

**Relationship between Employee Commitment and Employee Readiness for Organizational Change  
(Special reference to the Government schools in Batticaloa District)**

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**Abstract**

Managing change effectively is a main challenge in the change management domain because of massive human involvement. Thus, leaders and change agents are eager to know how to encourage and effectively prepare employees for change situation. The aim of this study was to examine the relationship between employee commitment and employee readiness for organizational change. The objectives were to investigate employee commitment to the organization and identify the impact of employee commitment on readiness for organizational change in Government schools in Batticaloa District where various change reforms has been introduced recently. This empirical study proceeded by a systematic review of literature that led to development of a conceptual model. The data was collected from a sample of 100 graduate teachers from Dovernment School in Batticaloa district by using a survey questionnaire. Data was analyzed using descriptive statistics. Results showed that independent variables (Organizational Commitment and Career Commitment) were positively and significantly correlated to the dependent variable (readiness for organizational change).This study provide empirical evidence for employee readiness predictor variables for organizational change. This study may contribute to the literature on change management, particularly for Sri Lanka, and may assist the management, change agents and practitioners of human resources management and development, and organizational behaviour in assessing, designing and evaluating new or existing programmes for organizational change.

**Keywords:** Organizational Change, Employee Readiness, Organizational Commitment, Career Commitment

**Introduction**

No organization immune to change. As globalization continues to challenge the appropriateness of current organizational strategies, processes and structures, organizations are required to constantly grapple with the costs and benefits associated with change. The kinds of changes implemented could be minor, major or transformative. Minor change is characterized by a slight modification of the individual employee's mental attitudes and behaviors, without a shift in perception. This type of change is said to address surface-level issues and avoids threats to deep-seated beliefs. Transformative change, however, is characterized by a fundamental shift in the meanings that employees attach to the organization and its environment (Buckley & Perkins 1984). Despite the nature of organizational change, however, it is generally confronted with resistance, uncertainty and fear. As a result, many organizational change initiatives fail in spite of the effort and money that are invested in trying to render them successful.

In today's increasingly dynamic technological and communications networked environment, organizations are continually confronting challenges such as

competition, development, general instability, mergers and reengineering of work processes. These forces challenge organizations to re-evaluate their strategies, structure, policies, operations, processes, and culture. In this situation, organizational change is unavoidable. Of great importance is the fact that humans have different individual life experiences, motivational levels, socio-demographic characteristics, knowledge, attitudes, support systems, values, and behavioral patterns which might involve painful learning and relearning and can create feelings of uneasiness and tension among employees. Thus, researchers and practitioners need to know as much as possible about employee readiness predictors so that management can endeavor to understand an individual's attitudes, beliefs and behaviors towards organizational change.

A school is one of the most important formal agencies of education. It plays a major role in moulding the ideas, habits and attitudes of the children with a view to producing well balanced personalities; physically strong, mentally alert, emotionally stable, culturally sound, and socially efficient. School is also a social institution, set up by the society to serve its ends. According to Nunn, 'A nation's schools are an organ of its life, whose special function is to consolidate its spiritual strength, to maintain its historic continuity, to secure its past achievements, to guarantee its future. This research empirically investigates the relationship of employee commitment with employee readiness for organizational change in government schools in Sri Lanka.

### **Background and Scope**

The education is the most important to produce a total man with the knowledge, attitudes and skills required not only for the present world but also for that of the future. In the case of delivery of quality education, the teachers are the most crucial & valuable resource.

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.

Research suggests that the failure of organizational change initiatives can generally be attributed to negative employee attitudes towards the change (Bellou 2007; Coetsee 1999; Durmaz 2007). Unless adequately managed, organizational change initiatives result in feelings of fear and uncertainty (Bovey & Hede 2001), leading to increased stress, reduced levels of trust between employees and management, and declining levels of organizational commitment (Coetsee 1999; Schweiger & Denisi 1991).

The main focus of this study is on employee commitment to their organization and career and social relationships in the workplace factors which are related to employee attitudes and behaviors (Goulet and Singh, 2002; Yoon and Thye, 2002;

Madsen *et al.*, 2005). The literature on change management reveals that Madsen *et al.* (2005) were the first to examine the predictors of employee commitment to an organization and found it to be positively and significantly related to readiness for organizational change. However, employees can develop positive feelings and thoughts on the basis of the employee career commitment as well. If an employee is satisfied with his or her career he or she will tend to show positive thoughts and feelings for changes in an organization. In career development, employees always look to organizational support regarding the psychological and financial variables that may strengthen their future career.

### **Problem Justification**

A number of scholars have identified organizational commitment as an essential pre-requisite to the successful implementation of organizational change (Bellou 2007; Darwish 2000; Vakola & Nikolaou 2005; Yousef 2000). Change managers tend to rely on the commitment of their employees when implementing organizational change (Bennet & Durkin 2000), but levels of organizational commitment, may, in fact, decrease in response to the change initiatives (Lau, Tse & Zhou 2002; O'Reilly & Chatman 1986). A decrease in levels of organizational commitment 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. Although it is true that researchers have worked on micro level issues in change management, there is still a need to learn more.

This study examines employee readiness determinants for organizational change to support and strengthen the existing literature. Most studies on employee readiness for organizational change have focused individual, psychological, workplace, environmental, cultural and social factors. An important aspect of this is that commitment and organizational change became antecedents of each other thus further research in the area is warranted (Coleman *et al.*, 1999; Madsen *et al.*, 2005). The research has largely neglected the link between employee career commitment and employee readiness for organizational change. This study seeks to fill this void and to examine the employee commitment to the organization and career predictor for change readiness.

Most research work has been done in developed or western cultural work settings. Less research work has been found so far in developing countries like Sri Lanka. This requires more attention by researchers and practitioners to establish employee readiness predictors in different work settings environments and cultures. In Sri Lanka, change methods adopted by western cultures should be used as a body of knowledge in the domestic situation (Fatima, 2002). In this study the variables have been chosen to justify the study in an underprivileged and developing economy where employee expects only the satisfaction of their basic needs from their organizations.

According to Alvi and Ahmed (1987) and Chang, 1999, employee commitment is enhanced by fulfilling the psychological and financial needs along with others in Sri Lanka. Attempts to fill this gap are considered vital as it helps researchers to understand employee attitudes, beliefs and behaviors in a less affluent country which may help to generalize the studies for all. Further, although most studies have been conducted in different organizations like health, financial,

manufacturing and service oriented, there is a need to know employee attitudes, beliefs and behaviors in educational institutions.

### **Research Question**

This study examines Influence of Employee commitment on Employee readiness for organizational change in government schools in Batticaloa District.

1. What is the level of Employee's organizational commitment in Government school in Batticaloa District?
2. What is the level of Employee's Career commitment in Government school in Batticaloa District?
3. What is the relationship between Employee commitment and Employee readiness for Organizational change

### **Objective of the Study**

Given the importance of employee readiness for organizational change, it is important to investigate further readiness. The primary aim of this study is to develop a conceptual framework that explains how employees of government schools of Sri Lanka develop their positive attitudes and behaviors regarding organizational change.

This study has four main research objectives.

1. Analyze the level of Employee's organizational commitment in Government school in Batticaloa District
2. Analyze level of Employee's Career commitment in Government school in Batticaloa District
3. Examine the relationship between Employee commitment and Employee readiness for Organizational change

### **Literature Review**

Change is concerned with the development of organization. It is used to solve the problems and challenges of the organization. In organization, most problems and challenges are generated by competition, advanced technology, mergers, expansion, product quality maintenance, or enhancing employee efficiency on the one hand and rapid growth, new business ventures, exciting opportunities, innovations, and new leadership and management approaches (Madsen *et al.*, 2005, p-213) on the other.

Potentially change in organization is referred to as chaotic and dramatic (Gleick, 1987; Abrahamson, 2000), because transferring from a known to an unknown position can develop particular uncertainties, anxiety and ambiguities. In this position, employee can develop different thoughts, feelings and behaviours towards the situation which might involve painful learning and relearning and create a feeling of uneasiness and tension. It is important to remember that humans have different individual life experiences, motivational levels, socio-demographic characteristics, knowledge, attitudes, support systems, values, and behavioural patterns (Ilgen and Pulakos, 1999). Employees approach organizational change in different ways as some individuals perceive that it can provide opportunities for learning and growth, while others view it as a threat.

Successful adjustment to change can result in higher levels of enthusiasm providing opportunities for learning and growth, while poor adjustment to change is characterized by feelings of uncertainty, frustration, alienation, and anxiety, particularly in relation to issues of job security, status, work tasks, co-worker relations, and reporting relationships (Ashford, 1988; Holt *et al.*, 2007). Before

developing positive state of mind towards organizational change, employee needs to be able to visualize the current situation of the organization and environment by comparing past and anticipated future perspectives.(1) Thus, researchers and practitioners need to know the maximum level of employee readiness predictors so that management can endeavor to understand the maximum level of individuals' beliefs, intentions and perceptions during implementation of change programmes.

### **Change Readiness**

Readiness for change research suggests that a demonstrable need for change, a sense of one's ability to successfully accomplish change (self-efficacy) and an opportunity to participate in the change process contribute to readiness for organizational change (Armenakis, Harris, & Mossholder, 1993).(ER5) Researchers believe that employee willingness and receptivity is essential for an organization to implement change successfully (Hanpachern, *et al.*, 1998; Eby *et al.*, 2000; Jansen, 2000; Madsen *et al.*, 2005; Rafferty and Simon, 2006). Thus, it is necessary to know how to deal with employee before, during and after launching the organizational change programmes.

Literature suggests that employee readiness may be through workplace factors or employee perception factors. Both factors may be effective for implementation of organizational change as to develop employee readiness. Lot of literature has been focused on the employees' readiness for organizational change i.e. influence strategies, change agent role individual attitudes and preference, work groups and job attitudes and contextual variables, Eby, *et al.*, 2000, active job, risk and benefit, job change self-efficacy Cumming *et al.*, 2002;; organizational commitment, social relationships in the workplace Madsen, *et al.*, 2005, management and leader relationship, Job knowledge and skills, Job demands trust in peers, trust in senior leaders, logistic and system support, self-efficacy.

The literature generally distinguishes between two employees responses in a change situation: readiness for, and resistance to. Change starts with a new beginning, which may increase the satisfactions as desired and can also increase the disturbances if it failed because change initiatives either success or fail uniformly across the organization. According to Madsen, (2003) employee readiness for change refers to employees' mental and physical preparedness for immediate action that aim to improve, alter, vary, or modify something. Armenakis *et al.* (1993) defined readiness term as organization members' beliefs, attitudes, and intentions.(ER7)

### **Employee Commitment**

The literature defines commitment as an employee's level of attachment to some aspect of work. Various authors have been instrumental in identifying types of employee commitment as critical constructs in understanding the attitudes and behaviors of employees in an organization. Meyer *et.al.* (2001) identify more than 25 employee commitment concepts and measures. The definition of employee commitment is based on an intrinsic exchange between the organization and employee as well as on emotional attachment between the employee and the organization. (1893)

Commitment is defined as one's motivation to work in a particular vocation or as an act of commitment to trust or pledge to something or someone. The concept of commitment has widely been used to find out individual attitudes and behaviours in the workplace. Over the past three decades commitment has been dominated in

the literature as behaviour and used in terms of careers, organizations, norms, identification, morals, work, jobs, and job involvement.

### **Employee Commitment to the Organization**

Organizational Commitment has received considerable attention in literature, regarding not only the evaluation of its determinants, but also its consequents. The reason for this interest provided by literature is due to the fact that commitment has been associated with several relevant organizational indicators, such as organizational citizenship behaviours, job characteristics (e.g. Lin e Hsieh, 2002), organizational trust. The existing empirical evidence has led to consider the relevance of this indicator has an important variable for organizational behavior analysis. In the literature, the term has been treated as a pattern of behaviours or attitudes towards an organization. It creates employee beliefs and willingness towards the goals of organization. It is widely accepted that the degree of organizational commitment and job performance are positively related (Mowday *et al.*, 1974), whereas tardiness, absenteeism, and turnover (Steers, 1977; Hom *et al.*, 1979) are inversely related. According to Zangaro (2001) a person who is committed to an organization should be dedicated and have a strong belief in the organization goal and values.

This study focuses on employee in an underprivileged and developing economy like Sri Lanka, where individuals expect only the satisfaction of their needs from their organization. With the help of instrumental and affective factors of organizational commitment, this study seeks to examine employee commitment to the organization towards employee readiness for organizational change

### **Employee Career Commitment**

A career is an evolving sequence of a person's work experiences over time. It relates to the individual's perceived sequence of vocation, occupation or profession that person occupies over time (Hall, 1976). An individual's attitude towards his or her career is described as career commitment (Chang, 1999). It is recognized as a form of work commitment (Morrow, 1993). The conceptual definition of career commitment is one's attitude towards one's vocation or profession (Blau, 1985). It can be characterized by the development of personal career goals and the individual's attachment to, identification with and involvement in those goals (Colarelli and Bishop, 1990).

Indeed, a career involves tradeoffs between security and risk and between individual success and family, and peoples' career behaviour may interact with culture. The literature shows that employee attachment, identification and involvement depend upon extrinsic and intrinsic outcomes such as pay, promotion, appraisal, and satisfaction that can refer to one's motivation to work in a chosen vocation (Hall, 1971). According to Poon (2004) career commitment is predicated on objective career success in form of salary level and subjective career success in the form of career satisfaction.

After reviewing the literature, it was found that no research has been found which relates to employee career commitment and employee readiness for organizational change (refer section 2.4). Although, career commitment is related with individual's attitudes and behaviours towards his or her career, thus it was proposed that employee may be developed their positive attitudes and behaviours on the basis of commitment to the organization as well as career. Thus, this study focused on employee career commitment to career predictors such that job satisfaction, job involvement, supervisors and peers relations, training and skills development, and

promotion factors to examine employee attitudes and behaviours for organizational change.

### **Employee commitment and Employee readiness for change**

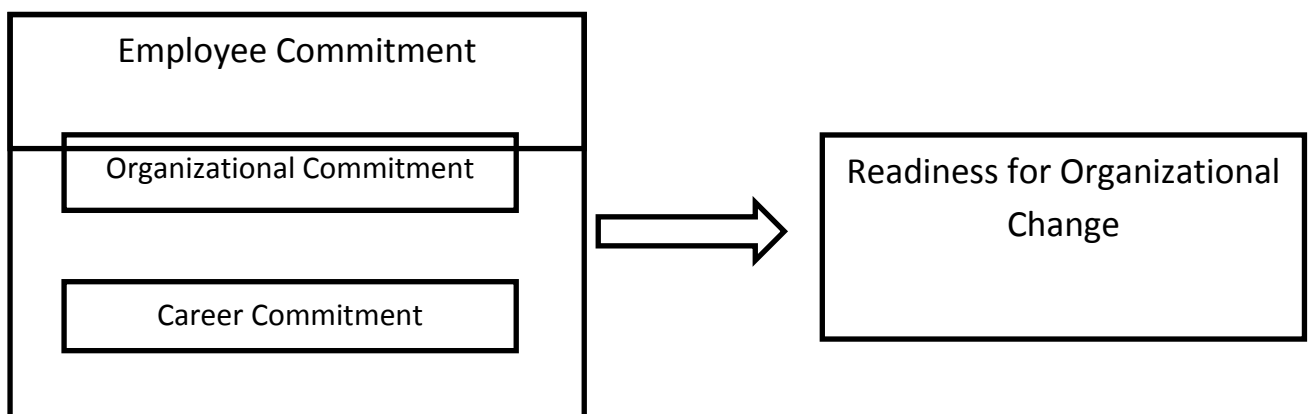
A number of scholars have identified organizational commitment as an essential pre-requisite to the successful implementation of organizational change (Bellou 2007; Darwish 2000; Lau & Woodman 1995; Vakola & Nikolaou 2005; Yousef 2000). Change managers tend to rely on the commitment of their employees when implementing organizational change (Bennet & Durkin 2000), but levels of organisational commitment, may, in fact, decrease in response to the change initiatives (Lau, Tse & Zhou 2002; O’Reilly & Chatman 1986). A decrease in levels of organizational commitment 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.

The success of organizational change is often determined by employee attitudes and beliefs towards the change (Beer and Walton, 1990). According to Arnold *et al.* (1995, p-167) “Attitudes reflect a person’s tendency to feel, think or behave in a positive or negative manner towards the object of the attitude”. Many researchers like Eby *et al.* (2000); Kotter (1996); and Martin (1998) focused on positive attitudes and behaviours to promote effective change programmes. Vakola *et al.* (2003) argue that employee can be happy or excited or angry and fearful when confronted by change. It shows that the individual’s perceptions towards the new situation primarily affect organizational change goals and objectives. The literature further points out that a positive employee response can be obtained by fulfilling basic needs such that financial and psychological (Alvi and Ahmed, 1987; Chang, 1999).

### **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 their commitment to the organization and career along with social relationships in the workplace factors. 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.



(Source; Naimatullah Shah, 2009)

### **Employee Organizational Commitment**

Employee commitment has been treated as active and positive behaviours and attitudes towards his or her organisation. Mowday *et al.* (1979) define the term organizational commitment as an individual identification, loyalty, or involvement, which is characterised by beliefs, willingness, and membership with the organisation. Zangaro (2001, p-14) described it as the act of pledging or promising to fulfil an obligation to someone or something at a future date. In organisation, employee beliefs, attitudes and behaviours can develop when he or she knows about the organisational goals and objectives.

### **Employee Career Commitment**

In the organizational behaviour domain, the term commitment has been adopted to understand employee attitudes and behaviours regarding his or her work organization or work. Employee develops positive attitudes and behaviours towards organization or work via a supportive organizational environment and psychological and financial satisfaction. These factors are related to understanding the employee feelings and thoughts. Researchers and practitioners have conceptualized the term career commitment to develop positive attitudes and behaviours of employee by career.

### **Employee Readiness for Organizational Change**

A large amount of literature is available on the employee readiness domain relating to individual and workplace factors (Weber and Weber, 2001; Madsen *et al.*, 2005; Rafferty and Simon, 2006; Holt *et al.*, 2007; Elias, 2009). However, the impact of both factors can be envisaged by employee attitudes, beliefs, and perceptions. Indeed, individual factors are associated with personal and social aspects of individuals such as an active problem solving approach, beliefs, autonomy, depression, emotional exhaustion, demography, self-efficacy, locus of control (Weber and Weber, 2001; Cunningham *et al.*, 2002; Peach *et al.*, 2005; Madsen *et al.*, 2005).

### **Population and sampling**

Sampling is important for an empirical study that uses a positivistic approach (Hussey and Hussey, 1997). It is a fraction of subjects drawn from a population. Sekaran (2006) reveals that sampling offers detailed information that deal with small number of units.

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 to participants, the researcher contacted them for any queries regarding the instrument and privacy. Then the survey questionnaire was handed over by personal visits. 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 two independent variables of Employee's Commitment; and Dependent variable; Employee readiness for organizational change. The Questioner was given to the graduate teachers of Government school in Batticaloa district. Researcher was developed the Questioner, which was contain Part I, and Part II. Part I related with research



information and Part II related with personal information regarding the respondents.

Likert scale of 1-5 which ranges from “Strongly Disagree” to “Strongly Agree” were applied in the SET I and SET II of the questionnaire to identify responses. 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*

Range	Degree
$1 \leq X \leq 2.5$	Low level
$2.5 < X \leq 3.5$	Moderate level
$3.5 < X \leq 5.0$	High level

Source- Formed for this research

### **Analysis and Findings**

#### **Descriptive statistics**

This section presents mean and standard deviation for the variables of Employee Commitment and Employee Readiness for Organizational Change. It further gives the same details to the individual statements of each variable. Mean values have been distributed based on Liket’s scale of between 1-5 which represent “Strongly Disagree” to “Strongly Agree”. Meanwhile mean values were evaluated based on already established evaluative criteria which range from “Low level” to “High level”.

*Table 1*

*Mean and standard deviation for the variables of Employee Commitment*

<b>Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>
Employee Organizational Commitment	3.91	0.24
Employee Career Commitment	4.23	0.31
Employee Commitment (Over all)	4.07	0.27

As presented in Table 1, all Employee Commitment variables have taken mean values of more than 3.5 which fall under the evaluative category of high level.

Ultimately construct of Employee Commitment is with the mean value of 4.07 that shows the high level of Employee Commitment.

Table 2

*Mean and standard deviation for the variable of Employee Readiness for Organizational Change*

<b>Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>
Employee Readiness for Organizational Change	4.13	0.23

As highlighted in Table 2, the variable of EROC has taken the mean values of more than 3.5 which fall in high level category. Total EROC construct has taken a mean value of 4.13 therefore it comes under high level.

### **Correlation analysis**

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

Table 3

*Correlation between the variables of Employee Commitment and Employee Readiness for Organizational Change (EROC).*

<b>Variables</b>	<b>Correlation with EROC</b>
Employee Organizational Commitment	0.796*
Employee Career Commitment	0.814*
Employee Commitment (Over all)	0.743*

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

As in table all correlation values are positive and these values have been significant at 5% significant level ( $P < 0.05$ ). This reveals that all Employee Commitment variables are positively correlated with EROC. Hence there is a positive relationship between Employee Commitment and EROC.

The statistical mean of Employee Commitment to the Organization scale showed employee openness 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 commitment to the organization. The results of this study also show that employee commitment to the organization scale is significantly and positively correlated with other scale of employee readiness for organizational change.

In addition, the statistical mean of this Employee Commitment to the Career scale also showed that employee of organizations can be ready and open to change when they are committed to their career. In this scale participant's response to the factors are related to situational and individual commitments. According to Judges *et al.* (1995); Goulet and Singh (2002) and Poon (2004) employee can develop positive attitudes and behaviours for an organization on the basis of the situational factor. In addition, the literature also shows that employee can develop positive

attitudes on the basis of individual commitment. This was confirmed in this study, which shows that employee career commitment has a positive relationship to the readiness for organizational change.

## **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, employee commitment to the organization predictors has a statistically significant and positive relationship with readiness for organizational change. The relationship between each element of employee commitment to the organization is also found to be statistically significant. This suggest that, other things being equal, the more commitment to the organization 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 all organizational commitment 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 committed to the organization, they are more likely to be open or readiness for organizational change. This conceptualization suggests that committed employees have a strong belief in and acceptance of the organization's 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 Shepherd, 2002, p-369).

Employee of organization can develop attitudes and behaviours on the basis of career commitment which is reflected by individual and situational factors (London, 1983; Blau, 1985; McGinnis and Morrow, 1990; Goulet and Singh, 2002). In this study, individual and situational factors have been applied to examine employee attitudes and behaviours in government schools in Batticaloa district during organisational change programmes. In the individual scale, career commitment, job satisfaction, job involvement, supervisor and peer relations, and training and skills development were applied and for situational only one factor such that promotion was applied.

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 career commitment that is perceived, the more openness 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 of Employee commitment and Employee readiness for organizational change.

1. Systematic and timely introduction reinforcement 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 Employee commitment 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.

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