Relationship between Job Satisfaction and Employee Readiness for Organizational Change  
(Special reference to the Government Schools in Batticaloa District)

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Abstract

The existence of organizations is vital for the existence of living being in the globe. Organizations operate in complex and changing environment. The environment is increasingly critical and dynamic in nature. Because of increasingly critical and dynamic environment, organizations are continuously confronted with the need to implement changes in strategy, structure, process, policies, operations, technology, and culture. Change promoters and practitioners need to give prominence to individual employee for successful organizational change. Individual employees have been made the centre of analysis for the success of organizational change by many researchers (Judge et al., 1999). Focusing individual employee as centre of analysis been observed over the past few decades to get employee to hold effective and successful organizational change programmes (Armenakis et al., 1993; Bernerth, 2004; Holt et al., 2007; Cinite et al., 2009). It is important to identify the predictors of employee readiness for organizational change. Job satisfaction is closely linked to that individual's behaviour in the work place (Davis et al., 1985).

Keywords: Organizational change, Employee readiness, Job Satisfaction

Introduction

The existence of organizations is vital for the existence of living being in the globe. Every organization must continuously interact with other organizations and individuals – the consumers, suppliers, regulatory bodies, government and many more. Every organization has goals and objectives related to each other in the environment. The present environment is dynamic and will continue to be dynamic much more day by day.
Organizations operate in complex and changing environment. The environment is increasingly critical and dynamic in nature. Because of increasingly critical and dynamic environment, organizations are continuously confronted with the need to implement changes in strategy, structure, process, policies, operations, technology, and culture. They grow in productivity, and profitability, which pose greater challenges to them and require changes in the way they operate (Carnall 2007). The concept of globalization is everywhere. In addition, in today’s economy, it is very difficult to have effective and efficient organization. The concept of globalization and economic instability has increased both the frequency and the magnitude of organizational change worldwide.

One of the concepts most frequently researched, discussed and written about in recent years has been change in organizations and ways of its management. It is no surprise, because change is inevitable for organizations that wish to stay competitive and be profitable.

The important fact is that, humans have different individual life experiences, motivational levels, socio-demographic characteristics, knowledge, attitudes, support systems, values, and behavioural patterns which might involve painful learning and relearning and can create feelings of uneasiness, stress and tension among employees. Accordingly, researchers and practitioners need to know as much as possible about the factors that influence employee readiness as predictive variables, so that management can endeavour to understand an individual’s attitudes, beliefs and behaviours towards the intended organizational change.

Background and scope

The General education of Sri Lanka is dominated by the public sector, consisting of four major levels; the earliest stage for the children of ages between 3-5 years which is almost handled by the private sector. The general education is the second stage which consisting of primary grades from grade 1 to grade 5. The junior secondary level consisting of grades 6 to grade 9 and the senior secondary grades include grades 10 - 13. The third stage is the Vocational and Technical education is offered and the fourth stage is the tertiary education and training is offered.
In Sri Lanka, the state spends considerable amount of money to provide free education to all her citizens more than 50 years. During the early part of independence, the country produced many scholars, scientists, administrators and national figures of great ability and high distinction. The situation has changed in recent decades, and indicated a sharp decline in the standard and quality of education at all levels. The education system does not produce pupils with the knowledge, understanding, and the skills and attitudes appropriate for successful living. Total personality development such as creativity, initiative, discipline, team spirit, respect and tolerance for other people and other cultures is not achieved. The curriculum development impacts teachers, students, society as well as the government. The challenges for government is that, when new curriculum is implemented, there would be a increased cost to government in the case of printing new books, preparing the new syllabus, train the teachers as well as other relevant people to implement the new curriculum. Government schools in the Batticaloa district were selected for this study.

Problem Justification

A number of scholars have identified employee readiness as an essential prerequisite to the successful implementation of organizational change (Bellou 2007; Darwish 2000; Vakola & Nikolaou 2005: Yousef 2000). Change managers tend to rely on the readiness of their employees when implementing organizational change (Bennet & Durkin 2000), but levels of employee readiness, may, in fact, decrease in response to the change initiatives (Lau, et al., 2002; O.Reilly & Chatman 1986). A decrease in levels of employee readiness during processes of change could lead to increased levels of absenteeism and higher turnover rates (Cotton & Tuttle 1986), further hampering the success of the change initiative. A number of researchers Hanpachern et al. (1998); Eby et al. (2000); Madsen et al. (2005); Rafferty and Simons (2006); and Elias (2009), have investigated the relative influence of employee readiness predictors to develop attitudes, beliefs and behaviors to organizational change.

Job satisfaction

Job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with
my job (Hoppock, 1935). Although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. Job satisfaction focuses on the role of the employee in the workplace. Thus he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964). One of the most important goals of an organization is to maximize employee performance in order to accomplish those goals (Butler & Rose 2011). The organization needs not only highly motivated but also satisfied and psychologically balanced employees to increase performance and productivity in the organization. Organizations that can create work environment that attract, motivate and retain hard-working individuals will be better positioned to succeed in a competitive national and global environment that demands quality and cost-efficiency.

Job satisfaction represents a combination of positive or negative feelings that workers have towards their work and the extent to which expectations are and match the real awards. Job satisfaction is closely linked to that individual's behaviour in the work place (Davis et al.,1985). Job satisfaction therefore ‘is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences’ (Lock, 1976.130). While employee performance refers to the behaviours individuals engage themselves in or produce that are in line with and contribute to an organization’s goal (Viswesvaran & Ones, 2000). The concept of job satisfaction is multifaceted hence a number of theories are advanced to explain what it means and how the theories could be applied to enhance employee performance Griffin & Bateman (1986) and Hackman & Oldman (1979). Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction Armstrong (2003).

This satisfaction may be affective: one-dimensional subjective construct representing an overall emotional feeling individuals have about their job as a whole Kalleberg (1977) and Moorman (1993). Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment. We consider that job satisfaction represents a feeling that appears
as a result of the perception that the job enables the material and psychological needs. Performance is the sum total result of the skills each person over a period of time in performing job tasks. Motowidlo (2003). Theory of organization has divided the performance into two categories, namely the performance of duties and dispositional performance. Dispositional performance is performance that helps the organization to survive.

According to Nancy C. Morse (1997) “Satisfaction refers to the level of fulfillment of one’s needs, wants and desire. Employee satisfaction is a measure of how happy workers are with their job and working environment. Many factors affecting the organizational effectiveness and one of them is the employee satisfaction. Effective organizations should have a culture that encourages the employee satisfaction, Bhatti & Qureshi, (2007). In contrast, Rousseau (1978) identified three components of employee satisfaction: they are characteristics of the organization, job task factors, and personal characteristics. Employees who feel a sense of teamwork and common purpose, a strong commitment to communication, and managerial empowerment are most able, and willing, to deliver the results that customers expect. We consider that job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs. Job satisfaction further implies enthusiasm and happiness with one’s work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment. Employees are more loyal and productive when they are satisfied Hunter & Tietyen, (1997), and these satisfied employees affect the customer satisfaction and organizational productivity, Potterfield, (1999). There is no limit for the employees to reach the full satisfaction sometimes they need to change their behaviors in order to execute their duties more effectively to gain greater job satisfaction, Miller, (2006). In the present market structures, organizations are strongly interested in implementing decision making processes that allow improving their internal and external functioning (Caetano, 1999). This fact has been leading organizations to be focused on developing learning capabilities, in order to deal with all the complexity, diversity and challenges that describe the environments where they act.
(Ulrich, 1998). Employee satisfaction is a factor in employee motivation, employee goal achievement and positive employee morale in the workplace. According to Moyes, Shao & Newsome (2008) the employee satisfaction may be described as how pleased an employee is with his or her position of employment. Managing organizational change processes is a strong challenge for organizations, as it represents a path in which they can build up structured courses of action in order to become more effective (Robbins, 1999).

Everyone from managers, retention agents to HR need to get a handle on employee loyalty and satisfaction – how committed is the workforce to the organization and if workers are really contented with the way of things for gauging their likelihood to stay with the company. Companies have to make sure that employee satisfaction is high among the workers, which is a precondition for increasing productivity, responsiveness, and quality and customer service. According to Heskett et al. (1994), more satisfied employees, stimulate a chain of positive actions which end in an improved company performance. Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations.

Among the content theories of motivation, Herzberg (1959) theory emphasizing the motivator-hygiene factors sought to explain satisfaction and motivation in the organization. The theory focuses on outcomes of satisfaction and dissatisfaction. Accordingly, he states that ‘the opposite of job satisfaction is not job dissatisfaction but, rather, no satisfaction; and the opposite of job dissatisfaction is not job satisfaction but no satisfaction’ (Herzberg, 1957). Hygiene factors include aspects of the working environment like working conditions, interpersonal matters, organizational policies and so on (Hackman & Oldham, 1976). Factors that relate to job satisfaction are therefore called satisfiers or motivators. According to Weir (1976) the following factors stood out as ‘strong determinants of job satisfaction’. Job satisfaction is affected by environmental, individual and psychological factors. Factors that relate to the environment are: communication, employee recognition and so on Weiss & Cropanzano (1996), while those that relate to the individual are emotions, genetics and personality. Emotions and mood form part of
the individual affective factor in job satisfaction. Weiss & Cropanzano (1999) opined that moods tend to be longer lasting but often weaker states of uncertainty origin, while emotions are often more intense, short-lived and have a clear object or cause. Emotion management requires that all of the conscious and unconscious efforts to increase maintain or decrease one or more components of an emotion must be used. Employee satisfaction is a comprehensive term that comprises job satisfaction of employees and their satisfaction overall with companies” policies, company environment etc.

In another research it is said that employee satisfaction influenced employee productivity, absenteeism and retention. Studies show that businesses that excel in employee satisfaction issues reduce turnover by 50% from the norms, increase customer satisfaction to an average of 95% & lower labor cost by 12%. Carpitella, (2003). The more satisfied an employee is, the less turnover and absenteeism occurs, Maloney, & McFillen, (1986). In contrast, Rousseau (1978) identified three components of employee satisfaction: they are characteristics of the organization, job task factors, and personal characteristics.

**Job Satisfaction and Employee readiness for Organizational change**

A review of the literature undertaken by this researcher has revealed that an individual’s attitudes, beliefs, behaviours and response to organisational change are influenced by employee readiness factors (Armenakis et al., 1993; Bernerth, 2004; Madsen et al., 2005). We can understand organizational change as any structural, strategic, cultural, human or technological transformation, capable of generating impact in an organization (Wood, 2000). Given that current economies and markets are characterized as being competitive and turbulent, the prospective ranges of actions and demands for change that organizations face are very wide. Organization must provide situations that employee would be able to criticize to improve conditions without fearing from the negative reaction of higher supervisor and if they see that positive aspects are more important than negative ones, then in-role performance will improve and higher job satisfaction will be obtained. Managers can attend in meetings to solve problems of innovative and encourage
them for more promotion, use less direct monitoring and let them, to some extent; decide by their own mind which may lead to innovative in job. An important literature finding for organizations to note is that job satisfaction has a relationship with employee satisfaction which is tenuous. The relationship between satisfaction and employee performance can be moderated by job complexity such that for high complexity jobs the correlation between satisfaction and performance is higher than for jobs of low to moderate complexity. It should also be noted that the relationship between job satisfaction and employee performance is not straightforward as many factors are responsible and the notion that ‘a happy worker is a productive worker’ should not be regarded as a foundation of organizational decision-making.

These factors may be related to individual’s psychological and financial predictors (Alvi and Ahmed, 1987; Goulet and Singh, 2002). Accordingly, researchers and experts are interested to explore the factors which support employees for developing attitudes and behaviour for organisational change (Goulet and Singh, 2002; Yoon and Thye, 2002; Madsen et al., 2005). These factors are mostly applied to understand an individual’s cognitive level towards the organisation (Goulet and Singh, 2002).

Job satisfaction plays a crucial role in terms of employee performance, and to some extent his well being and to the organizations in terms of its productivity, efficiency, employee relations, absenteeism and turnover. Research examining relationships between job satisfaction and employee satisfaction and the methodologies utilized has great variations. However, the idea that job satisfaction leads to better employee performance is widely captured. For example, Vroom (1964) had earlier found that the notion that employee performance is a natural product of satisfying the needs of employees in the organization. It was on this basis that some researchers opined that employee performance may lead to job satisfaction but not the reverse and so job satisfaction is non-significantly correlated with employee performance in organizations. In the construction industry, where the quality of products is dependent on the skill of laborers and onsite supervisors, employees play a significant role in the success and outcome of the product and the company. Human Relations perspective
posits that satisfied workers are productive workers (e.g., Likert, 1961; McGregor, 1960). Thus, organizational productivity and efficiency is achieved through employee satisfaction and attention to employees physical as well as socio emotional needs. In a unique study conducted by Harter et al. (2002), based on 7,939 business units in 36 organizations, the researchers found positive and substantive correlations between employee satisfaction engagement and the business unit outcomes of productivity, profit, employee turnover, employee accidents, and customer satisfaction.

Conceptualization and Methodology

Conceptualization

This research examines employee readiness determinant to build up employee positive beliefs, intentions, behaviours, attitudes, and expectations during organizational change. In literature review the researcher proposes that employee can develop positive attitudes and behaviours on the basis of them. The conceptual approach for this research study is based on a broad theoretical framework and the study examines employee readiness for organizational change in government schools in Batticaloa District.

Conceptual model

| Job satisfaction | Readiness for organizational change |

Population and sampling

This study was conducted in Government Schools in Batticaloa District. Only 100 graduate teachers, those who teaching in the Government schools were selected for this Study. Where, recently, the government has announced changes and reforms for Government school in Sri Lanka. The survey questionnaire were issued to participants, the researcher contacted them for any queries regarding the instrument and privacy. The targeted participants of the main survey were graduate teachers of government school in Batticaloa District.

Data collection methods and instruments

This study was carried out based on primary data. Structured questionnaire was used to collect data. The Questioner comprised of
statements on variables of Employees job satisfaction; and; Employee readiness for organizational change. Likert scale of 1-5 which ranges from “Strongly Disagree” to “Strongly Agree” was applied to collect research information. The numerical values were given for the purpose of quantification of quantitative variable as follows:

1. Strongly disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly agree

Data presentation, analysis and evaluation

Data has been presented using tables, bar charts and pie charts. Meanwhile Inferential and descriptive analysis were used for data analysis. Hence under the descriptive analysis, mean and standard deviation were derived from the analysis of samples. In inferential analysis, correlation and multiple linear regressions have been applied. Statistical package of SPSS 16.0 has been used for this purpose. Furthermore criteria shown in table were adopted to evaluate mean values.

Table 4.2 Evaluation criteria for mean values

<table>
<thead>
<tr>
<th>Range</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1≤X≤2.5</td>
<td>Low level</td>
</tr>
<tr>
<td>2.5&lt; X≤3.5</td>
<td>Moderate level</td>
</tr>
<tr>
<td>3.5&lt;X≤5.0</td>
<td>High level</td>
</tr>
</tbody>
</table>

Analysis and Findings

Descriptive statistics

This section presents mean and standard deviation for the variables of job satisfaction and Employee Readiness for Organizational Change. It further gives the same details to the individual statements of each variable.

Table 1 Mean and standard deviation for the variables of Employee Commitment

<table>
<thead>
<tr>
<th>variables</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
</table>
As presented in Table 1, Job satisfaction has taken mean values of 3.4 which fall under the evaluative category of moderate level.

Table 2 Mean and standard deviation for the variables of Employee readiness for organizational change

<table>
<thead>
<tr>
<th>variables</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee readiness for organizational change</td>
<td>3.1</td>
<td>0.28</td>
</tr>
</tbody>
</table>

As highlighted in Table 2, Employee readiness for organizational change has taken the mean values of 3.1 which fall in moderate level category.

**Correlation analysis**

Correlation values were found to determine relationship between variables of job satisfaction and Employee Readiness for Organizational Change. It has been presented in the table 3.

Table 3 Correlation between the variables of job satisfaction and Employee Readiness for Organizational Change (EROC).

<table>
<thead>
<tr>
<th>variables</th>
<th>Correlation with employee readiness for organizational change</th>
</tr>
</thead>
<tbody>
<tr>
<td>job satisfaction</td>
<td>0.798*</td>
</tr>
</tbody>
</table>

- Correlation is significant at the 0.05 level (2 tailed)

As in table correlation values are positive and these values have been significant at 5% significant level (P<0.05). This reveals that job satisfaction is positively correlated with employee readiness for organizational change. The statistical mean of job satisfaction to the Organization scale showed employee happiness and readiness for organizational change. Thus, the scale can be applied to ascertain employee attitudes and behaviours regarding readiness for change. Madsen et al. (2005), Gaertner and Nollen (1989) and Gautam et al. (2001) reported that employee attitudes and behaviours can be examined by his or her job satisfaction. The results of this study also show that job
satisfaction of employees’ scale is significantly and positively correlated with other scale of employee readiness for organizational change. It is interesting to note that the mean value obtained for employee readiness for organizational change is less than the mean value obtained for job satisfaction indicating that, if organizational change to be effective as intended, job satisfaction of the employees must be higher.

**Conclusion and Recommendation**

**Conclusion**

Research on the determinants of employee readiness for organizational change was stimulated by new interest evinces due to recent change reforms in the government schools in Sri Lanka. Increased attention on competition, advanced technology, mergers, expansion, product quality maintenance, enhancing employee efficiency rapid growth, new business ventures, exciting opportunities, innovations, and new leadership and management approaches led to number of countries knowing employee attitudes and behaviours of organization change.

This study is concerned with examining employee attitudes, beliefs, and behaviours to readiness for organizational change. Overall, job satisfaction of the employee predictors has a statistically significant and positive relationship with readiness for organizational change. This suggest that, other things being equal, the more job satisfaction that is perceived, the more open and ready for the organizational change. Providing an environment that encourages emotional attachment, a feeling of pride and good pay/wages/rewards can help organizations to effectively influence employee attitudes and behaviours. The above results indicate that job satisfaction constructs applied in this study had positive and significant relationships with the readiness for change construct. That means, in public sector schools of Sri Lanka, when employees are satisfied with the job they are more likely to be open or readiness for organizational change. This conceptualization suggests that satisfied employees have a strong belief in and acceptance of the organizations goals and values, show a willingness to exert considerable efforts on behalf of the organization and have a strong desire to maintain membership of the organization (Mathews and Shepher, 2002, p-369).
The findings of this study suggest that employees of public sector schools in Batticaloa district can develop their attitudes and behaviours as a result of institutional and individual predictors the more job satisfaction is perceived, the more satisfaction and readiness for organizational change will be noted in the public sector schools of Sri Lanka.

**Recommendations**

Based on the findings, the following recommendations are proposed for the enhancement job satisfaction of employees’ and Employee readiness for organizational change.

1. Systematic and timely information and institutionalization is necessary for successful implementation of Organizational change
2. The views of the employee should be taken into account when introducing Organizational changes
3. The content and the process of the organizational change should be relevant to the level of expectation from the employee
4. Due recognition should be extended to the teaching task to enhance job satisfaction of employees’ and through increasing Employee readiness for organizational change
5. A systematic approach should be practiced to enhance the moral of teachers or whenever their Performance is being reviewed by reviewers.

**References**


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