



“Impact of Personal Factors on Individual Readiness For Organizational Change Among Academia in Balochistan”

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ABSTRACT

This study looks into how prepared employees are for organisational change and the impact specific personal aspects have on that readiness. The study was conducted in Balochistan’s higher education institutions i.e., universities using a survey method of research. The population of the study consisted of university teachers of Balochistan. Criterion sampling technique was used to recruit the sample of 101 university teachers. Data were collected through self-reported close ended consolidated questionnaire which included various adopted scales. Data was analysed through SPSS V20 using various techniques. The findings showed that the personal factors like employees’ previous experience of organizational change, employee’s trust in organization’s management, their social relationships at workplace and their commitment towards their organization have a significant impact on their readiness for organizational change. The study recommends that employees perform their best when provided with suitable work environment. Employees’ participation in change management and implementation of change be made possible.

1. Introduction

Today we live in a world where change has become a constant factor and it is considered a norm for a successful business. Organizational patterns have been changed due to the impacts of factors like economic globalization, competitiveness, liberalisation, unifications, achievements, de-regulations, technological enhancements and privatisation. Need for a change does not always originate from peripheral points rather it also can start from in-house sources as well. The internal factors that can start a change within an organization may include structure of an organization, leadership change, incompetent processes and procedures, coordination issues and nonexistence or dearth of cooperation. As Kotter and Schlesinger (1979) argued that in order to be successful and to survive, majority of the organizations should undergo modest changes annually and the main changes in every five to six years' quarter. Therefore, it is a constant struggle for organisational management to keep up with the evolving environment using just the tools and techniques of conventional management.

Change produces anxiety more than any other factor (Lane, 2007). It develops uncertainty and portends the patterns and structures of organization. Need for a change depicts that the existing patterns of the organization are somehow imperfect and can cause wary responses adding to the feelings of anguish and disappointment. The uncertainty caused by the change ends upon resistance, particularly on the side of individuals who lack appropriate skills and expertise in order to cop-up with upcoming change. Therefore, it deems essential to acquire the skills (personal and professional) that help to face the challenge of change.

Change basically is originated by two main factors known as external factors and internal factors as A convergence of powers reflects influence of exterior factors which might have an impact on the prevailing higher education (Folkers, 2005; Devos, Buelens, & Bouckenooghe, 2007).

For organisations, the speed of global, economic and technical growth makes change

unavoidable. Because of the rapid advancements across the globe in the domains of business, technology and economics, the organizations are under pressure to transform and adapt the change in order to cop up these developments (Cummings & Worley, 2015). Whichever the cause, accepting ongoing change is now essential for successful business. Organizations must maintain a posture of change preparedness in order to accomplish this (Rowden, 2001). In order to implement the modification in a successful and impressive manner, an organisation needs to win the loyalty and support of its workforce. Additionally, it may be advantageous to create a change plan that takes into account the psychological processes of the individual, such as sentiments toward organisational change (Elias, 2009). Woodman and Dewett (2004), who emphasise the significance of employees' change-supportive behaviour, cite this as evidence.

According to an appraisal of the research on individual's willingness for change, willingness is a psychological concept that depends on factors including an individual's personality, the workplace's circumstances (context), and organisational traits (Cunningham, et al., 2010; Cochran, Bromley, & Swando, 2002; Choi & Ruona, 2011). The setting, the experts engaged, and the essence of the change will all affect an individual's readiness to change, even though the objective studies reflect this three-factor composition. In the educational setting, the psychological environment as well as elements connected to teaching and learning practices have been recognized as potentially significant contributors in the effectiveness of organizational transformation attempts. Considering this and the reality that organisational change initiatives also heavily rely on individual willingness for change, the question of whether successful change is actually influenced by these personal variables on the individual arises. Consequently, this study's emphasis is on these aspects.

In light of the foregoing discourse, it may be instructive to investigate how organisational and individual variables may cause employees to demonstrate readiness for

organisational change before ultimately adapting to the practice of changing. The present study is among the first ones in the Balochistan setting to address the majority of personal elements influencing higher education institutions', or universities', faculty members', readiness for organisational transformation. The proposed study is also needed as the educational system especially higher education in Balochistan particularly has just witnessed a change recently as universities had to shift from traditional teaching to virtual teaching during Covid-19 pandemic. Therefore, the above discussion leads to the sole objective of the study that is to examine the effect of personal or individual factors that are influential to readiness of organizational change of an individual.

1.2 Research Questions

On the basis of research objective, the preliminary research question for this research is:

- What is the effect of pre-determined personal factors on an individual's readiness for organizational change?

1.3 Research Hypothesis

The following hypotheses were generated in response to the literature review, study aims, and research questions:

- H1 Individual preparedness for organisational change increases with the number of times a person has experienced change.
- H2 Employees who have faith in their superiors are more likely to be open to making changes in the workplace.
- H3 Employees who have strong social interactions at work are more likely to be adaptable to organisational change.
- H4 Individual preparedness for organisational change is positively related to an employee's level of organisational commitment
- H5 There is no significant difference in individual readiness for organizational

change among male and female academia of universities of Balochistan.

2. REVIEW OF RELATED LITERATURE

2.1 Organizational Change

For organisations, change is a given. Organizations need to adapt to changing situations and maintain consistency in order to take advantage of the changes they have made, according to Mintzberg and Westley, (1992). Organizations always change, regardless of whether it is as a result of a catastrophe or as a constructive driver for evolution and advancement.

Numerous definitions of organisational transformation exist, with some concentrating on the effort's substance and others on its methodology. Van de Ven and Poole's (1995) definition of organisational revolution may be the most generally used. It states that change is described as a change through time in the design, functionality, or condition of an organisational unit. This definition takes into account a number of elements, such as the significance of the administration's rebuttal to the atmosphere, the necessity of understanding revolution as happening over time somewhat more than as a deterministic occurrence, and change as an organisational metamorphosis, though the extent of the transition is not made clear. Individual employees are absent from this organisational transformation framework, which is a mistake with serious ramifications given their importance to the success or failure of the initiative. In the section on preparedness for change, the part played by the individual in change initiatives is examined. The emotional element of change is also not acknowledged in this definition, despite the fact that mostly change research does to some extent address the dread and worry that come with change (Kiefer, 2002).

2.2 Role of Individuals in Organizational Change

Armenakis and Bedeian (1999) highlighted four significant motifs in the organisational change literature written in the 1990s: content of change, context of change, process of change and, criterion of change

concerns. They noted the fact that organisational reforms have frequently been thought of from a thorough, system oriented perspective (Judge, Thoresen, Pucik, & Welbourne, 1999). Nevertheless, many key scholars have incorporated a segmented and sub-segmented viewpoint on the change and put their focal point of view over the involvement of humans in executing change simultaneously (Greenhalgh, Robert, Macfarlane, Bate, & Kyriakidou, 2004; George & Jones, 2001). This strategy's basic principle persists " Individual behaviour modification is the starting point for bringing about change in an organisation." (Porras & Robertson, 1992). As per the scholars, organisations can only function and reform via their people, and lasting change will only occur when people modify the improper behaviours they exhibit while at work (George & Jones, 2001; Porras & Robertson, 1992). Additionally, they contend that a great deal of change initiatives fails since change leaders frequently undervalue the crucial part that people play in the change process.

These studies (Rismansyah, Adam, Hanafi, & Yuliani, 2022; Greenhalgh et al., 2004; Isabella, 1990) have empirically shown that people are performers who proactively understand and react to what is occurring in their contexts, rather than passive recipients of organisational change. While dealing with a change, people express reservations of variable degree or decide things about adopting it at various phases at various times in the cycle of change, according to research by Hall and Hord (1987) and Rogers (2003).

2.3 Readiness for Organizational Change

Individual willingness for organisational change is defined in many by the scholars. For instance, the idea was described by Armenakis et al. (1993) and Jansen (2000) in perspective of the requirement of a particular change attempt and the organisational capability to efficiently execute it. However, Jones et al. (2005) also highlighted the importance of employees' acceptance of the advantages of the change. However, all of the academics concur that an individual's assessment of their own and the organization's capabilities to make an effective

change, the necessity of the change, and the potential advantages of the change for the organisation and its members. The idea was more precisely defined by Holt et al. (2007) as a complex construct with four dimensions: people's perceptions of the change's suitability, management's support for the change, and their own personal benefits.

Three stages—unfreezing, altering, and refreezing—have been postulated by Lewin (1954) in his model to bring about change in any system. Lewin's three-stage process model was further investigated by Schein (1989), who also gave a modern method for approaching organisational change. This was further supported by Holt et al. (2007), who noted that there are three steps to successful implementation of change: readiness to change, adoption, and institutionalisation. Therefore, knowing how adaptable employees are to change should help organisational leaders address changes and choose the most effective way to implement them.

2.4 Factors affecting Readiness for Organizational Change

Various scholars have discussed and researched various elements that influence organisational transition readiness. Several academics have also researched the elements that influence an organization's capacity for transformation. We also identify several elements in articles where the researchers have demonstrated the relevancy and significance of a specific element throughout the execution of a process of change. Factors that influence an individual's readiness for organizational change are mainly divided in to two major categories i.e. 1) Organizational Factors and 2) Personal Factors.

2.4.1 Personal Factors

Since the objective of this particular research is to examine the effects of personal factors on an individual's readiness for organizational change, hence these factors are predetermined and discussed in the following lines:

2.4.1.1 Experience of Change

Time and history are significant contextual elements that influence the occurrence of change in organisations, yet organisational change research has a tendency to neglect them (Pettigrew et al., 2001). Wanous et al., (2000)'s study on organisational change cynicism discovered a relationship between the history of change and the drive to continue making changes. According to Bordia et al. (2011), an organisational paradigm that embodies the crux of bad change management experiences emerges. According to the findings of their research, managers' trust in their competence to execute change was eroded by previous experiences with ineffective change management, which made them doubtful that future changes would be implemented successfully in the organisation. This prompts us to believe that people's perceptions of their readiness for organisational change are often stronger when they have had favourable earlier experiences with change in the same organisation or a former organisation.

2.4.1.2 Individual's Trust in Management

As per Korsgaard, Sapienza, and Schweiger, (2002), The willingness of the workforce to support and obey the boss is a measure of managerial trust. According to Rousseau et al. (1998) and Mayer et al. (1995), trust is a cognitive condition that consists of the purpose to tolerate susceptibility founded on optimistic assumptions about the intents or conduct of another. This description echoes that of practitioners. They contend that all conceptions of trust must take into account risk, reliance, and a readiness to tolerate vulnerability. The professional and popular literature both emphasise the significance of trust in the processes of change management. There are many examples, like Khan's (1997) observation that "autonomy is a continuous relational interaction that builds reciprocal trust among supervisors and workers," Cashman's (1998) emphasis on the significance of "a trust focus," Barrier's (1998) emphasis on the necessity of long-term trust building for transformation, and so on and so forth.

It has been discovered that trust in top management is crucial for carrying out key decisions and a key factor in determining employees' receptivity to change (Bouckenooghe, Devos, & Buelens, 2007). Employees' scepticism about change was observed to be inversely influenced by trust in top management (Wanous et al., 2000; Albrecht and Travaglione, 2003). Employee readiness to change was found to be significantly influenced by trust in both peers and management (Rafferty & Simons, 2006).

2.4.1.3 Social Relationship at Workplace

The word "social relationships" in the work is mostly concerned with how an individual feels, behaves, and views his or her colleagues in the workplace generally as well as how they view interacting collaboratively or closely with them. Hanpachern, (1997) examined social relations explicitly in her research and discovered that they are strongly correlated with organisational culture and change preparedness. Indirect correlations have been reported by other investigations. Reported organisational support and peer trust were linked to readiness for change, according to research by Eby, Adams, Russell, and Gaby in 2000. According to Weber and Weber, (2001) study, organisational change preparedness is correlated with workplace support effectiveness. When examining the correlation amongst readiness and social support, Cunningham, et al., (2002) found that there was only a tenuous connection, and that "job-related psychosocial interactions had a very modest impact to the forecasting of readiness for organisational change ratings." "These results indicate that helpful co-workers may play a more essential role in individual endeavours to deal with the strain of organisational transformation," they added.

2.4.1.4 Organizational Commitment

Those who are committed to their organisations are invested in their success and willing to put in the time and energy necessary to ensure the group's continued existence (Porter, Steers, Mowday, & Boulian, 1974). Commitment, as defined by Mowday, Porter, and Steers (1982), is an attitude that communicates the nature and depth of an

individual's ties to a business. It's the case when a person engages with a group and its goals, and decides to stick around to help them succeed. Organizational commitment refers to the type of relationship that exists between a person and an organisation, where the person has faith in the organization's principles and mission and is eager to put forth great effort on behalf of that organisation. Therefore, it is inferred by literature that devoted employees have a strong sense of belonging to the organisation. The level of commitment among employees reflects the nature of their interactions with the company (Mowday, Steers, & Porter, 1979). Commitment, it is said, often leads to a symbiotic relationship between employees and the company in which both parties get advantages.

2.5 Conceptual Framework

The following is a presentation of the conceptual underpinning for this study. The researcher has included in this framework the key elements that influence organisational change readiness in the context of a single category only, based on the gaps in the literature.

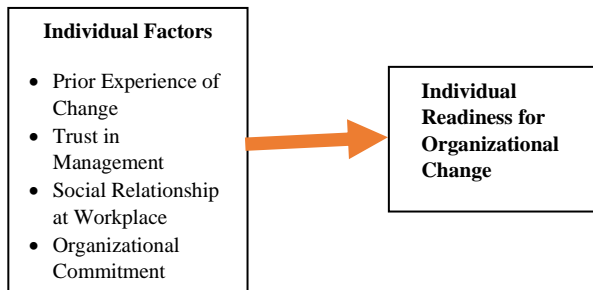


Figure 1: Conceptual Framework

3. RESEARCH METHODOLOGY

Quantitative research methods were used for this investigation. Creswell explains that quantitative research is a method for putting hypotheses to the test by looking at how different factors interact. In turn, it is possible to quantify these factors. (2014). In this paradigm, this study adopted survey method of research as this study aims to recognize and find out the insight about dimensions of organization's (university) culture and the level of commonalties of norms and values that are shared by university members. Survey method

of research enables data collection and information gathering using questions and responses of a set of people that we call sample. Survey research uses various methods to select participants, to collect data and it also can use variety of approaches for instrumentation (Check & Schutt, 2012). Academic staff members of the universities of Balochistan formulated the population for this study. There are ten public sector universities in province. For selection of academic staff (Faculty) criterion sampling was used to select the participants. The criteria set for recruitment of the participant was that the research participant must have a minimum of 5 years of service. 12 x Faculty Members were selected to participate in this research from each university hence the sample size of this research was 120 faculty members of public sector universities of Balochistan.

For this research both types of data are used. Primary data was collected through a close ended questionnaire while secondary data was collected through other resources like books, research papers, research articles and internet resources. For collection of primary data 120 questionnaires were distributed among the participants in person and through e-mail where in person accessibility to participants was impossible. Data from 76 participants were collected by the researcher himself while responses from remaining 25 participants were recorded through sending them questionnaire by e-mail. 101 questionnaires out of 120 were returned and duly recorded hence the return rate was above 95%. For the purpose of data collection, a structured questionnaire was adopted. The adopted questionnaire was a combination and compilation of various scales. Individual readiness for organizational change (dependent variable) was measured through a scale developed by Holt, Armenakis, Feild, & Harris, (2007). The questionnaire was constructed on self report 7 scale likert type which was modified while adaption to a 5 point likert scale. While the independent variables i.e. Prior Experience of change, (IV-I) was measured through a 5-point likert scale developed and used by Sirkia, (2021), Trust in Management (IV-II) was measured through Trust Scale developed, validated and used by

Tzafirir and Dolan, (2004). This scale was also a 5-point Likert scale. The independent variable – III (Social Relationship at workplace), a 5-point Likert scale developed and validated by Winslow, Sabat, Anderson, Kaplan, and Miller, (2019) was used while in order to measure the last independent variable (Organizational Commitment), 5-point likert scale, Organizational Commitment Questionnaire was used.

4. DATA ANALYSIS AND FINDINGS

4.1. Demographic Information of the Participants

A total of 191 people participated in this research study. Demographic details of these 101 participants are explicated in the following paragraphs through various charts and diagrams.

4.1.1 Age wise dispersion of participants

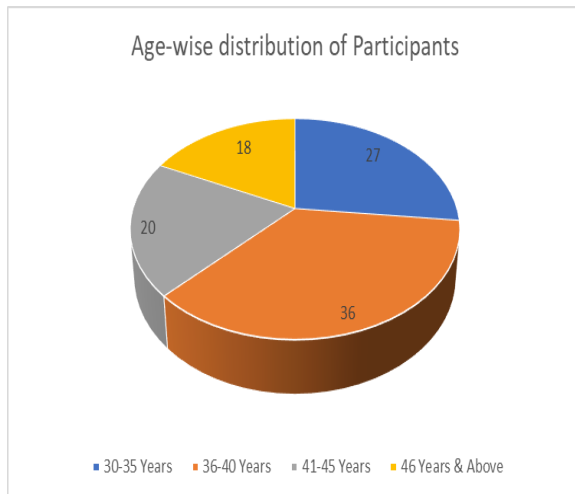


Figure 2: Age wise dispersion of participants

The above figure shows the age group wise frequency of the participants. It is shown that 27 participants out of 101 participants were in age group of 30-35 years. This frequency makes a total of 26.73 (27) percent of the participants. 36 (36 out of 101) participants were the age between 36 to 40 years whereas 20 out of 101 participants belonged to age group-3 (41-45 years) and this makes 20% of the total sample size. Only 18 (18%) participants were 46 years of age or above.

4.1.2 Gender wise dispersion of Participants

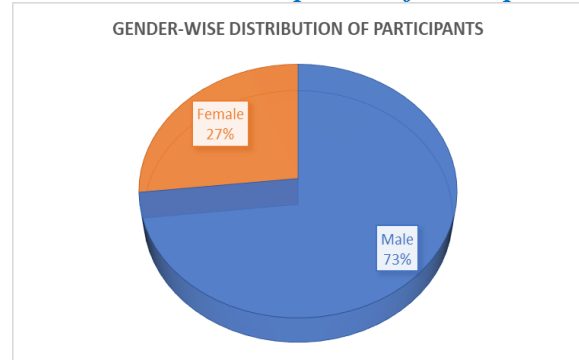


Figure 3: Gender wise dispersion of Participants

The above figure shows gender-wise dispersion of participants. It is explicated that 74 out of 101 respondents were male which makes 73% of sample size while 27 respondents were female which is 27% of the sample size.

4.1.3 Status-wise dispersion of participants

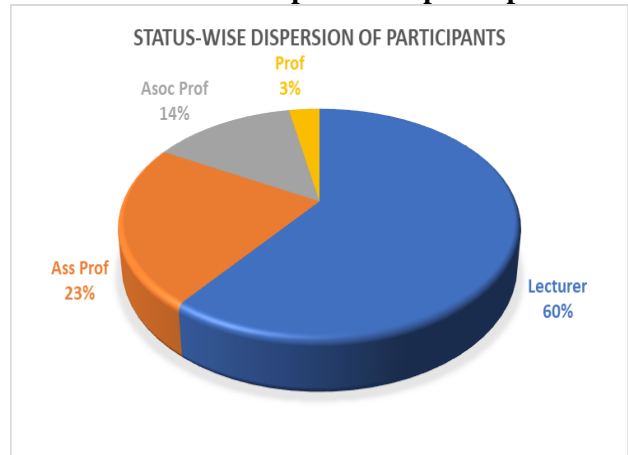


Figure 4: Status-wise dispersion of participants

The above figure explicates status (designation) of the participants. It is evident from the figure above that out of a total of 101 participants of this research, 60% (61 out of 101) participants were working as lecturer. 23% of the participants were Assistant professors (23), Percentage of the participants who held the designation of Associate Professor was 14% (14 out of 101) while only 3% of participants were Professors (3 participants out of 101 participants).

4.2 Descriptive Statistics

The findings of a descriptive statistical analysis are reported in the section that follows.

Variable	Arithmetic Mean	Std Deviation	Variance
Readiness for Org Change	3.7893	0.89461	0.770
Prior Experience	4.5259	0.93286	0.815
Trust in Management	4.2543	0.89188	0.795
Social Relationship	4.2796	0.65741	0.311
Orga Commitment	4.6942	0.83012	0.689

Table 1: Descriptive Statistics

The descriptive statistics in Table 1 show that most of the workers had a favourable attitude toward each characteristic that was observed. The element with the highest rating was organizational commitment ($\mu=4.69$), followed by past experience with change ($\mu=4.52$), social interactions at work ($\mu=4.27$), and management trust ($\mu=4.25$). Therefore, it could be concluded that employees had a strong sense of commitment to their company, were devoted to it, had positive experiences with prior change initiatives, trusted their managers, and valued their relationships with co-workers, while their managers effectively communicated all of the tasks and responsibilities.

4.3 Hypothesis Testing

To find out the relationship among variables (dependent and independent) few hypotheses were developed. In order to draw results and to reach out on a conclusion, these hypotheses were tested through various statistical tests run on SPSS (V20). The results are presented in the following lines:

The hypotheses (hypothesis 1 to hypothesis 4) were tested using Pearson Correlation. The results of the test are presented in table 2 below. Whereas to test the hypothesis 5, compare of means (t test) was employed. The results of t test are presented in table 3 below.

Variable	A.M	S.D	1	2	3	4	5
1.Change Readiness	3.79	0.89	1.00				
2.Prior Experience	3.37	1.30	0.494*	1.00			
3.Trust in Management	3.60	1.12	0.573*	0.660*	1.00		
4.Social Relationship	4.25	0.56	0.060	0.212	0.264	1.00	
5.Org Commitment	4.30	0.85	0.702*	0.703*	0.675*	0.824*	1.00

Table 2: Pearson Correlation Coefficient (n=101)

Note: *p = <0.01

The correlation between the variables was determined using a correlation matrix. The observed variables' arithmetic means, standard deviations, and correlation coefficients are displayed in Table 1 and ranged in value from 0.56 to 1.30. Employees' prior experience with change ($r = 0.5$, $p 0.01$), trust in management ($r = 0.58$, $p 0.01$), social relationships at work ($r = 0.06$, $p 0.01$), and organisational commitment ($r = 0.72$, $p 0.01$) all indicated a relatively substantial link with employee's individual readiness for organizational change. In other words, when any of these variables rose, so did the degree to which employees were prepared for organisational change, and vice versa.

		Levene's Test for Equality of Variances		t-test for equality of means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Lower	Upper
MEAN_RFC	Equal variances assumed	1.697	.195	-1.337	118	-.38036	.07375
	Equal variances not assumed			-1.412	75.386	-.36957	.06297

Table 3: Effect of Gender: t test for hypothesis 5

As the test value of .195 is higher than the significance value of 0.05, the findings of the t-test did not reveal any statistically significant difference in the level of organizational change preparedness between male and female instructors. Based on the findings of this t-test, we were unable to reject the null hypothesis and came to the conclusion that there is no appreciable difference between male and female university professors in Balochistan in terms of their level of preparation for organizational change.

4.4 Findings and Discussion

The study was aimed at to find out the relationship between several individual factors and employee's readiness for organizational change. In order to achieve the purpose of the study few hypotheses were drawn based on review of the related literature and variables of the study. These hypotheses were tested, and results have been presented in above section. Discussion on the obtained results is being presented in this section.

4.4.1 Individual Readiness for change and Prior Experience of Change

Prior experience of change was the first variable whose effect and relationship with dependent variable (Individual readiness for organizational change) was tested. Test results showed a significant positive association among the two variables which meant that if an employee has positive experience of previous change initiatives and s/he has experienced previous change initiatives and processes significant, positive and fruitful, s/he would welcome any new change initiative in an agreeable manner. This result is supported by previous literature (Reiss, Prentice, Schulte-Cloos, & Jonas, 2019; Soumyaja, Kamlanabhan, & Bhattacharyya, 2015; Michela & Vena, 2012)

Schneider, Brief, and Guzzo, (1996) in their study, have also suggested that employee's experience with previous change record is influential in the process of a successful and effective organizational change initiative. It means that if an employee has a positive track record of change management and change process, then it is most likely that s/he would accept new change initiatives. Similar kind of findings have been reported by Wanous, Reichers, & Austin, (2000), who found that the drive to continue trying to execute changes is connected with the history of change. Bernerth (2004), also argued that an employee's readiness for change will be stimulated by a favourable experience with past change projects, while it will be inhibited by a negative experience.

Keeping in view the above results, findings and discussion, it is evident that individual readiness for organizational change is influenced by employee's previous experience of change and change process. If an employee has a positive experience of change then it is most likely that s/he would accept new change initiatives and if an employee has an adverse and negative or unfavourable experience regarding previous change initiatives, s/he would be reluctant to accept new change ideas and will resist change process and initiatives.

4.4.2 Trust in Management and Individual Readiness for Change

The second hypothesis was about to find out the relationship between individual readiness for organizational change and employee's trust in organization's management. The hypothesis was tested by employing Pearson's correlation. The results as explicated in table 2 above, showed a positive moderate relationship among the two variables. The results meant that if an employee has faith in organization's management, then s/he is more likely to be ready for change initiative. This result is in line with the previous literature ((Chiaburu, Lorinkova, & Dyne, 2013; Rafferty & Simons, 2006; Eby., Adams, Russell, & Gaby, 2000).

Results confirming a positive relationship between employee's faith and trust in management and individual readiness for organizational change have also been reported previously. Morgan and Zeffane, (2003) concluded that employee's trust and faith in top management of an organization plays a vital role in change management process of an organization. Huy (2002) noted that when there is a sense of trust and commitment to the organisation, employees are more inclined to embrace organisational transformation programmes as a whole.

Third hypothesis was regarding the correlation between employee's social relationships at workplace and individual readiness for organizational change. The hypothesis was tested using Pearson correlation and the results are presented in table 2 above.

The results show a positive and statistically significant association between the two variables. This association is an interpretation of the statement that if an employee enjoys positive and enjoyable social relationships and interactions at workplace then s/he is more inclined to grace any organizational change initiative. This result and finding is in line with the findings of Hanpachern, Morgan, and Orlando, (1998), who in their study examined social relations directly and discovered that they are strongly correlated with organisational culture and change preparedness. More evidence from the literature support the

findings of this study as Cunningham, et al., (2002) contended that helpful coworkers may be more crucial in helping employees deal with the pressure of organisational transformation.

Keeping in consideration, the above discourse and discussion, it is hence concluded that positive social relationships at workplace act as a catalyst in order to help employees accepting and agreeing to change initiatives.

4.4.4 Organizational Commitment and Individual Readiness for Change

The fourth hypothesis was to find out the relationship between employee's commitment towards organization and individual readiness for organizational change. The hypothesis was tested and the results are presented in the table 3 above. The results of the correlation showed a positive relationship between the two variables which means that if an employee has higher level of commitment towards the organization, then it is more likely that s/he has a greater level of acceptance and readiness towards organizational change. These findings are in line with the findings of Mangundjaya, (2013) who also concluded that employee's organizational commitment has a positive effect on individual readiness for organizational change. These findings are also in line with the findings of Remeus, (2020) who in her study found that Employees that are emotionally dedicated increase an organization's capacity for change.

While conducting a research in higher education institution of Karachi, Qureshi, Waseem, Qureshi, & Afshan, (2018) found a positive and significant relationship between employee's organizational commitment and individual readiness for change.

4.5 Conclusion

There is a lot of demand on today's institutions and organisations to rapidly adjust to their new global environment. As a result, studies of organisational shifts are growing in scope and depth. It is believed that adaptability and openness to change would prove to be essential for the survival of any firm in the current economic climate. This is crucial for small and medium-sized businesses because they

can change more rapidly and easily, but they also run a higher risk of failing. Universities have not any exception to the change as these are the organizations which are in the eyeball of the process of change. Day by day modernization, advancement and development in technology, growing need of competent academia put a lot of pressure on universities to embrace change in order to cop with the needs of the society and students.

The primary objective of this research was to examine the relationship between few personality factors like prior experience of change, trust in management of the organization, social relationships at workplace and employee's commitment and loyalty towards his/her organization and employee's readiness and preparedness towards organizational change. During the course of this research, it was revealed that all the pre-determined personal factors i.e. employee's previous experience of organizational change, employee's trust and faith in organization's management, employee's personal social interactions and relationships with colleagues, supervisors, sub-ordinates and managers and employee's commitment towards the organization play a significant and positive role in development of employee's individual readiness for organizational change.

However, this research was limited in context and nature therefore increased sample size would add more validity to the results and would enable to examine this type of relationship and effect.

4.6 Recommendation

In the light of findings and results of this research, few recommendations are made for further implication and betterment of organizational change process in universities:

- Employees are backbone of any organization. Their personal needs, problems and issues be kept in consideration while demanding desirable results from them.
- Cooperation and collaboration among various departments and hierarchy of the organization be ensured for not only smooth functioning of processes and

procedures but a smooth, effective and positive change initiative.

- Managers especially middle managers (Deans, Head of Departments) should be trained in human resource management and human psychology.

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