LITERATURE REVIEW ON THE RELATIONSHIP BETWEEN PRINCIPAL INSTRUCTIONAL LEADERSHIP AND TEACHER READINESS TO IMPLEMENT CHANGE

Nor Azni Abdul Aziz,

Faculty of Educational Studies,
Universiti Putra Malaysia,
Selangor, Malaysia.

Foo Say Fooi,

Faculty of Educational Studies,
Universiti Putra Malaysia,
Selangor, Malaysia.

Soaib Asimiran,

Faculty of Educational Studies,
Universiti Putra Malaysia,
Selangor, Malaysia.

Aminuddin Hassan,

Faculty of Educational Studies,
Universiti Putra Malaysia,
Selangor, Malaysia.

ABSTRACT

To achieve educational excellence, Malaysia has implemented various changes in the educational system. Globalisation, liberalisation, and advancements made in information technology have impelled national education policy makers to implement improvements in education policy. School-based Assessment (SBA) was introduced by the Ministry of Education Malaysia (MOE) in an effort to enhance the quality of teaching and learning processes in schools. This initiative is in line with the National Transformation Programme to produce human capital that can compete at the international level. Principals as instructional leaders are agents for pedagogical change that create a school environment conducive to learning. Past studies of organisations under reform have shown a relationship between leadership and a readiness toward change. Hence, this paper discusses the concept of principal instructional leadership and teacher readiness toward change in relation to education reform, and specifically the transition to SBA.

Keywords: Instructional leadership, Readiness toward change, School-based Assessment (SBA).

INTRODUCTION:

Changes in organisations always occur due to rapid global economic, social, political, and technological change (Carnall, 2007). Organisational change is not a simple task because it requires detailed planning to ensure that the change is accepted and also positive. An organisation must be able to adapt. Past studies have concluded that rates of successful change only reach 30%, despite efforts made to ensure the success of changes in an organisation (Burke, 2008). Pardo del Val and Fuentes (2003) reported that this is caused by several factors; differences in values, contradicting opinions on implemented changes, inability to implement changes, and differing interests between employees and management. Holt, Armenakis, Feild, and Harris (2007) stated that failure can be attributed to employees that are not open-minded, unready, or unwilling to work on implementing proposed changes.

Educational changes have recently been occurring worldwide (Fullan, 2007). Due to globalisation, liberalisation, and advances in information technology, national education policy makers have needed to implement several improvements to deal with the challenge of meeting international standards of academic excellence. A school organisation is constantly exposed to educational changes from inside and out. According to Berkovich (2011), the education policy reform initiative by the government enhances school system operation, as well as the process and outcomes of student learning.

In Malaysia, globalisation and advances in information technology have led to several educational transformations to improve the national educational system. According to the Interim Strategic Plan 2011–2020 and Malaysia Education Blueprint (PPPM) 2013–2025, the implementation of School-based Assessment (SBA) is a top-to-bottom transformation by the Ministry of Education Malaysia (MOE) towards the improvement of the existing student assessment method to enhance the quality of teaching and learning processes in schools. The SBA implementation operates in tandem with the national transformation programme to produce human capital that can compete at the international level (Malaysia Education Blueprint, 2013). Achievements made by Malaysian students in the international exams, "Trend in Mathematics and Science Study" (TIMSS) and "Programme for International Student Assessment" (PISA), indicated that the existing assessment system needed to become more holistic. The existing national education system was exam-oriented and emphasised exam results over other forms of assessment (Malaysia Education Blueprint, 2013). SBA was introduced as a form of holistic assessment to evaluate cognitive (intellectual), affective (emotional and spiritual), and psychomotor (physical) student aptitudes, in accordance with the new National Education Philosophy (Ministry of Education Malaysia, 2012).

Past findings have clearly shown that the role of leadership in an organisation is extremely important during the implementation of change, and especially in creating readiness toward the change (Aarons, Sommerfeld, & Willging, 2011; Armenakis & Harris, 2009; Boga & Ensari, 2009; Choi, 2011; Gilley, Gilley, & Mcmillan, 2009; Hammond, Gresch, & Vitale, 2011; Holt et al., 2007; Walker, Armenakis, & Bernerth, 2007). Effective leaders were found to reduce the resistance against change and influence followers toward a readiness to embrace it (Armenakis & Bedeian, 1999; Armenakis & Harris, 2002; Foster, 2010; Holt et al., 2007). The instructional leadership of a principal has a positive effect on teacher preparedness for change (Hallinger, 2003; Hallinger & Heck, 1998; Jainabee & Jamelaa, 2011; Jamelaa & Jainabee, 2011; Kursunoglu & Tanrıogen, 2009), and the readying phase is the first phase in the process of change. Employees must be in a state of readiness to support impending changes (Armenakis & Harris, 2002). The relationship between leadership and readiness toward change has been studied (Lyons, Swindler, & Offner, 2009; Norshidah, 2011; Oreg, Vakola, & Armenakis, 2011; Santhidran, Chandran, & Borromeo, 2013), yet empirical evaluations of this relationship are still lacking, especially in Malaysia (Norshidah, 2011). Additionally, studies have yet to investigate the relationship between instructional leadership and readiness toward change within school organisations. This relationship is important to evaluate with empirical studies, as it has bearing on the efficiency of changes like the transition to SBA. The researcher suggested a research framework to investigate the relationship between principal instructional leadership and teacher readiness toward change in the context of Malaysian schools, based on a review of the literature.

LITERATURE REVIEW:
THE PRINCIPAL INSTRUCTIONAL LEADERSHIP:

Leadership is essential to the success of any change initiative (Armenakis, et al., 1999; Boga & Ensari, 2009; Hallinger, 2003; Hallinger & Heck, 1998; Holt Armenakis, Feild, & Harris, 2007). When implementing educational change, i.e. the transition to SBA in schools, the principal as instructional leader is responsible for

the outcome (Hallinger, 2003). The instructional leadership of the principal has a positive influence on teacher preparedness toward change (Hallinger, 2003; Hallinger & Heck, 1998; Jainabee & Jamelaa, 2011; Jamelaa & Jainabee, 2011; Kursunoglu & Tanrıogen, 2009), and is able to influence teacher behaviour and direct the school toward higher quality learning outcomes (Sukarmin, 2010). According to Hallinger (2000), instructional leadership is possessed by a principal who is able to improve the teaching and learning process by leveraging teachers, students, parents, school planning, school management, access to resources, and school culture toward this goal.

Organisational changes often fail to be successfully implemented because of opposition from key participants (Boohene & Williams, 2012; Bernerth, 2004). Moreover, effective educational change can end in failure due to negative attitudes, lack of knowledge, and insufficient teacher readiness (Berkovich, 2011; Hallinger & Bryant, 2013; Yan, 2012). Based on Lewin's (1951) three-step theory, the role of leaders is the most important to ensuring a successful implementation of a change. Effective leadership has a positive effect on readiness towards change in an organisation, and is therefore extremely important within the process of change (Drzensky, Egold, & Dick, 2012). As stated by Armenakis, Harris, and Mossholder (1993), if there is resistance to the process of change, its implementation will not be as effective. A study conducted by Hallinger and Bryant (2013) revealed that the instructional leadership of principals in an Asian country was lacking, and was a major cause of ineffective implementation of educational changes.

TEACHER READINESS TOWARDS CHANGE:

When change occurs, the readiness toward that change is important because it correlates with three other factors, belief, attitude, and intention that then lend support to the change (Armenakis, et al., 1993; Lyons, et al., 2009; Walinga, 2008). The readiness toward change refers to the condition where a person shows enthusiasm to implement a change. When the factor of readiness toward change is present in a leader and his or her employees, the organisation will be ready to accept change and resistance will be reduced. If readiness is not achieved, the planned change will be rejected; employees will react negatively with hesitation and fear, and act to thwart any effort to implement the change (Soumyaja, Kamalanabhan, & Bhattacharyya, 2011). According to Armenakis et al. (1993), the concept of readiness towards change is the belief, behaviour, and intention that the change is needed and that the organisation has the capacity to successfully implement the change. Furthermore, the readiness of a person toward a change can determine whether he or she supports or opposes the change. This characteristic of readiness varies between individuals and between systems, and the variation may be due to internal or external influences, the type of change introduced, and the dynamic between the receiver and the agent of change.

Readiness toward change consists of four dimensions of belief: (1) a person is able to implement the desired change (change efficacy); (2) the implementation of the change is felt to be appropriate (change appropriateness); (3) the management is commited to the change (management support); and, (4) the change will benefit the members of the organisation (beneficial) (Holt et al., 2007). According to Goh, Cousins and Elliott (2006), there are many factors that contribute to the efficacy of a change, but readiness is a crucial factor. Early feedback on the implementation of the SBA system revealed that teachers were not yet ready to implement the change because they had not fully understood and mastered the SBA system (Malaysia Education Blueprint, 2013). When implementing changes in schools, teacher readiness toward a change is very important, and ensures that all energy and efforts are exerted toward a planned goal.

THE RELATIONSHIP BETWEEN LEADERSHIP AND READINESS TOWARD CHANGE:

A leader must create the readiness towards change among his or her employees in order to ensure the success of a change. Organisation leaders must understand how to foster this readiness so that employees will be more committed to the implemented change (Aldulaimi & Sailan, 2012; Armenakis, et al., 1999; Madsen, Miller, & John, 2005). When a change occurs, the factor of readiness is very important because the beliefs, attitudes, and intentions of an employee lead to the support of that change (Armenakis, et al., 1993; Lyons, et al., 2009; Walinga, 2008). The role of leadership in an organisation is crucial during the implementation of change, and especially in creating the readiness towards change (Aarons, et al., 2011; Aldulaimi & Sailan, 2012; Armenakis & Harris, 2009; Barrera, 2008; Boga & Ensari, 2009; Choi, 2011; Hammond et al., 2011; Haque, 2008; Holt, et al., 2007; Gilley et al., 2009; Walker et al., 2007). Effective leaders were found to be able to reduce the resistance against change and influence their followers to feel readiness toward change (Armenakis & Bedeian, 1999; Armenakis & Harris, 2002; Foster, 2010; Holt et al., 2007). Readiness toward change has been suggested

as a measure against resistance. Resistance to change must be reduced to guard against rejection by members of an organisation who are not ready. Unready and resistant employees may even display negative behaviours such as sabotage, absence, and other acts intended to thwart the change (Walinga, 2008).

In an organisation such as a school, when the readiness toward change exists in the principal and the teachers, the school organisation is considered ready to accept the change, and thus the resistance will be reduced. Conversely, if they are not ready, the planned change for the school is likely to be rejected and teachers may react with hesitation, fear, negative feedback, and attempts to thwart the implementation of change (Soumyaja et al., 2011). In a school organisation, the instructional leadership of the principal is seen as the positive factor that prepares teachers for a change (Hallinger, 2003; Hallinger & Heck, 1998; Jainabee & Jamelaa, 2011; Jamelaa & Jainabee, 2011; Kursunoglu & Tanrıogen, 2009).

For an educational organisation, the role of the principal, as the leader of the school, is important in ensuring the quality and excellence of the school. Hussein (2008) stated that the leadership of the principal has a significant impact on the implementation of educational change and on student learning. According to the Standard Quality Education Malaysia (2010) and Hallinger (2003), an instructional principal must have the ability to influence teachers in implementing changes in the school to create an environment in which teachers are ready to face the changes that are introduced to enhance the teaching and learning process. This is in accordance with the concept of instructional leadership which has been expanded and defined as an influencing process in which the principal identifies the school course, motivates the staff, and coordinates strategy for the school and classrooms; for the purpose of improving the teaching and learning process (Hallinger & Murphy, 2012).

An instuctional principal must provide support and professional development opportunities for teachers so that they are equipped with the required skills to implement the desired change within the school (Hallinger, 2003; Hallinger & Heck, 1998). As a leader, the principal can encourage and support the process of change, and this helps by confirming the expectation that the new change represents the 'status quo'. This can be done by supporting and reinforcing individual efforts to adapt to the implemented change (Armenakis et al., 1999; Armenakis & Harris, 2002; Bernerth, Armenakis, Feild, & Walker, 2007; Jaros, 2010; Herscovitch & Meyer, 2002). In the article entitled "Instructional Leadership: A Model for Change in Alternative Middle Schools", Green & Cypress (2009) suggested that a principal who supports change has the tendency to provide support that is able to change the principle values, beliefs, and attitudes of employees, so that they will be ready to accept and understand the change initiative (Santhidran et al., 2013). Therefore, leadership is a key factor to ensure change efficacy by preparing teachers for the desired change.

According to the Schools Division Department (MOE, 2007), the major reasons principals fear making changes is a lack of information provided by the proposer of the change, potential rejection by the teachers and staff, rejection by an autonomous group, the comfort of the current condition, and the perception that the pace of the proposed change is too fast. It is necessary for the principal, as an agent of change, to have a positive outlook on the change itself, in terms of the pros and cons, benefits, requirements, and the knowledge needed to manage the change clearly (Yousef, 2000). A positive outlook when implementing changes is the main criteria for a school leader in maintaining school excellence and sustainability. In summary, when instructional leaders have a positive attitude toward change, teachers will be there to support and successfully implement the change, as the level of readiness, motivation, commitment, and belief contribute to the success of the change.

Some studies have elucidated that when instructional leaders have no interest in implementing a change, individual teachers will not have the necessary support to implement that change. Consequently, other teachers are not ready to implement the desired change wholeheartedly. Suseela and Sim (2010) performed a study on the perception of teachers towards the SBA system. They concluded that when the principal does not possess profound skills or knowledge regarding the change, it becomes impossible to efficiently implement the change. Therefore, the role carried by the principal as the instructional leader is vital because he or she is the agent of change, whose responsibility is to stimulate the change; even passivity will impede the process. In short, when the instructional leader is supportive and interested in change, teachers will also be more inclined to give their support, and successfully implement the change.

In another important study by Sofo, Fitzgerald, & Jawas, (2012), the need for principal instructional leadership in school reform was reviewed in Indonesia. Rapid educational reform was implemented in Indonesia in the year 2003 based on the Act of the Republic of Indonesia Number 20, Year 2003 on National Education System. Following this reform, principals were required to take up the role of agents of change to enhance school academic quality, as the reform involved changes in pedagogy, teaching method, and learning method. Due to the high expectations made by the Indonesian Education System, the role of principals as instructional leaders was crucial (Leithwood & Day, 2008). The review reiterated that the instructional leadership of principals had

an impact on the reform and school improvement. They discovered three main problems in the reformation process; a lack of readiness or administrative skill, the feeling that the change was unnecessary, and low quality teaching skills. Leithwood and Day (2008) concluded that an effective instructional principal influences the motivation, commitment, and belief of teachers toward their duties. Thus, principals must first gain the necessary knowledge and skills to be capable role models to teachers in implementing change. This will indirectly increase the motivation, commitment, and belief of teachers towards their leaders and duties. When the motivation, commitment, and belief of teachers increases, it improves teacher readiness to implement changes in school.

Effective leaders have the ability to give support that can change the principle values, beliefs, and attitudes of employees, so that they are ready to accept and understand the change initiative (Santhidran et al., 2013). According to Armenakis et al. (1993), leaders who act as agents of change will be more successful in preparing employees to implement change. The attitudes and practices of leaders also plays an important role in creating employee readiness toward change (Choi, 2011; Santhidran et al., 2013). In a study by Santhidran et al. (2013) regarding the effect of leadership on the readiness toward change in an energy organisation located in Kuala Lumpur, Malaysia, they found that leadership had a positive and significant relationship with readiness toward change ($\beta = 0.444$, $p < 0.001$), a finding that supported their hypothesis. Transformational, charismatic, and visionary leaders are vital in guiding organisations toward effective changes. Rees and Johari (2010) stated that the employees in Malaysia have the culture of respecting leaders or elders. They are more likely to obey leaders and more ready in general when dealing with changes. Therefore, it is crucial for leaders to understand the effect of leadership on employees and the role it plays in preparing employee readiness toward change.

Another research worth highlighting is the work of Lyons et al. (2009) which investigated the relationship between leadership and the readiness towards change of United States soldiers. Their findings showed a significant correlation between the leadership of the highest-ranking officers and soldier readiness toward change. This is supposed because the highest-ranking army officers make all the decisions and develop the cultural norms in the army. When changes occur, these officers have the strongest influence, and help create the readiness necessary for change. Hence, in this setting, it is only logical that the attitudes of the highest-ranking officers be the most suitable predictor of readiness toward change.

Norshidah (2011) reported in her study at the Universiti Teknologi MARA (UiTM) involving 169 lecturers, that there is a relationship between leadership behaviour and the readiness of lecturers toward change. The purpose of her study was to identify the relationship between emotional intelligence, organisational commitment, and leadership behaviour, and the influence they play on readiness toward change. The leadership behaviour was measured using the instrument developed by Bass and Avolio (1995) known as "MLQ-5x Multiple Leadership Style Questionnaire". To measure lecturer readiness towards change, the instrument used was adapted from Carnall (1995) and contained 40 items. Her findings showed that transactional leadership was the predictor for lecturer readiness towards change ($t = 2.762$, $p = 0.006$), while transformational leadership did not influence lecturer readiness toward change ($t = .560$, $p = 5.76$). It was observed that readiness toward change increased when transactional leaders declared and prepared a reward in advance, then delivered the reward after the planned change had successfully achieved its goal. The study demonstrated that it is important for leaders to understand the leadership practices that encourage readiness toward change, and which then ensures that effective change can be successfully implemented.

CONCLUSION:

Principal leadership is vital to the successful implementation of an educational change, such as the transition to SBA, which improves the teaching and learning process; and to ensuring the establishment of teacher readiness toward change in aid of that goal. Principal leadership is also important in making the school more effective and advanced (Hussein, 2008). The study conducted by Hussein (2008) showed that principal leadership behaviour is related to other aspects, i.e. the principal's position, demands and hopes towards his leadership, his relationship with his staff and other people, and his interaction with the school organisation. In relation to that, a principal must be wise and effective as an instructional leader to create a conducive working environment and increase teacher readiness toward change, so that every change may be successfully implemented.

REFERENCES:

[1] Aarons, G. A., Sommerfeld, D. H., & Willging,C. E. (2011). The soft underbelly of system change: The role of leadership and organizational climate in turnover during statewide behavioral health reform. *American Psychological Association*, *8*(4), 269–281.

[2] Aldulaimi, S. H., & Sailan, M. S. (2012). The National Values Impact on Organizational Change in Public Organizations in Qatar. *International Journal of Business and Management*, *7*(1), 182–191.

[3] Armenakis, A. A., & Bedeian, A. G. (1999). Organizational Change: A Review of Theory and Research in the 1990s. *Journal of Management*, *25*(3), 293–315.

[4] Armenakis, A. A., & Harris, S. G. (2002). Crafting a change message to create transformational readiness. *Journal of Organizational Change Management*, *15*(2), 169–183.

[5] Armenakis, A. A., & Harris, S. G. (2009). Reflections : our Journey in Organizational Change Research and Practice. *Journal of Change Management*, *9*(2), 127–142. Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993). Creating Readiness for Organizational Change. *Human Relations*, *46*(6), 681–703.

[6] Barrera, L. (2008). *A Study Of Job Satisfaction , Organizational Commitment , And Readiness For Change In Public Service Employees*. Unpublished Doctoral Thesis. University of Phoenix.

[7] Berkovich, I. (2011). No we won't! Teachers' resistance to educational reform. *Journal of Educational Administration*, *49*(5), 563–578.

[8] Bernerth, J. (2004). Expanding Our Understanding of the Change Message. *Human Resource Development Review*, *3*(1), 36–52.

[9] Bernerth, J. B., Armenakis, A. A., Feild, H. S., & Walker, H. J. (2007). Justice, Cynicism, and Commitment: A Study of Important Organizational Change Variables. *The Journal of Applied Behavioral Science*, *43*(3), 303–326.

[10] Boga, I., & Ensari, N. (2009). The Role of Transformational Leadership and Organizational Change on Perceived Organizational Success. *The Psychologist-Manager Journal*, *12*, 235–251.

[11] Boohene, R., & Williams, A. A. (2012). Resistance to Organisational Change : A Case Study of Oti Yeboah Complex Limited. *International Business and Management*, *4*(1), 135–145.

[12] Burke, W. (2008). *Organization Change: Theory and Practice Second Edition*. Carlifornia: Sage Publications, Inc.

[13] Carnall, C. (2007). *Managing Change in Organizations*. *5th*. Ed. England : Prentice Hall.

[14] Choi, M. (2011). Employees' Attitudes Toward Organizational Change: A Literature Review. *Human Resource Management*, *50*(4), 479–500.

[15] Drzensky, F., Egold, N., & Dick, R. van. (2012). Ready for a Change ? A Longitudinal Study of Antecedents, Consequences and Contingencies of Readiness for Change. *Journal of Change Management*, *1*(2012), 95–111.

[16] Foster, R. D. (2010). Resistance, Justice, and Commitment to Change. *Human Resource Development Quarterly*, *21*(1), 1–39.

[17] Fullan, M., (2007). The Jossey-Bass reader on educational leadership second edition. San Francisco: John Wiley & Sons Inc.

[18] Gilley, A., Gilley, J. W., & Mcmillan, H. S. (2009). Organizational Change: Motivation, Communication, and Leadership Effectiveness. *Performance Improvement Quarterly*, *21*(4), 75–94.

[19] Goh, S. C., Cousins, J. B., & Elliott, C. (2006). Organizational Learning Capacity, Evaluative Inquiry and Readiness for Change in Schools: Views and Perceptions of Educators. *Journal of Educational Change*, *7*, 289–318.

[20] Green, R. L., & Cypress, S. L. (2009). Instructional Leadership : A Model for Change in Alternative Middle Schools. *Middle Grades Research Journal*, *4*(3), 19–41.

[21] Hallinger, P. (2000). A Data-Driven Approach To Assess And Develop Instructional. In *Tools for improving principals' work* (pp. 47–69).

[22] Hallinger, P. (2003). Leading Educational Change: reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, *33*(3), 329–352.

[23] Hallinger, P. & Bryant, D. A. (2013). Review of research publications on educational leadership and management in Asia: a comparative analysis of three regions, *Oxford Review of Education*.

[24] Hallinger, P., & Heck, R. H. (1998). Exploring the Principal's Contribution to School Effectiveness: 1980-1995. *School Effectiveness and School Improvement*, *9*(2), 157–191.

[25] Hallinger, P., & Murphy, J. F. (2012). Running on Empty? Finding the Time and Capacity to Lead Learning. *NASSP Bulletin*, *55*(5), 1–17.

[26] Hammond, G. D., Gresch, E. B., & Vitale, D. C. (2011). Homegrown process improvement employing a change message model. *Journal of Organizational Change Management*, *24*(4), 487–510.

[27] Haque, M. (2008). *A Study Of The Relationship Between The Learning Organization Readiness For Change*. Unpublished Doctoral Thesis. Pepperdine University.

[28] Herscovitch, L., & Meyer, J. P. (2002). Commitment to organizational change: Extension of a three-component model. *Journal of Applied Psychology*, *87*(3), 474–487.

[29] Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris, S. G. (2007). Readiness for Organizational Change: The Systematic Development of a Scale. *The Journal of Applied Behavioral Science*, *43*(2), 232–255.

[30] Holt, D. T., Armenakis, A. A., Harris, S. G., & Feild, H. S. (2007). Toward a Comprehensive Definition of Readiness for Change: A Review of Research and Instrumentation. *Research in Organizational Change and Development*, *16*, 289–336. doi:10.1016/S0897-3016(06)16009-7

[31] Hussein, M. (2008). *Kepimpinanan dan Keberkesanan Sekolah.* Edisis Kedua. Kuala Lumpur: Dewan Bahasa dan Pustaka.

[32] Jainabee, M. K., & Jamelaa, B. A. (2011). Promoting Learning Environment and Attitude towards Change among Secondary School Principals in Pahang Malaysia: Teachers' Perceptions. *Procedia - Social and Behavioral Sciences*, *28*, 45–49.

[33] Jamelaa, B. A., & Jainabee, M. K. (2011). Instructional leadership and attitude towards organizational change among secondary schools principal in Pahang, Malaysia. *Procedia - Social and Behavioral Sciences*, *15*, 3304–3309.

[34] Jaros, S. (2010). Commitment to Organizational Change: A Critical Review. *Journal of Change Management*, *10*(1), 79–108.

[35] Kementerian Pelajaran Malaysia. (2007). *Memperkasa kepimpin instruksional di sekolah. Bahagian Sekolah*. Kementerian Pelajaran Malayasia.

[36] Kursunoglu, A., & Tanrıogen, A. (2009). The relationship between teachers' perceptions towards instructional leadership behaviors of their principals and teachers' attitudes towards change. *Procedia - Social and Behavioral Sciences*, *1*(1), 252–258.

[37] Leithwood, K. & Day, C. (2008). The impact of school leadership on pupil outcomes: Editorial. *School Leadership & Management.* 28(1): 1-4.

[38] Lewin, K. (1951). *Field Theory in Social Science.* New York: Harper & Row.

[39] Lyons, J. B., Swindler, S. D., & Offner, A. (2009). The Impact of Leadership on Change Readiness in the US Military. *Journal of Change Management*, *9*(4), 459–475.

[40] Madsen, S. R., Miller, D., & John, C. R. (2005). Readiness for organizational change: Do organizational commitment and social relationships in the workplace make a difference? *Human Resource Development Quarterly*, *16*(2), 213–234.

[41] Ministry of Education Malaysia. (2012). Putrajaya: Ministry of Education Malaysia.

[42] Malaysia Education Blueprint, 2013-2025. (2013). Putrajaya: Ministry of Education Malaysia.

[43] Norshidah, N. (2011). The Influence Of Emotional Intelligence, Leadership Behaviour And Organizational Commitment On Organizational Readiness For Change In Higher Learning Institution. *Procedia - Social and Behavioral Sciences*, *29*, 129–138.

[44] Oreg, S., Vakola, M., & Armenakis, A. (2011). Change Recipients' Reactions to Organizational Change: A 60-Year Review of Quantitative Studies. *The Journal of Applied Behavioral Science*, *47*(4), 461–524.

[45] Pardo del Val, M. & Fuentes, M.C. (2003), "Resistance to change: a literature review and empirical study", *Management Decision*, 41(2), 148-55.

[46] Rees, C. J. & Johari, H. (2010). Senior managers' perceptions of the HRM function during times of strategic organizational change: case study evidence from a public sector banking institution in Malaysia, *Journal of Organizational Change Management* 23(5), 517–536.

[47] Santhidran, S., Chandran, V. G. R., & Borromeo, J. (2013). Enabling organizational change – leadership , commitment to change and the mediating role of change readiness. *Journal of Business Economics and Management*, *14*(2), 348–363.

[48] Sofo, F., Fitzgerald, R., & Jawas, U. (2012). Instructional leadership in Indonesian school reform : overcoming the problems to move forward. *School Leadership & Management: Formerly School Organisation*, *32*(5), 503–522.

[49] Soumyaja, D., Kamalanabhan, T. J., & Bhattacharyya, S. (2011). Employee Readiness to Change and Individual Intelligence : The Facilitating Role of Process and Contextual factors. *International Journal of Business Insights and Transformation*, *4*(2), 85–91.

[50] *Standard Kualiti Pendidikan Malaysia 2010*. (2010). Putrajaya: Jemaah Nazir dan Jaminan Kualiti.

[51] Sukarmin. (2010). *Hubungan Tingkah Laku Kepimpinan Pengajaran Guru Besar dengan Keafiatan Sekolah, Komitmen Organisasi, Efikasi dan Kepuasan Guru Sekolah Rendah di Surakarta*. Unpublished doctoral thesis. Universiti Utara Malaysia.

[52] Suseela, M. & Sim, K. H. (2010). Teacher perspectives of school-based assessment in a secondary school in Kuala Lumpur. *Procedia-Social and Behavioural Sciences*, 9, 1170-1176.

[53] Walinga, J. (2008). Toward a Theory of Change Readiness : The Roles of Appraisal, Focus, and Perceived Control. *The Journal Of Applied Behavioral Science,* 44(3), 315-347.

[54] Walker, H. J., Armenakis, A. A., & Bernerth, J. B. (2007). Factors influencing organizational change efforts: An integrative investigation of change content, context, process and individual differences. *Journal of Organizational Change Management*, 20(6), 761–773.

[55] Yan, C. (2012). "We can only change in a small way": A study of secondary English teachers' implementation of curriculum reform in China. *Journal Educational Change*.

[56] Yousef, D. A. (2000). Organisational commitment as a mediator of the relationship between Islamic work ethic and attitudes toward organisational change. *Human Relations*, 53 (4): 513-37.