

THE RELATIONSHIP OF JOB SATISFACTION, ORGANIZATIONAL CHANGE DIMENSIONS, AND ORGANIZATIONAL CYNICISM

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Abstract

The research aims to obtain empirical evidence of the relationship of job satisfaction, cognitive dimension of organizational change, affective dimension of organizational change, behavior dimension of organizational change and organizational cynicism. 221 high school teachers participated in this research. Hypotheses were tested using structural equation modelling. This research found several results. Job satisfaction has positive influence to cognitive dimension of organizational change. Job satisfaction has positive influence to affective dimension of organizational change. Job satisfaction has positive influence to behavior dimension of organizational change. Cognitive dimension of organizational change has positive influence to organizational cynicism. Affective dimension of organizational change has negative influence to organizational cynicism. Behavior dimension of organizational change has no influence to organizational cynicism.

Keywords: job satisfaction, cognitive dimension of organizational change, affective dimension of organizational change, behavior dimension of organizational change, organizational cynicism.

1. Introduction

The organization is currently experiencing unstable conditions. Changes often occur in some organizations, as reaction to environmental concerns that are perceived to be disruptive and volatile organizational practices and result in changes to organizational values (Smitsen et al., 2013 ; Akhtar & Rong, 2015) . Changes the organization is moving the organization from one state to another. According to Kimberly & Quinn (1984). There are three basic types of organizational change, including : restructuring, organizational change practices that have directions for the implementation of changes made within the company's structure, strategy, policy, procedures, technology or culture.

The globalization of education today is an inevitable activity. Technological developments make the learning process more advanced so that students can get knowledge with a source that is very easy to find. In addition to technology, globalization factor, Education can also be caused by increasing economic development. Economic development will facilitate the learning process as well as make learning facilities are also more and more and good. It also greatly affects the globalization of education.

Education globalization encourages every educational institution to make organizational change to be able to compete in an increasingly competitive service education industry. Educational institutions not only compete at the level of local competition, but also regionally and internationally. This change includes a process whereby an organization changes its organizational structure, strategy, operational methods, technology or culture to influence

changes in the organization and the impact of those changes on the organization. Organizational change indicates that the organization dynamically develops to follow any changes that occur from both the external and internal environments of the organization.

According to Dunham et al. (1989) states that there are three types of attitudinal components to change that are: a) The affective component consists of the feelings a person has toward an attitude object, involving evaluation and emotion, and is often expressed as likes or dislikes for attitude objects ; b) The cognitive component of attitude consists of the information a person has about a person or something based on what a person believes to be true; and c) The behavioral component , concerning the way a person intends to behave toward an attitude object .

Organizational change and organizational cynicism are two interrelated phenomena in the research literature of organizational behavior. Organizational change as one of the main causes of the emergence of organizational cynicism. Organizational cynicism is the attitude taken in an effort to change for the poor management of the organization. This is characterized by pessimism and distrust of future success as organizational change efforts and the ability of organizational members to try to make changes that may be incompetent or less smart (Ince & Turan, 2011).

Job satisfaction is considered as one of the most representative dimensions of organizational behavior (Ghazzawi, 2008). It is defined positive feelings about one's work based on one's evaluation of job characteristics (Robbins & Judge, 2007). It can also be defined as a positive emotional state resulting from an evaluation of the experience provided by the work (Locke, 1976), or as a set of feelings and beliefs that a person has around his job (George & Jones, 1999).

Job satisfaction reflects the employee's feelings toward his job. This will reflect the positive attitude of the employee on the job and everything faced in his or her work environment. Employee job satisfaction has an important impact on improving work motivation. This can be evident in the appropriateness between a person's expectations of his work and what he gets from the job itself. As for organizational change, members of organizations that have high levels of work satisfaction, are expected to accept the plan of change and undergo those changes with a positive attitude.

This study aims to obtain empirical evidence of the relationship between the dimensions of organizational change with work satisfaction and organizational cynicism, with research objects in senior high school and college. Renewal in research is disclosure relationship of work satisfaction and cynicism with three aspect of change that is affective aspect, cognitive aspect and behavior aspect.

2. Literature Review and Hypothesis

2.1. Relationship of Job Satisfaction and Organizational Change

Job satisfaction is considered to be one of the most representative dimensions of organizational behavior. This defined positive feelings about one's work based on one's evaluation of job characteristics (Robbins & Judge, 2007). It can also be defined as a positive emotional state resulting from an evaluation of experience given by work (Locke, 1976), or as a set of feelings and beliefs that a person has around his work (George & Jones, 1999).

Akhtar & Rong (2015: 5) in his research about the relationship of organizational change to job satisfaction and interest to get out of the organization. The results showed that members of the organization who had negative experience in organizational change were negatively related

to job satisfaction and positively related to the interest to leave the organization. Similarly, the opposite is true.

Some people tend to be a welcome change that is favorable to them on a personal level (such as giving them greater power over another person, or changes that improve the quality of life as a larger office and nicer). Research also shows that commitment to change is the highest when proposed changes affect the work unit with low impact on how individual work is done (Fedor, Caldwell, & Herold, 2006).

Dunham, Grube, Gardner, Cummings, and Pierce (1989) argue that attitudes toward change generally consist of a person's cognition of change, affective reactions to change, and behavioral trends toward change. Similarly, Elizur and Guttman (1976) classify individual or group responses to the introduction of organizational change into three types. Affective responses are greater or lesser feelings associated with, satisfied with, or anxious about change. The cognitive response is one's opinion of the advantages and disadvantages, uses, and needs, and of the knowledge needed to deal with change. Finally, the instrumental response is an action already taken or will be taken in the future for or against change.

Yousef (2017: 87), in his research on the relationship of work satisfaction, organizational commitment and organizational change. The results show that job satisfaction has no direct effect on the three dimensions of attitudes toward organizational change. K sustained commitment of mediating influence of satisfaction with salary, promotion, and co-workers on the cognitive dimension of attitudes toward organizational change. In addition, normative commitment mediates the effect of satisfaction with salary and promotion on the cognitive dimension of attitudes toward organizational change. On the other hand, satisfaction with co-workers directly affects the dimensions of affective propensity and behavioral trends toward organizational change. If employees are satisfied with the side of the work of colleagues, they will have a greater sense of connection with and satisfied with the changes, and less anxious about the changes.

This study has a frame of mind that members of organizations that have a higher level of satisfaction, they have more attitude (affective) to accept change in the organization. Similarly, it is expected to educators at both the secondary and college levels. Comprehensive understanding will occur in the relationship of organizational change with the thinking of members of the organization who have a higher job satisfaction, will be able to understand and think about changes in the organization.

The level of job satisfaction can not always be run as a behavior (behavior) a person to act following the change. Changes are more likely to occur if the company performs poorly and if there is a perceived threat from the environment. In fact, poor performers often find it easier to change than successful companies. High performance actually leads to excessive confidence and inertia. It is also suspected to occur for members of organizations that have low performance and higher uncertainty expectations.

Gomes (2009: 189) in his research shows empirical evidence that job satisfaction encourages organizational members to make changes beginning with someone having logical thinking (cognitive) of the organization's plans to change in order to adapt the external environment. Furthermore, a positive logical thinking will affect an understanding and attitude of an individual (affective change) to accept change and then someone will behave and participate in the conduct of change (behavior organizational change).

Based on literature review and reference in previous research on Job Satisfaction and Organizational Change it can be submitted hypothesis as follows:

- Ha 1 : Job Satisfaction has a positive and significant effect on teacher's cognitive dimension of organizational change.**
- Ha2: Job Satisfaction has a positive and significant effect on teacher's affective dimension of organizational change.**
- Ha3: Job Satisfaction has a positive and significant effect on teacher's behavior dimension of organizational change.**

2.2. Relationship Organizational Change and Organizational Cynicism

Organizational cynicism is the result of the belief of employees that the organization acted less fair or do some policies are not transparent. More specifically, the expectations of morality, justice, and honesty are violated. The main factors affecting cynicism are personal factors and organizational factors (Polatcan & Titrek, 2013). Personal factors of cynicism include gender, age, marital status, employment, income level and education level. While the organizational aspects that affect cynicism include justice in organizations, organizational policies and violations of psychological contracts and individual role conflict within the organization.

Organizational cynicism arises when employees begin to disbelieve due to lack and dishonesty. This occurs as a result of perceptions of basic expectations relating to morality, justice and honesty that do not get a response. Organizational cynicism is a concept of future-oriented quality and emerges as a reflection of past experiences. Organizational cynicism is built on three basic dimensions (Polatcan & Titrek, 2013), namely: a) Cognitive Dimensions: beliefs about the practice of dishonesty, injustice and insincerity of the organization, resulting in unscrupulous behaviors and distrust of others; b) Sensitive / Emotional Dimension (Affective): consists of a strong emotional reaction to the organization. This strong reaction is expressed with disrespect and anger towards their organization, or feel uncomfortable, resentful and even ashamed when they think about their organization; and c) Behavior Dimension (Behavioral): consisting of a negative attitude and a strong critical attitude towards the organization because of dishonesty and insincerity organization.

Cynicism can occur because of organizational change factors. In this case cynicism about organizational change is defined as a construction that has two elements: the pessimistic view of success of change and the feeling of wrongness because of lack of motivation so as not to have the ability to follow the changes. The concept of cynicism occurs when the possibility of organizational change is not followed by the effort of personal responsibility in accommodating change. Whereas Attribution Theory (Attribution Theory) is concerned with how individuals assess the causes of other people's behavior. In this case, cynicism is believed to be the result of dispositional attribution by blaming others for failure to change. This attitude of blame is based on a lack of motivation, lack of ability or on both grounds.

In line with previous research Wanaous, Reichers & Austin (2000) and Thompson, et al., (2000), that organizational change is thought to have an effect on cynicism, caused by factors such as the large number of changes that have previously occurred, pessimism success of subsequent changes. The second factor concerns the effectiveness of the personal role of supervisory or supervisory to provide information, effective listening, ease of access, and awareness in controlling organizational change processes. Failure to supervise the change process is seen as ineffective implementation of change, causing a sense of guilt for failure of

responsibility. Third factor, supervisor's control over the number of employee participation and the tendency of participation because of the leadership tendency to blame decisions made by employees. These reasons are further regarded as factors that promote cynicism to the organization.

There is a significant relationship between the number of complaints and cynicism associated with organizational change and the reduction of organizational commitment (Wanous et al., 2000). Stanley, et al., (2005) identifies three categories of cynicism, cynicism about change, cynicism about management and general cynicism. Rubin et al. (2009) believes that organizational cynicism is associated with a reduction of its intention to make organizational change, organizational commitment, job satisfaction and organizational member behavior. Organizational cynicism is the attitude taken in an effort to change for the poor management of the organization. This is characterized by pessimism and distrust of future success as organizational change efforts and the ability of organizational members to try to make changes that may be incompetent or less smart (lazy) (Ince & Turan, 2011).

Organizational change can be a stressful time for employees for a number of reasons, ranging from learning new tasks to work eliminated. Thus, some employees are more resistant to change while others are more receptive to change. Elizur and Guttman (1976), there types of individual or groups in responding organizational changes affective response, cognitive and instrumental. affective response refers to the feeling associated with satisfaction and anxiety about change. The cognitive response of opinions relating to usability and needs and around the knowledge needed to deal with change. Instrumental response refers to actions already taken or to be taken to deal with the changes.

Based on literature review and references in previous research on Organizational Change and cynicism it can be submitted hypothesis as follows:

Ha4 : Cognitive dimension of organizational changes has positive and significant effect on teacher's organizational Cynicism

Ha5 : Affective dimension of organizational changes has positive and significant effect on teacher's organizational Cynicism

Ha 6 : Behavior dimension of organizational changes has positive and significant effect on teacher's organizational Cynicism

3. RESEARCH FRAMEWORK

3.1. Conceptual Model

Based on previous researches, this study intends to examine the relationship of job satisfaction, cognitive dimension of organizational change, affective dimension of organizational change, behavior dimension of organizational change and organizational cynicism. The difference from previous studies, this study uses three dimension of organizational change. The theoretical framework of research can be presented in the research framework in the following figure:

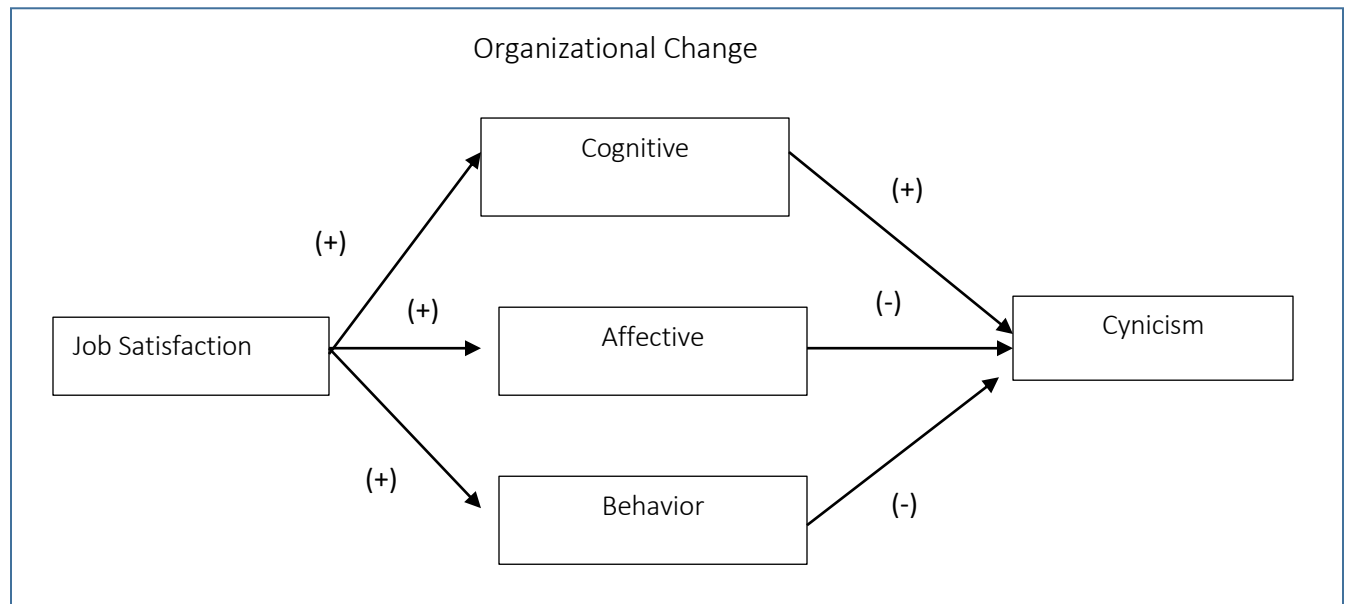


Figure 1. Conceptual Model

3.2. Variables and measurements

Job satisfaction is pleasurable feelings obtained level of assessment a person's job or work experience (Schermerhorn, et.al, 2011). In general, work satisfaction is assumed to have a positive effect on organizational change. Dimension of work satisfaction in this research refers to Job Descriptive Index based on five aspects:

- The work itself, which includes responsibility, interests and growth.
- Quality supervision that includes technical assistance and social support .
- Relationships with co-workers, which includes social cord and respect .
- Promotional opportunities, including opportunities for progress
- Payroll, in the form of adequacy of pay and feelings of justice towards others.

Meanwhile, organizational change in the study is defined as the process by which an organization changes organizational structures, strategies, operational methods, technologies or cultures to influence organizational change and the impact of that change on the organization (Nafei, 2013, Dunham, et al. , 1989, Lussier , 1990 and Kursunoglu & Tanriogen, 2009). The dimensions of organizational change are measured by three types of attitudinal components to change : a) The affective component consists of the feelings a person has toward an attitude object, involving evaluation and emotion, and is often expressed as likes or dislikes for attitude objects ; b) The cognitive component of attitude consists of the information a person has about a person or something based on what a person believes to be true; and c) Behavioral trends , concerning the way a person intends to behave toward an attitude object.

4. Research methodology

4.1. Types and Data Sources

The type of data to be used in this study is subject data, which is research data in the form of opinions, attitudes, experiences or characteristics of a person or group of people who become the subject of research / respondents. While the data source in this research is primary data source, that is research data obtained directly from specially collected data source and directly related to problem studied. Primary data in this study was obtained by distributing questionnaires both online and offline to Educators (Lecturers) in Higher Education and educators at the level of Senior High School in Central Java, Yogyakarta and Jakarta. The reason for sampling in selected geographic areas is that the three regions are part of the city's education center with a relatively high level of change in Indonesia. Based on 300 samples of targeted respondents, 221 samples or 74 % of respondents were collected . The data collection period was conducted in March- May 2018, for senior high schools in Indonesia entering the busy period of national examination for students so that not all respondent's targets can be achieved. Range of questionnaires using Likert scale 1 - 5.

Score	Level
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly agree

The respondents' general data includes information about respondent demographic factors in the form of personal data used to distinguish the main characteristics of respondents used to explore the preferences, and the level of use of products or services by consumers. In this study demographic variables namely gender (gender), age, status (marital status), income, educational background . The following characteristics of respondents in this study:

Table 1. Respondent Characteristics

ITEM	CATAGORY	FREQ	%	ITEM	CATAGORY	FREQ	%
GENDER	MALE	107	48,4	AGE	20 - < 30 th	34	15,4
	FEMALE	114	51,6		30 - < 40 th	58	26,2
	Total	221	100,0		40 - < 50 th	62	28,1
STATUS	MARRIED	200	90,5		50 th >	67	30,3
	NOT MARRIED	21	9,5		Total	221	100,0
	Total	221	100,0	INCOME RANGE	s.d. Rp5.000.000	122	55,2
EDUCATION BACKGROUND	DIPLOMA	143	64,7		Rp5.000.001 - Rp10.000.000	63	28,5
	GRADUATE	61	27,6		Rp10.000.001 - Rp20.000.000	32	14,5
	MASTER	16	7,2		Rp20.000.000 >	4	1,8
	DOCTORAL	1	0,5		Total	221	100,0
	Total	221	100,0	CERTIFIC ATION	CERTIFIED	145	65,6
TEACHER CATAGORY	TEACHERS OF UNIVERSITY				NOT CERTIFIED	76	34,4
	SUB TOTAL	68	0,3		Total	221	100,0
	TEACHERS OF SENIOR HIGH SCHOOL						
	SUB TOTAL	153	0,7				
	TOTAL	221	1				

Source: Research Data, processed (2018)

In general, the characteristics of respondents' gender different data were 48% of men and 52% of women with dominant marriage (91%) while 9% unmarried. Based on the age of respondents approximately 41% are junior educators with age below 40 years and 59% are senior educators with age 40 years and over. Based on the teaching location, the respondents of teaching staff who teach at the university reach 30% and high school as much as 70% with 66% have followed the certification of educators and 36% have not been certified educators. Respondent educators are more difficult to find and spend time, because teaching hours and activities are not always on campus throughout the day compared to teachers in high school who are always in school working days. Qualification consisted of 64.7% of respondents diploma and was educated strata 1, especially on the respondents came from upper secondary school teachers, 27.6% had S1 graduated, 7.2% master's degree and only 0.5% with educational backgrounds doctoral.

4.2. Instrument Testing Research Data

The level of data validity is measured by the Corrected Item-Total Correlation > 0.3 indicator. While the level of reliability data is expressed in the indicator Cronbach's Alpha > 0.6 . Based on table 3, all items of research on work satisfaction variable can be concluded valid (Corrected Item-Total Correlation > 0.3) and reliable (Cronbach's Alpha : $0.853 > 0.6$). While all items on organizational change variables for both cognitive, affective and behavioral dimensions show validity values based on Corrected Item-Total Correlation > 0.3 and reliable (Cronbach's Alpha : $0.853 > 0.6$). Similarly, on cynical variables, from 12 items of questions only 8 items are declared valid and reliable. The results of validity testing and reliability of research data as follows.

Table 2. Test Results Validity and Reliability Research Data

Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	VALIDITY (Correlated $> 0,3$)	Cronbach's Alpha if Item Deleted	RELIABILITY (Cronbach Alpha $> 0,6$)
Job Satisfaction	118,9864	127,595	0,529	VALID	0,853	RELIABEL
Change Organization	119,1403	127,685	0,518	VALID	0,854	RELIABEL
Cynicism	18,5611	36,484	0,563	VALID	0,938	RELIABEL

Source: Research Data, processed (2018)

4.3. Analysis Results

The first step of hypotheses testing is model fit examination. The result is presented in table below. From the table, we know that most fit criteria is fulfilled, so we can say that the model is supported by the data.

Table 3. Conformity of Research Model (Goodness of Fit)

Goodness of-fit Index	Criteria	Result	Model Evaluation
Chi-Square	small, not significant	sign 0.00	Good
CMN	≤ 2.00	28.3	Mediocre
GFI	≥ 0.90	0.933	Good
AGFI	≥ 0.90	0.776	Mediocre
TLI	≥ 0.90	0.91	Good
CFI	≥ 0.95	0.955	Good
RMSEA	≤ 0.08	0.190	Mediocre

Source: Research Data, processed (2018)

Table below presents the mean, standard deviation, and correlation among variables. All the independent variables have mean value more than the median value of 3, so we can say that they have high scores. The cynicism has the mean below the median value of 3, so we may say that employees have low level of cynicism.

Table 4. Descriptive Statistics Research

	N	Mean	Std. Deviation	KK	POA	POK	POP	Cyn
KK	221	3,9321	0,61342	1	,646**	,582**	,520**	-0,030
POA	221	3,8575	0,54116	,646**	1	,785**	,717**	-0,073
POK	221	3,9374	0,53934	,582**	,785**	1	,799**	-,182**
POP	221	3,7315	0,51155	,520**	,717**	,799**	1	-,155*
Cyn	221	2,6346	0,81784	-0,030	-0,073	-,182**	-,155*	1

** Correlation is significant at the 0.01 level (2-tailed)

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

KK : Job satisfaction

POA : Affective dimension of organizational change

POK : Cognitive dimension of organizational change

POP : Behavior dimension of organizational change

Cyn : Cynicism

Hypotheses testing was conducted with AMOS version 24 to obtain empirical results on the research hypothesis. The first result is job satisfaction has positive influence to cognitive dimension of organizational change ($\beta = 0,733$ $P < 0,05$). Job satisfaction has positive influence to affective dimension of organizational change ($\beta = 0,717$ $P < 0,05$). Job satisfaction has positive influence to behavior dimension of organizational change ($\beta = 0,629$ $P < 0,05$). Cognitive dimension of organizational change has positive influence to organizational cynicism ($\beta = 0,28$ $P < 0,05$). Affective dimension of organizational change has negative influence to organizational cynicism ($\beta = -0,32$ $P < 0,05$). Behavior dimension of organizational change has no influence to organizational cynicism ($\beta = -0,019$ $P > 0,05$).

Table 5.
Results of Tests on Job Satisfaction, Organizational Change and Organizational Cynicism

Estimate	S.E.	C.R.	Estimates	Label	CR	Sign
COGCHANGE	<---	JOBSAT	0,733	0,085	8,636	0,000***
AFEKCHANGE	<---	JOBSAT	0,717	0,065	11,012	0,000***
PERICHANGE	<---	JOBSAT	0,629	0,07	9,033	0,000***
CYNICISM	<---	COGCHANGE	0,28	0,106	2,634	0,008***
CYNICISM	<---	AFEKCHANGE	-0,32	0,092	-3,498	0,000***
CYNICISM	<---	PERICHANGE	-0,019	0,099	-0,192	0,848

Source: Research Data, processed (2018)

5. Discussion and Conclusion

The main objective of this research is to get empirical evidence of the relationship between the factors of Job Satisfaction with the dimensions of Organizational Change, and their relationship to cynicism. Based on the empirical findings presented in table 5, it was found that in this study, the variable of Job Satisfaction with educator object had a significant positive effect on the three dimensions of organizational change variable.

Job Satisfaction is a strong factor in supporting the thinking, attitudes and personal behavior of members of the organization to accept and follow changes in the organization in which it works.

Thus the empirical results in this study support the proposed hypothesis Ha1, that there is a significant and positive influence between Work Satisfaction with Organizational Cognitive Changes. This empirical evidence also supports the proposed hypothesis on Ha2 which states that there is a significant and positive influence between the Work Authority and the Organizational Affective Change. And support the Ha3 which states that there is a significant influence with the positive direction between Work Satisfaction with Organizational Behavior Change.

The results of this study also supports previous studies conducted by Gomes (2009) on Job Satisfaction variables significantly and positively affect the three dimensions of Organizational Change. The hypothesis support in this study, particularly on Organizational Change Cognitive variables is significantly influenced by Job Satisfaction (Judge, et al (1999) and Wanberg & Banas (2000) .But the results of this study contradict the findings of Yousef (2017).

Based on the theory of organizational behavior, in running organizational change is influenced by factors that encourage and inhibit organizational change. According to the theory of Organizational Change, Force Field Analysis Kurt Lewin (1951), that Job Maturity is a factor driving organizational change, and vice versa that employee disability is a factor inhibiting organizational change. Thus for companies that will plan and make changes in their organizations need to facilitate the factors that encourage members of the organization to have level of work satisfaction is higher. Some the elements that encourage the increasing work satisfaction of educators include an increasingly personal ability to carry out responsibilities and tasks, the existence of technical assistance from the organization to improve the quality of

employees, positive and strong relationships among peers, good promotional opportunities and adequacy of payments or rewards fairly and adequately.

Based on Table 5, evidence of the empirical research on the relationship dimension Cognitive dimension of organizational change demonstrated by their significant influence with a significance level $\alpha = 5\%$, and the direction of a positive relationship between both variables. The findings support the hypothesis proposed in this study Ha4 and the results of research that has been done by Kaefi (2010), which states that there is a significant and positive relationship between organizational cognitive change with cynicism

The findings of this study also support the hypothesis about the relationship of Organizational Change with Cynicism (Ha5) obtained significant results with the direction of the negative relationship between the dimensions of affective change with cynicism. The affective component of change can be expressed in the form of a person's feelings toward an attitude object, involving evaluation and emotion, and often expressed as like or dislike to change. Attitudes or feelings that support change in organizations with positive emotional evaluation tend to have greater tolerance for acceptance of change risk. So they feel better prepared and always put a high trust in the organization, or have a low level of cynicism against the organization.

The results do not support the hypothesis about the relationship of Organizational Behavior Change with Cynicism (Ha6). Thus the findings of this study also do not support previous research conducted by Ince & Turan (2011). Thus it can be concluded that members of the organization that have prepared the means and acted on the changes that exist within the organization in which they work, are more concerned and put a high trust in the organization of the decisions to make changes. So there are no significant obstacles for them to reject or feel suspicious about the goals of organizational change.

Thus it can be concluded that the findings in this study support the proposed hypothesis about the relationship of Work Satisfaction with the dimensions of Cognitive Change, Affective Change and Organizational Behavior Change. While the findings on the relationship dimension of Organizational Change with Cynicism supports hypothesis 4 (Ha4) and Ha5. While the research findings do not support the relationship of Organizational Behavior Change to Cynicism.

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