# A STUDY ON THE FACTORS INFLUENCE TEACHERS' ATTITUDE TOWARD ORGANIZATIONAL CHANGE:
# A CASE STUDY OF SECONDARY SCHOOL, KOTA SETAR

**MARINI BT OTHMAN**

**MASTER OF HUMAN RESOURCE MANAGEMENT**
**UNIVERSITI UTARA MALAYSIA**
**JANUARY 2013**

**A STUDY ON THE FACTORS INFLUENCE TEACHERS' ATTITUDE TOWARD ORGANIZATIONAL CHANGE: A CASE STUDY OF SECONDARY SCHOOL TEACHERS, KOTA SETAR**

**By**

**MARINI BT OTHMAN**

**811050**

**Thesis Submitted to**
**Othman Yeop Abdullah Graduate School of Business,**
**Universiti Utara Malaysia,**
**in Fulfilment of the Requirements for the Degree of Master of Human Resource Management**

# DECLARATION

I declare that the substance of this project paper has never been submitted for any degree or post graduate program and qualifications.

I certify that all the supports and assistance received in preparing this project paper and all the sources abstracted have been acknowledged in this stated project paper.

**MARINI BT OTHMAN**
**811050**
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
06010 Sintok
Kedah Darul Aman
Malaysia

# PERMISSION TO USE

In presenting this thesis as partial fulfilment of the requirements for a postgraduate degree from the Universiti Utara Malaysia (UUM), I hereby agree that the Library of Universiti Utara Malaysia may make it freely available for inspection.  I further agree that permission for copying of thesis in any manner, in whole or in part, for scholarly proposes may be granted by my supervisor, or in their absence, by the Dean of Othman Yeop Abdullah, Graduate School of Business where I did my thesis. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission.  It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Request of permission to copy or to make other use of material in this thesis, in whole or in part should be addressed to :

**Dean of Othman Yeop Abdullah Graduate School of Business**
**Universiti Utara Malaysia**
**06010 Sintok**
**Kedah Darul Aman**
**Malaysia**

# ABSTRACT

This study aims to identify the factors that influence teachers' attitudes towards organizational change in secondary school, Kota Setar. The objective of this study is to find an answer accurately and concrete about the relationship between the five independent variables; quickness acceptance of change, readiness to change, commitment in the organization, trust in management and communication in the organization that's influence the teachers' attitude toward organizational change for secondary school. In order to find out the relationship, 335 questionnaires have been distributed to teachers in secondary schools, Kota Setar, and found that 80.3% of respondents have returned their questionnaires. The method used in this study is a quantitative method. The study found that five of the eight key variables; readiness for change, quickness acceptance of change, commitment in the organization, belief in management and communication in the organization have significant impact on the attitude towards organizational change. This research is expected to provide benefits and improvements to at least two areas, management and practical implications. Quickness acceptance to change was found to be the most important factor in explaining the attitude towards organizational change that has the highest beta value of .465.

Key words : Organizational change, readiness to change, quickness acceptance to change, commitment to change, trust in management and communication in organization, teachers' attitude.

# ABSTRAK

Kajian ini bertujuan untuk mengenal pasti faktor-faktor yang mempengaruhi sikap guru terhadap perubahan organisasi di sekolah menengah, Kota Setar. Objektif kajian ini adalah untuk mengkaji hubungan antara lima pembolehubah bebas; penerimaan kepantasan perubahan, kesediaan untuk berubah, komitmen dalam organisasi, kepercayaan dalam pengurusan dan komunikasi dalam organisasi yang mempengaruhi sikap guru ke arah perubahan organisasi bagi sekolah menengah. Untuk mengetahui kepentingan perhubungan tersebut, kajian ini telah menggunakan soal selidik yang diedarkan untuk mengetahui sikap guru di sekolah-sekolah menengah, Kota Setar. Jumlah soal selidik yang telah diedarkan ialah sebanyak 335, dan 80.3% daripada jumlah responden telah mengembalikan borang soal selidik mereka. Kaedah kajian yang digunakan merupakan kaedah kuantitatif. Kajian telah mendapati bahawa lima daripada lapan pembolehubah utama iaitu kesediaan untuk perubahan, penerimaan kepantasan perubahan, komitmen dalam organisasi, kepercayaan dalam pengurusan dan komunikasi dalam organisasi mempunyai kesan positif pada sikap guru terhadap perubahan organisasi yang berlaku. Kajian ini dijangka memberi manfaat dan penambahbaikan kepada sekurang-kurangnya dua bidang, iaitu dalam bidang pengurusan dan implikasi praktikal dalam bidang akademik. Penerimaan kepantasan perubahan didapati menjadi faktor yang paling penting dalam menerangkan sikap guru terhadap perubahan organisasi yang mempunyai nilai beta tertinggi sebanyak .465.

Kata kunci : Perubahan organisasi, penerimaan kepantasan perubahan, kesediaan untuk berubah, komitmen dalam organisasi, kepercayaan dalam pengurusan dan komunikasi dalam organisasi, sikap guru ke arah perubahan organisasi.

# ACKNOWLEDGEMENTS

## CHAPTER 2: LITERATURE REVIEW

## CHAPTER 3: METHODOLOGY

## CHAPTER 5 : DISCUSSIONS AND CONCLUSIONS

**LIST OF CHART**                                             **PAGE**

# CHAPTER ONE

# INTRODUCTION

## 1.1 Introduction

Change is the movement away from a present state towards a future state (George & Jones, 1996) or generally a response to some significant threat or opportunity arising outside of the organization (Gilgeous, 1997). Changes in technology such as computerization and e-commerce have created a quantum leap in data communication, work processes and the way of doing business. With the impending moved towards globalization and liberalization of markets, organizations have to be prepared to cope with the rapid changes in the business dynamics. Every organization must submit to the varying demands and changes in the environment. Changes within an organization took place in response to business and economic events and to processes of managerial perception, choice, and actions where managers saw events taking place that indicate the need for a change (Pettigrew, 1985).

Many organizations found changes to be a real challenge. The change process in each organization was unique in each situation, due to the differences in the nature of the organization, the nature of the business, the work culture and values, management and leadership style, also the behaviour and attitude of the employees. Further, the risk of failure was greater as people are generally resistant to changes. For some, changes might bring satisfaction, joy and advantages, while for others changes might bring pain, stress and disadvantages.

According to Linstone and Mitroff (1994), there were three factors to be considered in implementing change processes, that is the technological, organizational and personal perspectives. Although people were the most important factor in making change, however, they were also the most difficult element to deal with (Linstone & Mitroff, 1994). Therefore, managing the human part of the organization became a major challenge in handling change processes in the organization as it involved values, preferences, and attitudes toward a particular activity. Attitudes, for instance, were difficult to change as people were generally more comfortable with what they had learnt or knew due to stereotyping, fear of taking risks, intolerance to ambiguity, and possibly the need to maintain tradition (Dunham, 1984; Carnall, 1990).

Dunham (1984) stated that complex attitudes could be understood better by recognizing that every attitude had three distinct components, which were cognitive, affective and behavioural tendencies. Each of this type of attitude towards change might induced a person to support or not changes occurring in an organizational setting. Nonetheless, for any change to be effective, it was crucial to challenge and clarify people's beliefs, assumptions, and attitudes because the most potent leverage for significant and sustainable change resides within the human system at the core of every business system (Juechter, 1998). Few studies had investigated the relationship between attitudes toward organizational change and organizational outcome such as organizational commitment, job satisfaction and work ethic. For example, the relationship between Islamic work ethics and the attitudes of employee toward organizational change (Yousef, 2000), organizational commitment and attitudes toward organizational change (Iverson, 1996; Yousef, 2000). So was the job

satisfaction and attitudes toward organizational change (Yousef, 2000). These studies showed the importance of those factors with attitudes toward change.

Lots of previous studies have focussed on the micro aspects of the transformation program of the organization. There were only few researchers who focussed on the micro aspects of individual behaviour in furtherance of the program towards organizational change. The importance of the human factors in change programs had been proven. That was because organizational change was made to change individual attitudes and behaviour due to change its objectives itself.

A successful management or organization could be related to the attitudes among employees which was capable to lead an organization to achieve its goals. Organizations were increasingly required to improve their ability to enhance employees support or acceptance for change initiatives. Teachers played a major role in the development of the education system. Since education was constantly changing, therefore teachers were required to involve in the change program as well. The need for teacher to change was an important element in facing changes especially in the attitude and the ability of the teacher seemed that these were the root cause of the problems encountered in implementing the changes. That was in line with the government's call for the implementation of the overall process in the transformation of education should be implemented immediately in line with the rapid changes in the Malaysian economic growth.

The 21st century is the era of globalization, which requires us to compete with developed countries in order to achieve advancement. Educational reformed that had taken place since independence until now has brought waves of change management education in educational organizations. According to Hatch (2009), the changes were natural and couldn't be controlled. The changes occurred when there was an economic development, climate and technology. Schools must be adapted and enriched the change to keep pace with waves of change global level. School was also a strategic point in trying to make a difference because according to Busher (2006), there was a culture in the school of social interaction between individuals and the proliferation of knowledge through teaching and learning.

The changes in education were inevitable because every knowledge and findings would change the direction of improvement every time. Time and other factors required changes in education. Change was one of the facts that existed in education. There were a variety of internal and external factors that were urgent and pressing to make a difference, especially the education in Malaysia.

Only with an effective education transformation was capable to produce human capital that could really bring the country to a better level of economic development based on creativity and innovation. This transformation would improve the quality of our schools and allowed the real potential younger generation to succeed in the increasingly challenging global (Muhyiddin, 2010).

Advancement was about changing from the existing situation to a better situation. Thoughts and the way of the society were more opened to new ideas and change accordingly to the desired objectives.

In Malaysia, the main change was education agency. Education and training were an important vehicle in the development of human resources towards the achievement of national development goals. World-class education will determine the success of human variation (Mohd Najib, 1997).

## 1.2    Problem Statements

The success of the past 50 years showed that the enrollment rate approaching the universal enrollment for primary school level (92%) and a high rate of secondary school (85% for lower secondary and 78% for upper secondary), while achieving 92% of literacy rate in senior adults and had won the Commonwealth Best Practice Education (Rohana, 2012).

However there were still gaps that 20% of students failed to meet the minimum benchmark for Mathematics and Science for the year 2013, compared to 5% till 7% in 2010, ranked 52, 57 and 44 for Science, Math and Reading respectively in 2010 from 74 countries (Suhaimi, 2013).

Since implementation was in the initial stage, new curriculum was an experiment to evaluate the effectiveness of new subjects for field work. Certainly at this early stage, the weaknesses and deficiencies might occur during the implementation. Hence this paper would identify the extent changes in the implementation of the new curriculum

at the school level would affect the attitude of the school teachers (Head of the Task Force, the Federation of Malaysian Teachers, 2013).

The Ministry of Education would improve school-based assessment system after receiving numerous complaints from teachers.  Deputy Prime Minister Tan Sri Muhyiddin Yassin, (2012) said that he was aware of the complaints of teachers as the system was still new and of course would take some time to adapt but admitted  there was a space for improvement.  He said that the complaints voiced by the National Union of Teaching were already expected.  Ministry decided to examine the views and suggestions of teachers in order to improve the site-based management (PBS) system, including aspects of a burden on teachers.

In terms of curriculum development, education institutions were faced with a variety of stressful politicians, educators, academics, mass society, parents, researchers, corporate leaders, a group of merchants, professionals and others. They were to perform specific steps of the curriculum in a more drastic nature as revamp the curriculum, providing value-added, innovative, make revisions and reformed to ensure that the curriculum remained relevant to the needs of life itself (Hussien Ahmad, 2001).

We could see the teacher's role was very important in the process of implementing educational reformed mainly focused on the teacher's own attitude in proving their activities and actions to indicate their acceptance of the plan changes that had been formed.

Lim Lian Geok Cultural & Development Center chairperson Datuk Dr Toh Kin Woon commented that the state of education in Malaysia and the declining competitiveness of students must be addressed. "The main reason was to change the teachers classroom management and their teaching strategies. But it was difficult to change the teachers' attitude within this short period. That was where the main challenge laid," Toh pointed out.

Through a process of interviews with some teachers in some secondary schools in Kota Setar, they expressed their disappointment with the program changes that had been formed. That was due to several reasons, which involved a major negative impact on student achievements. Researchers also received several letters of complaint from teachers stating that there were many students who were not committed and not performing well after changes in the education system have been implemented. Performance of the students seemed to decrease after the implementation of the program through the statistics recorded in the Department of Education in Kota Setar.

With those issues that arose, researchers knew that the teachers were not satisfied with these changes. Those were disturbing, as it clearly reflected the educational process in school. The teachers' primary role was to ensure the success of students' willingness to implement educational changed. But when that happened, we could see the emergence of attitude problems in the implementation process of change in the education sector itself.

We as Malaysian's teachers requested that the Ministry of Education could repeal school-based assessment management system (Head of the Task Force, the Federation of Malaysian Teachers, 2013).

Based on information about teacher grievances related to school-based assessment management system, we applied to Tan Sri Muhyiddin Yassin to review all very inconvenient system effectiveness of all teachers in Malaysia (Roaidah, 2013). Management methods were constantly changing and causing majority of teachers were disorganized to follow the new rules provided by the ministry.

Ministry of Education was disappointed that some participants in the education sector, including teachers, criticize and distorts issues Education Development Plan 2013-2025. Education Minister II, Datuk Seri Idris Jusoh, said the plan was implemented with the goal of improving the quality and direction of education should not be misunderstood.

"I was disappointed, however, in whatever the government's plans, there would be those who did not like the work done by the government. As civil servants, especially teachers should not deflect the government's noble aspirations, but instead provided support for the successful implementation of the Education Development Plan towards the upliftment of education", said Idris (2013).

**1.3 Research Questions**

i. Is there any relationship between quickness acceptance of change and attitude toward organizational change?

ii. Is there any relationship between readiness to change and attitude toward organizational change?

iii. Is there any relationship between commitment in organization and attitude toward organizational change?

iv. Is there any relationship between trust in management and attitude toward organizational change?

v. Is there any relationship between communication in organization and attitude toward organizational change?

vi. Which factor is the most influence to the individual attitude toward organizational change in educational sector?

**1.4 Research Objectives**

The objectives of this study are to:

i. identify the relationship between quickness acceptance of change and attitude toward organizational change

ii. identify the relationship between readiness to change and attitude toward organizational change

iii. identify the relationship between commitment in organization and attitude toward organizational change

iv. identify the relationship between trust in management and attitude toward organizational change

v. identify the relationship between communication in organization and attitude toward organizational change

vi. identify which factor is the most influence to the teachers' attitude toward organizational change

## 1.5    Significance of the Study

This study's aim was to collect information to answer the questions and to test hypotheses related to variable factors on the attitude of teachers for organizational change. As the first study conducted on teachers, this study was the foundation that could help researchers to understand some generalized concept and measurable changes exists.

Previous studies only focused on the macro approach and system approaches (Cunningham, 2006; Aktouf, 1992; Bray, 1994; Wanberg & Banas, 2000) such as the studies which included the influence of organizational culture on attitudes toward organizational change (Md Zabid Abdul Rashid, Sambasivan, & Azmawani Abdul Rahman, 2004), TQM and organizational change (Ho, 1993) and business re-engineering as an option value (Lillrank & Holopainen, 1998). While researchers who conducted the study on individual aspects not only focus on more than two variables element (Eby et al., 2000; Martin, 1998; Kotter, 1996; Gilmore & Barnett, 1992; Armenakis, Haris & Field, 1999; Coetsee, 1999; Corner, 1992; Klein & Sorra, 1996) such studies on the role of stress and commitment of employees (Vakola & Nikolaou, 2005), organizational commitment and job satisfaction (Yousef, 2000) and quickness acceptance of change (Cochran, Bromley, & Swando, 2002). This study focussed on five individual variables simultaneously.

That was the first study in the organization of education in Kota Setar that was related to the teachers' attitude toward organizational change. Teachers' attitude model would be developed and tested. Some significant factors that lead to the attitude of teachers would be identified and all variables are conceptualized for the purpose of measurement. Expected it would be a significant material for educational management in planning to change the organizational culture and to researchers who studied the same topic in the near future (Education Department, Kota Setar).

This study would proceed further with previous studies conducted on attitudes and behavior of individuals. The literature review of organizational change was highly broad covering all aspects of variables such as readiness to change, communication within the organization and commitment and belief in the organization. Although this study did not take all variables of teachers' attitude towards organizational change, models of teacher attitudes were formed which identified from previous research that could help all parties to implement the organization's overall culture changed in the education sector.

## 1.6    Scope of the Study

The main purpose of this study was to investigate the relationship between identified factors and teachers' attitude towards organizational change among secondary schools teachers in Kota Setar. 21 secondary schools had been selected using simple random sampling, and all the respondents had been selected using convenience sampling.

### 1.7 Definitions of Key Terms

### 1.7.1 Organizational change

Organizational change was defined as the configuration of the components of the organization to improve efficiency and effectiveness (Francesco & Gold, 1998). Changes might occur at the individual, group or organizational structure.

### 1.7.2 Quickness acceptance of change

Quickness acceptance defined a set of explanations of features including management actions point towards a positive correlation by forward movement (Pettigrew, Ferlie & Mckee, 1992).

### 1.7.3 Readiness to change

Readiness was more to the understanding of the changes, readiness was more confidence in making changes, and readiness was a compilation of thoughts and intentions towards specific changes (Bernerth, 2004).

### 1.7.4 Commitment in organization

Becker, Billings, Eveleth and Gilber (1996) defined their commitment to the organization as a psychological application by officers to their agencies.

### 1.7.5 Trust in management

In this study, trust in management was defined as the willingness of officers to perform an action based on the competent authority that they would perform an important action for officers (Mayer, Davis & Schoorman, 1995).

### 1.7.6  Communication for organization

Communication in organization was a dissemination of information exchange (Hall, 1996).

### 1.7.7  Employee Attitudes towards Organizational change

According to Ajzen (1991), attitude toward organizational change referred to the stage at which an individual had a good or bad evaluation or appraisal behaviour questions.

### 1.8  Organization of the Thesis

This study consisted of five chapters.  Chapter 1 comprised a brief introduction of the study, the research objectives, scope and organization of the present study.  In Chapter 2, the relevant literature pertaining to the effect of the attitudes of teachers towards organizational change in secondary school, Kota Setar area had been investigated and discussed.  That included a discussion of factors that affecting on the attitudes among the teachers towards the education change program recently.  Chapter 3 described the research methodology of the study.  That included the research framework, research hypotheses, selection of the measures, sampling design, data collection procedure and data analysis techniques.  The findings of this study as well as the details analysis of statistical test conducted would be discussed in Chapter 4.  Chapter 5 which is concluded in this study with a brief summary together with its implication and suggestion for future research.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter will clarify preliminary studies of attitude-behavior, employee attitude towards organizational change, quickness acceptance to organizational change, readiness to change, commitment in organization, trust in management, and communication in organization.

## 2.2 Organizational change

The world is now been volatile and competes between one countries to another. Developed countries often impose their values on developing countries. Hence, the change needs to be done to prepare citizens facing global change. No choice, changes in education should be done so as not to be left behind.

According to Dawson (1994) any adjustment in activities or task is consider as a change in organization. Change is the process of analyzing the past to elicit the present actions required for the future (Kanter et al., 1992). Cao et al. (2000) considered that organizational change showed a diversity of the organization in its surroundings, and together with the interaction of the technical and human activities that had interconnected elements in the organization.

Resistance to change can happen from within. Therefore attitude can be difficult to change once they have been learned (Dunham, 1984). Dawson (1994) noted that one or a combination of factors such as substantive change in job, reduction in economic

security, psychological threats, disruption of social arrangements, and lowering of status may affect resistance to organizational change. Therefore, there must be individual different of the attitude towards organizational change. Some are more on quickness acceptance of change but some looks like more resistant to change. Elizur and Guttman (1976) stated that affective, cognitive and instrumental are the three types of individuals' or groups' response to organizational change. Feeling of being linked to satisfaction or anxious about change is known as affective response. Cognitive responses grouped as opinion that relates to usefulness and necessity and also about knowledge that required in handling change, while actions that already taken or which will be taken to handle the change is known as instrumental responses. These also suggested by Dunham et al. (1989) that affective, cognitive and behavioural are the three types of attitudes toward change. The affective component consists of the feeling of a person that has towards an attitude object, which involves evaluation and emotion, and is often expressed as like or dislike for the attitude object. The cognitive components of an attitude consists of the information that a person possess about a person or thing which is based on what a person believes is true. The way a person intends to behave towards an attitude object is known as behavioral tendency.

There are studies that provide insights on the impact of internal and external factors; age of organization, size, and inertia or momentum on an organization's effectiveness in responding to environmental either internal or external changes (Meyer et al., 1990; Kelly and Amburgey, 1991; Haveman, 1992; Fox-Wolfgramm et al., 1998). Several studies had focused on the link between an outcome or criterion variables; acceptance, resistance, commitment, cynicism or stress, and the success or failure of the

organizational change. Iverson (1996) found that an employees' acceptance of organizational change increases with commitment in organization, education, a harmonious industrial relations climate, job motivation, satisfaction and security. The employee acceptance reduces with union membership, tenure, role conflict and environmental opportunity. Yousef (2000) found that certain elements of organizational commitment may directly control certain attitudes toward organizational change, and job satisfaction with certain aspects of job directly and indirectly whereby through the different elements of organizational commitment, and control the different element of attitudes toward organizational change. Tierney (1999) found that relationships with employees and their supervisors and teams play the roles that influence their attitude to the organization. The perception of employees towards the change situation within the organization is consistent with those of their teams and supervisors. The quality of the relationship with the supervisor is important for the perception of employees of the change situation.

Education Development Plan 2013-2025 is the initiate ideas of people's minds. This is because the Education Development Plan is built on the recommendations of the people about the education system they want for the young nation (Teo Kok Seong, 2013).

In this regard, tens of thousands of civilians, educators, students, education officers and others from across the country are demonstrating concern for the country's education system. They did this for the benefit of our young people so that it can pass through a quality education system.

Teachers will benefit from the Education Development Plan 2013-2015 because they involve enactment of all levels and sectors through open dialogue, roundtables, workshops and open days during the drafting of the plan (Muhyiddin, 2012).

So, what we want is that there is no interruption in implementing the Education Development Plan 2013-2015 because what we do is earn reward, we should not delay seems this plan is for all (Hairulazim Ahmad, 2013).

The rate of change has increased so much that our imagination can't keep up (Toffler, 1970). Two of the most critical elements of leadership are the introduction and management of change. Most organizations rise or fall based on how well they manage the introduction of change and the control of uninvited changes in their environment (Bruckman, 2008).

### 2.2.1   Definition of Organizational Change

According to Jones (2007) organizational change is a process by which organizations move from the current situation to the requirements in accordance with the future desire to improve their efficiency.

Francesso and Gold (1998) defines organizational change as a configurations component to improve the efficiency and effectiveness of the organization. Changes may occur on the individual, group or organizational structure. The organization is a system, and therefore any changes make will affect from one to another parts.

McNamara (1999) states the concept of organizational change is a major change in organization that devoted to the contrary with minor changes such as adding new employees or amend the existing program. Examples of organizational change is the change in mission, restructuring operations (eg, restructuring management team, layoff), new technologies, mergers, new programs such as total quality management and reengineering.

### 2.2.2  Employee Attitudes towards Organizational change

It is difficult to explain about human behavior and determining the factor in complex. Since early 20th century, a number of studies done to measure attitudes for the purpose to explain behavior (Thurstone, 1928). Most researchers acknowledge that the attitude is a key factor in understanding human behavior and change in attitude will affect behavior (Thomas & Znaniecki, 1918), and Watson (1925). In the study, Katz (1960) explains the concept of attitude that 'attitude is the tendency of an individual to evaluate some symbol or object or aspect of his world in a state of like or dislike. Opinion is the verbal expression of attitude, but attitude can also be expressed in non-verbal behavior. The attitude of both effectiveness and appreciation and like or dislike and even cognitive or belief. Elements that describe the attitude object, its characteristics in relation to other objects. With that attitude all contain beliefs, but not all beliefs are determinant of attitudes.

In organizational context, employees will support or hinder efforts to change their behaviour, speech and stand. Normally, most people commit to the change, most of the literature focused on the opposite inclination. For example, rejection of change is about attempt to identify reasons for employee resistance (Carter, 1995). De Jager

(2001) said the resistance to change is normal and common. It is known as an appeal to reason of change. If there is a reason to change, voiced the matter, while if there is no reason to change then just ignore about it.

Coetsee (1999) attempted to explain the nature of the behaviour change process through the continuum model. According Coetsee, literature development organization is a commitment and resistance changes that unrelated and unconnected facts. However, he disputed this fact, commitment and resistance towards the direction of change, is seen as the two pillars of the continuum. He built a continuum model and explains the elements of resistance and commitment.

**Prevalence of Resistance to Change**

a. Aggressive resistance - acts like a wild pickets and boycotts, sabotage, and destruction (prevents changes to a rough voice their views and attitude, slow and protest activities).

b. Passive resistance - it showed a weak (aggressive behaviour as a threat to quit, voiced other indicators to discontinue changes).

c. Not Care - perceptions and attitudes interrelated to change. It is a transition between resistance and acceptance of change.

### 2.3    Human Factors of Organizational change

### 2.3.1   Quickness acceptance to Organizational change

Employees who have the quickness acceptance of new ideas and changes consistently appreciate the new method.  Quickness acceptance provides different tools for the analysis of organizational change.  Thus, by understanding the quickness acceptance of change it gives the employee managed the change process goes well (Armenakis & Bedeian, 1999).

### 2.3.2   Readiness to change

According to Armenakis, Haris and Mossholder (1993), readiness to change is leading to staff beliefs, attitudes and intentions related to the level of change required and the success of organizational capacity in making changes.  In the three-step model, the first step is dilution in which individuals feel discomfort with old behaviours and identify the need for change. This is the stage of readiness to change.

Change is concerned with solving the problems and challenges of an organization.  In the literature it has been defined as breaking down existing structures and creating new ones (Chonko, 2004).  Eventually, change is transformation of an organization between two points in time. Such situation can develop uncertainty, anxiety and ambiguity because of differences in individual life experiences, motivational levels, socio-demographic characteristics, knowledge, attitudes, and behavioural patterns. Change might be small or large but its affects on employee attitude and behaviour might be huge (Shah and Shah, 2010).

To overcome employees' nervousness, management and change agents have focused extensively on employee readiness predictor variables (Cinite et al., 2009). In the literature, readiness is defined as an employee's beliefs, thoughts, and behaviours to accept the needs and capability of an organization. Readiness is known as a cognitive precursor to behaviours of either resistance or support (Armenakis et al., 1993). The literature reveals that employee readiness factors have a significant impact in preparing them mentally and physically for immediate action (Madsen, 2003).

In the literature many predictor variables have been examined by many researchers to determine employee attitudes and behaviours in the domain of change management. Shah and Shah (2010) have studied employees' readiness to change. Miller et al. (2006) focused on employees' readiness to change by examining three workplace factors; management or leader relationships, job knowledge and skills, and job demands. Rafferty and Simons (2006) focused on the factors that create readiness for two types of change; corporate transformation and fine-tuning. A recent research study conducted by Holt et al. (2007) received 464 responses to a questionnaire survey from full-time employees in public and private companies in Northern Utah. Using a structured questionnaire and responses from 878 employees of a public sector organization in Turkey, Erturk (2008) found through structural equation modelling that trust in supervisors mediates between managerial communication and openness to change, and also found a partial relation between participation and openness to change via trust in supervisors.

Readiness to change is influenced by employees' beliefs of self-efficacy, appropriateness, management support, and personal valence (Shah and Shah, 2010). The above literature reveals that is has always been necessary to know the attitudes and behaviours of employees and management regarding organizational change.

To improve cooperation and efficiency in the organization, changes will be made expressly by employees appropriately and thoughtful (Knickerbocker & McGregor, 1941). Readiness mostly considered the ways to reduce resistance. Coch and French (1948) suggest managers should stress the necessity of change and which form during a meeting with employee readiness to overcome resistance to change.

Turner (1982) emphasized to make the implementation of the changes really effective, prepare for and commitment to change must be developed.

Holt (2002) reviewed the literature and after analysis is carried out, there were collection of data to identify the theme of change readiness. He identified the following five themes:

a. Principal support - refers to the stage where the members of the organization feel the leaders either formal or informal support change and change literature indicates readiness is influenced by colleagues as leaders of the organization.

b. Conflict - refers to the stage where employees of the organization feel that change is needed.

c. Individual valence - refers to the stage where employees feel that there are advantages intrinsic and extrinsic to the individual in the experience that changes occur.

d.  Efficacy - refers to the stage where employees feel that the organization is able to implement successful organizational change.

e.  Suitability - refers to the organization in which employees feel it will beneficial to them and organization in the experience of the change process.

Holt (2002) was concluded based on his hypothesis that individuals with high levels of readiness would be committed to change and will create less resistance and more behaviour to support. At the end of the study, he found that the readiness to change is the best prediction for change commitment, support and resistance.

### 2.3.3   Commitment in organization

The concept of commitment at work has been getting attention to the industry and organization. Overall review of the literature found a high level of commitment is positively correlated with the achievement of the organization (Cooper-Hakim & Viswesvaran, 2005; Mathieu & Zajac, 1990).

Relationship between employee and the supervisor are interrelated with the level of commitment whereby in any group that provides support to the organization reported may help to explain the role of tasks, reduce doubts, moral support and social help, and provide opportunities for work experience towards positive direction (Abbott et al., 2006; Freund, 2005; Obeng & Ugboro, 2003).

Employees who are satisfied with their work environment could engage with overtime and will give a strong commitment to every assignment. Employees who are not satisfied with the job only completing the task in a minimal approach (Chen & Hung, 2006; Chen, Lin, Lu & Taso, 2007; Chen, Tsui, & Farh, 2002).

According to Hersvocvitch and Meyer (2002), commitment is the important factor that has a relationship with the success of organizational change. Cummings and Worley (2005) integrate commitment to the theoretical framework for managing organizational change. They acknowledge that commitment is a critical factor element during the change stages happen, which organizations move from the current situation to the expected conditions and the process of institutional commitment is necessary, to maintain the momentum of change initiatives.

According to Porter, Steers and Mowday (1974) organizational commitment is the relative strength of the individual to identify with the participation and organization. This concept has been defined in the literature and at the same time adherence to the organization of work, identifies the values of the organization, and has a desire for involvement in the organization (Cook & Wall, 1980; Lambert, Barton & Hogan, 1999). Allen and Meyer (1990), however, make explicit that organizational commitment is a three dimensional construct; namely affective, continuance, and normative commitment.

According to Allen and Meyer (1990), affective, continuance, and normative commitment refer to different dimensions of the same phenomenon. Affective commitment refers to the employees' identification with, involvement in, and emotional attachment to the organization. Continuance commitment refers to the employees' recognition of the costs associated with leaving the organization. Normative commitment refers to the employees' sense of loyalty or moral obligation toward the organization.

### 2.3.4   Trust in Management

Trust is the key ingredient that should be possessed by a leader (Kouzes & Posner, 2006). Individuals know that they will follow in the boardroom or at war, is dependent on the ability to determine an individual is trustworthy, ethical and have a strong strength (Joshi, 2010). When a discussion relating to trust, they always talk about integrity and character to explain about their leaders (Mazar, Amir & Ariely, 2008). Individuals need leaders who know what is right and what is going wrong and not deviate others as well (Mazar et al., 2008). A leader must have a behaviour that is honest and trusted before helping to advise others (Covey & Merrill, 2006). Beliefs are delicate things and it will take a long time to build a trust. A belief is destroyed when the emergence of bad behaviour (Zeidner, 2008). Building trust takes time and it can be achieved through honesty, integrity, credibility and trust to employees (Dubrin, 2005).

Trust has been defined in different assessment whether it is general conceptual agreement or any method for the measurement of trust (Mayer et al, 1995); Rousseau, Sitkin, Burt & Camerer, 1998). Mayer and Davis (1999) define trust as a willingness to engage in risk-taking with a focus on the parties and Rousseau et al. (1998) described as a psychological belief that contain the intention to accept easily on positive expectation of intent or other behaviour. In their review of the definition, Mayer et al. (1995) had identified the most conceptual of common elements, for example willingness to assume risk. According to them, all the employees who believe towards management believe make them easy to find out the possible risks that can occur as a result of decisions and actions by management decisions.

25

Literature review explains the strong correlation between trust in management and individual attitudes towards the direction of change. Albrecht (2002) define trust as the willingness of senior management employees to comply with the order, action or decision of senior management under conditions of uncertainty or risk. Martin (1998) explains that employees who believe their management are expected to react positively to change the direction of the organization. Similarly, management trust led to the acceptance of organizational changes. Rousseau and Tijoriwala (1999) found high levels of trust will build increasing stage acceptance for complex organizational change. Management credibility, which is based on a good relationship before, could enhance positive employee response to changes process as well (Kramer, 1996).

Associated with the management of the relationship between trust and attitude change, Kanter and Mirvis (1989) explains when employees do not have self-belief in the senior management, they are in the condition of cynical character. Trust can reduce the level of uncertainty and eliminate speculation and fear in the work environment. All these studies identified trust as a key factor in the process of employee evaluating the changing nature in organization.

Albrecht (2002) developed the model for identifying antecedent to negative employee attitudes towards change. He uses his perception of integrity, competent, and trust in management as antecedent cynicism. Through employee opinion surveys, Albrecht collected a total of 750 respondents, from two public sector organizations. The results showed trust in senior management will affect the attitude of employees (sarcastically) towards change. When employees consider the credibility and trusted

from management, they initiate a positive attitude towards change. He further explains the existence of management trust, program changes can be more effective implemented in the public sector and therefore, the management of certain conditions need not spend a lot of time and effort in relation to the resistance change.

In another study, Weber and Weber (2001) explore how planning of organizational change affect employees and employee perceptions. First, they measure employee trust in management, supervisory level support for the development of perception, and the perception of organizational readiness to change before organizational change program. After six months of implementation of the change effort, they generally have to make the hypothesis that all the variables are measured differently. Furthermore, if the employees are trained and experienced to change, their perception of readiness to change will increase. Thus, they hypothesized that trust in management and organizational readiness to change will increase.

For the variables, they use trust in management, supervisory support for the development of perception, perception of organizational change readiness, feedback, autonomy, and employee engagement goals expressly used. The first set of data collected before the program changes occur. Six months later, after management training activities and implementation of quality management practices, Weber and Weber (2001) found that trust in management, supervisory support for the development of perception, perception of organizational readiness to change is significant. Their findings support the hypothesis and they are formulating an increasingly common for employees to change, they are more supportive of management and change programs.

### 2.3.5 Communication in organization

Communication is a key factor for the successful implementation of any initiative of change (Connor, 1992; Hultman, 1998). According to Hall (1996), communication is defined as the exchange of information and the delivery of meaning and place in three dimensions: up, down, and horizontally. It is important to provide communication about organizational change, where weak or difficult communication can provide a clear decision not to program the change purpose (Covin & Kilmann, 1990). A clear understanding of open and honest communication is required for the need of change.

Changes influenced by all levels of the organization (Nelissen & Van Selm, 2008), in a different way (Salem, 2008; Johansson & Heide, 2008) and also affect the individual's perception (Qian & Daniels, 2008). The importance of communication on the changes was repeated in the study of communication during organizational change in detail (Jones et a., 2004; Lewis & Seibold, 1998). The studies by Balogun and Johnson (2004), Elving and Bennebroek Gravenhorst (2005), Hansma and Elving (2008), and Huy (2002) has outlined the major role of middle managers during the changes occur. Management subordinates and supervisors are an important primary source of information to employees (Bosley et al., 2007). Disrupted communication and misunderstandings at that level could have an impact on implementation strategies that can be translated into action.

Normally believed that negative employee attitudes, cynicism and skepticism is negatively correlated with employees perceptions of the adequacy of communication related changes. Kotter and Schlesinger (1979) stated that misunderstandings also known as a result of communication problems or lack of information that is one of the

important factors that cause resistance to change. They indicate that when the increased of information sharing and communication for personal, it will increase employees collaboration and negative attitudes. So it will be a reduction in the barriers to change.

In their study, Stanley et al. (2005) used communication to measure cynicism and skepticism. They asked three questions; measure how successful managers communicate the reason for the change. Failure in communication by an employee of a reason for the change may have a serious impact on the successful trial of change. Stanley et al. (2005) concluded that in this case, management must find other strategies such as identifying and using trusted employee to communicate and persuade other workers in the sincerity motive for organizational change management. They consistently emphasize the implausibility of the the purpose of change as a result of poor communication is a unique source of resistance.

## 2.4    Theory of Planned Behavior and Fazio's Mode Model

The model used in this study is part of the Theory of Planned Behavior (Ajzen, 2005) and Fazio's Mode Model (Fazio, 1999). Researchers have concluded in conceptualize and operationalize the Theory of Planned Behavior as shown in the Table 2.1.

**Table 2.1 : Planned Behavior Theory by Azjen and Fishbein (2005)**

| Conceptualize | Operationalize | Conceptualize | Operationalize |
|---|---|---|---|
| 1.Behavior of trust | Teachers have a tendency of behavior | 1.Attitude toward behavior | Teachers' attitude will shape behavior |
| 2.Norms of trust | Teachers are influenced by their friends and the culture of the organization | 2.Subjective of norms | Teachers will develop attitudes based on the attitude of friends and culture of the organization |
| 3.Control of beliefs | Teachers have the knowledge and skills to do the job | 3.Behaviorals controls | Teachers' behavior relies on level of skill and competence in the task. |

<u>Intention</u>

The three factors above are expected to form the teachers' intention either positive or negative in the implementation of organizational change.

Based on the Table 2.1 Theory of Planned Behavior by Azjen and Fishbein (2005), the researchers concluded that the actual behavior of teachers will be influenced by the communication in the organization.   If there's a good communication implemented it will create a positive initiative towards readiness for commitment in organizational change.

According to this theory, intention, perception of behavioral control, attitude toward the behavior and subjective of norms reveal different aspects of behavior and everyone can give a point to attack in an attempt to change it. With reference to the defining issues that have a strong influence intention, Ajzen (1991) explains the significance of this determinant in developing attitudes and different intentions across the situations.

First proposed in 1990, the MODE model aims to describe the multiple processes by which attitudes can affect judgments and behaviour (Fazio, 1990). The model focuses on a basic distinction between two general classes of attitude to behaviour processes, spontaneous versus deliberative, and considers Motivation and Opportunity to serve as the major Determinants of which is likely to operate.

The spontaneous process highlights a mechanism by which attitudes can guide behaviour without the involvement of any conscious reflection on the part of the individual. Instead, by virtue of its automatic activation from memory upon the individual's encountering the attitude object, the attitude influences how the object is construed in the immediate situation, either directly, as when the activated evaluation forms the immediate appraisal, or indirectly, as when it biases perceptions of the qualities of the object. In effect, the automatically activated attitude serves as a filter through which the object is viewed, just as suggested by the field's longstanding emphasis on the constructive nature of perception (Asch, 1940; Bruner, 1957; Hastorf & Cantril, 1954). Once activated, attitudes colour perceptions of the object, and ensuing judgments or behaviours are a spontaneous reaction to these immediate perceptions. Thus, without any conscious consideration of one's attitude and without

any necessary awareness of its influence, one's behavioural response to an object can be guided by the attitude through a process initiated by its automatic activation. In other words, behaviour emerges as a downstream consequence of the automatically activated attitude.

In striking contrast are situations in which individuals deliberate about the costs and benefits of pursuing a particular action and, in so doing, consider their attitudes toward the behavioral alternatives and decide upon a behavioral plan (Ajzen, 1991; Ajzen & Fishbein, 1980). Of course, any such deliberation requires some expenditure of effort. Hence, the individual must be motivated to engage in the effortful analysis and also must have the opportunity, for example, the time and the resources to do so.

The MODE model also notes that the influence of attitudes on behavior sometimes may involve "mixed" processes, ones that involve a combination of automatic and controlled components. Any controlled component within a mixed sequence requires, once again, that the individual be both motivated to engage in the necessary cognitive effort and have the opportunity to do so. Thus, one might be motivated to gauge the appropriateness, or even counter the influence, of an automatically activated attitude. That motivation might stem from an enhanced desire for accuracy (Schuette & Fazio, 1995), a sense of accountability (Sanbonmatsu & Fazio, 1990), a concern with social desirability (Fazio, Jackson, Dunton, & Williams, 1995), or, as in much of the research that has been conducted concerning racial attitudes and prejudice, motivations to control prejudiced reactions (Dunton & Fazio, 1997). Opportunity, from the perspective of the MODE model, is essentially a gating mechanism. One must have the resources and the time for the motivated processing. Provided the

opportunity exists, an individual can counter or even correct for the influence of the automatically activated attitude. However, if the individual is fatigued or cognitively depleted, or if the situation demands an immediate response, then there will be little opportunity to engage in motivated deliberation. In that case, judgments or behavior are likely to be influenced by the automatically activated attitude, regardless of any relevant motivational concerns.

## 2.5    Research Hypotheses

There are six hypotheses raises to be test in this research to find the correlation between six variables on teachers' attitudes toward organizational change. The hypotheses are as below:

H1:    There is a significant relationship between quickness acceptance of change and attitudes toward organizational change.

H2:    There is a significant relationship between readiness to change and attitudes toward organizational change.

H3:    There is a significant relationship between commitment to change and attitudes toward organizational change.

H4:    There is a significant relationship between trust in management and attitudes toward organizational change.

H5:    There is a significant relationship between communication and attitudes toward organizational change.

## 2.6    Conclusion

Obviously as the study discussed above, response to change program is a multi range between organizations and firms.  Based on these reasons it became the basic to the study. Based on this chapter and the literature review, researchers have explored various forms of management literature that led to this study.   Researchers also include literature related to contributions to the theory of extensive research in the Chapter Three.

# CHAPTER THREE

# METHODOLOGY

## 3.1    Introduction

This chapter explains about the research design, data collection method, research instrument used and collection method, measurement and analysis of the data collected.   Research methodology can be in the form of (1) quantitative or (2) qualitative.   Quantitative type of research method is used when the researcher measuring the number of times a person does something under a certain circumstances.   While qualitative is used when the researcher is making a verbal interview to ascertain the feeling of the respondent about certain issue or circumstances.   Neither one is better than the other, despite, a comprehensive research normally will incorporate both of these methods in their research in order to get a better results, although, in a normal condition, this is not always possible due to time and financial constraints.

## 3.2    Research Framework

In this study, five factors have been taken into considerations in determining factors influence on teachers' attitude toward organizational change in secondary schools, Kota Setar.  The factors are quickness acceptance of change, readiness to change, trust in management, commitment in organization and communication in organization.

**Independent Variables**                                    **Dependent Variable**
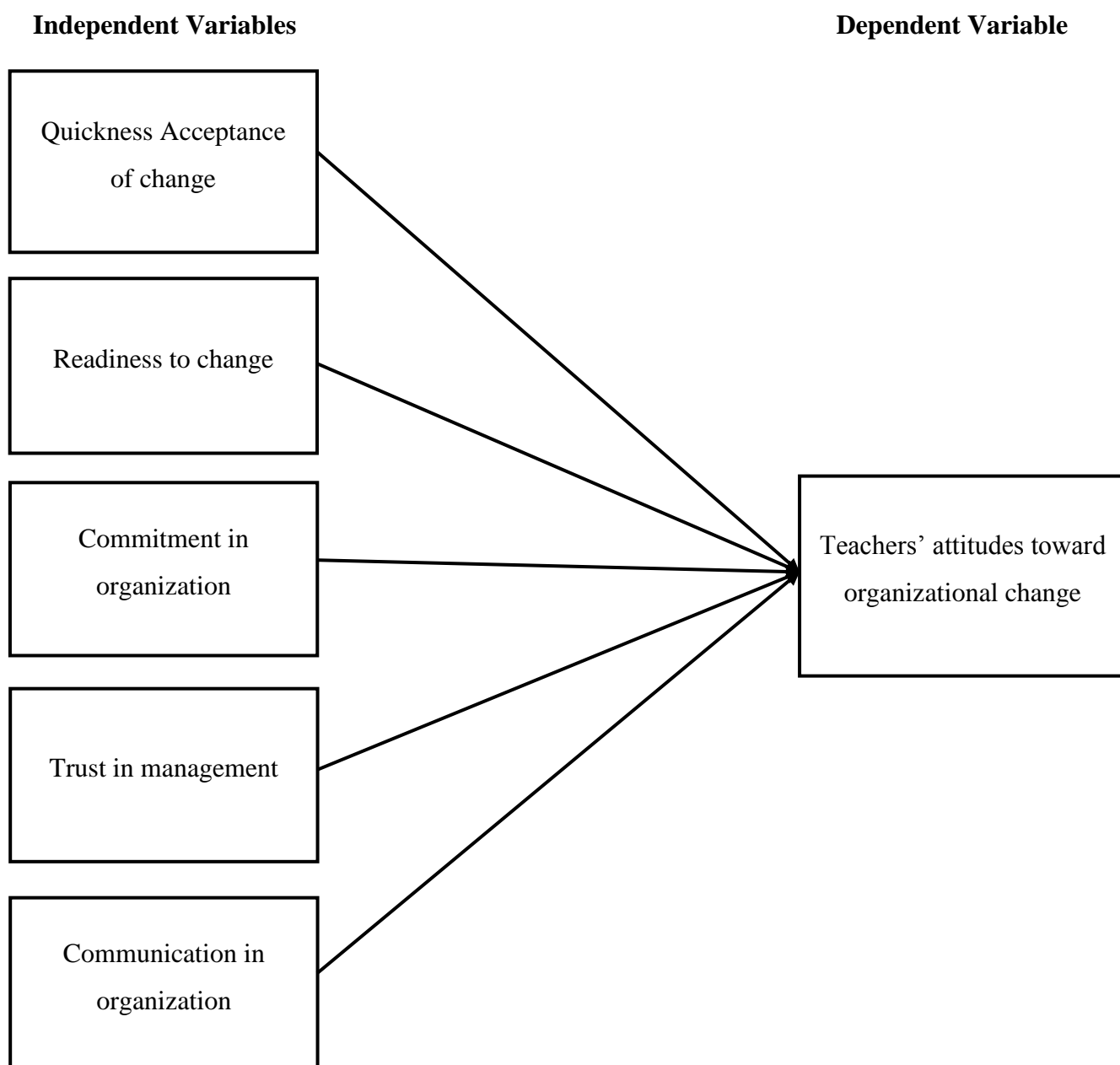


**Table 3.1 : Research Framework based on Theory of Planned Behavior (Ajzen, 2005) and Fazio's Mode Model (Fazio, 1990)**

## 3.3 Research Design

The study is using questionnaire which focused to examine the relationship between Independent and Dependent Variables. It will be based on previously mentioned motives, objectives and literature review. Specifically, this study looks into the factors that will be analyze to identify is there any significance influence on the relationship with the Dependent Variables. This study is a quantitative in nature. The findings and conclusion of the study will fully depend on utilization of statistical data collected and analyzed using Statistical Package for the Social Sciences (SPSS) Version 20.0.

According to Robert, Brian and Sekaran (2001), a quantitative study is a research method which involve the analysis of data or information that is descriptive in nature and usually quantified. The respondents of the study were the teachers of Kota Setar area where the distribution of questionnaires used was the simple random sampling. The data collected was solely through the questionnaire. There was no interview conducted with the respondents. After the data was gathered, the analysis is done to achieve the research objectives.

**3.3.1 Source of Data**

*3.3.1.1 Primary Source of Data*

Primary data refers to all information obtained firsthand by the researcher on the variables of interest for the specific purpose of this study. According to Sekaran (2006), data gathered for research from the actual site of occurrence of events are called primary data. In this research, primary data will be gathered from the prepared questionnaires to respondent in secondary school, in Kota Setar area.

*3.3.1.2 Secondary Source of Data*

Secondary data refers to the information gathered earlier before the actual research takes place. It refers to the data that gathered through existing sources by other researcher than the researcher conducting the current study such as company record, publication, industry analysis offered by the media, web publications and others (Uma Sekaran, 2009). The advantage of using this type of data is the fact that the data is accurate and ready to be used. At times, secondary data can also give an insight to the researcher on the subject matters from difference perspective. The secondary data consists of both internal and external data sources. External sources such as journals, articles, books while internal sources such as organization website, brochure and etc. For this study, researcher gathered the secondary data from organization website, journals, and articles which are relevant and able to support the literature review.

### 3.4 Measurement of Variables/Instruments

### 3.4.1 Variables and Measures

In this study, the questionnaire was distributed to respondents in Malay version (Bahasa Malaysia). A total of 43 questions contain in the questionnaire which is divided into six sections respectively which is Part A, Part B, Part C, Part D, Part E, Part F and Part G. In every section of the questionnaires has its own instruction and guideline to the respondents. A seven-point respondent format have been used for part A until part F since it provides a finer level of detail and does not place undue cognitive burden on the respondents (Lissitz & Green, 1972; Miller, 1956: Preston & Colman, 2000). In addition seven appears to be optimal for information processing purposes and scale reliability (Churchill & Peter, 1984; Green & Rao, 1970). Demographic information for part G fundamentally considered as nominal (Devellis, 2003; Nunnally, 1959; Nunnally & Bernstein, 1994; Roberts, 1994; Suppes & Zinnes, 1963).

### 3.4.2 Interpretation of Variables

Part A covers the area dependent variables which is the teachers' attitude toward organizational change. This measures the teachers' attitude toward organizational change. It contains of 5 items of questions. Part B covers the first independent variables which is quickness acceptance of change, whereby it measures how teachers' influence in quickness acceptance of change in secondary school, Kota Setar. This part contains of 4 items of questions. Part C is the second independent variables which is measures readiness to change. It contains of 10 items of questions. Part D measures commitment toward the change process in organization among teachers. It contains of 8 items of questions. Part E measures trust in management

toward the change process.  It contains of 5 questions.  Part F measures communication in organization toward the change process and it contains of 5 items of questions.  Part G is about demographic background of the respondent.  This last section of questionnaires requires information about personal and demographic data of respondent.  Questions included gender, age, race, religion, education and working experience.

### 3.4.2.1 Measure for Quickness acceptance of change

Quickness acceptance of change is an independent variable.  Quickness acceptance of change is willingness or readiness to receive particular expression or idea.  In this study, the quickness acceptance of change meant a willingness to accept the idea of the new changes in the organization.  Cochran et al., (2002) explain that there are four items in the questionnaire survey was used in the concept.  These items are focused on the openness and willingness of individuals to change and individual beliefs about the effectiveness of the changes progress.

**Table 3.2 : Quickness Acceptance of Change items**

| Variable | Operational definition | Items | Authors |
|---|---|---|---|
| Quickness Acceptance of Change | Openness and willingness of individuals to change and individual beliefs about the effectiveness of | 1. I often suggest new approaches for doing my job.<br><br>2. Most changes make my work more effective (save time, energy and cost). | - Cochran et al., (2002) |

40

| | | 3.Most changes make my work more efficient. | |
| | | 4.Most changes in this organization can cause a problem and make my work inefficiently. | |
| programs | | | |

### 3.4.2.2 Measure for Readiness to Change

Readiness to change is an independent variable. According to Armenakis, Haris and Mossholder (1993), readiness to change is leading to staff beliefs, attitudes and intentions related to the level of change required and the success of organizational capacity in making changes.

**Table 3.3 : Readiness to Change items**

| Variable | Operational definition | Items | Authors |
|---|---|---|---|
| Readiness to Change | Beliefs, attitudes and intentions related to the level of change required | 1. I am willing to work harder if there is a change.<br>2. I am willing to participate in any change program.<br>3. I am willing to change work practices if the change occurs.<br>4. I am ready to make changes in work even I am not in a problem.<br>5. I am ready to spread the idea of the change program.<br>6. I am ready to support the change. | - Khulida et al., (2012) |

41

7. I am willing to learn new things to

support the changing needs.

8. I am willing to be changed to

another location in case of changes.

9. I am willing to accept greater

responsibility in case of changes.

10.I am ready to appreciate new

values and culture aligned with the

changes.

### 3.4.2.3 Measure for Commitment in organization

Commitment in organization is an independent variable. According to Porter, Steers and Mowday (1974) organizational commitment is the relative strength of the individual to identify with the participation and organization. This concept has been defined in the literature and at the same time adherence to the organization of work, identifies the values of the organization, and has a desire for involvement in the organization (Cook & Wall, 1980; Lambert, Barton & Hogan, 1999).

**Table 3.4 : Commitment in organization items**

| Variable | Operational definition | Items | Authors |
|---|---|---|---|
| Commitment in organization | Relative strength of the individual to identify with the participation and organization | 1. I feel happy and excited to spend my career within this organization together. 2. I am comfortable talking about this organization with others. | - Allan & Mayer (1991) |

3. The problem in the organization is

part of my problem too.

4. I do not think that I would be so

close to another organization as I

close with this organization.

5. I am part of this organization.

6. I am very close to this

organization.

7. This organization means a lot to

me.

8. I think there is a strong and

meaningful relationship between

me and the organization.

### 3.4.2.4 Measure for Trust in Management

Trust in management is an independent variable. According to Mayer et al., (1995) trust means the willingness of individuals to commit an action of the competent authority on the basis that they will do the necessary for officers. For the measurement of these variables, Stanley et al., (2005), formulated five items of questionnaire.

**Table 3.5 : Trust in Management items**

| Variable | Operational definition | Items | Authors |
|---|---|---|---|
| Trust in Management | Willingness and trust to a higher authority | 1. If I was given a choice, I would not allow management to make | - Stanley et al., (2005) |

43

decisions

concerning employee well-being.

2. I am willing to follow

management's lead even in risky

situations.

3. I trust management to make the

right decisions in situations that

affect me personally.

4. When it comes to making

decisions that affect me, I have as

much or more faith in

management's judgment as I

would in my own.

5. Even if a bad decision could have

very negative consequences for

me, I would trust management's

judgment.

### *3.4.2.5 Measure for Communication in Organization*

Communication in organization is an independent variable. According to Hall (1996), communication is "the exchange of information and dissemination of meaning. When it refers to the phenomenon of organizational change, communication is receiving information relating to officers about organizational change". Five items in the questionnaire survey was developed for the measurement of communication in organizational change using the Holt study (2002).

**Table 3.6 : Communication in Organization items**

| Variable | Operational definition | Items | Authors |
|---|---|---|---|
| Communication in Organization | Exchange and dissemination of information | 1. I am very satisfied with the information received about the changes in this organization. | - Holt (2002) |
| | | 2. I believe the information about organizational change will lead to changes in the organization's personnel. | |
| | | 3. I know how to get the information about changes in the organization. | |
| | | 4. I believe that disseminated information about changes in the organization explains why changes are needed. | |
| | | 5. I believe that disseminated information about changes in the organization will explain how certain changes can have an impact on each individual. | |

## *3.4.2.6 Measure for Attitude toward Organizational Change*

Attitude toward organizational change is a dependent variable. According to Ajzen (1991) attitude refers to the stage where the individual are rated good or bad or issue of behavioral assessment. By using Ajzen approach, this study stands for the attitude of officers towards organizational changes as the officer are rated good or bad on organizational change.

**Table 3.7 : Attitude toward Organizational Change items**

| Variable | Operational definition | Items | Authors |
|---|---|---|---|
| Teachers' Attitude toward Organizational Change | Individual are rated good or bad or issue of behavioral assessment. | 1.Most of the changes in education program is to solve the problem of the organization to be better.<br><br>2. I believe changes in education program raises the interest of the organization effectivly.<br><br>3. I am proud of the efforts undertaken are relating to changes in the organization.<br><br>4. The change efforts implemented so far is a good strategy for this organization.<br><br>5. I will support and do the best for any changes program which I believe it will benefit the | - Alreck & Settle (2004) |

46

organization.

### 3.4.3　Questionnaire Design

A structured questionnaire was developed, which consisting of seven. PART A, of the questionnaire sought to determine the teachers' attitude towards organizational change. Five items were tested under this section. PART B, aimed to ascertain and analysed the quickness acceptance of organizational change among teachers in Kota Setar. PART C, explored the readiness of change in organization, PART D, to analysed the commitment among teachers in organization. PART E, is where to investigate the trustiness to the management in organization. PART F, aimed to ascertain and analysed the communication in organization among the teachers. PART G, is where the data about age, gender, race, qualifications and working experience were collected.

### 3.4.4　Validation of Instruments

#### 3.4.4.1　Pilot Test

A pilot test is a scientific type investigation in terms of a newly developed test's validity and reliability in regards to its intended purpose. The process of conducting a pilot test involves administering the test to a small group of the test's target audience and then evaluating the information that is obtained from the pilot test. The test developers are then required to make any necessary revisions to the new test and therefore are responsible for fixing any problems that exist with the test performance as discovered from conducting the pilot test (McIntire & Miller, 2007).

30 respondents have been selected to be in the pilot test. The purpose of the pilot test as mentioned earlier is to test the reliability of the questionnaire. Due to the fact that the purpose of the pilot test is to determine how well the new test performs, it is essential that the pilot test be administered in a similar situation to the one that the test will actually be utilized in. Because of this, the researcher needs to choose a group of people who closely resemble or are even directly part of the target audience that the test will be used for. When conducting a pilot test, the test the researcher needs to make sure that the examinees fully understand that they are participating in a research study and therefore, that the results of the test will be used for research purposes only.

## 3.5     Data Collection and Administration

### 3.5.1   Data Collection Method

#### 3.5.1.1 Questionnaires

To gather the data from respondents, this study uses a questionnaire which consists of 7 sections. The section consists of Section A which contain of respondent personal information; Section B containing questions relating respondent readiness to change, Section C; containing questions relating respondent quickness acceptance of organizational change, Section D; containing questions relating training for organizational change, Section E; containing questions relating respondent trust in management, Section F; containing questions relating respondent communication in organization, Section G; containing questions relating respondent commitment in organization.

### 3.6 Data Collection Procedures

This study was carried out in two phases of data collection that consist of a pilot study in examining the instrument as a first phase while second phase is a actual study to randomly selected teachers in secondary school, Kota Setar.

In order to get cooperation from the entire population, a formal letter is sent to get approval from District Education Department of Kota Setar. This letter attach with the official letter that given from OYA UUM. On 22$^{nd}$ October 2013 both letter are sent by hand to District Officer of Kota Setar Education Department. After received the approval letter, some statistics about secondary school teachers, Kota Setar has started to be collected by the researcher. This statistic will help to get the sampling size for this research.

Pilot test was conducted on 7$^{th}$ November 2013. 30 questionnaires distributed to teachers to test validity and reliability. The actual study was conducted after researcher satisfied with pilot test result. Data collection procedures were carried out by online system through email and by hand. Upon agreement, the questionnaire was distributed personally by the researcher. Daily follow-up call was made to that person with aims to keep informed on the survey progression.

The questionnaire was used as the main instrument to collect data from the respondents. The advantage of using questionnaire includes the relatively low cost, no interview bias, no prior arrangements are needed and the facts of anonymity among respondents (Schermerhorn, Hunt & Osborn, 2000).

Before distributing the questionnaire, the researcher obtained the permission from District Officer of Kota Setar District Education Department. The distribution of the questionnaire is to the teachers at Kota Setar secondary school irrespective of their gender, age, race and religion. The researcher has explained the purpose of the study to the respondents. The researcher distributed the questionnaire to the target respondents and they were given one to two weeks to complete it. Some of them have posted the questionnaire to the researcher had been collected by the researcher by hand. However, most of the respondents are replied through email given.

The basis for distribution is simple random sampling where all teachers have an equal chance of being selected in the survey. All questionnaires were successfully returned in the pilot test. After the researcher was confident that the questionnaire of the study is able to measure the items been tested and able to collect data needed to answer the research questions through the reliability analysis where all the Cronbach's Alpha calculated are 0.70 and above, only then 335 questionnaires was distributed to the teachers for the real survey. In this distribution, out of 335 questionnaires distributed, 269 respondents had returned the questionnaire to the researcher, which has meet the criteria suggested by Krejcie, Robert, Morgan, Daryle (1970), suggested a guidelines for sample size decision so as to ensure precision and confidence in determining the sample size.

## 3.7    Population Frame

Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate, while sample is a subset of the population (Uma & Roger, 2009).  According to teachers' statistic from Kota Setar Education Department until November 2013, there are 1,768 female and 803 male teachers in secondary school Kota Setar area and 34 secondary schools.  Therefore the total population of teachers in secondary school in Kota Setar is 2,571 from 34 of secondary schools.  From the total of 34 secondary schools listed, simple random sampling technique was used to select the number of schools to be used as samples for teachers to answer questions.  Simple random sampling is all elements in the population are considered and each element has an equal change of being chosen as the subject (Uma, 2007).  21 secondary schools have been selected using simple random sampling, and all the respondents have been selected using convenience sampling.  According to Uma, (2007), convenience sampling is the most easily accessible members are chosen as subjects.  The subjects the researcher meant were teachers as respondents.

## 3.8    Sample Size and Sampling Technique

According to Uma (2009), sampling design and sampling size are very important.  That is, if data collected from people, events, or objects that cannot provide the correct answers to solve the problem, the survey will be in vain.  A proper sampling design and size helps the researcher to draw conclusions that would be generalized to the population of interest.  335 sets of questionnaire had been distributed which were translated in Malay Language.  According to Roscoe (1975), sample sizes are larger than 30 and less than 500 are appropriate for most research.  Within this limits (30 to 500), the use of sample about 10% of parent population is recommended.

## 3.9    Data Analysis Techniques

After collecting the information from the questionnaire, a checking will be done to ensure the data accuracy of the information gathered. The data gathered through questionnaire will be coded and analyzed using the computerized SPSS (Statistical Software Package for Social Science) version 20.0.

To identify the reliability of the research, Cronbach's alpha test will be utilized. Cronbach's coefficient alpha is the commonly used measure for internal consistency reliability. Cronbach's alpha value of .70 and above is considered to be reliable (Nunnally & Bernsyein, 1994). An Alpha value of .70 and above indicates items are homogeneous and measuring the same construct. Uma Sekaran (2006) suggested that alpha value of .60 would be deemed the lower value of acceptability.

Inference statistic analysis that will be use is the Pearson correlation. According to Cohen and Holiday (1982) significant level for social science analysis is at $\alpha=.05$. This correlation approach will be use as it can identify the positive or negative relation among the variables factors.

### 3.9.1    Descriptive Statistic

Descriptive statistics are used to describe the basic features of the data in a study. It provides simple summaries about the sample and about the observations that have been made. The summaries may be either in a quantitative form like summary statistics, or visual such as simple graphs. It can also be described as a presentation of data in the form of tables and charts or summarization by means of percentiles and standard deviations.

Descriptive statistics do not make any conclusions that extend beyond the data being analysed, instead it is just describing what is or what the data shows. Thus, the descriptive statistics are simply to describe what is going on in the data being analysed. By using the descriptive analysis, the researcher is able to present quantitative description in a better, manageable form. Descriptive statistics help us to simplify large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary.

In this study descriptive statistic such as missing values, normality test, frequency, mean, and standard deviation were used to describe the basic features of the data in a study. This will provide simple summaries about the sample and the measures. Together with simple graphics analysis, this will form the basis of virtually every quantitative analysis of data.

### 3.9.2    Pearson Correlation Coefficient

Correlation is a measure of the relationship between two (2) or more variables normally between the independents and dependent variables. The symbol of a correlation is r, and its range is from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation while a value of +1.00 represents a perfect positive correlation. A value of .00 represents a lack of correlation. The closer the measure to 1.00, the more likely the relationship is statistically significant (Muchinsky, 1993). According to "Guilford Rule of Thumb" (Guilford, 1956) the strength of correlation are shown in Table 3.8.

**Table 3.8 : Interpretation of Strength of Correlation Coefficient**

| Value of Coefficient | Relation between variables |
| --- | --- |
| − .30 | Very Low Relationship |
| .30 – .50 | Low Relationship |
| .50 – .70 | High Relationship |
| -1.00 | Very High Relationship |

### 3.9.3   Linear Regression

Linear regression attempts to model the relationship between two variables by fitting a linear equation to observed data.   One variable is considered an explanatory variable, and the other is considered a dependent variable.   In this study, linear regression has been used to analyse the relationship between two variables.  For each subject (or experimental unit), the purpose is to find the best straight line through the data.  In some situation, the slope and/or intercept have a scientific meaning.

Should a researcher wants to perform a linear regression analysis, it is advisable to conduct a preliminary test for example a scatterplot, to determine whether there is a relationship in existence between the two variables of interest.   Should there is no relationship, then fitting a linear regression model to the data probably will not provide a useful model.

**3.10    Conclusion**

This chapter has explained in detail the research design, location of the study, instruments used in data collection, and criteria for the selection of respondents. A clear understanding of the research methodology is important so that the reader or user of this study will able to comprehend why data has been analysed in certain ways and the direction of the study. The following chapter will discuss on the findings of the study.

# CHAPTER FOUR

## FINDING AND DISCUSSION

### 4.1    Introduction

The presentation of this chapter would be as follows.  First, the profile of respondents would be highlighted based on their demographic characteristics.  Second, the measure of this study was tested for their construct validity and internal consistency using reliability analysis.  The statistical method of Pearson Correlation is used to determine the existence of any relationships between the variable.  Additionally, Regression Analysis was conducted to examine which among the independent variable was the most important to explain the dependent variable.

### 4.2    Responses Rate

A total of 335 questionnaires were distributed to the respondents, only 269 questionnaires were collected.  All the 269 questionnaires returned were used for further analysis (Table 4.1) and the usable responses were 80.3%.

**Table 4.1**

|                            | Total | Percentage (%) |
|----------------------------|-------|----------------|
| Distributed questionnaires | 335   | 100            |
| Collected questionnaires   | 269   | 80.3           |
| Uncollected questionnaires | 66    | 19.7           |
| Useable questionnaires     | 269   | 80.3           |

## 4.3    Demographic Profile

Frequency distribution analysis was conducted to obtain a count of the number of respondents associated with the different values of variable and expressing these count in percentage term.  All tables below show that the analysis of respondents' background included gender, age, race, religion, education level and working experience.  The analysis of 269 respondents' demographic profile was performed on gender, age, race, religion, education level and working experience which is illustrated in Table 4.2.  The gender composition shows that 35.3% are male respondents, while 64.7% are female.  The composition of the highest age group is from 26-35 years which is 40.5% while the lowest is from less than 25 years which is only 8.6%.  The Malays are ranked as the largest number of respondents at 89.2%, followed by Indian 5.6% and Chinese 2.6%, and others with 2.6% as well.  In relation to academic background, respondents with a Bachelor qualification are the most with 66.9%.  The data shows that most of the respondents have working experience for 11 years and more at 45.0%.

**Table 4.2 : Demographic statistic (N = 269)**

| Classification | | Frequency | Percentage (%) |
|---|---|---|---|
| Gender | Male | 95 | 35.3 |
| | Female | 174 | 64.7 |
| Age | Less than 25 years | 23 | 8.6 |
| | 26-35 years | 109 | 40.5 |
| | 36-45 years | 43 | 16 |
| | 45 years and above | 94 | 34.9 |
| Race | Malay | 240 | 89.2 |
| | Chinese | 7 | 2.6 |
| | Indian | 15 | 5.6 |
| | Others | 7 | 2.6 |
| Religion | Muslim | 253 | 94.1 |
| | Budhist | 11 | 4.1 |
| | Christian | 3 | 1.1 |
| | Others | 2 | 0.7 |

| | | | |
|---|---|---|---|
| Highest level of education | Diploma | 58 | 21.6 |
| | Bachelor | 180 | 66.9 |
| | Master / PhD | 31 | 11.5 |
| | Others | - | - |
| Experience | Less than 1 year | 26 | 9.7 |
| | 1-3 years | 33 | 12.3 |
| | 4-10 years | 89 | 33.1 |
| | 11 years and more | 121 | 45 |

## 4.4 Descriptive Analysis

### Table 4.3 : Descriptive Statistics

| Variables | N | Mean | Std. Deviation |
|---|---|---|---|
| Quickness acceptance of change | 269 | 4.78 | 1.17 |
| Readiness to change | 269 | 5.31 | .67 |
| Commitment to change | 269 | 5.00 | 1.28 |
| Trust in management | 269 | 4.06 | 1.16 |
| Communication in organization | 269 | 4.71 | 1.14 |
| Att. towards org. culture change | 269 | 5.07 | .97 |

Table 4.3 showed the results of mean and standard deviation for dependent variable (attitude towards organizational change), independent variables (quickness acceptance of change, readiness to change, commitment to change, trust in management, and communication in organization). All variables were evaluated based on a 7-point scale. The results showed that the mean (M) and standard deviation (SD) for quickness acceptance of change (M = 4.78, SD = 1.17), readiness to change (M = 5.31, SD = .67), commitment to change (M = 5.00, SD = 1.28), trust in management (M = 4.06, SD = 1.16), and communication in organization (M = 4.71, SD = 1.14). The results showed that readiness to change had the highest mean which was 5.31 and commitment in organization is the highest standard deviation which was 1.28.

## 4.5 Normality and Linearity Test

According to Hair, Black and Babin, Anderson and Tatham (2006) correlation and regression testing can only be done when the data scattered normally and there is a linear relationship between the variables. Here are the results of several forms testing to ensure that the data obtained has met these requirements.

### 4.5.1 Normality Analysis

A great data is the data that have a normal distribution pattern which is the data distribution not deviated to the left or right and is a bell-shaped. Norusis (1995) describes a simple method for examine normality of the data is to look at the histograms diagram for residual. According to Norusis (1995) the normal distribution can be seen from the histogram diagram with vertical lines. However, it is difficult to get a normal distribution that completely accurate because of the problems arising with the sampling. Based on the analysis conducted, there was a significant residual grouping positive. Based on a relatively balanced distribution of the residual normality assumption of data this study has been met. Independent variables tested by the same method showed a normal distribution of the residual histogram. This shows that all the data has meet the normality assumption of data. It was found that the data were normal and in linear scale. The data was checked for their normal distribution.

The other method of normality test is the data can also be viewed by using normal probability plots as recommended by Hair et al (2006). In this analysis it shows the normal probability plot of the dependent variable attitude of teachers to change the organizational culture. While the plots above and below show the residual values are

reviewed as a whole in a normal straight line or approaching the line. This position can be used to prove that the data meet the normality assumption. Normal probability plot method has also been used to study other independent variables to examine other independent variables, and for this study it was found that it meets the normality test.

**Chart 1 : The Normality of item in Quickness acceptance of change**



Normal Q-Q Plot of AQmean
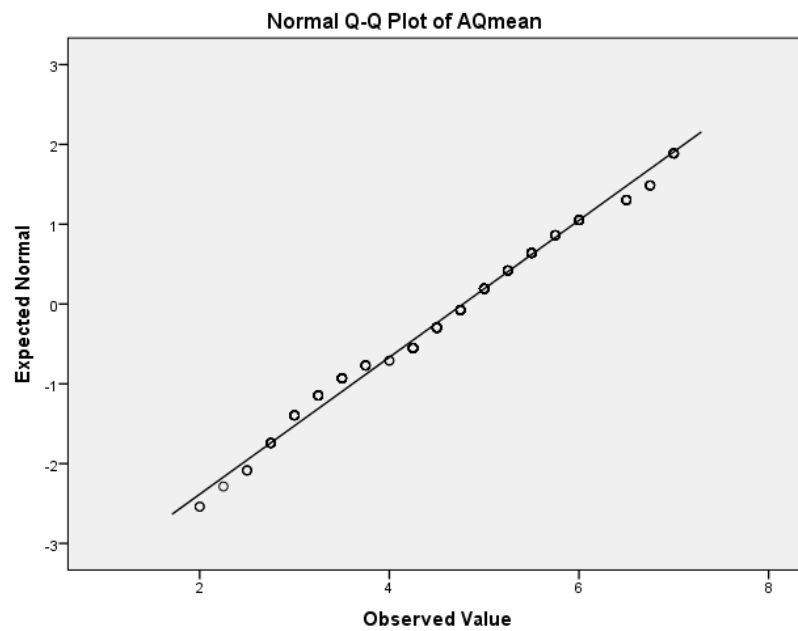
**Chart 2 : The Normality of item in Readiness to Change**



Normal Q-Q Plot of READINESSmean
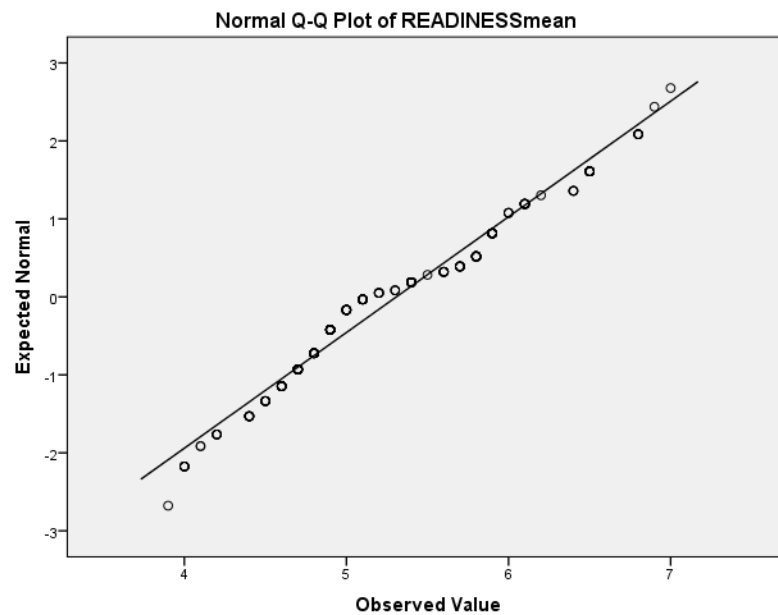
**Chart 3 : The Normality of item in Commitment to Change**



Normal Q-Q Plot of COMMITmean
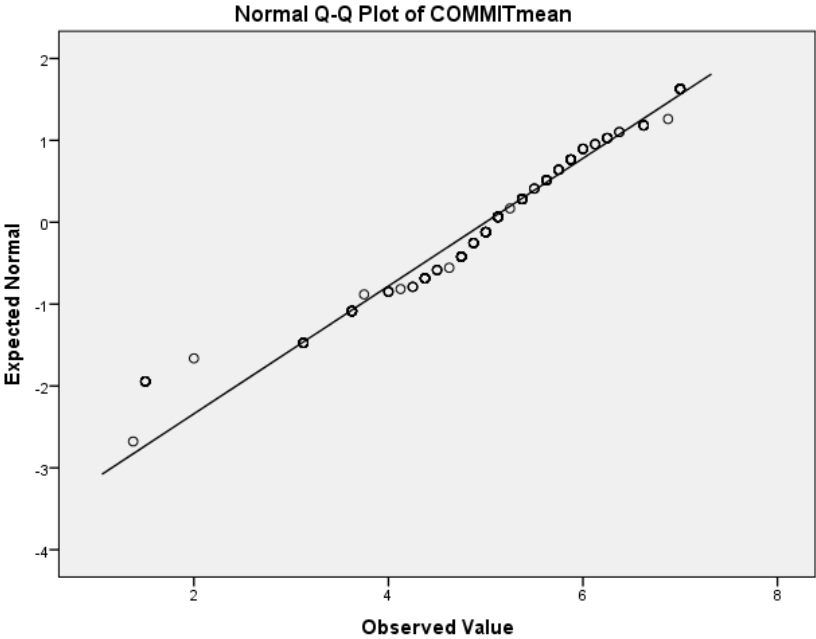
**Chart 4 : The Normality of item in Trust in Management**



Normal Q-Q Plot of TRUSTmean
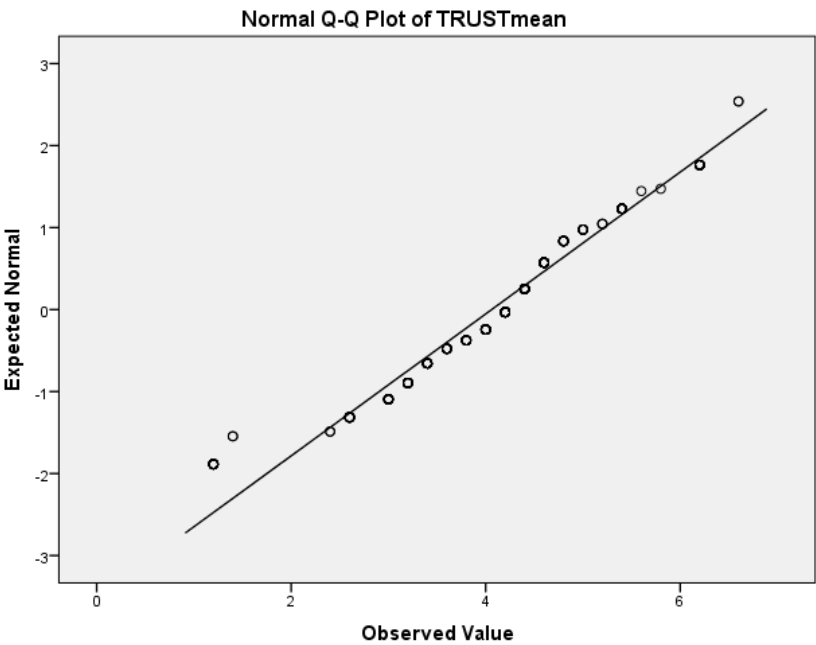
**Chart 5 : The Normality of item in Communication in Organization**



Normal Q-Q Plot of COMMmean
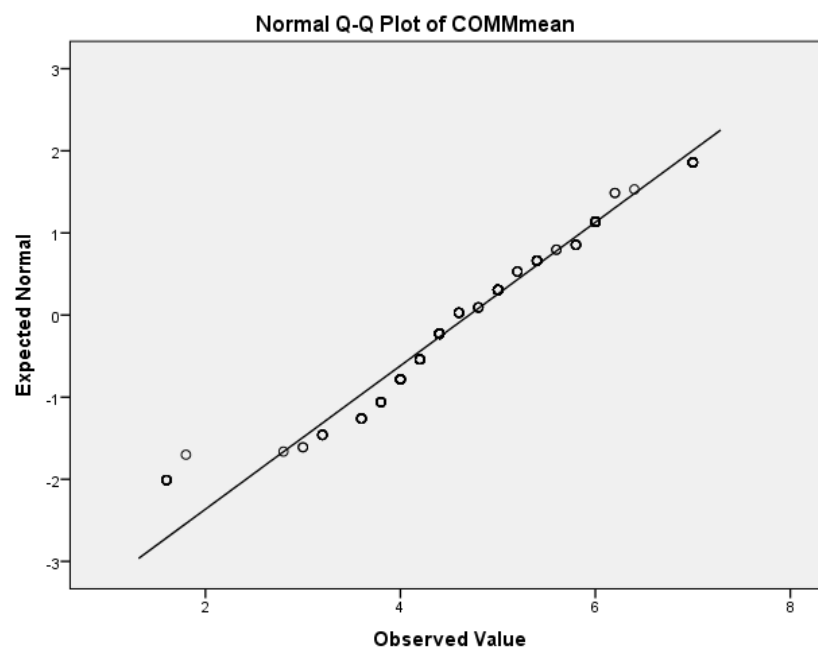
**Chart 6 : The Normality of item in Attitude toward Organizational change**



Normal Q-Q Plot of ATTmean
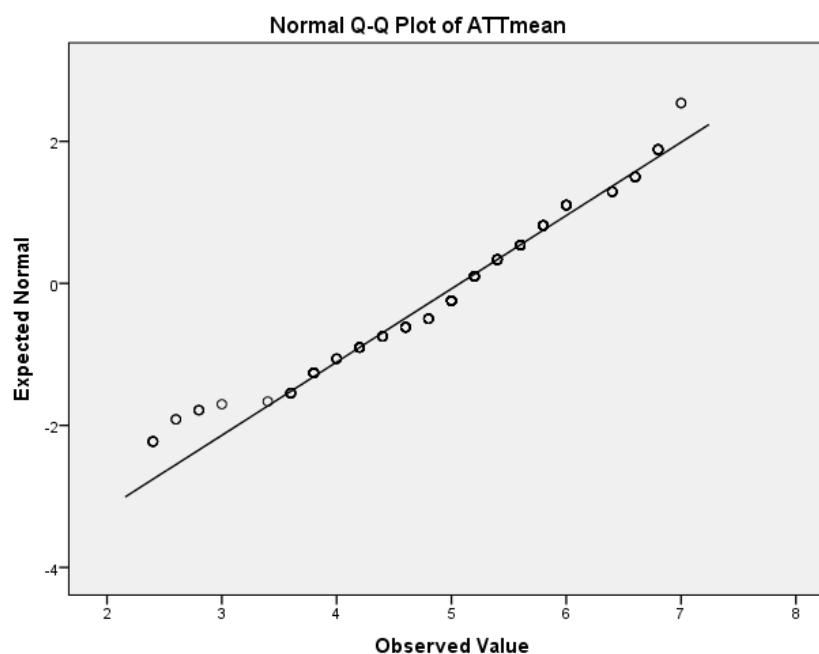
Looking at the Q-Q Plot for each factor, the normality of some of the items in the variable look pretty deviate from the line, but that does not mean they are not normal. This situation might occur due the way the respondent selected the answer in the questionnaire. As different respondent might interpret the same question in the questionnaire differently, this has caused the tabulation of data it is not in stable strata. By referring to Table 4.4 shown below, the researcher is in the opinion that the relationship between items in the variables is highly strong and acceptable, thus valid to be used as a basis in making conclusion in this study regarding the issue been discussed. To further understand the normality test conducted on the variables, the table Test of Normality below can be referred too. If the charts above show the normality test according to the factors, in the table below, the test was done to the overall items in the variables, so that comparison can be made from the perspective of graphical and numerical.

**Table 4.4 : Normality Analysis**
**Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| ATTmean | .146 | 269 | .000 | .964 | 269 | .000 |
| AQmean | .084 | 269 | .000 | .977 | 269 | .000 |
| READINESSmean | .137 | 269 | .000 | .963 | 269 | .000 |
| COMMITmean | .133 | 269 | .000 | .940 | 269 | .000 |
| TRUSTmean | .113 | 269 | .000 | .951 | 269 | .000 |
| COMMmean | .101 | 269 | .000 | .948 | 269 | .000 |

a. Lilliefors Significance Correction

The above table presents the results from two well-known tests of normality, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples) but can also handle sample sizes as large as 2000. For this reason, the researcher will use the Shapiro-Wilk test

as the numerical means of assessing normality. If the Sig. value of the Shapiro-Wilk Test is greater the 0.05 then the data is normal. If it is below .05 then the data significantly deviate from a normal distribution.

### 4.5.2 Linearity Analysis

Easily, as per linear models of Hair et al. (2006) predict the values fall on a straight line with a constant unit change (slope) by the dependent variable for a unit change in the independent variable constant. Linear regression attempts to model the relationship between two variables by fitting a linear equation to observed data. One variable is considered to be an explanatory variable, and the other is considered to be a dependent variable. In this study, linear regression has been used to analyse the relationship between two variables. For each subject (or experimental unit), the purpose is to find the best straight line through the data. In some situation, the slope and/or intercept have a scientific meaning.

Should a researcher wants to perform a linear regression analysis, it is advisable to conduct a preliminary test for example a scatterplot, to determine whether there is a relationship in existence between the two variables of interest. Should there is no relationship, then fitting a linear regression model to the data probably will not provide a useful model.

**Chart 7 : The Linearity Graph**

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: ATTmean
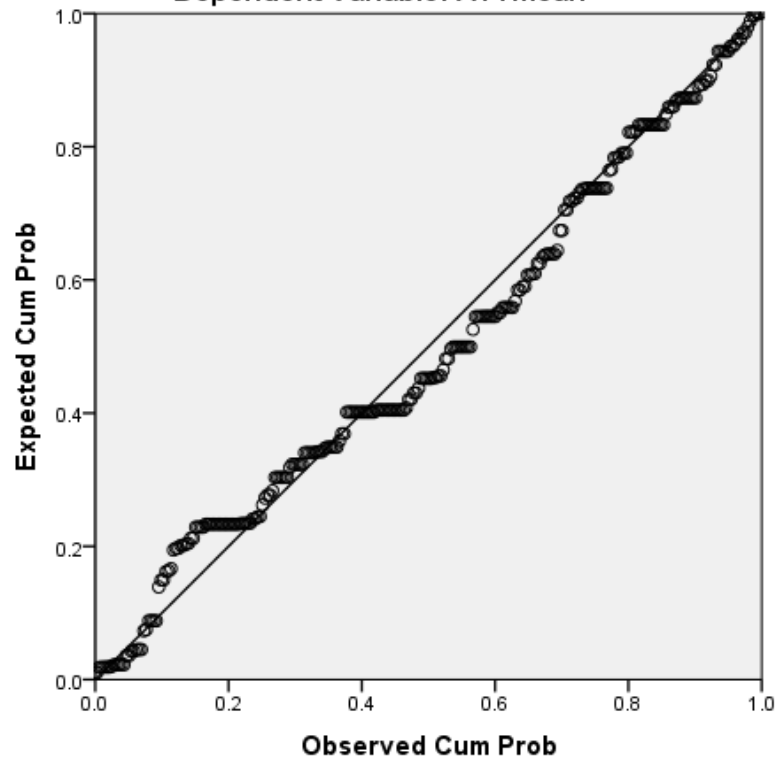


**Chart 8: The Linearity of Scatterplot**

Scatterplot

Dependent Variable: ATTmean
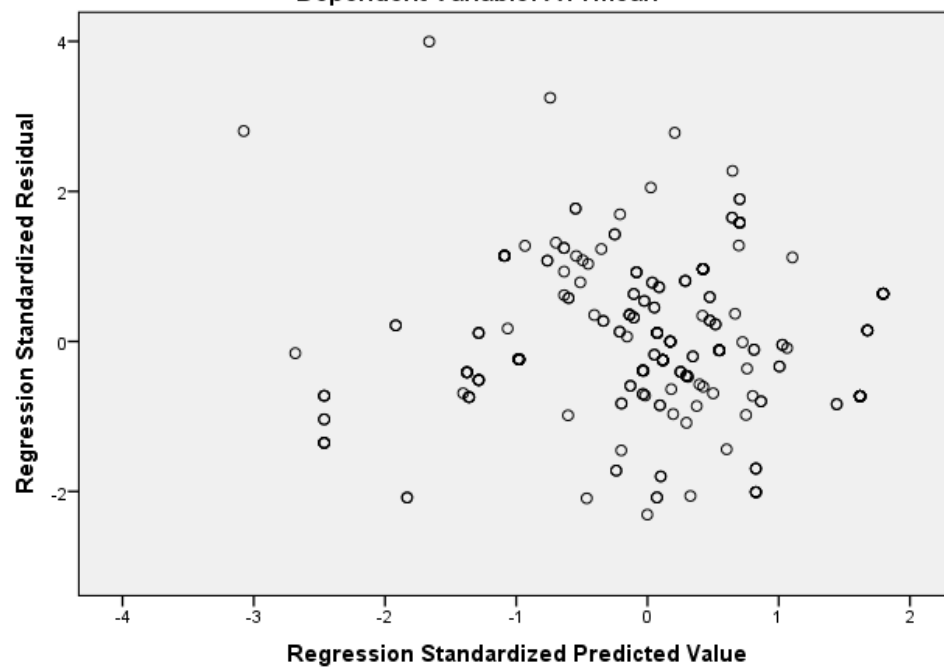
## 4.6    Reliability Analysis for Pilot Test

The pilot test was conducted among 30 of school teachers in secondary school, Kota Setar area to ensure that the survey formats, instructions and questions were clear and understood by the respondents.  Next, the researcher performed the reliability analysis on the questions related to Part A, Part B, Part C, Part D, Part E and Part F which are the dependent and independent variables using Cronbach's Alpha to check the internal consistency of the questionnaire.  The Cronbach's Alpha from the pilot study is shown in Table 4.5.

**Table 4.5 : Cronbach's Alpha for pilot study**

| Variables | Cronbach's Alpha | N of Items |
|---|---|---|
| Individual attitudes | .903 | 5 |
| Quickness acceptance | .825 | 4 |
| Readiness to change | .899 | 10 |
| Commitment in organization | .956 | 8 |
| Trust in organization | .799 | 5 |
| Communication in organization | .795 | 5 |

According to Bougie & Sekaran (2010), a reliability coefficient of .60 is considered to be poor, those in the .70 range are acceptable and those over .80 are good.  Table 4.5 illustrated Cronbanch's Alpha for the instruments.  After data have been analyzed, the Reliability test for dependent variable which is individual attitudes consists of 5 items of reliability coefficient.  The result shows Cronbanch's Alpha is .903.  This result is more than .60 at the range of excellent and considered as having high reliability and can be accepted in this study.  For independent variables; quickness acceptance of

change consist of 4 items of reliability coefficient and Cronbanch's Alpha is .825. According to Bougie & Sekaran (2010), the result shows that it can be accepted. Besides that, for readiness to change, the result shows that the reliability coefficient have consist 10 items and Cronbanch's Alpha is good and can be accepted which is .899. Whereas, commitment in organization consist of 8 items are reliability coefficient and the results shows that Cronbanch's Alpha is .956 which is can be accepted because it greater than .60. It same goes with trust in organization which the results shows that Cronbanch's Alpha is .799 and communication in organization the results shows that Cronbanch's Alpha is .795 and both consist of 5 items and are acceptable because it greater than .60.

## 4.7    Factor Analysis

The purpose of factor analysis is to describe the variation among many variables in terms of a few underlying but unobservable random variables called factors. Factor analysis can be viewed as a statistical procedure for grouping variables into subsets such that the variables with each set are mutually highly correlated, whereas at the same time variables in different subsets are relatively uncorrelated.

In the factor analysis, the researcher will firstly determine the KMO (Keiser-Meyers-Oklin) of the variable and referring to Meyers, Gamst, and Guarino (2006), KMO's value must be .70 and above for ensuring correlation coefficient is appropriate for use in factor analysis. After that, moving to table of Anti-Image matrices, the values of anti-image correlation with an 'a-square' is analysed. Any item with an 'a-square' value that is below than .50 will be omitted. Then, the researcher will look at the cumulative variance to see how far a set of items of the variables spread out.

Normally, the higher the cumulative variance is, the better the correlation between items in the variable.

### 4.7.1 Factor Analysis for Readiness to change and Quickness acceptance of change

The data was analyzed using principal axis factoring, specifying with four factor solution, with Varimax rotations on data gathered from 269 participants. An examination of the Kaiser-Meyer Olkin measure of sampling adequacy suggested that the sample was factorable (KMO=.749).

The results of a Varimax rotation of the solution for readiness to change and quickness acceptance of change are shown in Table 4.6. The questions are combining from two variables because the questions are quite similar.

This solution explained 69.9% of the variance, included three items loaded onto Factor 1, which is labeled as Readiness to change, three items load onto Factor 2, and labeled as Quickness acceptance of change. Three items load onto Factor 3 and labeled as Readiness for job, and last but not least, five items load onto Factor 4 and labeled as Supportive to change.

**Table 4.6 : Factor analysis for the items in Readiness to change and Quickness acceptance of change (independent variable) (N =269)**

| Item code | Item | Factor loading |
|---|---|---|
| | Dimension 1: Readiness to change (BC1) | |
| C3 | I am willing to change work practices if the change occurs | .867 |
| C1 | I am willing to work harder if there is a change | .766 |
| C2 | I am willing to participate in any change program | .722 |
| | Percentage of variance explained | 40.48 |
| | Dimension 2 : Quickness acceptance of change (BC2) | |
| B3 | Most changes make my work more efficient | .935 |
| B2 | Most changes make my work more effective (save time, energy and cost) | .892 |
| B4 | Most changes in this organization can cause a problem and make my work inefficiently | .662 |
| | Percentage of variance explained | 14.80 |
| | Dimension 3: Readiness for job (BC3) | |
| C9 | I am willing to accept greater responsibility in case of changes | .847 |
| C4 | I am ready to make changes in work even I am not in a problem | .712 |
| C10 | I am ready to appreciate new values and culture aligned with the changes | .669 |
| | Percentage of variance explained | 8.42 |
| | Dimension 4: Supportive to change (BC4) | |
| C6 | I am ready to support the change | .734 |
| B1 | I often suggest new approaches for doing my job | .619 |
| C8 | I am willing to be changed to another location in case of changes | -.675 |
| C5 | I am ready to spread the idea of the change program | .473 |
| | Percentage of variance explained | 6.18 |
| | Total percentage of variance explained | 69.88 |

69

### 4.7.2 Factor Analysis for Commitment to change

The data was analyzed using principal axis factoring, specifying with a four factor solution, with Varimax rotations on data gathered from 269 participants. An examination of the Kaiser-Meyer Olkin measure of sampling adequacy suggested that the sample was factorable (KMO=.863). The results of a Varimax rotation of the solution for commitment to change are shown in Table 4.7.

This solution explained 73.565% of the variance, which all the items are keep maintaining stated under one factor of commitment to change.

**Table 4.7 : Factor analysis for the items in Commitment to change (independent variable) (N =269)**

| Item code | Item | Factor loading |
|---|---|---|
| | Dimension 1: Commitment to change (D1) | |
| D5 | I am part of this organization | .899 |
| D6 | I am very close to this organization | .896 |
| D4 | I do not think that I would be so close to another organization as I close with this organization | .869 |
| D8 | I think there is a strong and meaningful relationship between me and the organization | .856 |
| D1 | I feel happy and excited to spend my career within this organization together | .854 |
| D7 | This organization means a lot to me | .841 |
| D3 | The problem in the organization is part of my problem too | .827 |
| D2 | I am comfortable talking about this organization with others | .816 |
| | Percentage of variance explained | 73.565 |

### 4.7.3 Factor Analysis for Trust in management

The data was analyzed using principal axis factoring, specifying with a four factor solution, with Varimax rotations on data gathered from 269 participants. An examination of the Kaiser-Meyer Olkin measure of sampling adequacy suggested that the sample was factorable (KMO=.682). The results of a Varimax rotation of the solution for trust in management are shown in Table 4.8.

This solution explained 52.96% of the variance, included three items loaded onto Factor 1, which is labeled as Belief in management. There are two items load onto Factor 2, and labeled as Trust in management and and accounted for 13.70% of the variance. Therefore the total percentage of variance explained is 66.66%.

**Table 4.8 : Factor analysis for the items in Trust in management (independent variable) (N =269)**

| Item code | Item | Factor loading |
|---|---|---|
| | Dimension 1: Belief in management (E1) | |
| E3 | I trust management to make the right decisions in situations that affect me personally | .893 |
| E4 | When it comes to making decisions that affect me, I have as much or more faith in management's judgment as I would in my own | .853 |
| E2 | I am willing to follow management's lead even in risky situations | .612 |
| | Percentage of variance explained | 52.96 |
| | Dimension 2 : Trust in management (E2) | |
| E5 | Even if a bad decision could have very negative consequences for me, I would trust management's judgment | .807 |
| E1 | If I was given a choice, I would not allow management to make decisions concerning employee well-being | .553 |
| | Percentage of variance explained | 13.70 |
| | Total percentage of variance explained | 66.66 |

### 4.7.4    Factor Analysis for Communication in organization

The data was analyzed using principal axis factoring, specifying with a four factor solution, with Varimax rotations on data gathered from 269 participants.    An examination of the Kaiser-Meyer Olkin measure of sampling adequacy suggested that the sample was factorable (KMO=.707).   The results of a Varimax rotation of the solution for commitment to change are shown in Table 4.9.

This solution explained 55.609% of the variance, which all the items are keep maintaining stated under one factor of communication in organization.

**Table 4.9 : Factor analysis for the items in Communication in organization (independent variable) (N =269)**

| Item code | Item | Factor loading |
|-----------|------|----------------|
| | Dimension 1: Communication in organization (F1) | |
| F4 | I believe that disseminated information about changes in the organization explains why changes are needed | .965 |
| F1 | I am very satisfied with the information received about the changes in this organization | .705 |
| F3 | I know how to get the information about changes in the organization | .687 |
| F2 | I believe the information about organizational change will lead to changes in the organization's personnel | .686 |
| F5 | I believe that disseminated information about changes in the organization will explain how certain changes can have an impact on each individual | .640 |
| | Percentage of variance explained | 55.609 |

**4.8     Reliability Analysis for the Actual Study (After Factor Analysis)**

Another reliability test will be conducted based on the factors above in order to see the reliability of each item in the particular factor.  Referring to the Table 4.10, it can be seen that the reliability analysis according to factor produced a better result, with a Cronbach's Alpha for readiness to change is .913, quickness acceptance of change is .884, and readiness for job is .812.  It shows these three items in the factor are mutually highly correlated, thus strongly reliable.  However the Cronbach's Alpha for supportive to change is highly incorrelated, which is .208.  This item can not been used due to unreliability result.  In. the supportive to change variable one of the item has been removed to normalized the data.  A new reliability analysis has been done for the three items and it was found that the Cronbach's Alpha is .772, and it highly strong in reliability result.

The Cronbach's Alpha derived form the reliability analysis for commitment in organization after the factor analysis is .955.  As it is 0.7 and above, it considered as mutually highly correlated.

For the items under trust in management variable, it can be seen that the reliability analysis according to factor produced a better result, with a Cronbach's Alpha for belief in management is .833, and trust in management is .714.  It shows that the items in this factor is mutually highly correlated, thus it strongly reliable.

The Cronbach's Alpha derived form the reliability analysis for communication in organization after the factor analysis is .847.  As it is 0.7 and above, it considered as mutually highly correlated.

**4.9     Summary results of factor analysis studies for all variables**

From the result of factor analysis on the variables, there are four factors falls under readiness to change, one factor on commitment to change, two factors on trust in management and one factor on communication in the organization.  The table below shows the tests that indicate the suitability of the current data for structure detection. For the Kaiser-Meyer-Olkin measure of sampling adequacy, high value that is close to 1.0 generally indicates that a factor analysis may be useful with the data.  The highest KMO obtained is for commitment to change which is .863, with a sig. of .00.

**Table 4.10 : Summary results of factor analysis studies for all variables**

| Variables | KMO | Barlet's Test of Sphericity (sig) | Percentage of variance (%) | Number of item | Reliability test ($\alpha$) |
|---|---|---|---|---|---|
| <u>Readiness to change</u> **Factor 1**: Readiness to change | .749 | .00 | 42.3 | 3 | .913 |
| **Factor 2**: Quickness acceptance of change | | | 16.7 | 3 | .884 |
| **Factor 3**: Readiness for job | | | 11.1 | 3 | .812 |
| **Factor 4**: Supportive to change | | | 7.9 | 3 | .772 |
| Total Percentage of Variance (%) | | | 78.0 | | |
| <u>Commitment to change</u> **Factor 1**: Commitment to change | .863 | .00 | 76.8 | 8 | .955 |
| Total Percentage of Variance (%) | | | 76.8 | | |

| | | | | | |
|---|---|---|---|---|---|
| Trust in management | | | | | |
| **Factor 1**: Belief in management | .682 | .00 | 56.6 | 3 | .833 |
| **Factor 2**: Trust in management | | | 24.3 | 2 | .714 |
| Total Percentage of Variance (%) | | | 80.9 | | |
| Communication in organization | | | | | |
| **Factor 1**: Communication in organization | .707 | .00 | 63.5 | 5 | .847 |
| Total Percentage of Variance (%) | | | 63.5 | | |

75

## 4.10    Framework Refinement

Independent Variables                                    Dependent Variables

| Readiness to change |
| --- |

| Quickness acceptance of change |
| --- |

| Readiness for job |
| --- |

| Supportive to change |
| --- |

| Commitment to change |
| --- |

| Belief in management |
| --- |

| Trust in management |
| --- |

| Communication in organization |
| --- |

H1

H2

H3

H4

H5

H6

H7

H8

| Teachers' attitude toward organizational change |
| --- |
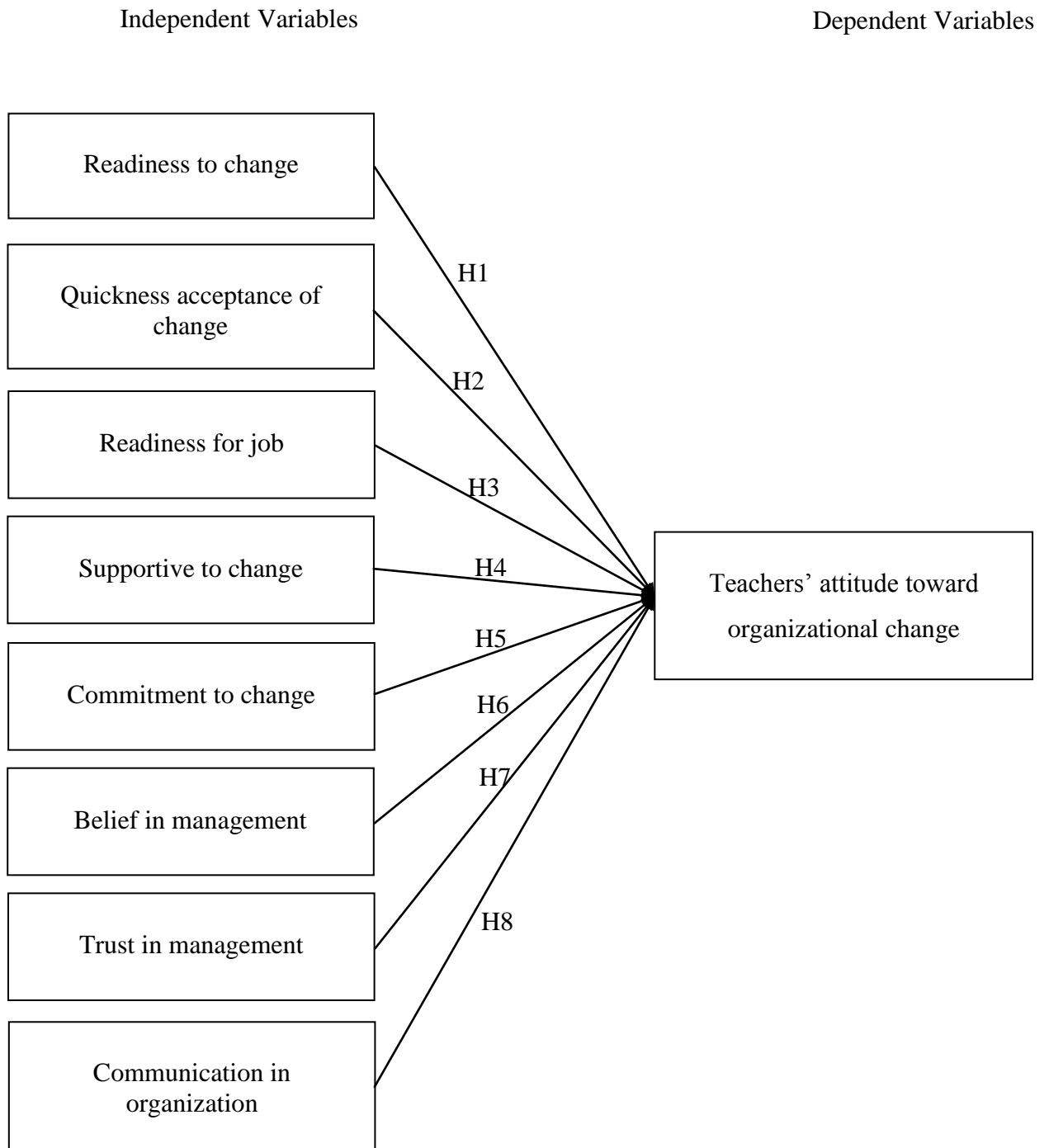
**4.11   Rewrite Hypotheses**

H1 :   Readiness to change has a positive relationship on attitude toward organizational change.

H2 :   Quickness acceptance of change has a positive relationship on attitude toward organizational change.

H3 :   Readiness for job has no relationship on attitude toward organizational change.

H4 :   Supportive to change has no relationship on attitude toward organizational change.

H5 :   Commitment to change has a positive relationship on attitude toward organizational change.

H6 :   Belief in management has a positive relationship on attitude toward organizational change.

H7 :   Trust in management has no relationship on attitude toward organizational change.

H8 :   Communication in organization has a positive relationship on attitude toward organizational change.

### 4.11.1  Correlation Result Analysis

Based on the objectives of the research, there are five hypotheses being identified to understand the attitude of the teacher towards organizational change in Educational Sector.  It aims to identify the factors that affect the attitude of the teacher.  There are relationship between quickness acceptance of change and attitude toward organizational change, the relationship between readiness to change and attitude toward organizational change, the relationship between commitment in organization and attitude toward organizational change, the relationship between trust in management and attitude toward organizational change, and the relationship between communication in organization and attitude toward organizational change.

However, the eight new hypotheses for the new dimension of this analysis are:

     i.       Hypothesis 1

$H_1$: *Readiness to change has a positive relationship on attitude toward organizational change.*

This hypothesis was analyzed using Pearson correlation.  Table 4.11 shows that there was a positive correlation between readiness to change and attitude toward organizational change with r = .615 and p = .000; p<.05.  Thus, the *Ho* hypothesis for this relationship is rejected and $H_1$ hypothesis accepted.  As a conclusion, it was found that there was a positive relationship between readiness to change and attitude toward organizational change.

ii.     Hypothesis 2

*H₁: Quickness acceptance of change has a positive relationship on attitude toward organizational change.*

This hypothesis was analyzed using Pearson correlation. Table 4.11 shows that there was a positive correlation between quickness acceptance of change and attitude toward organizational change with $r = .705$ and $p = .000$; $p<.05$. Thus, the *Ho* hypothesis for this relationship is rejected and *H₁* hypothesis accepted. As a conclusion, it was found that there was a positive relationship between readiness to change and attitude toward organizational change.

iii.     Hypothesis 3

*H₁: Readiness for job has no relationship on attitude toward organizational change.*

This hypothesis was analyzed using Pearson correlation. Table 4.11 shows that there was no correlation between readiness for job and attitude toward organizational change with $r = .118$ and $p = .053$; $p<.05$. Thus the *Ho* hypothesis for this relationship is accepted and *H₁* hypothesis rejected. As a conclusion, it was found that there was no relationship between readiness for job and attitude toward organizational change.

iv.     Hypothesis 4

*H₁: Supportive to change has no relationship on attitude toward organizational change.*

This hypothesis was analyzed using Pearson correlation. Table 4.11 shows that there was a positive correlation between supportive to change and attitude toward organizational change with $r = .075$ and $p = .220$; $p<.05$. Thus, the *Ho* hypothesis for this relationship is accepted and *H₁* hypothesis rejected. As a conclusion, it was found

that there was no relationship between supportive to change and attitude toward organizational change.

### v. Hypothesis 5

*H₁: Commitment to change has a positive relationship on attitude toward organizational change.*

This hypothesis was analyzed using Pearson correlation. Table 4.11 shows that there was a positive correlation between commitment to change and attitude toward organizational change with r = .690 and p = .000; p<.05. Thus, the *Ho* hypothesis for this relationship is rejected and *H₁* hypothesis accepted.

As a conclusion, it was found that there was a positive relationship between commitment to change and attitude toward organizational change.

### vi. Hypothesis 6

*H₁: Belief in management has a positive relationship on attitude toward organizational change.*

This hypothesis was analyzed using Pearson correlation. Table 4.11 shows that there was a positive correlation between belief in management and attitude toward organizational change with r = .533 and p = .000; p<.05. Thus, the *Ho* hypothesis for this relationship is rejected and *H₁* hypothesis accepted. As a conclusion, it was found that there was a positive relationship between belief in management and attitude toward organizational change.

vii.    Hypothesis 7

*H₁: Trust in management has no relationship on attitude toward organizational change.*

This hypothesis was analyzed using Pearson correlation.  Table 4.11 shows that there was no correlation between trust in management and attitude toward organizational change with r = .025 and p = .684; p<.05.   Thus, the *Ho* hypothesis for this relationship is accepted and *H₁* hypothesis rejected.  As a conclusion, it was found that there was no relationship between trust in management and attitude toward organizational change.

viii.    Hypothesis 8

*H₁: Communication in organization has a positive relationship on attitude toward organizational change.*

This hypothesis was analyzed using Pearson correlation.  Table 4.11 shows that there was a positive correlation between communication in organization and attitude toward organizational change with r = .499 and p = .000; p<.05.  Thus, the *Ho* hypothesis for this relationship is rejected and *H₁* hypothesis accepted.

As a conclusion, it was found that there was a positive relationship between communication in organization and attitude toward organizational change.

**Table 4.11 : Pearson Correlation Analysis**

| Correlation analysis | | Readiness to change | Quickness acceptance of change | Readiness for Job | Supportive to change | Commitment to change | Belief in mgt. | Trust in mgt. | Comm. in mgt. | Att. toward OC |
|---|---|---|---|---|---|---|---|---|---|---|
| Readiness to change | Pearson Correlation | 1 | | | | | | | | |
| | Sig. | | | | | | | | | |
| Quickness acceptance of change | Pearson Correlation | .567** | 1 | | | | | | | |
| | Sig. | .000 | | | | | | | | |
| Readiness for Job | Pearson Correlation | .406** | .288* | 1 | | | | | | |
| | Sig. | .000 | .000 | | | | | | | |
| Supportive to change | Pearson Correlation | .492** | .273** | .467** | 1 | | | | | |
| | Sig. | .000 | .000 | .000 | | | | | | |
| Commitment to change | Pearson Correlation | .711** | .630** | .193** | .190** | 1 | | | | |
| | Sig. | .000 | .000 | .001 | .002 | | | | | |
| Belief in mgt. | Pearson Correlation | .563** | .521** | .409** | .154* | .693** | 1 | | | |
| | Sig. | .000 | .000 | .000 | .011 | .000 | | | | |
| Trust in mgt. | Pearson Correlation | .269** | .205** | .202** | .616** | .196** | .384** | 1 | | |
| | Sig. | .000 | .001 | .001 | .000 | .001 | .000 | | | |
| Comm. in mgt. | Pearson Correlation | .545** | .522** | -.022 | .171** | .763** | .507** | .274** | 1 | |
| | Sig. | .000 | .000 | .725 | .005 | .000 | .000 | .000 | | |
| Att. toward OC | Pearson Correlation | .615** | .705** | .118 | .075 | .690** | .533** | .025 | .499** | 1 |
| | Sig. | .000 | .000 | .053 | .220 | .000 | .000 | .684 | .000 | |

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

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

**4.12    Regression Analysis**

Multiple regression analysis was used to evaluate the effects of independent variables

(readiness to change, quickness acceptance of change, readiness for job, supportive to

change, commitment to change, belief in management, trust in management and

communication in organization) on dependent variable (teachers' attitude toward

organizational change).  The results in Table 4.12 reveals that only 82.2% (R square =

.822) of the variance in dependent variable had been significantly explained by the

eight dimensions of independent variables.  Quickness acceptance of change was

found to be the most important factor in explaining the teachers' attitude toward

organizational change because of its highest beta value of .465, followed by readiness

to change ($\beta$ = .317); commitment to change ($\beta$ = .252) and belief in management ($\beta$ =

.151).

**Table 4.12 : Regression analysis independent variables and attitude toward organizational change**

| Independent Variables | Beta ($\beta$) | t | Sig. |
| --- | --- | --- | --- |
| Readiness to change | .317 | 5.111 | .000 |
| Quickness acceptance of change | .465 | 9.741 | .000 |
| Readiness for job | -.192 | -3.858 | .000 |
| Supportive to change | -.082 | -1.292 | .198 |
| Commitment to change | .252 | 3.279 | .001 |
| Belief in management | .151 | 2.341 | .020 |
| Trust in management | -.136 | -2.438 | .015 |
| Communication in organization | -.138 | -2.327 | .021 |
| **p<.05          r² = .822     F value = 67.9    Sig. F   = .000 | | | |

## 4.13    Conclusion

This chapter had presented the results of the analyses. The analyses were carried out using the reliability, descriptive, frequency, correlation and multiple regression analysis. From the above findings, the Cronbach's Alpha Values for dependent variable and independent variables (readiness to change, quickness acceptance of change, readiness for job, supportive to change, commitment to change, belief in management, trust in management and communication in organization) were considered acceptable. However, correlation analysis concluded that two of variables; readiness for job and trust in management are not significant and the result from regression analysis indicated quickness acceptance of change is the most important factor in explaining the teachers' attitude toward organizational change because of its highest beta value of .487, followed by readiness to change ($\beta$ = .413); commitment to change ($\beta$ = .179) and belief in management ($\beta$ = .155).

# CHAPTER FIVE

# DISCUSSION AND CONCLUSION

## 5.1    Introduction

This chapter explain the findings of the study in five sections; summary of the findings, discussion, limitations of the study, implications of the study and future research.

## 5.2    Summary of the Findings

This study found the answer which is more precise and concrete on the relationship between the eight independent variables (readiness to change, quickness acceptance of change, readiness for job, supportive to change, commitment in organization, belief in management, trust in management and communication in organization) with teachers' attitudes toward organizational change in secondary school, Kota Setar.

This study has five main objectives.  The first objective is to determine whether there is a significant relationship between quickness acceptance of change and teachers' attitude toward organizational change.   Second objective is to determine the relationship of readiness to change and teachers' attitude toward organizational change.   Third objective is to determine the relationship of commitment in organization and teachers' attitude toward organizational change.  Fourth objective is to determine whether there is a significant relationship between trust in management and teachers' attitude toward organizational change.  Fifth objective is to determine the relationship between communication in organization on teachers' attitude toward organizational change.

From the respondents of 335 teachers, 269 replied, and from the correlation analysis the result shows that three out of eight factors are not significant on teachers' attitude toward organizational change. From the result of multiple regression analysis, the result shows quickness acceptance of change is the most important factor in explaining the teachers' attitude toward organizational change because of its highest beta value of .465, followed by readiness to change ($\beta$ = .317); commitment to change ($\beta$ = .252) and belief in management ($\beta$ = .151).

## 5.3    Discussions

Originally, this study identified five dimensions of independent variables. However after factor analysis process, the original dimensions have changed from five to eight of independent variables. The new eight dimensions are mentioned above.

Based on the results of analysis in the study, the researchers concluded that some of the findings can be considered as important. Here are the findings that have been identified and the descriptions of the findings.

The first objective of this study was to identify the relationship between readiness to change and the attitude of teachers towards organizational change. Pearson correlation analysis has found that readiness the changes in this study have positive significant relationship with teachers attitudes towards organizational change with r = .615 and p = .000; p<.05. Meanwhile regression analysis shows the result of r = .615, $r^2$ = .378 and Adjusted $r^2$ = .376. Findings from this study are consistent with the view by Rowden (2001), Armenakis et. al (1993), Berneth (2004), Cochran, Bromley and Swando (2002) who found work orientation and perceptions of organizational

readiness has significant influence on the acceptance of change. Those who have a unit or department that are ready to process changes will have a more open attitude towards organizational change. The key to organizational change efforts either success or failure is the willingness to change among members of the organization (Rowden, 2001; Armenakis et al, 1993).

According to Armenakis, Harris and Mossholder (1993), readiness to change is geared to employees beliefs, attitudes and intentions related to the level of change required and the success of organizational capacity make these changes. In the three-step model, the first step is the dilution in which individuals feel discomfort with old behaviors and identify the need for change.

This is the stage of readiness for change. Similarly, the discovery by Turner (1982), which stresses the implementation of the changes actually work, willing and committed changes must be expanded.

Findings from this study are consistent with findings by Holt (2002) hypothesized that individuals with high levels of readiness would be committed to change and will create less resistance and more behaviors to support. At the end of his study, he found that readiness to change is most excellent prognosis for change commitment, support and resistance. Researcher found that those teachers are willing to implement new innovations after they were given suitable courses, modules and interactive materials thoroughly. Teachers who able to cope with the changes are first already set the mind to generate awareness about the need for change and their ability to support a change that occurred in the educational organization.

87

The second objective of this study was to determine the influence of quickness acceptance of change on teachers' attitude towards organizational change. The analysis of Pearson Correlation was found that quickness acceptance of change has a significant influence on the teachers' attitudes towards organizational change with $r = .705$ and $p = .000$; $p<.05$. Meanwhile regression analysis shows the result of $r = .705$, $r^2 = .497$ and Adjusted $r^2 = .495$. There was found that this result of the study are consistent with the results of other researchers, Armenakis and Bedeian (1999), Cochran et al. al. (2002), and Becker, Billings, Eveleth and Gilbert (1996). Generally, there are three items of quickness acceptance of change have been designed and the teacher is confident that the changes that occur in secondary school, especially, gave a positive approach towards efficient and effective work.

This was proof by the teacher themselves who admit and commit as they demonstrated some degree of understanding of the nature and objective of the change happen in their organization.

Quickness acceptance of the changes is a result of initiatives taken by organizations to encourage the teacher to learn and gain the knowledge. It is also a process of educating teachers about the basic skills they need in performing their duties. Effects of training attended, the teachers are more prone to get involved in the change programs and activities more efficiently and effectively. Quickness acceptance of change includes those who can prove the performance of their duties after the program changes in short term basis. Researchers found that the training they attended was referring to all efforts and initiatives to facilitate the learning of

individual behavior to that particular job. The aim is to improve the performance of current and future performance of the teachers themselves to improve their ability to perform the tasks to achieve the organization's objectives. The ability of teachers can be improved by changing their attitudes or increase their skills and knowledge.

Cochran et al. (2002) found that work orientation and quickness acceptance of change is a significant with openness to change. Teachers who have the quickness acceptance of new ideas and changes can consistently embrace new methods. Later, by understanding the quickness of employee acceptance of change will provide well-managed of the change process (Armenakis & Bedeian, 1999).

The third objective of this study was to identify the relationship of readiness for job on teachers' attitude toward organizational change. The results of the analysis showed that readiness for job has no significant relationships on teachers' attitude toward organizational change. However, the results of the analysis showed the value of not significant not that strong with $r = .118$ and $p = .053$; $p<.05$. Meanwhile regression analysis shows the result of $r = .118$, $r^2 = .014$ and Adjusted $r^2 = .010$. The questions have separately divided after the factor analysis. Teachers are willing to accept the responsibility in case of changes and ready to appreciate new values and culture that aligned with the changes. This have proved by Armenakis, Haris and Mossholder (1993), readiness to change is leading to staff beliefs, attitudes and intentions related to the level of change required and the success of organizational capacity in making changes.

The fourth objective of this study was to identify the relationship of supportive to change on teachers' attitude toward organizational change. The results of the analysis showed that supportive to change has no significant relationships on teachers' attitude toward organizational change with r = .075 and p = .220; p<.05. Meanwhile regression analysis shows the result of r = .075, r² = .006 and Adjusted r² = .002.. Throughout observation, researchers have found that teachers are not interested to participate in proposed a new approach in doing their jobs in the workplace. They were found not only not ready to spread the ideas about program changes, but also are not ready to support the change as they not interested to involve very much in the change program. This is because they might think that they are in work overload as they have to not just teaching but have to do all administrative work such as documentation for sports, clubs and associations. Besides that, teachers also involve in preparing the meeting agenda and prepare for minutes of meeting, before, during and after the meeting held.

The fifth objective of this study was to determine the influence of commitment in organization on teachers' attitude towards organizational change. The analysis of Pearson Correlation was found that commitment in organization has a significant influence on the teachers' attitudes towards organizational change with r = .690 and p = .000; p<.05. Meanwhile regression analysis shows the result of r = .690, r² = .477 and Adjusted r² = .475. In every achievement of successful of any organizational change, one of the key factors is the commitment toward the change process in an organization. This was proved by Hersvocvitch and Meyer (2002), commitment is the most important factor that has a relationship with the success of organizational change. Cummings and Worley (2005) integrate commitment to the theoretical

90

framework for managing organizational change. They acknowledge that commitment is a critical factor element during the change stages happen, which organizations move from the current situation to the expected conditions and the process of institutional commitment is necessary, to maintain the momentum of change initiatives.

In this study researcher was found that among teachers, commitment is very important for them to support the change program and being committed throughout implementation of the change process.  Researcher concluded that without commitment, change cannot be implemented because as per Turner (1982) emphasized, to make the implementation of the changes really effective, prepare for and commitment to change must be developed.

The sixth objective of this study was to identify the relationship of belief in management on teachers' attitude toward organizational change.  The results of the analysis showed that belief in management has positive significant relationships on teachers' attitude toward organizational change with correlation result of r = .533 and p = .000; p<.05.  Meanwhile regression analysis shows the result of r = .533, r² = .285 and Adjusted r² = .282.  Martin (1998) explains that employees who believe their management are expected to react positively to change the direction of the organization.  Management credibility, which is based on a good relationship before, could enhance positive employee response to changes process as well (Kramer, 1996).

Researcher found that concerns of teachers decreased as they still looking for the good method for them to support and involve in change program.  Some teachers are

still considered at the level of the unfreezing of the changes. This is one of the reasons why they still hesitate to receive or give support to the transformation in education. Teachers need to accomplish the tasks set by the certain period of time required by the administration and have to perform various tasks related to the academic, co-curricular and administrative. They not only need to complete their work on the school according to the schedule, but they also need to ensure that the tasks at home and social duties are also in well progressed, especially for those who already have family members. Through observation found that teachers are not only limited in purely academic assignments, but given the variety of tasks involving the administration and curriculum. With these, teachers are not happy with the changes that they had to do to complete various tasks in the corner and in a short while.

The seventh objective of this study was to identify the relationship of trust in management on teachers' attitude toward organizational change. The results of the analysis showed that trust in management has no significant relationships on teachers' attitude toward organizational change with correlation analysis result of $r = .025$ and $p = .684$; $p<.05$. Meanwhile regression analysis shows the result of $r = .025$, $r^2 = .001$ and Adjusted $r^2 = -.003$. Generally, trust in management led to the acceptance of organizational changes. However, this result against what has been stated by Rousseau and Tijoriwala (1999), that high level of trust will build increasing stage acceptance for complex organizational change.

The eighth objective of this study was to identify the relationship between the communication in organization with the teachers' attitude towards organizational change. As a result of analysis, it has been found that communication in an

organization has a significant positive relationship with teachers' attitude towards organizational change with correlation result of r = .499 and p = .000; p<.05. Meanwhile regression analysis shows the result of r = .499, r² = .249 and Adjusted r² = .247.

These findings are consistent with studies by Connor (1992) and Hultman (1998) and Covin and Kilmann (1990). Researchers found that communication in organizations is a key factor for the successful implementation of any reform initiatives and a clear understanding of open and honest communication is required for the needs of the change. The importance of communication on the changes was repeated in the study of communication during organizational change in detail (Jones et al., 2004; Lewis & Seibold, 1998). According to Kotter and Schlesinger (1979), misunderstandings arising from communication problems or lack of information are one of the important factors that cause resistance to change. They showed that when the levels of information sharing and improved communication with personnel, it will increase employee collaboration. Therefore this will decrease the barriers to change as well. Failure of communication by an employee of a reason for the change may have a serious impact on the successful trial of change. Stanley et al. (2005) concluded that management must find other strategies to identify and use trusted employee to communicate and persuade other workers in the sincerity motive for organizational change management.

Communication is also deemed to be an essential requirement and useful to the teachers. In everyday life, we need the help of another individual. Thus, the interdependence is managed through communication with others. Therefore, the

communication has an extensive significance in the process of shared the meaning, the transmission and receipt of information among teachers. The effective communication function when its role as an informative, for example as individuals understand and learn, as well as persuasive, so that the individual is willing to accept a change or confidence to do any act or activity. Researcher feels that communication is a tool and resource to people to stay connected with others especially for the teachers to link each other for them to perform the task in the change program. In addition, communication is important for an organization to achieve the goals of the school have been planned. Teachers can be seen to have good communication in delivering something new in the process of change.

Some studies have shown that employee commitment is the basis for improving the employee acceptance in the change process (Kotter, 1995; Kotter & Schlesinger, 1979; Manville & Ober, 2003; Msweli-Mbang & Potwana, 2006; Wanberg & Banas, 2000). According to McNabb and Sepic (1995), the failure of employee commitment is the primary contributing factor that thwarts the organization's success. In order to continue to success, employees must believe that their views are listened to, respected and considered (Reichers, Wanous & Austin, 1997). Previous studies are focus more on the macro aspects to the transformation of the organization and only a few researchers who focus on the micro aspects of individual behavior that shall be in accomplish the program towards organizational change. The importance of the human factor in encompass a change program have already proved, and this is because the purpose of organizational change is to change individual attitudes and behavior due to the changes in objectives (Eby, Adams, Russell & Gaby, 2000). One of the causes of the failure of organizational change is due to feelings of anxiety,

negative emotions, uncertainty and ambiguity or doubt of the workers (Bordia, Hobman, Jones, Gallois & Callan, 2004; Kiefer, 2005).

High failure of rate to the change program have led some researchers concluded that the factors other than organizational and system level variables are equally important in the successful implementation of change.  In other election perspective, some researchers have focused on the micro perspective towards organizational change by examining the individual in the organization and psychological factors that influence change efforts (Bray, 1994; Judge, Thoreson, Pucik & Welbourne, 1999; Kavanagh & Ashkanasy, 2006; Schein, 1980; Vakola, Tsaousis & Nikolaou, 2004; Wanberg & Banas, 2000).

Thus, the study was conducted in an effort to investigate the relationships between micro factors and attitudes of teachers towards organizational change that focuses on educational organizations.  In order to understand the significance of relations, this study adopts an empirical study to carry out the survey on the attitude of teachers in secondary schools, Kota Setar.

## 5.4    Limitations of the study

This research has limitations that are as a challenge factors that need to face.  In the process of conducting this study it had involved a great deal of costs.  It is not only in monetary, but affects the time and energy as well.  A great deal of effort has been put on the data collection and analysis conducted.

Not to mention the cost give some token of appreciation to the respondents who had answered the questionnaires. Other costs are cost of printing and distribution of questionnaires. Other than this limitation for this research, is working schedule because as a teacher they have different time being in class and being available in their teachers' room. Plus, they have two sessions of working hour that researcher need to meet them to distribute the questionnaires. When it comes to different session or working hours, it hard to distribute the questionnaires and to get full cooperation from all teachers are very challenging. That is why, from total population that consists of 335 teachers, only 269 respondents that give full cooperation and good respond towards this research. Then, the others limitations are time which the researcher need to consider and follow their timing and schedule. Next is cost where the researcher needs travelling to get the data and give an effort to do this research.

Due to the time constraint, the sample size of this study was quite small for the result to be generalizable. This may be due to the fact that, during the period of data collection, most of the teachers were not at the teachers' room as they are in different schedule of classes. A larger sample might produce different implications. A more diverse sample will produce result and bring out different implications. A more diverse sample will produce results that are more generalizable.

This study was restricted by factors such as the respondents did not involve all the teachers at secondary school in Kota Setar and involved a sample 269 respondents represented the population from secondary school in Kota Setar but it might not represent other type of secondary school in Kota Setar. It is important to consider the results of studies that carried out by other bodies as proof of review does not contain an absolute answer. As Alreck and Settle (2004) outlining the reasons the survey

results are not as easy but a coercion; respondents answered solely depend on regulatory rules and real action, therefore other data, experience and knowledge were use when doing surveys. In this study, only five dimensions of independent variables that influenced the teachers' attitude toward organizational change were being investigated, namely, readiness to change, quickness acceptance of change, commitment to change, trust in management and communication in organization. Besides these dimensions, there might be other dimensions in independent variables such training in organization that could influence teachers' attitude toward organizational change which were not being considered in this study due to the limitation of the previous study.

In addition to the above limitations, the findings from this study could not be generalized in the context of a broader cross-cultural to other countries because the data collected from this study are limited in Malaysia only. The differences of culture and environment of the organization is likely to have a different impact on the independent variables and the attitudes of teachers toward organizational change.

## 5.5 Implications of the study

The findings of this study relates to the factors that influence individual attitudes toward organizational change. Topic of organizational change, attitude and understanding of hypothesis testing has given to us in the context of micro factors and attitudes in teaching organization in Kota Setar. This study provides a theoretical explanation of the relationship with the key variables of teachers' attitudes toward organizational change.

There are six variables that have a significant forecast in this study; readines for change, quickness acceptance, supportive to change, commitment to change, belief in management, and communication in organization. These factors either a facilitator or a barrier factor in the implementation of the change depends on its direction (lower or higher rank). The results of the model showed that if the teachers have low levels of these factors, it will cause a negative attitude of teachers towards organizational change. As the attitude is a key factor of individual behavior, negative attitudes will have an impact on resistance to organizational change which will affect significantly to the organization in an effort to transform the organization.

Besides, it should be noted that human behavior is complex. There is no formula or equation that can determine how the teachers' character, or in other words does not mean that a negative attitude will delay in organizational change and vice versa. Furthermore, there are three types of resistance; aggressive, active and passive (Coetsee, 1999; Hultman, 1995). How will individual resistance or opposition to private (Harvey, 1999) is depends on personality or background factors. There are many factors such as the teachers'culture, social pressures, laws and rules of the organization are factors in the formation of behavior. Furthermore as long as the individual does not believe that the program of organizational change that negatively impact their organizations, they will follow the rules and requirements of the program of changes.

The study does not aim to prevent negative attitudes of individuals and also did not propose any new strategy should be practiced. Findings of the study is very clear that the basic solution is based towards effective communication and training to teachers.

This research is expected to provide benefits and improvements to at least two areas, namely in the area of management or practical implications in the academically. The findings of this study found that the management aspects of the organization's needs, planning and training need to be addressed by the parties responsible for the development or planning activities of the organization towards change. While academically, the study could at least contribute to micro factors that influence the teachers' attitudes towards organizational change.

## 5.6 Future Research

This study has identified several areas of study that ahead will be more valuable. First, this study can be carried out using a micro-macro variable that has not been done by other researchers before. The macro variables such as organizational culture can be combined with the commitment of the organization which is the micro variables, to determine individual attitudes toward organizational change. The results of these variables can be a guide for researchers to identify the micro-macro variables that could predict individual attitudes toward organizational change. For example, re-engineering, total quality management, job satisfaction and work-related stress can affect individual attitudes toward organizational change. Job satisfaction can predict individual behavior wherever and whenever the employee is satisfied and happy with their jobs, the result in a change process will be more positive and smooth.

It would be greatly benefit if the the sample size of study are larger that might produce better result. The period of data collection should be longer so that more employees can be participated in the study.

The sample model of this study involves eight factors that influence attitudes toward organizational change. Future researchers may consider replicating this study in an organization either private firms, government and regulatory bodies in Malaysia. This research will help to generalize the findings of this in a broader context.

## 5.7     Conclusions

The research focused not only individual interests in the process of change but also identify individual attitudes and organizational change factors that influence attitude. The study found that five of the eight key variables; readiness for change, quickness acceptance of change, commitment in the organization, belief in management and communication in the organization is very significant positive impact on the attitude towards organizational change.

The second contribution in this study is the independent variables, which is expectations of the cause of barriers to change and therefore are very useful for management to manage the business change programs more efficient and effectively. Another suggestion is that this model is useful for change agents and others in the education sector to be more identifying variables and how they are measured and generalized.

Furthermore, these studies equipped with a simple method, so the readers and researchers can understand the factors influencing attitude towards organizational change and how it affects. It also provides the basics of the phenomenon of organizational change and focuses on individual factors in the change process.

More importantly, by emphasizing the importance of individual factors in the process of organizational change, this study will be as guidance to management to consider the human factor in the planning of organizational change. Without the support from teachers, it is impossible to implement any change program successfully.

This study is the first step to understand the importance of attitude in the process of change and significant factors that influence individual behavior. Since it is difficult to adapt to changes in the organization of education programs, advanced research on teachers' attitudes toward organizational change should be pursued in the future in order to ensure the success of change an organization.

As general conclusion, the changes arising from time to time. Change can be good or bad. As a teacher, they need to know how to see and understand the changes and look forward before they bring the change for themselves and society. Any changes made will have a great impact in the future. Even at a stage now they are evolve consciously or unconsciously in change process.

# BIBLIOGRAPHY

Abbott, J. B., Boyd, N. G., & Miles, G. (2006). Does type of team matter? An investigation of the relationships between job characteristics and outcomes within a team-based environment. *The Journal of Social Psychology,* 146(4), 485-507.

Agocs, C. (1999). Institutional resistance to organizational change: Denial in action and repression. *Journal of Business Ethics,* 16, 917-31.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes,* 50, 179-211.

Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, N.J.: Prentice Hall.

Aktouf, O. (1992). Management and Theories of Organizations in the 1990's: Toward a Critical Radical Humanism? *Academy of Management Review,* 17(3), 407-431.

Alas, R. (2007). Reactions to organizational change from the institutional perspective: The case of Estonia. *Problems and Perspectives in Management,* 5(3), 19-31.

Albrecht, S. (2002). Perceptions of integrity, competence and trust in senior management as determinants of cynicism toward change. *Public Administration & Management,* 7, 320-343.

Allen, N. & Meyer, J. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology,* 63: 1-18.

Alreck, P. L. & Settle, R. B. (2004). *The survey research handbook, 3$^{rd}$ Edition, Boston: McGraw.*

Argyris, C. (2004), "Double-loop learning and organizational change facilitating transformational change", in Boonastra, J.J. (Ed.), *Dynamics of Organizational Change and Learning*, John Wiley & Sons, England, pp. 389-401.

Armenakis, A. A., & Bedeian, A. G. (1999). Organizational change: A review of thoery and research inthe 1990s. *Journal of Management,* 25, 293-315.

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

Armenakis, A. A., Field, H., & Harris, S. G. (1999). Making change permanent: A model for institutionalizing change interventions. In W. Passmore & R.

Woodman (Eds.), *Research in organizational change and development* (Vol. 12, pp. 97-128). Stanford, CT: JAI Press.

Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993). Creating readiness to change. *Human Relations,* 46, 681-702.

Asch, S. E. (1940). Studies in the principles of judgments and attitudes: II. Determination of judgments by group and by ego standards. *Journal of Social Psychology*, 12, 433-465.

Audia, P. G., Locke, E. A. & Smith, K. S. (2000). The paradox pf success: An archival and a laboratory study of strategic persistence following radical environmental change. *Academy of Management Journal,* 43, 837-53.

Balogun, J. & Johnson, G. (2004). Organizational restructuring and middle manager sense making. *Academy of Management Journal,* 47(4), 523-49.

Becker, T., Billings, R., Eveleth, D., & Gilbert, N. (1996). Foci and bases of employee commitment: Implications for job performance. *Academy of Management Journal,* 39, 464-482.

Beer, M., & Nohria., N. (2000). Cracking the Code of, 133–142.

Berita Semasa (November 5, 2012). Retrieved from http://www.beritaterkini.my/pbs-sekolah-online.

Bernerth, J. (2004). Expanding our understanding of the change message. *Human Resource Development Review,* 3, 36-52.

Bordia, P., Hobman, E., Jones, E., Gallois, C., & Callan, V. J. (2004). Uncertainty during organizational change: Types, consequences and management strategies. *Journal of Business and Psychology,* 18, 507-532.

Boseman, G. (2008). Effective leadership in a changing world. *Journal of Financial Service Prefessionals,* 62(3), 36-38.

Bosley, S., Arnold, J. & Cohen, L. (2007). The anatomy of credibility: A conceptual framework of valued career helper attributes. *Journal of Vocational Behavior,* 70(1), 116-34.

Bray, D. W. (1994). Personnel-centered organizational diagnosis. In A. Howard (Ed.), *Diagnosis for organizational change* (pp. 152-171). New York: Guilford Press.

Bridges, W. (1986). Managing organizational transitions. *Organizational Dynamics, Summer,* 24-33.

Bruckman, J. C. (2008). Overcoming resistance to change: Causal factors, interventions, and critical values. *The Psychologist-Manager Journal*, *11*(2), 211–219.

Bruner, J. S. (1957).  On perceptual readiness.  *Psychological Review*, 64, 123-152.

Bulanan, B., & Kementerian, T. (2013). Sekapur sirih : Tan Sri Abd Ghafar bin Mahmud Memahami kandungan Pelan Pembangunan Pendidikan Malaysia : Aspirasi Sistem, (April).

Busher, H. (2006). *Understanding educational leadership: People, power and culture.* Open University Press.McGraw-Hill House. England.

Calabrese, R. L. (2002). The school leader's imperative: leading change. *International Journal of Educational Management*, *16*(7), 326–332. doi:10.1108/09513540210448086

Carter, D. L. (1995).  Politics and community policing:  Variables of change in political environment.  *Public Administration Quarterly,* 19, 6-25.

Carnall, C.A. (1990), *Managing Change in Organizations*, Prentice-Hall International (UK), Hemel Hempstead

Chen, S., Lin, P., Lu, C., & Taso, C. (2007).  The moderation effect of HR strength on the relationship between employee commitment and job performance.  *Social Behaviour adn Personality, 35*(8), 1121-1138.

Chen, Z., Tsui, A. S., & Farh, J. (2002).  Loyalty to supervisor vs. organizational commitment:  Relationship to employee performance in China.  *Journal of Occupational & Organizational Psychology,* 75(3), 339-357.

Church, A. H., Siegal, W., Javitch, M., Waclawski, J. & Burke, W. W. (1996).  Managing organizational change:  What you don't know might hurt you.  *Career Development International,* 1(2), 25-30.

Churchill, G. A., & Peter, J. P. (1984). 'Research Design Effects on the Reliability of Rating Scales: A Meta-Analysis'. *Journal of Marketing Research*, 21 (November), 360-375.

Coakes, S. J. & Steed, L. G. (2001).  *SPSS Analysis without Anguish: Version 10.00 for Windows.*  Brisbande: John Wiley & Sons.

Coch, L., &French, J. R. P. (1948).  Overcoming resistance to change.  *Human Relations,* 1, 512-532.

Cochran, J. K., Bromley, M. L., & Swando, M. J. (2002).  Sheriff's deputies' receptivity to organizational change.  *Policing,* 25, 507-529.

Coetsee, L. (1999).  From resistance to commitment.  *Public Administration Quarterly,* 23, 204-222.

Collins, P. R., & Waugh, R. F. (1998). Teachers' receptivity to a proposed system-wide educational change. *Journal of Educational Administration*, *36*(2), 183–199. doi:10.1108/09578239810204381

Connor, D. R. (1992). *Managing at the speed of change: How resilient managers succeed and prosper wherre others fail.* New York: Villard Books.

Cooper-Hakim, A. & Viswesvaran, C. (2005). The construct of work environment: Testing an integrative framework. *Psychological Bulletin,* 131(2), 241-259.

Covin, T. J., & Kilmann, R. H. (1990). Participant perceptions of positive and negative influences on large-scale change. *Group and Organization Studies,* 15, 233-248.

Covey, S. M. R., & Merrill, R. R. (2006). *The speed of trust: The one thing that changes everything,* New York, NY: Free Press.

Cronbach, L. J. (1951). *Coefficient alpha and the internal structure of tests.* Psychometric 16(3), 297-334.

Cummings, T. G., & Worley, C. G. (2005). *Organizational development and change (*6th ed). Cincinnati, OH: South-Western.

Dawson, P. (2003), *Understanding Organizational Change: The Contemporary Experience of People at Work*, Sage, London.

De Jager, P. (2001). Resistance to change: A new view of an old problem. *The Futurist*, 24-27.

DeVellis, R. (2003). *Scale Development: Theory and Applications. 2nd Edition.* Thousand Oaks, CA: *Sage.*

Dubrin, A. J. (2005). *Coaching and mentoring skills.* Uppering Saddle River, NJ: Pearson Prentice-Hall.

Dunham, R.B. (1984), *Organizational Behavior*, Irwin, Homewood, IL.

Dunton, B. C., & Fazio, R. H. (1997). An individual difference measure of motivation to control prejudiced reactions. *Personality and Social Psychology Bulletin*, 23(3), 316-326.

Dyn, B. (1999). Resistance in organizations: How to recognize, understand and respond to it. *OD Practitioner,* 31(1), 6-19.

Eby, L. T., Adams, D. M., Russel, J. E. A., & Gaby, S. H. (2000). Perceptions of organizational readiness for change: Factors related to employees' reactions to the implementation of team-based selling. *Human Relations,* 53, 419-428.

Elias, S.M. (2009), "Employee commitment in times of change: assessing the importance of attitudes toward organizational change", *Journal of Management*, Vol. 35 No. 1, pp. 37-55.

Elving, W. J. L. & Bennebroek Gravenhorst, K. M. (2005). Communicating organizational change, the role of trust a commitment. *Journal of Management Studies,* 33(4), 317-29.

Fazio, R. H. (1990). Multiple processes by which attitudes guide behavior: The MODE model as an integrative framework. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 23, pp. 75-109). New York: Academic Press.

Fazio, R. H., Jackson, J. R., Dunton, B. C., & Williams, C. J. (1995). Variability in automatic activation as an unobstrusive measure of racial attitudes: A bona fide pipeline? *Journal of personality and social psychology*, 69(6), 1013.

Francesco, A. M., & Gold, B. A. (1998). *International Organizational Behaviour: Text, Readings, Cases and Skills.* New Jersey: Prentice-Hall Inc.

Freund, A. (2005). Commitment of job satisfaction as predictors of turnover intentions among welfare workers. *Administration in Social Work,* 29(2), 5-21.

George, J.M., Jones, G.R. (1996), *Understanding and Managing Organizational Behavior*, Addison-Wesley, Reading, MA.

Ghaith, G., & Yaghi, H. (1997). Relationships among experience, teacher efficacy and attitude toward the implementation of instructional innovation. *Teacher and Teacher Education*. 13(4),451-458.

Gilgeous, V. (1997), *Operations and the Management of Change*, Pitman Publishing, London.

Green, P. E., & Rao, V. R. (1970). "Rating Scales and Information Recovery – How Many Scales and Response Categories to Use?". *Journal of Marketing*, 34, 33-39.

Guilford, J. P. (1956). *Fundamental statistics in psychology and education.* New York: McGraw-Hill.

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1984). *Multivariate Data Analysis with Readings.* Englewood Cliffs, NJ: Prentice-Hall.

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E. & Tatham, R. I. (2006). *Multivariate Data Analysis,* 6th Edition, Pearson, N. J: Prentice Hill.

Hairulazim Ahmad, (September 8, 2013). *Harian Metro.*

Hall, R. (1996). *Organizations, structures, processes, and outcomes.* Englewood Cliffs, NJ: Prentice Hall.

Hansma, L. D., & Elving, W. J. L. (2008). *Corporate and Marketing Communications as a Strategic Resource: Response to Contemporary Use, Challenges and Criticism,* Faculty of Social Sciences, 116-127.

Harvey, L., Locke, W., & Morey, A. (2002). *Enhancing employability, recognising diversity: making links between higher education and the world of work.* London and Manchester: Universities UK/CSU.

Hastorf, A. H., & Cantril, H. (1954). They saw a game: A case study. *Journal of Abnormal and Social Psychology*, 49, 129-134.

Hatch, T. (2009). *Managing to change: How schools can survive (and sometimes thrive in turbulent times).* Columbia University, New York : Teachers College.

Hempel, P.S. and Martinsons, M.G. (2009), "Developing international organizational change theory using cases from China", *Human Relations*, Vol. 62 No. 4, pp. 459-99.

Herold, D.M., Fedor, D.B. and Caldwell, S.D. (2007), "Beyond change management: a multilevel investigation of contextual and personal influences on employees' commitment to change", *Journal of Applied Psychology*, Vol. 92 No. 4, pp. 942-51.

Holt, D. T. (2002). *Readiness for change: The development of a scale.* PhD dissertation, Auburn University, US.

Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris, S. G. (2007). Readiness to change: The systematic development of a scale. *The Journal of Applied Behavioral Science,* 43(2), 232-251.

Hultman, K. (1995). Scaling the wall of resistance. *Training & Development,* 4, 15-22.

Hultman, K. (1995). Making change irresistible: *Overcoming resistance to change in your organization.* Palo-Alto, CA: Davies-Black Publishing.

Hussein Ahmad. (2001). Mandat UNESCO dan cabaran globalisasi. Kuala Lumpur: Utusan Publication.

Huy, Q. (2002). Time, temporal capability and planned change. *Academy of Management Review,* 26(4), 601-23.

Iverson, R. D. (1996). Employee acceptance of organizational change: The role of organizational commitment. *The International Journal of Human Resource Management,* 7(1), 122-149.

Iverson, R. D., & Buttigieg, D. M. (199). Affective, normative, and continuance commitment: Can the right kind of commitment be managed? *Journal of Management Studies,* 36(3), 307-333.

Jacobsen, J. (2008). Avoiding mistakes of the past: Lessons learned on what makes or breaks quality initiatives. *The Journal for Quality and Participation,* 31(2),4-9.

Juechter, W.M., Caroline, F., Alford, R.J. (1998), "Five conditions for high performance cultures", *Training and Development*, Vol. 52 No.5, pp.63-7.

Johansson, C. & Heide, M. (2008).  Speaking of change:  Three communication approaches in studies of organizational change.  *Corporate Communications:  An International Journal,* 13(3), 288-305.

Johnson, S. (1992). Images: A way of understanding the practical knowledge of student
teachers. *Teaching and Teacher Education*, 18, 1213-1326.

Jones, R. A., Jimmieson, N. L., & Griffiths, A. (2005).  The impact of organizational culture and reshaping capabilities on change implementation success:  The mediating role of      readiness for change. *Journal of Management Studies,* 42, 361-386.

Jones, E., Watson, B., Gardner, J. & Gallois, C. (2004).  Organizational communication:  Challenges for the new century.  *Journal of Communication,* 54, 722-50.

Joshi, A. (2010).  Salesperson Influence on Product Development:  Insights from a Study of Small Manufacturing Organizations. *Journal of Marketing,* 74(1), 94-107.

Judge, T, A., Thoresen, C. J., Pucik, V., & Welbourne, T. M. (1999).  Managerial coping with organizational change:  A dispositional perspective. *Journal of Applied Psychology, 84,* 107-122.

Kanter, D. L., & Mirvis, P. H. (1989). *The cynical Americans:  Living and working in an age of discontent and disillusion.*  San Francisco, CA:  Jossey-Bass.

Karim, A., & Kathawala, Y. (2005).  The experience of manufacturing firms with the implementation of different production philosophies:  A United States survey. *International Journal of Management,* 22(3), 35-65.

Katz, D. (1960).  The functional approach to the study of attitudes. *Public Opinion Quarterly,* 24, 163-204.

Kavanagh, M. H., & Ashkanasy, N. M. (2006).  The impact of leadership and change management strategy on organizational culture and individual acceptance of change during a merger. *British Journal of Management, 17,* 81-103.

Kiefer, T. (2005).  Feeling Bad:  Antecendents and consequences of negative emotions in ongoing change. *Journal of Organizational Behaviour,* 26, 875-897.

Kementerian Pelajaran Malaysia. (n.d.). *Dasar Pendidikan Kebangsaan.*

Knickerbocker, L., & McGregor, D. (1941). Industrial relations and national defense: A change to management. *Personnel,* 18, 49-63.

Klaus, J. P. (1997). Minimize employee resistance to change by focusing on human side. *Quality Progress,* 30(12), 12.

Kotter, J. P. (1995). Leading change: Why transformation efforts faill. *Harvard Business Review,* 73, 59-67.

Kotter, J. P. (1996). *Leading change*: Boston, MA: Harvard Business School Press.

Kotter, J. P. & Schlesinger, L. (1979). Choosing strategies for change: *Harvard Business Review, 57(2)*, 106-114.

Kouzes, J. M. & Posner, B. Z. (2006). *Christian reflections on the leadership challenge.* San Francisco, CA: John Wiley & Sons, Inc.

Kramer, R. (1996. Divergent realities and convergent disappointments in the hierarchic relation: Trust and the intuitive auditor at work. In R. M. Kramer & T. R. Tyler (Eds.). *Trust in organizations: Frontiers of theory and research* (pp.216-245). London: Sage Publications.

Krejcie, Robert V., Morgan, Daryle W., (1970) "*Determining sample size for research activities",* Educational and Psychological Measurement.

Lambert, E., Barton, S., & Hogan, N. (1999). The missing link between job satisfactiona nd correctional staff behaviour: The issue of organizational commitment. *American Journal of Criminal Justice,* 24, 95-116.

Lawler, E.E. and Worley, C.G. (2006), *Built to Change: How to Achieve Sustained Organizational Effectiveness*, Jossey-Bass, San Francisco, CA.

Lewis, L. K. & Seibold, D. R. (1998). *Reconceptualizing organizational change implementation as a communication problem: A review of literature and research agenda, Communication Year book.* Beverly Hills, CA: Sage.

Liberman, A., & Miller, 1. (1999). Teacher development in professional practice schools.
*Teachers College Record*. 92(1), 105-122.

Linstone, H.A., Mitroff, I.I. (1994), *The Challenges of the 21st Century*, State University of New York Press, New York, NY.

Lissitz, R. W., & Green, S. B. (1975). Effect of the number of scale points on reliability: A monte carlo approach. *Journal of Applied Psychology*, 60, 10-13.

Little, 1. W (1990). The emotional contours and career trajectories of reform enthusiasts. *Cambridge Journal of Education*. 22, 345-359.

Longenecker, C. O. (2010). Barriers to managerial learning: lessons for rapidly changing organizations. *Development and Learning in Organizations*, *24*(5), 8–11. doi:10.1108/14777281011069763

Manville, B., & Ober, J. (2003). *Company of citizens: What the world's first democracy teaches about creating great organizations.* Boston: Harvard Business School Press.

Martin, M. M. (1998). Trust leadership. *Journal of Leadership Studies,* 5, 41-49.

Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin,* 108(2), 171-194.

Mayer, R. C., & Davis, J. H. (1999). The effect of the performance appraisal system on trust for management: A field quasi-experiment. *Journal of Applied Psychology,* 84, 123-136.

Mayer, R. C., Davis, J. H., & Sshoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review,m* 20, 709-734.

Maurer, R. (1996). *Beyond the wall of resistance: Unconventional strategies that build support for change,* Austin, TX: Bard.

Mazar, N., Amir, O., & Ariely, D. (2008). The Dishonesty of Honest People: A Theory of Self-Concept Maintenance. *Journal of Marketing Research,* 45(6), 633-644.

McNabb, D. E., & Sepic, F. T. (1995). Culture, climate, and total quality management: Measuring readiness for change. *Public Productivity and Management Review,* 8, 369-386.

McNamara, C. (1999). Basic Context for Organizational Change, *Free Management Library online,* http://www.mapnp.org/library/mgmnt/orgchnge.htm. November 10, 2004.

Miller, G. A. (1956). The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information. *Psychological Review*, 63, 81-97.

Mink, O. G. (1992). Creating new organizational paradigms for change. *International Journal of Quality & Reliability Management,* 9(3), 21-35.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior*, *61*(1), 20–52. doi:10.1006/jvbe.2001.1842

Msweli-Mbanga, P., & Potwana, N. (2006). Modelling participation, resistance to change, and organizational citizenship behaviour: A South African case. *South African Journal of Business Management, 37,* 21-29.

Muchinsky, P. (1993). *Psychology applied to work: An introduction to industrial organizational psychology*. L.A: Brooks.

Moriarty, V, Edmunds, S., Blatchford, P., & Marlin, C. (2001). Teaching young children:
Perceived satisfaction and stress. *Educational Research,* 43(1), 3346.

Muhyiddin Yassin (2010, July 31). Transformasi pendidikan perlu segera. *Utusan Online.*
Retrieved                                                                 from
file:///C:/Users/Acer/Dropbox/Collections%20of%20Journals/PENDIDIKAN/Transformasi%20pendidikan%20perlu%20segera.htm

Nelissen, P. & Van Selm, M. 92008). Surviving organizational change: How management    communication helps balancing mixed feelings. *Corporate Communication: An    International Journal,* 13(2), 306-18.

Norusis, M. J. (1985). *Advance Statistics Guide.* Chicago: McGraw-Hill.

Nunnally, J. C. (1959). *Tests and measurements: Assessment and prediction.* New York: McGraw-Hill.

Nunnally, J. & Bernstein, L. (1994). *Psychometric Theory.* New York: McGraw-Hill.

Obeng, K., & Ugboro, I. (2003). Organizational commitment among public transit employees: An assessment study. *Transportation Quarterly,* 57(2)m 83-98.

Omar Mohd. Hashim. (1991). *Pengisian misi pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Palmer, I., Dunford, R. & Akin, G. (2006). *Managing Organizational Change: A Multiple Perspectives Approach.* New York, NY: McGraw-Hill-Irwin.

Pederit, S. K. (2000). Rethinking resistance and recognizing ambivalence: A multidimensional view of attitudes toward an organizational change. *Academy of Management Review,* 25, 783-794.

Petrescu, R. (2008). The Young Economist Journal. *The Young Economists Journal*, 81–85.

Pettigrew, A.M. (1985), *The Awakening Giant: Continuity and Change in Imperial Chemical Industries*, Blackwell, Oxford.

Pettigrew, A. M., Woodman, R. W., & Gaivieron, K. I. M. S. (2001). Studying organizational change and development: Challenges for future research. *Academy of Management Journal*, *44*(4), 697–714.

Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology,* 59, 603-609.

Preston, C. C., & Colman, A. M. (2000). Optimal Number of Response Categories in Rating Scales: Reliability, Validity, Discriminating Power and Respondent Preferences'. *Acta Psychologica*, 104, 1-15.

Qian, Y. & Daniels, T. D. (2008). A communication model of employee cycinism toward organizational change. *Corporate Communications: An International Journal ,* 13(3), 319-32.

Reichers, A. E., Wanous, J. P., & Austin, J. T. (1997). Understanding and managing cynicm about organizational change. *Academy of Management Executive,* 11, 48-59.

Richardson, V (1996). The role of attitude and belief in learning to teach. Dalam 1. Sikula (Ed.), *Handbook of Research on Teacher Education*. 15,333-349.

Roberts, F. S. (1994). Limitations on Conclusions Using Scales of Measurement. *Elsevier Science Publishers*, 6, 621-671.

Robinson, S. L., & Denise, M. R. (1994). Violating the Psychological Contract: Not the Exception but the Norm. *Journal of Organizational Behaviour,* 15(3), 245-259.

Rohana Man. (2012). Sains, Matematik: Kementerian sedia skrip mengajar dalam bahasa Inggeris. *Utusan Malaysia* October, 2: 3.

Rousseau, D. M., & Tijoriwala, S. A. (1999). What's a good reason to change? Motivated reasoning and social accounts in promoting organizational change. *Journal of Applied Psychology,* 84, 514-528.

Rousseau, D. M., Sitkin, S. B., Burt, R. S., & Camerer, C. (1998). Not so different after all: A cross-discipline view of trust. *Academy of Management Review,* 23, 393-405.

Salem, P. (2008). The seven communication reasons organizations do not change. *Corporate Communication: An International Journal,* 13(3), 333-48.

Sanbonmatsu, D. M., & Fazio, R. H. (1990). The role of attitudes in memory-based decision making. *Journal of Personality & Social Psychology*, 59, 614-622.

Schein, E. E. (1980). *Organizational Psychology.* Englewood Cliffs, NJ: Prentice Hall.

Schuette, R. A., & Fazio, R. H. (1995). Attitude accessibility and motivation as determinants of biased processing: A test of the MODE model. *Personality & Social Psychology Bulletin*, 21, 704-710.

Sekaran, U. (2003). *Research methods for business.* John Wiley & Sons Inc: Singapore.

Stanley, D. J., Meyer, J. P., & Topolnytsky, L. (2005). Employee cynicism and resistance to organizational change. *Journal of Business and Psychology,* 19, 429-459.

Strategik, P. (2011). *Pelan strategik.*

Suppes, P. & Zinnes, J. L. (1963). *'Basic Measurement Theory'. Handbook of Mathematical Psychology*, I, Wiley: New York.

Teo Kok Seong (September 8, 2013). PPPM saranan, gagasan rakyat. *Berita Harian.*

Thomas, W. L., & Znaniecki, F. (1918). *The Polish Peasant in Europe and America.* Boston: Badger.

Thurstone, L. L. (1928). Attitudes can be measured. *American Journal of Sociology,* 33, 529-544.

Tobin, K, & McRobbie, C. 1. (1996). Cultural myths as constraints to the enacted science
curriculum. *Science Education*, 80,223-241.

Toffler, A. (1970). Future Shock (p 23). New York: Random House.

Turner, A. N. (1982). Consulting is more than giving advice. *Harvard Business Review,* 60, 120-129.

Uma, S., & Roger, B. (2009). *Research methods for business: a skill building approach. 5$^{th}$ ed*, Wiley.

Vakola, M., & Nikolaou, I. (2004). The role of emotional intelligence and personality variables on attitudes toward organizational change. *Journal of Managerial Psychology,* 19, 88-110.

Vakola, M., & Nikolaou, I. (2005). Attitudes towards organizational change: What is the role of employees' stress and commitment? *Employee Relations.* 27, 160-174.

Visagie, J. C., & Botha, C. J. (1998). Contextual and empirical approach to social change and social responsibilities. *Management Decision,* 26(10), 694-701.

Wanberg, C. B., & Banas, L. T. (2000). Predictors and outcomes of openness to change in organizing workplace. *Journal of Applied Psychology,* 85, 132-142.

Weber, P. R., & Weber, J. E. (2001). Changes in employees perceptions during organizational change. *Leadership & Organizational Development Journal,* 22, 291-300.

Yousef, D. A. (2000). Organizational commitment and job satisfaction as predictors of attitudes toward organizational change in a non-western setting. *Personnel Review, 29(3),* 567-592.

Yousef, D.A. (2000), "Organizational commitment and job satisfaction as predictors of attitudes toward organizational change in a non-western setting", *Personnel Review*, Vol. 2 No.5, pp.567-92.

Zainal Abidin Mohamed, (1999). *Pengurusan strategik di sektor pendidikan.* Serdang: Penerbit Universiti Putra Malaysia.

Zeidner, R. (2008). Employees trust managers more that top brass. *Human Resources Magazine,* 53(10), 10.