to Armenakis et al. (1993), is preparation for change. The ability of the organisation to implement these changes is part of the organisation's readiness to change, which encompasses the content, process, context, and people involved (in the form of organisational members'

beliefs, behaviors, and intentions regarding the degree **to which change is** 2

required) (Holt et al., 2007). Weiner (2009) explains readiness for

change is formed **from the** decision **of** fellow **members to implement change and** 7
 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, 8
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 prepared 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** 6
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** 4
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 can pose a significant challenge or even become an obstacle to achieving successful organisational change (Mangundjaya, 2016). As stated by Holt et al. (2007) to support Armenakis' opinion, assert readiness as

a cognitive forerunner of either resistance or support for change 14

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**

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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**

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). 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 within the communication environment (Gaertner et al., 2001).

Previous studies have demonstrated **that** people **are more** open **to change** when **they are**

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given enough information (

Miller et al., 1994; Wanberg & Banas, 2000). In evaluating **the** pros and cons **of** changes, **employees**

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' 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** 2
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. 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** 15

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** 13

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 to 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). Moving on from this, the hypothesis (H2) of this study is: H2: Organisation trust has a significant impact on readiness for change Methods Participants In this survey, 985 academic staff from one of South Kalimantan's state universities gathered. A simple random sampling technique is used by taking the number of participants randomly until the number reaches 277 people. However, the researcher only collected 263 participants and used 254 participants to analyse the data (removed nine outlier data). Participant data is present in table 1 and table 2. Measurement This study uses

Readiness for Change Questionnaire (RFCQ) developed **by Holt et al. (2007)** consists of

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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. The progression of these scales follows the stages outlined in

the International Test Commission (ITC) Guidelines for Translating and Adapting Tests (Second Edition) (2016)

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). 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 reliability **of the**

1

three scales after the trial stage was good (readiness for change, $\alpha = .906$; communication climate, $\alpha = .906$; organisational trust, $\alpha = .916$), it might infer that the use of those scales is dependable. 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 academic staff readiness for change (Y) in the face of higher education governance change in one university in Indonesia to prove the hypothesis. Ethical Consideration 243 [information redacted to maintain the integrity of the review process]. All activities conducted in research 244 involving human subjects adhered to the ethical guidelines set by the institution. Every individual participant 245 in the study provided written informed consent. Data collection in an offline setting took place between June 246 28th until July 5th, 2022, involving a total of 254 entries for subsequent analysis. 247 248 Results and Discussion 249 250 Results 251 252 The participants involved in the study were academic staff from a university located in South Kalimantan, 253 Indonesia. The descriptive data of the participants is present in table 1 and table 2. 254 255 257 258 259 260 261 Table 1: Data Distribution of Participants Work Unit Employment Status Total Civil Non-Civil Servant Servant Faculty of Teacher Training and Education

Faculty of Economics and Business Faculty of Law Faculty of Social Science and 1
Political Science Faculty of Mathematics and Natural Sciences Faculty of Fisheries and
Maritime Affairs Faculty of Forestry Faculty of Agriculture Faculty of Engineering Faculty

of Medicine Faculty of Dentistry Postgraduate Rectorate 28 67 95 15 42 57 16 43 59 8 39 47 31 30 61 15 15 30 27 6 33
 33 24 57 25 35 60 47 63 110 6 11 17 0 34 34 131 194 325

Total 382 603 985 262 **Table 2** : The Descriptive Data **of Participant Category** N 1
Percentage

263 264 Male 119 46.9% Gender Female 135 53.1% 254 100% 18-29 years 52 20.5% 30-39 years 77 30.3% Age 40-49
 years 88 34.6% 50-59 years 37 14.6% 254 100% 1-11 months 5 2% 1-9 years 100 39.4% Duration of work 10-19 years 108
 42.5% 20-29 years 35 13.8% 30-39 years 6 2.4% 254 100% 266 267 Table 3: Variable Data Category Variables Range
 Category Frequency Percentag Value e (%) Readiness for X < 59 Change 59 ≤ X < 95 Low Middle 1 105 0.4 41.3 95 ≤ X
 High 148 58.3 Communicatio X < 16 Low 2 0.8 n Climate 16 ≤ X < 26 Middle 79 31.1 26 ≤ X High 173 68.1 Organisational
 Trust X < 26 26 ≤ X < 40 40 ≤ X Low Middle High 6 153 95 2.4 60.2 37.4 After the data was gathered, IBM SPSS Statistics
 26 was used to analyse it. A normality test and linearity 269 test carried out as an assumption test before analysing the
 impact of the communication climate and 270 organisational trust on readiness for change in academic staff. The data
 assessment will proceed to 271 hypothesis testing using regression analysis once the assumption test is deemed
 successful. 272 274 275 Table 4:

Normality Test Variables Before eliminating After eliminating **outliers (N = 263) outliers (N =** 1
254

) Sig. (2-Tailed) Sig. (2-Tailed) Communication Climate and Readiness for Change .001 .200 Organisational Trust and
 Readiness for Change .009 .200 Based on normality test, the significance value on readiness for change and
 communication climate before 277 removing outliers was .001. Whilst, readiness for change and organisational trust
 before removing outlier 278 was .009. Going from the results it showed that significant values of all the variables are
 less than .05 (.001 279 < .05) and (.009 < .05) therefore removing outlier was needed. After eliminating outliers, the
 significant 280 value for readiness for change and communication climate also readiness for change and organisational
 trust 281 were .200. Based on that value, the significant of all of the variables were greater than .05 (.200 > .05). This 282
 means that each variable meets the normality assumption. 283 284 Table 5: Linearity Test Linearity RFC -> CC RFC -> OT
 285 286 F 156.140 318.139 p < .001 < .001 It can be concluded that the linearity test assumption has been met based on
 the result above, which show a 288 significance value of < .001. This indicates a linear relationship between readiness
 for change (RFC) and 289 communication climate (CC) (F = 156.140; p < .001), and between readiness for change (RFC)
 and 290 organisational trust (OT) (F = 318.139; p < .001). 291 293 Table 6: Multicollinearity Test

Unstandardized	Standardized	Collinearity	Coefficients	Coefficients	Statistics	Beta	Mode	I	B
Std. Error	t	Sig							

. Tolerance VIF (Constant) CC 38.31 4 .082 4.435 .121 .030 8.640 .680 .00 0 .01 4 .926 1.07 9 OT 1.566 .090 .755 17.33
 4 .00 0 .926 1.07 9 294 295 296 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. 298 Table
 7: Model Summary Readiness for Change Model R R2 Adjusted RMSE R2 H0 .000 .000 .000 12.237 H1 .748 .559 .555
 8.160 299 300 301 Table 8:

Regression Model	Sum of Squares	df	Mean Square	F	p	H1

Regression Residual 21170.77 2 16714.38 1 2 25 1 Total 37885.15 4 25 3 10585.3 86 66.591 158.96 < .001 1 302 303
 305 306 Table 9: Coefficients Model Unstandardized Std. Standard Error t p H0 (Intercept) 95.280 .768 H1 (Intercept)
 pt) 38.314 4.435 CC .882 .121 OT 1.566 .090 .130 .755 124.0 < .92 .001 8.640 < .001 2.680 .007 17.34 < 4 .001 The
 multiple regression test's results demonstrate that organisational trust and communication climate have 308 an impact
 on readiness for change at the same time ($F(2, 251) = 158.961; p < .001$); communication climate 309 ($\beta = .130; t =$
 $2.680; p = .007$); organisational trust ($\beta = .755; t = 17.344; p < .001$) with t count greater than 310 t table ($2.680 > 1.969$);
 ($17.344 > 1.969$), indicating acceptance of H1 and H2. Additionally, it was 311 discovered that the variables
 "communication climate" and "organisational trust" helped to explain 55.9% 312 of the variation in the variable
 "readiness for change". 313 314 Discussion 315 316 This research aims to investigate the impact of organisational trust
 and communication climate on academic 317 staff members' readiness for change when faced with higher education
 governance changes. The study found 318 that communication climate and organisational trust have an impact in
 academic staff readiness for change. 319 This aligns with earlier study on communication climate and organisational
 trust in readiness for change 320 which shown both positively predict readiness for change (Ertürk, 2008;

Miller et al., 1994 ; Neill et al ., 2019; Wanberg & Banas, 2000 ; Yue et al	11
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., 2019; Zayim & Kondakci, 2015). Change recipients who are 322 provided with sufficient knowledge are more inclined to
 embrace change (Schweiger & DeNisi, 1991; 323 Wanberg & Banas, 2000). A positive communication climate and
 widespread acceptance of the value of 324 communication during organisational transformation can indicate change
 readiness (Armenakis & Bedeian, 325 1999; Oreg et al., 2011). According to Neill and colleagues, solid connections and
 feeling of being part of 326 something are fostered by the communication climate between employees and their
 employers. Positive 327 employee reactions to change are also influenced by an environment of open and participatory
 328 communication (Neill et al., 2019). Organisational trust includes several relationships whose concept is more 329
 inclusive because it involves various environmental influences and standard competencies (Shorckley- 330 Zalabak &
 Ellis, 2006). There is also a positive correlation between readiness for change and organisational 331 trust (Ertürk, 2008;

Zayim & Kondakci, 2015). Jones et al. (2005) and Thakur and Srivastava (2018) find 332 that one of the keys to success for any change and minimising resistance to change is organisational trust. It 333 can be a suggestion for higher management in higher education before implementing new policies or changes 334 (Workeneh et al., 2018). 335 336 Embracing and being prepared for change are essential aspects for organisations, particularly HEIs, 337 demanding urgent consideration in their readiness for transformation, because it needs to if they want to 338 survive amid dynamic environmental changes ([information redacted to maintain the integrity of the review 339 process]; Holt et al., 2007). A transitional approach, whether taken by an individual, a team, or an 340 organisation, is required for future changes and widespread positive impacts to meet the company's 23 requirement for reaching its full potential (Chapa

et al ., 2014). **Readiness for change** refers to **an individual's** 342 entire **attitude** toward 2 **dealing with change, which** includes **feeling confident in their** capacity **to** succeed **and**

343 believing that the change will benefit both themselves and the institution (Holt et al., 2007). For this reason, 344 this process does not occur separately but in the entire organisational system (Ahmad et al., 2017). 345 346 During that process, the HEI management must be able to deal with the challenges of new situations and be 347 able to direct staff, especially academic staff to participate actively, involve them in making decisions 348 regarding the change, discuss issues openly and transparently, be informative and communicative in 349 conveying the message of change and the benefits that will be obtained, so that the desired changes can be 350 realised (Imam

et al., 2013 ; Qureshi et al ., 2018; Workeneh et al ., 2019). **It is also** salient for 17 HEIs **to**

351

understand what factors influence the willingness of employees to accept change 3

(Farahana et al., 2017). 352 Communication is one of several elements that influence the management and implementation of change 353 (Men & Bowen, 2017). According to Farahana et al. (2017),

communication climate is **one of the variables** 354 **that** can positively predict **readiness** 3 **to change** . Participation **of**

members in decision-making prior to and 355 during a period of change is empirically associated with greater readiness (Eby et al., 2000). In addition, 356 readiness for change is formed by the decision of fellow members to implement change and a sense of trust 357 in the ability to make changes together (Weiner, 2009). When employees have faith in the organisation where 358 they work, the organisational goals will be undoubtedly accepted (McShane & Glinow, 2008).

359 360 Communication climate and organisational trust are very critical, when they attempt to discover the benefits 361 and disadvantages of change, ineffective communication and faith in the organisation will negatively affect 362 the cognitive and affective processes of employees in responding to changes resulting in unpreparedness to 363 change (Vakola, 2014; Oreg et al. al., 2018). Too rapid a procedure without any socialisation or 364 communication about change and its benefits would make organisational members uneasy and resistant to 365 change attitude (Mangudjaya, 2016). In addition, fear and uncertainty about change make them reluctant to 366 change (Difonzo & Bordia, 1998). Therefore, both need to be involved during the change process so that 367 each member contributes positively and is more willing to accept change, accepting to manage risk, and tries 368 to solve all complex problems simply (Natalia & Hidayat, 2021; Miller et al., 1994; Thakur & Srivastava, 369 2018; Vakola, 2014; Wanberg & Banas, 2000). 370 371 Scholars have discovered a number of benefits to involving members

in decision-making during times of 372 **change** , encompass heightened **commitment to** **change**

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among members, improved precision regarding 373 change goals, and reduced resistance to change (Neill et al., 2019; Paterson & Cary, 2002). Employees' 374 organisational trust can also have the potential to reduce psychological stress and uncertainty, leading them 24 to accept change afterward (Yue et al., 2019). When employees perceive alignment between their organization'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 organizational 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). 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 academic staffs 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 academic staffs 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 faith in the organisation contributes to a higher readiness to change in academic staffs. Academic staffs 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. 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**

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, while the communication climate and 25 organisational trust are only part of it. Aside from that, the research did not investigate the role that 410 demographic factors play in readiness for change. Further researchers may consider research related to 411 factors, processes, and other internal content that can play a role in readiness for change to provide a broader 412 and richer perspective regarding the context of changes in higher education governance. 413 414 Conclusion 415 416 This results study summarised that the communication climate and organisational trust have a significant 417 impact on readiness for change. Therefore, the communication climate and organisational trust need to be 418 considered and maintained on behalf of readiness for change in academic staff in HEIs, so they are more 419 prepared to face change. 420 Acknowledgment 422 [information redacted to maintain the integrity of the review process] 423 Competing interests 424 [information redacted to maintain the integrity of the review process] 425 Author contributions 426 [information redacted to maintain the integrity of the review process] 427 Funding 428 [information redacted to maintain the integrity of the review process] 429 Data availability 430 [information redacted to maintain the integrity of the review process] 431 Disclaimer 432 [information redacted to maintain the integrity of the review process] 433 References [information redacted to maintain the integrity of the review process] [information redacted to maintain the integrity of the review process] Adit, A. (2020). Baru 11 PTN Berstatus Badan Hukum, Kemendikbud Dorong PTN Lain Jadi PTN-BH. Kompas [online]. <https://edukasi.kompas.com/read/2020/01/17/13165311/baru-11-ptn-berstatus-badan-hukum-kemendikbud-dorong-ptn-lain-jadi-ptn-bh> Ahmad, M. H., Ismail, S., Rani, W. N. M. W. M., & Wahab, M. H. (2017). Trust in management, communication and organizational commitment: Factors influencing readiness for change management in organisation. AIP Conference Proceedings, 1891. <https://doi.org/10.1063/1.5005352> Allaoui, A., & Benmoussa, R. (2020). Employees' attitudes toward change with Lean Higher Education in Moroccan public universities. *Journal of Organizational Change Management*, 33(2), 253-288. <https://doi.org/10.1108/JOCM-08-2018-0232> Alston, F. (2014). *Culture and Trust in Technology-Driven Organizations*. CRC Press. <https://doi.org/10.1201/b16105> Amon, L., Ping, T., & Poernomo, S. A. (2021). Tugas dan fungsi manajemen pendidik dan tenaga kependidikan. *Gaudium Vestrum: Jurnal Kateketik Pastoral*, 5(1), 1-12. <https://ojs.stkpkbi.ac.id/index.php/jgv/article/view/117> Anardani, S., Riyanto, S., & Setiawan, D. (2021). Perancangan Knowledge Management System Berbasis Web pada Tenaga Kependidikan Fakultas Teknik Universitas PGRI Madiun. *J. Teknol. Inf. dan Ilmu Komput*, 8(1), 77. <http://dx.doi.org/10.25126/jtiik.0813252> Annur, C. M. (2023, 1 Maret). Jumlah Perguruan Tinggi di Indonesia Capai 3.107 Unit pada 2022, MAyoritas dari Swasta. Databoks [online]. <https://databoks.katadata.co.id/datapublish/2023/03/01/jumlah-perguruan-tinggi-di-indonesia-capai-3107-unit-pada-2022-mayoritas-dari-swasta> Armenakis, A. A., & Bedeian, A. G. (1999). Organizational change: a review of theory and research in the 1990's. *Journal of Management*, 25, 293-315. 2. <https://doi.org/10.1177/014920639902500303> Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993). Creating readiness for organizational change. *Human Relations*, 46(6), 681-703. <https://doi.org/10.1177/001872679304600601> Astridina, A., Maarif, M. S., & Wijayanto, H. (2017). Komparasi Sistem Remunerasi Pada Tiga Perguruan Tinggi Negeri Badan Hukum (PTNBH). *Jurnal Manajemen dan Organisasi*, 8(3), 189-206. <https://doi.org/10.29244/jmo.v8i3.22448>

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