

**THE MEDIATING EFFECT OF SCHOOL CONDITIONS ON THE RELATIONSHIP  
BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHERS'  
COMMITMENT TO CHANGE**



**Thesis Submitted to**  
**School of Business Management,**  
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## ABSTRACT

The purpose of this study is to examine the relationship between transformational leadership and teachers' commitment to change. This study also examines if school conditions as a mediator impact transformational leadership and teachers' commitment to change among secondary school teachers in Perlis. To attain the objectives, the quantitative method was used and data were collected through survey among secondary school teachers in Perlis. A total of 322 questionnaires were distributed and 254 questionnaires were returned which constituted 78% response rate. However 2 questionnaires were incomplete. Thus, only 252 questionnaires were used for further analysis. The study utilized reliability analysis, descriptive statistics, factor analysis, pearson correlation, and regression to examine the relationship between variables. The results revealed that transformational leadership was significantly related to teachers' commitment to change and school conditions mediate the relationship between transformational leadership and teacher's commitment to change. Future research needs to include other factors that influence commitment to change such as instructional leadership and training.

**Keywords:** Transformational Leadership, Commitment to Change, School Conditions.



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## ABSTRAK

Kajian ini melihat hubungan antara kepimpinan transformasi dan komitmen untuk berubah di kalangan guru. Kajian ini juga melihat sama ada faktor persekitaran sekolah sebagai perantara memberi kesan terhadap hubungan antara kepimpinan transformasi dan komitmen untuk berubah di kalangan guru-guru sekolah menengah di Negeri Perlis. Untuk mencapai objektif kajian, kaedah kuantitatif digunakan dan data dikutip menerusi pengedaran soalan selidik di kalangan guru-guru sekolah menengah di Perlis. Sejumlah 322 soalan kaji selidik diagihkan dan pulangan sebanyak 254, mewakili 78 peratus kadar maklum balas. Daripada jumlah pulangan, 2 adalah tidak lengkap. Dengan itu, 252 soalan kaji selidik digunakan untuk kajian selanjutnya. Kajian ini menggunakan analisa reliabiliti, statistik deskripsi, analisa faktor, korelasi pearson, dan analisis regresi untuk melihat hubungan di antara pembolehubah. Kajian ini mendapati transformasi kepimpinan mempunyai hubungan yang signifikan terhadap komitmen untuk berubah di kalangan guru. Keputusan ini juga menunjukkan keadaan sekolah memberi kesan sebagai perantara terhadap hubungan antara kepimpinan transformasi dan komitmen untuk berubah di kalangan guru-guru. Kajian masa depan perlu memasukkan faktor-faktor lain yang mempengaruhi komitmen untuk berubah seperti kepimpinan instruksional dan latihan.

**Kata Kunci:** Kepimpinan Transformasi, Komitmen untuk Berubah, Persekitaran Sekolah



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## LIST OF ABBREVIATIONS

Abbreviations	Description of Abbreviations
GTP	Government Transformation Programme
NKRA	National Key Result Area
KPI	Key Performance Area
NPQEL	National Professional Qualification for Educational Leaders
MOE	Ministry of Education
SED	State Education Department
TALIS	Teaching and Learning International Survey



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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of Study

The Government Transformation Programme (GTP) is one of the initiatives taken by the government towards achieving the status of a high-income and developed nation. In the GTP, the implementation of effective and high-impact public service delivery is essential, thus, with this regards, seven key areas concerning the people have become its main focus. The launch of the GTP is also in line with the Prime Minister's motto of '*People First, Performance Now*', which is geared towards realising Vision 2020. As a result, the seven key areas of the National Key Results Area (NKRAs) have been identified to improve the socioeconomic growth of Malaysians. These key areas which emphasise on the people have been formulated based on a comprehensive consideration of all important factors. In this sense, people from all walks of life in Malaysia are given the opportunities to give and share their thoughts, ideas, and feedbacks regarding the implementation of GTP. Besides that, the GTP has been implemented after series of discussions held by various parties to formulate the best development strategies for the country.

Six of these NKRA's are led by a cabinet minister while one NKRA is directly monitored by the Deputy Prime Minister of Malaysia. Each NKRA needs to achieve a certain standard or level of Key Performance Indicators (KPI) which are closely monitored by the Prime Minister of Malaysia. In this sense, GTP addresses urgent demands of the people such as reducing the crime rates, fighting rampant corruptions, increasing students' outcomes, improving the standard of living for low-income earners, enhancing rural development, improving urban public transport, as well as addressing on-going problems related to the rising costs of living and structural issues that most likely hinder the efficacy of civil services.

Currently, one of the NKRA's is steered by the Ministry of Education and it focuses on improving students' outcomes. This is because even though Malaysia has achieved a 92 per cent adult literacy rate, continuous efforts are needed to strengthen the core of the Malaysian societal layers. This is to ensure that high quality education is accessible to each citizen and resident of Malaysia (Malaysian Education Blueprint, 2012). In response to this, the Government has embarked on an ambitious twelve-year programme known as the Malaysia Education Blueprint 2013-2025; Its main objectives include to implement short- and long- term changes to the country's education system (Malaysian Education Blueprint, 2012). One of the incentives highlighted in this area is on performance-based assessment for schools' principals. This assessment is considered as a better alternative for the current practice which is based on one's seniority rather than the measure of his/her job performances.

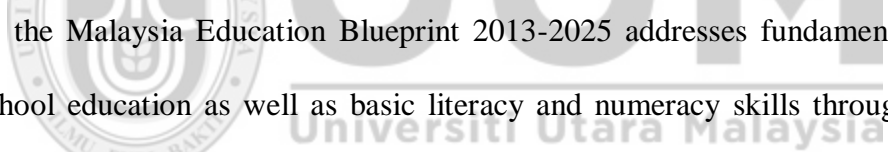
As mentioned earlier, the NKRA require the relevant ministries to achieve the given standard of KPI. Therefore, at the school level, the principals are the ones responsible to make sure that the targeted KPI is achieved. Therefore, it is critical to select school leaders from those who have exceptional qualities and competencies to manage the school operations and resources as excellent leaders would create excellent schools which in return, produce outstanding students. Consequently, the blueprint is a useful guide for the state education departments and school leaders. Launched in October 2011, the highly anticipated Malaysia Education Blueprint 2013-2025 outlines eleven shifts which are required to transform the national education system so that it is on par with the education system of other developed nations. The key objective is to improve the quality of education so that students can acquire the skills they need to survive and become successful in their lives and careers in the future and all through their lives. It is stated that by 2025, it is hoped that every Malaysian student will acquire the sufficient amount of knowledge, thinking abilities, leadership skills, bilingual proficiencies, and a strong sense of national identity.

Consequently, the launch of the Malaysia Education Blueprint 2013-2025 is aimed to completely transform the national education system starting from preschool level up to the upper secondary level. There are eleven shifts that will be implemented in three waves; The First Wave (2013-2015) focuses on raising teachers' quality and improving students' literacy while the Second Wave (2016-2020) focuses on accelerating the improvement of education delivery systems. Finally, the Third Wave (2021-2025) will

be geared towards increasing the operational flexibility to cultivate a peer-led culture of professional excellence (Malaysia Education Blueprint, 2012).

In the meantime, the fifth shift in the blueprint aims to groom and maintain high-performing leaders in every school. Therefore, the criteria for the selection method and the succession planning process for education leaders have to be improved. This is because, the appointment of school principals which is based on seniority is no longer relevant, and thus, prospective school principals must demonstrate exceptional qualities and capabilities in show their capability to be appointed as school leaders. In this sense, Institut Aminuddin Baki, is established under the Ministry of Education as an agency which is responsible for the training of school leaders and administrators, especially school principals. Besides that, the blueprint has outlined specific requirements that the school principals need to fulfil, which is the National Professional Qualification for Educational Leaders (NPQEL). This is to ensure that they are ready and fully equipped with the right skills and competencies to become effective school leaders. The ministry will also initiate succession planning process to identify competent individuals who are qualified to be appointed as the future school leaders. Consequently, every school in Malaysia needs to be steered into the right direction towards achieving the national agenda and education system objectives. Hence, by having this qualification, the principals will be better off in managing the whole school operations and resources.

The Ministry of Education (MOE) has also introduced the New Principal Career Package which provides greater financial support for the schools from the Government. This means that the job scope of school principals will be more diverse and their accountability towards improving students' outcomes will also increase (Malaysia Education Blueprint, 2012). Furthermore, MOE has introduced the district's School Improvement Partner (SiPartner+) programme to coach new principals to help them perform better at work. SiPartner+ is appointed from experienced principal to guide new principals based by sharing their previous experiences as the school principals. This is without doubts, the right move taken by the ministry to ensure that new principals can get better on-the-job training and coaching from their experienced mentors.



Next, the Malaysia Education Blueprint 2013-2025 addresses fundamental issues like preschool education as well as basic literacy and numeracy skills through the various programmes under the blueprint (Malaysia Education Blueprint, 2012). Therefore, teachers must have the right skills, knowledge, competencies, and attitudes to ensure the success of the blueprint. This is because teachers play vital roles to transfer knowledge to their students productively. On the other hand, while there are certainly many excellent teachers in the Malaysian education system, a 2011 research by AKEPT found that only 50 per cent of lessons have been delivered in an effective manner. This means that most of the lessons conducted in schools were not able to sufficiently engage students, and had followed the more passive, lecture format of content delivery. Moreover, these lessons only focused on achieving surface-level content understanding, instead of higher-order thinking skills. This statistic is particularly challenging as an



estimated 60 per cent of the teachers teaching in school today will still be teaching in 20 years' time.

On the other hand, the current developments in the education system in Malaysia have stimulated changes in the roles, duties and responsibilities of the teachers. These changes not affecting the teachers' roles in classroom teaching, but also to various duties and responsibilities they have outside of the classroom. According to Mohd Saudi (1998, as cited in Shafie, Kadir & Asimiran 2014), workloads mean the amount of time performed by a teacher to perform both academic and non-academic duties in or outside the classroom and teachers have to perform various tasks and take on various roles such as a class teacher, head of subject panel, secretary of sports and several other roles. As a result, this requires them perform tasks which can cause to lose focus on their real responsibility in managing classroom teaching and learning (Ministry of Education, 2007, as cited in Shafie, Kadir & Asimiran 2014).

In the meantime, school leaders also play a significant part to ensure that the teaching and learning activities can be successfully conducted. This is because the students' achievements is the main benchmark of the teachers' achievements, thus, in the area of education management, leadership skills are among one the most critical components. When a leader efficiently performs his or her duties, schools could be developed holistically and in this sense, principals are the individuals who are responsible to create a conducive working environment for his subordinates to help them strive towards

excellence. Furthermore, besides playing a vital role to improve the quality of teaching and learning in the classrooms, school leaders must possess the sufficient knowledge and information on leadership skills so that they can encourage and motivate their teachers to achieve missions and visions of the school.

Over the past two decades, Malaysian schools have experienced dramatic changes in the education arena with various education policies changes and implementations of new policies. Therefore, to sustain the high level of competitiveness in the education platform, the Ministry of Education sends pre-promoted principals for courses and training in Institute Aminuddin Baki (IAB). Besides that, in response to these education changes and challenges, many schools have joined the school improvement initiatives and implemented various school improvements programmes as means to enhance the school's level of competitiveness. However, there is still no study on school principal transformational leadership's practices, in particularly on the commitment to change among secondary school teachers in Perlis so that they can achieve the objectives of the national education system policy, especially, to achieve the 11 shifts in the Malaysia Education Blueprint (Malaysia Education Blueprint 2013-2025, 2012).

## 1.2 Problem Statement

As of 31<sup>st</sup> December 2014, there were 419,820 teachers teaching in Malaysian government schools (Ministry of Education, 2014) and every year, the number of teachers keeps on increasing to meet certain standards required by the students. The Ministry of Education also stated that more schools will be opened every year to cater for new enrolments due to the increasing number of population. In the meantime, according to the Malaysia Education Blueprint (2012), Malaysian teachers consist of a relatively young workforce. It is estimated that two third of them are under forty years old; this means that 60 per cent of them are going to teach for at least twenty years from now while the remaining 40 per cent will stay in the workforce for the next thirty years. Despite being a small state in the northern region of Peninsular Malaysia, Perlis is no exception to this. The demographic profiles of the respondents indicate that a majority of them are between the age of thirty to forty years. Hence, these relatively young teachers need to be given continuous access to professional development programmes to ensure that they are able to conduct and deliver effective teaching and learning process. Additionally, Malaysia's participation in the Teaching and Learning International Survey (TALIS) has reported that teachers' participation in professional development activities has shown a positive trend thus far. Currently, the ministry's policy on professional development requires teachers to attend a minimum of seven days of professional development per year. TALIS reported that over 90 per cent of Malaysian teachers have spent approximately ten days each year for that particular purpose. These trainings involved activities such as self-study, seminars, and school-

based coaching activities including classroom observations and lesson planning. This shows that Malaysian teachers have sufficient training and strong commitment towards self-improvements.

Meanwhile, the application of transformational leadership among school leaders is also important to improve teachers' commitment to professional developments. This is because transformational leadership can encourage the necessary change processes to achieve specific goals. In addition, Tai and Omar (2013) point out those principals must possess certain leadership competencies in managing changes within the organization. With regards to this, the current study offers relevant parties a perspective which will enable them to develop better understanding, prepare for, and enhance the principals' capacity for change. Furthermore, the duties and roles of principals are also crucial in motivating teachers to engage and commit themselves to the tasks given. This is to ensure that they could better manage the change processes in order to achieve the strategic missions and visions of the school, thus, school principals are the ones who should lead the change process and they need to utilise all available resources wisely in order to manage the school's operations. For instance, they need to manage the teachers and other employees as they are responsible in determining the quality of the schools' outcomes, therefore, in order to lead and manage all these resources wisely, school principals must equip themselves with the appropriate skills, knowledge and information, as well as the right strategies and work competencies. Besides that, in line with the rapid and persistent advancement of science and technology, school principals need to make sure that everyone working for the organization is well exposed to new

information and is not left behind. This is because information nowadays can be easily transferred online and the internet has been widely used as a medium of interaction between different parties. As this trend will continue and is imminent, the teachers and the staffs must be prepared accordingly.

Ling and Ibrahim (2013) argue that teachers' commitments will be improved if school leaders can practice transformational leaderships. Therefore, teachers' commitment to change should be studied in-depth because it may impact the performances and outcomes of the students and schools. Consequently, the quality of teacher teaching, particularly the quality of education in general, may normally be affected. This is illustrated in a study in Perlis by Abd. Razak bin Hashim (1995). The study investigated the perceptions of primary school teachers in Perlis toward transformational leaderships, organizational citizenship behaviours of the headmasters, teachers' organizational commitments, job satisfactions and changes that can bring about a remarkable result to the school. In contrast, a study which is also conducted in Perlis by Syahir Ezzudin Yusuf (2010), the study focused on the relationship between Human Resource Management Practices and work engagements among secondary school teachers. However, both studies did not include the aspect of teachers' commitments to change their dependent variable. Thus, this study should be conducted as there is still no study that focuses on the relationships between transformational leaderships and teachers' commitment to change in Perlis.

### **1.3 Research Questions**

The relevance of this study in the field of education is based on the calls for more research in this area and this study's intentions to further analyse the links between transformational leaderships, commitments to change, and school conditions. The following research questions are addressed in this study,

- i) Is there any relationship between transformational leadership and teachers' commitment to change?
- ii) Is there any relationship between transformational leadership and school conditions?
- iii) Is there any relationship between schools conditions and teachers' commitment to change?
- iv) Does the school condition mediate the relationship between transformational leadership and teachers' commitment to change?

### **1.4 Research Objectives**

The specific research objectives are listed as follow;

- i) To examine the relationship between transformational leadership and teachers' commitment to change.
- ii) To examine the relationship between transformational leadership and school conditions.
- iii) To examine the relationship between school conditions and teachers'

commitment to change.

- ii) To determine if school conditions can mediate the relationship between transformational leadership and teachers' commitment to change.

## **1.5 Significance of Study**

School principals play vital roles in ensuring the efficiency and effectiveness of school operations. Thus, they must fulfil certain criteria and undergo standard requirements before being appointed as the school leader. Furthermore, leadership is a vital element that would determine a particular school ability to achieve its objectives. Consequently, the principals should utilise the resources given to them productively to better manage the school. In addition, the abilities to be a competent leader and having the sufficient amount of knowledge are qualities needed for school principals as this aspect would eventually reflect the efficiency of the organization. Hence, this study will provide a useful guideline to school principals in Malaysia. It highlights that the practice of strong transformational leadership among principals are needed to improve school management and administration. On the other hand, in this situation, teachers' involvement and commitment should not be left behind because as these aspects also affect the effectiveness of the school as excellent teachers would motivate students to perform better. Furthermore, the students' outcomes are also reflective of the effectiveness of school management and administration. Therefore, school leaders must acquire and practice the right skills, competencies, knowledge, and attitudes towards managing the schools in the most competent way.

## **1.6 Scope of Study**

This study examines the relationship between transformational leadership and teachers' commitment to change as well as the mediating effect of school conditions. This study focuses on the secondary schools in the state of Perlis. Stratified random sampling technique was used for data collection purposes and the study covers twenty-six secondary schools. In all, 322 teachers have been chosen as the respondents. All of the schools are managed by the Perlis State Education Department.

## **1.7 Definition of Key Terms**

The following definitions of concepts are used throughout the research process. The definitions for each of the variables (transformational leadership, commitment social to change and school conditions) are stated as follow:

Commitment to change: A force that binds an individual to a course of actions deemed necessary for the successful implementation of the change initiatives (Herscovitch & Meyer (2002 as cited in Coleston 2012)

Transformational leadership: The process where the leaders influence their subordinates to increase their motivation and loyalty towards the organization (Arumugam, 2015).



School conditions: The decisions taken, as well as the actions performed by individuals outside the classroom but within the school context for the purpose of supporting teaching and learning activities in the classrooms (Leithwood & Jantzi, 1999).

## **1.8 Organization of the Thesis**

The current chapter states the background of the study, the problem statement, as well as the research questions and objectives. It also highlights the significance of the study and the scope of the research. The following chapter, Chapter 2 presents the review on the literature related to transformational leadership. It also reviews the relevant literature on teachers' commitment to change and the effects of school conditions. Based on the review of literature presented, a research framework has been developed. Meanwhile, Chapter 3 focuses on the study's research method and presents a detailed description of the sample, research instruments, data collection methods, as well as the statistical analysis. The findings from the analyses of the data collected during the study will be explained thoroughly in Chapter 4 and lastly, Chapter 5 presents the discussion, limitation, and conclusion of the study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In justifying the direction of the current study, the review of literature related to the research problem addressed in this study has been undertaken. The main objective of this study is to examine the relationship between transformational leadership and teachers' commitment to change with school conditions as the mediating variable.

#### **2.2 Review of the relevant literature**

This section would discuss the definition of commitment to change, transformational leadership, and school conditions.

##### **2.2.1 Commitment to change**

Commitment is one of the key indicators in explaining employee behaviour and desirable work-related outcomes in organizations (Choi, 2011). Meyer and Herscovitch

(2001) as cited in Coleston (2012) generally define commitment to change as “*a force that binds an individual to a course of action deemed necessary for the successful implementation of change initiatives*” (p.475). Danetta (2002, as cited in Mohammad Sani *et al.*, 2013) points out that accomplishing school goals is not solely determined by the efforts taken by the most capable leader at school. Rather it is highly dependent on a better understanding of the available resources and the nature of goals, as well as the development of teachers’ commitment. The understanding of teachers’ level of commitment is important because it reflects their personal interpretation of how meaningful their work experiences are. Commitment here refers to one’s level of involvement in the organization. It describes the agreeable outcomes upon any decisions taken or requests made by individuals in that organization. Commitment drives individuals towards making a great effort to perform suitable actions in fulfilling those decisions or requests effectively (Yukl, 2010). Yukl (2010) further argues that for a complex, difficult task, commitment is usually the most successful outcome from the perspective of the agent who makes the influential attempt.

In addition, the emergence of teachers’ commitment to change is consistent with the evolution of change in literature; from focusing on single innovations to building up the capacity of local changes, particularly in terms of confronting multiple changes at school (Leithwood *et al.*, 1999, as cited in Liu, 2013). Ford (1992, as cited in Liu, 2013) argues that motivation is the strongest foundation for people to learn and acquire knowledge, to improve their professional and personal skills, as well as to change their behaviour. Based on the motivation theory of Bandura (1986, as cited in Liu, 2013), Leithwood *et*

*al.* (1999, as cited in Liu, 2013) states that teachers' commitment to change is the core element in the change process at school. In this case, school administrators need to know and deeply engage into what is happening in teachers' minds. The motivation theory also highlights the triadic interaction between personal behaviour, cognitive and other personal factors, as well as environmental events which affect the functioning of human being (Bandura, 1986, as cited in Liu, 2013).

Next, according to Leithwood *et al.* (1999, as cited in Liu 2013), "*commitment and engagement*", no matter what their objects are for example commitment to school, students, and disciplines, "*are conceptualized as elements of motivation, a more fundamental psychological state*" (p. 136). There are four elements involved in the motivational process namely personal goals, beliefs about one's capacities, beliefs about one's context, and emotional arousal processes. Personal goals represent desired future states that have been internalized by an individual. They are important sources of teacher commitment and must be perceived by teachers to possess certain qualities in order to energize action. Capacity beliefs and context beliefs work together with teachers' personal goals to help decide the strength of teachers' motivation to realize such goals. The behaviours and work of teachers are affected by their emotions and feelings (Leithwood & Betty, 2008, as cited in Liu 2013). Thus, the emotional arouses process helps teachers to accomplish their goals effectively.

Other than that, several studies have consistently showed that the efforts towards successful change vastly depend on organizational leaders demonstrating their commitment to change (Kotter, 1996, as cited in Rodda, 2010). It is also discovered that management support for change-related activities increases employee commitment to change (Cummings *et al.*, 1990, as cited in Rodda, 2010). At contextual level, school principals play a vital role in initiating changes. As leaders, they need to facilitate the tasks given and guide teachers towards achieving specific organizational goals or objectives. Teachers will be more motivated if they have clearer picture of what to be achieved. Their role in the change process is vital and their commitment to the change initiatives determines its success, as commitment to change is described as “the glue that provides the vital bond between people and change goals” Conner (1992, p. 147, as cited in Isa, Saleh & Jusoh , 2011). Change initiatives often fail to achieve the targeted goals due to lack of employee commitment and poor communication between the various departments affected by the change programme (Conner and Patterson, 1982, as cited in Isa, Saleh & Jusoh, 2011). In order to generate support or commitment from employees, good communication about the change process to all employees is paramount. It is difficult to gain support from employees if they do not know what specific changes are going to take place, how the changes are going to affect them and how they will benefit from the change process.

### **2.2.2 Transformational leadership**

Transformational leadership refers to the process whereby leaders influence their subordinates to increase their motivation and loyalty towards the organization (Arumugam, 2015). Burns (1978, as cited in Arumugam, 2015) also mentions that transformational leaders are those who involve directly with others in certain ways that both leaders and subordinates work together in steering the direction of each person, improve motivation level, and elevate working spirit to a much higher standard. On the other hand, Bass (1985, as cited in Arumugam, 2015) describes transformational leadership as having outstanding performance and leadership affordances. He identified three transformational leadership dimensions which are charismatic, individual sensitivity, and stimulating intellectual. Jazmi (2009, as cited in Arumugam, 2015) suggested that principals need to practice transformational leadership style in order to successfully implement necessary changes at school. This is because principals have to deal and establish rapport with teachers, administration staff, parents, and students; the elements or stakeholders of the school's internal and external environments. They need to be handled with care especially in fulfilling different expectations from various groups of people. A study by Kinjerski and Skrypnek (2006, as cited in Arumugam, 2015) showed that leaders who practice transformational leadership are able to create and share more meaningful experiences with their subordinates.

Besides that, Simola *et al.* (2012) defines transformational leadership as a type of leadership in which interactions among interested parties are organized “*around a collective purpose*” in such ways that it “*transform, motivate, and enhance the actions and ethical aspirations of followers.*” Transformational leadership is also perceived as a leadership style that seeks positive transformations “*in those who follow*” and that achieving desired changes could be done through choosing and implementing the right strategies and structures of the organization (Geib and Swenson, 2013).

Wang and Howell (2010) argue that transformational leadership could be focused at the individual and group levels. Firstly, the main aim of leaders focusing at the individual level is to empower employees in developing their full potential, enhancing their abilities and skills, as well as improving their self-efficacy and self-esteem (Wang and Howell 2010). In this case, the leaders’ influence is strengthened by their interests and appreciation in their followers as individuals. Transformational leaders strive to understand employees’ abilities, skills, and needs by offering employees series of personal coaching and professional mentoring to overcome their weaknesses in any areas (Wang and Howell 2010). Meanwhile, at the group level, transformational leadership develops common standards and beliefs, and inspires unity towards reaching organizational goals and shared values. In this situation, leaders practice equal treatment to all members of the organization. This would later help to mould positive perceptions on leaders’ behaviour among other members.

Transformational leadership is regarded as productive, innovative, and satisfying to leaders and followers. Both parties work hand in hand for the betterment of organization, propelled by shared visions and values as well as mutual trust and respect (Avolio and Bass, 1991; Fairholm, 1991; Lowe, Kroeck, and Sivasubrahmaniam, 1996; Stevens, D'Intino, and Victor, 1995, as cited in May-Chiun Lo *et al.*, 2010). This implies that transformational leaders believe in the sharing of formalized power and avoid the abuse of personal power. Followers will be more motivated as the leaders show good example by treating their employees fairly. Findings of Albulushi and Hussain (2008) also supported that when transformational leadership is practiced, team members believe that their leaders care for them rather than using them as a means to an end. They would progressively increase their spirit and motivation to perform better at work.

### **2.2.3 School conditions**

School conditions refer to the decisions taken and actions performed by individuals outside the classroom but within the school context for the purpose of supporting teaching and learning activities in the classroom. School conditions closely conform to the meaning of 'school-level variables' as mentioned by Scheerens (1997) in the researcher's model of school effectiveness. Following to this, the model of school effectiveness has paved its way to other studies in similar and other related areas. For example, building directly from the research initiated and conducted by Hallinger and Heck (1998, as cited in Liu, 2013), as well as prior work by Leithwood (1994) and



Ogawa and Bossert (1995), the mediating variables used in the Canadian were school culture, strategies for change, school structure, and the environment. A considerable amount of supports for the importance of all of these variables in explaining about the relationship between school conditions and leadership effects could be found in recent reviews of the effective schools and effective leadership literatures. For instance Reynolds *et al.* (1996), Hallinger and Heck, (1996), Scheerens (1992), Creemers and Reetzig (1996), Mortimore (1993), Creemers (1994), Leithwood and Aitken (1995), among others. On the other hand, for measurement purposes, these variables are defined as followed.

School culture: this is the shared norms, values, beliefs, thinking system, and assumptions that influence members' decisions and practices at school. Generally, the norms of collaboration within an organizational culture are likely to enhance teachers' capacity beliefs since the responsibilities for accomplishing organizational goals are shared among all members. The shared belief about what is important in the school could also enhance teachers' perceptions with regards to the importance of organizational objectives (Leithwood and Jantzi 1998, as cited in Yu 2002). School culture can affect the way teachers relate with each other, students, parents, administrators, and the community. School culture can also affect how problems are solved, the ways new ideas are implemented, and how people will work together. Positive school cultures lead positive attitudes toward work whereas negative school cultures or school cultures where teachers feel unable to adapt will lead many teachers to leave education.

Strategies for change: this refers to the school goals and suitable methods used to encourage teachers to develop improvement plans as well as to get them engaged in professional development. These are all the elements that would more likely to influence teachers' capacity beliefs and perceptions (Leithwood and Jantzi 1998, as cited in Yu 2002).

School structures: these are the opportunities for teachers to participate in the process of decision-making about matters related to both classroom and school. School structure, as defined and measured in this study, also has the potential to influence teachers' attitudes and perceptions, particularly to the extent of which teachers believe that the school allows them to exercise some power over shaping the school conditions. This encourages them to continuously recommend and execute change initiatives in the directions they consider to be realistic and meaningful (Leithwood and Jantzi 1998, as cited in Yu 2002). School structure contributes to school effectiveness when it facilitates staffs' work, professional learning and opportunities for collaboration.

School environment: this variable refers to teachers' perceptions that the school's efforts to manage the change process allow them to focus on small number of priorities. This aspect is an important contribution in helping them deepen their understandings as well as enhancing their beliefs. This is closely connected to the context in which the quality of their works would support their efforts to implement changes (Leithwood and Jantzi 1998, as cited in Yu 2002). Concentrating on specific task will produce better result. If there are too many tasks, the changes will not be in place as planned. Thus, focusing on quality will lead to better achievement.

### 2.3 Research framework

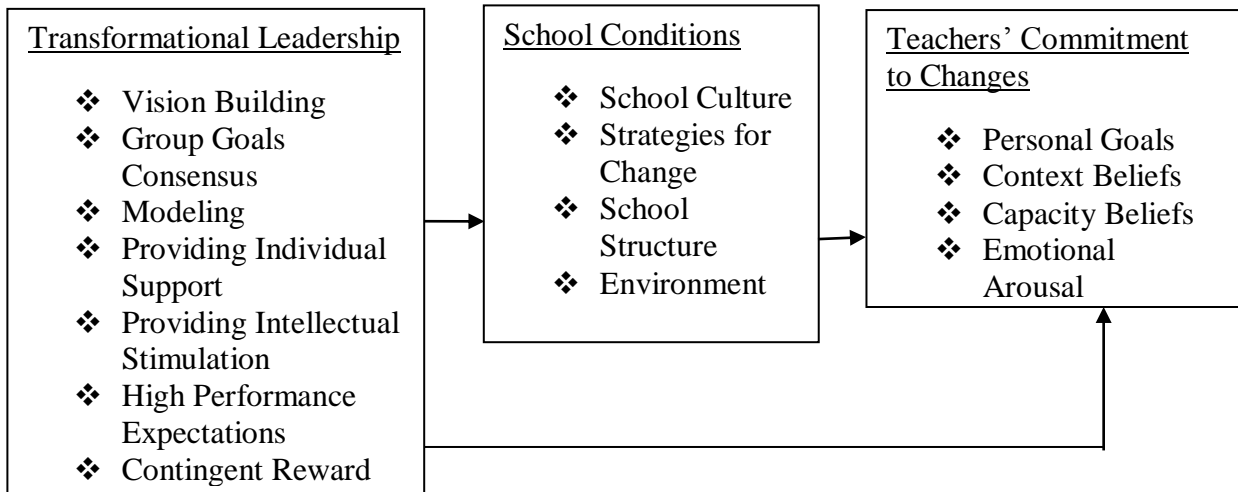


Figure 2.1  
*Research framework*

Three constructs, including transformational school leadership, school conditions and teachers' commitment to change have been drawn from the literature review to form the main components of the research framework. Transformational leadership is the type of leadership that engages and changes people by building capacity, changing the environment, and motivating people in the school change process.

In the school context, Leithwood (1999, as cited in Liu 2013) has conceptualized the transformation leadership dimensions as follows: vision building, group goals consensus, modelling behaviour, providing intellectual stimulation, high performance expectations and contingent reward. These seven dimensions formed the proposed research framework for transformational school leadership. School internal factors, including school structure, strategies for change, school culture and school environment

were incorporated into this framework to explain the formation of teachers' perceptions of transformational school leadership (Leithwood 1999, as cited in Liu 2013). Teachers' commitment to change is the construct that explains the process of teachers' motivation to be part of the school change process. It includes four important elements: personal goals, personal beliefs, context beliefs, and emotional arousal processes. Personal goals are very important in the change process because the degree of teachers' engagement relies on the compatibility of teachers' understanding of organizational goals with their personal goals. The goal of reform can be effective only if it is internalized by the individual teachers. It is also not sufficient for people only to have energizing goals in mind; they still have to believe they have the capability to achieve the goals (Leithwood et al., 1999, as cited in Liu 2013). Therefore, psychological states including self-efficacy, self-confidence, academic self-concept and aspects of self-esteem are incorporated into personal beliefs. Another group of personal beliefs is termed context beliefs. These are beliefs about how congenial the situation in which one finds oneself is for implementing whatever the reform initiative might be (Leithwood et al., 1999). The emotional arousal process is an important element in teachers' commitment to change since people's actions are affected by their emotional status in the short term, in comparison to the long-term impact of capability and context beliefs. Additionally, emotions also sustain people's patterns of behaviours (Leithwood et., all 1999). This is meaningful for the initiation and implementation of education reform. All these four elements interact with each other and function together to inspire teachers to engage in the change process. Motivating and engaging people are the main effects of transformational leadership, which leads to the connection between transformational school leadership and teachers' commitment to change in this research framework. Thus,

we will explore the effects of transformational school leadership model on teachers' commitment to change in this study.

## **2.4 Development of hypotheses**

Four hypotheses have been formulated based on the earlier literature and research framework.

### **2.4.1 Relationship between transformational leadership and teachers' commitment to change**

The importance of transformational leadership in implementing change phenomena in the organization has been highlighted by various researches such as recently conducted by Warrick (2011). He indicated that there is an urgent need in organizations for transformational leaders who have the courage and skills to build organizations capable of succeeding especially at the current times of dynamic change. He emphasized that, although the importance of transformational leadership style, but there is few leaders who really understand and familiar with the term, and also few organizations are developing transformational leaders. Moreover, transformational leadership play crucial role in leading the change and organizational change can best be accomplished by transformational leaders who have the desire, courage, and skills to make the

needed changes and who understand the fundamentals of transformational leadership regardless of the sector of the organization either private or public (Warrick, 2011).

Hallinger (2003, as cited in Balyer 2012) puts that transformational leadership models conceptualize leadership as an organizational entity rather than the task of a single individual. In this context, Evers & Lakomski (1996, as cited in Balyer 2012) suggest that these models rely too heavily on the transformational skills of the leader. It is claimed by many researches that transformational leadership behaviors have direct and indirect effects on followers' behavior, their psychological states and organizational performance (see. Leithwood, Jantzi & Steinbach, 1999; Leithwood & Jantzi, 2006; Leithwood, Jantzi, Earl, Watson, Levin & Fullan, 2004; Moolenaar, Daly & Slegers, 2010; Marks & Printy, 2003; Nemanich & Keller, 2007; Osborn & Marion, 2009; Rafferty & Griffin, 2004; Shao & Webber, 2006; Walumbwa & Lawler, 2003). It has influences on teachers' commitment to change in vision building, high performance expectations, developing consensus about group goals and intellectual stimulation, communication, supportive leadership, and personal recognition (see. Bono, 2000; Chew & Chan, 2008; Gronn, 1995; Leithwood & Jantzi, 2006; Leithwood et al., 2004; Nemanich & Keller, 2007).

In addition, Ibrahim et al (2010) find that there is a significant relationship between transformational leadership style and organizational commitment. Similarly, with some studies such as Emery and Barker (2007), Lo et al., (2010), and Marmaya, Hitam, Torsiman and Balakrishnan (2011), they agree that the ability of leaders to properly use

transformational behaviors had been a major determinant of organizational commitment. Yahchouchi (2009) studies the relationship between transformational leadership and organizational commitment among Lebanon's bank. He finds that there is positive relationship between the transformational leadership and organizational commitment. Based on the above discussion, the following hypothesis is developed:

H1: There is a significant relationship between transformational leadership and teachers' commitment to change.

#### **2.4.2 Relationship between transformational leadership and school conditions**

Schools focusing on transformational leadership models are purposeful and collaborative, with a great number of staff operating in empowered and leadership roles (Tajasom & Ahmad, 2011). Empowering teachers builds high levels of commitment and boosts morale. Successful leadership behaviours back teacher decisions, provide feedback, and offer genuine individualized consideration for support and growth. Multiple regression analysis of data identifies a positive relationship between transformational leadership and subcategories of climate including morale and enthusiasm (Tajasom & Ahmad, 2011). A culture of leaders does not spontaneously appear but instead must be encouraged by those who have power within the school organization. A qualitative study conducted among 22 school departments sought to find why leaders who already hold power should encourage the sharing of power. Semi-structured interviews revealed that when run by a group or culture of leaders, that school culture became more value-driven (Jarvis, 2012). Thus, transformational practice

through inspirational motivation behaviours allows for stronger staff and administrative relationships and in turn, may result in stronger levels of intellectual stimulation including innovation and improvement efforts. Research indicates teachers are more likely to develop and implement new classroom practice when guided by transformational theories (Moolenaar, Daly, & Slegers, 2013).

According to Moolenaar *et al.*, (2010) transformational leadership is positively associated with schools' innovative climate and it motivates followers to do more than they are expected in terms of extra effort and greater productivity (see. Bass, 1985; Bass & Avolio, 1994; Day, Harris, Hadfield, Tolly & Beresford, 2000; Geijsel, Slegers, Van den Berg & Kelchtermans, 2001; Leithwood, Harris & Hopkins, 2008), changed teacher practices (Geijsel *et al.*, 2009; Leithwood *et al.*, 2004; Stewart, 2006), organizational learning (Silins, Mulford & Zarins, 2002), organizational commitment and extra effort for change (Geijsel, Slegers, Leithwood & Jantzi, 2003; Nguni, Slegers & Denessen, 2006; Yu, Leithwood & Jantzi, 2002), and collective teacher efficacy (Ross & Gray, 2006) in a variety of international settings (Bommer, Rubin & Baldwin, 2004; Geijsel *et al.*, 2003; Leithwood, Steinbach & Jantzi, 2002; Leithwood & Jantzi, 2005; Nemanich & Keller, 2007; Rafferty & Griffin, 2004). Based on the above discussion, the following hypothesis is developed.

H2: There is a significant relationship between transformational leadership and school conditions.



### **2.4.3 Relationship between school conditions and teachers' commitment to change.**

Silverthorne (2004, as cited in Gelaidan 2012) found that organizations dominated by a bureaucratic organizational culture show the lowest level of organizational commitment. According to Meyer, Stanley, Herscovitch & Topolnytsky (2002, as cited in Gelaidan 2012) developing a supportive work environment and gaining employee commitment early in the change process gives change a better chance to gaining long-term commitment. Therefore, understanding the relationship between culture and employee commitment to change plays a crucial role in the research setting. Making large-scale change permanent in the long-term is also a challenge (Ahmad *et al.*, 2007; Huq & Martin, 2001; Narine & Persaud, 2003, as cited in Gelaidan 2012), and this can only be done by ensuring that the desired behaviours are consistent with the culture of the organization (Neuhauser, 1999; Narine & Persaud, 2003, as cited in Gelaidan 2012 ). Thus, a lack of commitment to change can occur when the proposed change is seen to be inconsistent with current cultural norms and beliefs (Vestal *et al.*, 1997, as cited in Gelaidan 2012), in other words the organizational culture. Although organizational cultures contain many particular elements, the ability to understand the existing culture is critical to facilitate change. Managers that lead change prefer to make change in harmony with a culture that is not opposed to the idea of change. The hierarchical culture is characterised by a higher level of conflict and resistance to change had been stated by Bradley and Parker (2001, as cited in Gelaidan 2012). Likewise, Lau *et al.* (2002, as cited in Gelaidan 2012) indicated that organizations with group and

developmental cultures have a flexibility orientation. These firms are more likely to undertake new actions and changes. Therefore, a study should bridge the gaps on the commitment to change. Based on the above discussion, the following hypothesis is developed.

H3: There is a significant relationship between school conditions and teachers' commitment to change.

#### **2.4.4 School conditions as the mediator.**

School conditions refer to the categories of decisions taken and actions performed by individuals outside the classroom but within the school context for the purpose of supporting the teaching and learning activities in the classroom. They closely conform to the meaning of 'school-level variables' as mentioned by Scheerens (1997) in the researcher's model of school effectiveness. Studies that only inquire the direct effects of school leadership on students' outcomes tend to report weak or inconclusive outcomes while the studies that include mediating or moderating variables tend to demonstrate significant effects (Hallinger and Heck, 1996). Thus, the mediating effect of school conditions is included in this study.

In this study, in-school variables such as school culture, strategies for change, facilities and structure, as well as overall's internal and external school environments are

examined to identify how these things mediate the relationship between transformational leadership and commitment to change. With regards to this, the following hypothesis is developed.

H4: School conditions mediate the relationship between transformational leadership and teachers' commitment to change.

## **2.5 Conclusion**

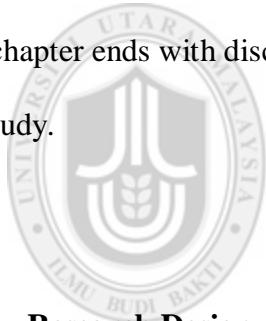
The literature review of this study covers significant variables which include transformational leadership, teachers' commitment to change, and school conditions. The literature suggests that transformational leadership is a leadership style that focuses on motivating people, changing individuals' values and attitudes, as well as strengthening and building up the capacity of available resources in order to accommodate necessary changes within an organization. The literature about teachers' commitment to change has led to the use of dependent variables in this study which are teachers' commitment to change and its four dimensions namely personal goals, context belief, capacity belief, and teachers' commitment to change. The impact of school conditions as the mediator would also be examined.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter contains the methods and procedures used in the research. It explains the research design, research sampling, as well as operational definition and measurement. It also includes the instrument of this study, data collection procedures, and the technique of data analysis. Lastly, the chapter also reports the pilot test performed for this study. The chapter ends with discussion on the statistical techniques used to analyse the data of the study.



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#### **3.2 Research Design**

The research design specifies the methods and procedures used for data collection, and measurement and analysis of data. It is a roadmap for researchers to seek answers to research questions. This study is a quantitative research that uses correlation studies to formulate the suitable method to measure the items. Correlation study is conducted in the natural environment with minimum interference from researcher (Ho, 2013). Most of the time, there are multiple factors that influence one variable over another and the problem is chainlike. Hence, the researcher would like to identify the significant factors

associated with the problems. This study is also cross-sectional research whereby the data is gathered just once over a period of days, weeks, or months in order to answer research questions. It is also called a snapshot study (Ho, 2013). Due to the limitation of resources in most circumstances, a cross-sectional research is chosen over a longitudinal-research approach (Sekaran, 2010). This study adopts a cross-sectional method in the data collection process.

### **3.3 Research Sampling**

The population consists of secondary school teachers in Perlis and 322 teachers are chosen as sample using stratified sampling technique.

#### **3.3.1 Population**

In general, population refers to elements, individuals, or units that meet the selection criteria for a group to be studied, and from which a representative sample is taken for detailed examination (Ho 2103). The total of all populations in this world is called universe. Ho (2013) argues that population is all possible measurements, occurrences, or observations of the particular characteristics that come under investigation. It could be large or small, animate or inanimate, finite or infinite, discrete or continuous, and real or

abstract. This study covers twenty-six secondary schools in Perlis and the target population is the secondary school teachers that are currently teaching there.

### **3.3.2 Sampling Size**

Sampling is the process used in statistical analysis in which a predetermined number of observations would be taken from a larger population size. Sample is a subset of the population that is selected for a study. Nalzar (2012) argues that sampling is the process of choosing a representative portion of the entire population. It involves the selection of groups, events, behaviours, or other elements to conduct a study. The sample is used in statistical testing when the population size is too large for the test to include all possible members or observations. A sample should represent the whole population and does not reflect bias toward a specific attribute. Thus, research sampling is a significant methodology in order to run the social science research. The total number of secondary school teachers in the state of Perlis is 1,991 (Perlis Education Department, 2014). According to Krejcie and Morgan (1970) sample size calculation, with the confidence level of 95 per cent, the estimated number of respondents needed for this study is 322 teachers. Other than that, for the collection data procedure, stratified random sampling technique is used. It covers twenty-six secondary schools involving 322 teachers chosen as respondents. The sample coming from each school is calculated proportionately.

Table 3.1 shows twenty-six secondary schools in the state of Perlis and the number of sample chosen from each school.

Table 3.1  
*Secondary Schools*

ITEM	NAME OF SECONDARY SCHOOLS	NO. OF TEACHERS	SAMPLE CHOSEN
1	SMK BESERI	36	6
2	SMK GUAR NANGKA	29	5
3	SMK MATA AYER	34	5
4	SMK ABI	71	12
5	SMK ARAU	102	17
6	SMK DATO' ALI AHMAD	53	9
7	SMK DATUK JAAFAR HASSAN	87	14
8	SMK DERMA	76	12
9	SMK KUALA PERLIS	100	16
10	SMK PADANG BESAR UTARA	62	10
11	SMK PERLIS	113	18
12	SMK PUTRA	98	16
13	SMK RAJA PUAN MUDA TG. FAUZIAH	80	13
14	SMK SANGLANG	56	9
15	SMK SYED AHMAD	82	13
16	SMK SYED ALWI	135	22
17	SMK SYED HASSAN	82	13
18	SMK SYED SAFFI	79	13
19	SMK SYED SIRAJUDDIN	97	16
20	SMK TENGKU BUDRIAH	58	9
21	SMK TUANKU LAILATUL SHAHREEN	50	8
22	SMK TENGKU SULAIMAN	137	22
23	SMK DATO' SHEIKH AHMAD	51	8
24	SMK SAINS TUANKU SYED PUTRA	79	13
25	SMKA (P) KANGAR	69	11
26	SMKA ARAU	75	12
TOTAL		1991	322

### 3.3.3 Sampling Technique

The sampling technique used in this study is stratified sampling. Sampling is taken from all strata of the targeted population following a random process (Ho, 2013). This stage involves stratifying teachers according to the schools they currently teach and then choosing twenty-six secondary schools where a total of 322 teachers have been selected. Table 3.1 shows the number of sample chosen for each school. It is derived from the estimated number of respondents needed for this study which is 322 teachers. It is divided by 1991 which indicates the total number of secondary teachers in Perlis. Then, the value is multiplied by the number of teachers for each school.

### 3.4 Operational Definition and Measurement

This study's framework comprises three variables which are the (i) independent variable – transformational leadership, (ii) mediating variable – school conditions, and (iii) dependent variable – teachers' commitment to change. The questionnaire consists of Section A and Section B (refer to Appendix A). Section A consists of information regarding seven demographic profiles of the respondents namely gender, race, religion, marital status, age, job grade, and years of service. Section B consists of Part I which includes 32 items measuring Transformational Leadership, Part II consists of 14 items measuring School Conditions, and Part III measures 16 items on Teachers' Commitment



to Change. The measures used in this study are adapted from various sources in the literature. All 62 items are translated from English into the Malay Language using ‘back to back translation’ method. In order for respondents to answer the questionnaire, five-point Likert scale is used to measure the variables with a rating scale from 1 (strongly disagree) to 5 (strongly agree). This format is easier for respondents to understand the questions given so that they could produce more accurate answers. Table 3.1 shows the summary of the measures used in this study.

#### **3.4.1 Teachers’ Commitment to Change Measure**

The dependent variable, Teachers’ Commitment to Change, is measured through 16 items in the questionnaire with five-point Likert Scale as shown in Table 3.2. This instrument was adopted from the study in Hong Kong primary schools. Commitment to change is conceptualized as a function equivalent to motivation and *theories of motivation developed by Ford (1992) and Bandura (1986)*. The explanation for variation in teachers’ commitment to change, according to this formulation, could be categorised into four variables which are personal goals, capacity beliefs, context beliefs, and emotional arousal.

Table 3.2

*Operational Definition and Items for Teachers' Commitment to Change*

<b>COMMITMENT TO CHANGE</b>		
<b>Dimension</b>	<b>Operational Definition</b>	<b>Items</b>
Personal goals	Important source of teacher commitment and must be perceived by teachers to possess certain qualities in order to actually energize action.	<ol style="list-style-type: none"> <li>1. Implementing the new programs requires making significant change in how I go about doing my work.</li> <li>2. I expect to have opportunities to acquire more concrete knowledge about how to implement new initiatives in my school and classroom.</li> <li>3. We regularly review and clarify our school goals as part of an on-going goal-setting process.</li> <li>4. My repertoire of teaching strategies is expanding to help implement new programs.</li> </ol>
Capacity beliefs	Psychological states which include self-efficacy, self-confidence, academic self-concept, and self-esteem.	<ol style="list-style-type: none"> <li>1. Strong encouragement from colleagues and administrators whose expertise I respect enhances my confidence for implementing the new policy.</li> <li>2. My initial efforts to implement new programs have encouraged me to continue with further implementation efforts.</li> <li>3. I sometimes learn new strategies by observing what colleagues do in their work.</li> </ol>

		4. Frequent and stimulating interactions with my teaching colleagues provide encouragement to implement new initiatives.
Context beliefs	Beliefs about whether the school environment will actually provide the resources as well as professional development required by teachers.	<p>1. The policies and regulations of our school facilitate implementation of new initiatives.</p> <p>2. Our timetables/schedules facilitate accomplishment of new goals.</p> <p>3. My colleagues and I always support and encourage each other.</p> <p>4. The school administrators respect the expertise of teachers.</p>
Emotional arousal process	To create a state of 'action leadership' readiness and to stimulate immediate or vigorous action and to serve to maintain patterns of action.	<p>1. Other teachers in my school recognize my teaching competence.</p> <p>2. I enjoy the challenge of being an educator.</p> <p>3. My students show that they appreciate me.</p> <p>4. I enjoy my job.</p>


### 3.4.2 Transformational Leadership Measure

The independent variable, Transformational Leadership, is measured using five-point Likert Scale as shown in Table 3.2. This study adopts the most recent model of transformational leadership developed from Leithwood's research at schools (Leithwood, 1994; Leithwood *et al.*, 1999). This study also adopts the same dimensions involving 32 items.

Table 3.3

*Operational definition and the items for transformational leadership*

TRANSFORMATIONAL LEADERSHIP		
Dimensions	Operational Definition	Items
Identifying and articulating a vision	Practices aimed at identifying new opportunities for the school, and developing, articulating, and inspiring others with a vision of the future.	1. Excites us with visions of what we may be able to accomplish if we work together to change our practices/programs.  2. Gives us a sense of overall purpose.  3. Communicates school mission to staff and students.  4. Helps us understand the relationship between our school's vision and school sponsoring body or education department.
Fostering the acceptance of group goals	Practices aimed at promoting cooperation among staff and assisting	1.Regularly encourages us to evaluate our progress toward achieving

	<p>them to work together toward common goals.</p>	<p>school goals.</p> <ol style="list-style-type: none"> <li>2. Provides staff with a process through which we generate school goals.</li> <li>3. Encourages us to develop/review individual professional goals consistent with school goals and priorities.</li> <li>4. Works toward whole staff consensus in establishing priorities for school goals</li> </ol>
<p>Creating high performance expectations</p> 	<p>Behaviours that demonstrate leaders' expectations for excellence, quality, and high performance on the part of staff (e.g. verbal persuasion).</p>	<ol style="list-style-type: none"> <li>1. Has high expectations for us as professionals.</li> <li>2. Holds high expectations for students.</li> <li>3. Expects us to engage in on-going professional growth.</li> <li>4. Expects us to be effective innovators.</li> </ol>
<p>Providing individualized support</p>	<p>Indications of respect for staff and concern about their personal feelings and needs (e.g. verbal persuasion).</p>	<ol style="list-style-type: none"> <li>1. Provides resources to support my professional development.</li> <li>2. Takes my opinion into consideration when initiating actions that affect my work.</li> <li>3. Encourages me to try new practices consistent with my own interests.</li> <li>4. Provides moral support by making me feel appreciated for my</li> </ol>

		contribution to the school.
Offering intellectual stimulation	Challenges to staff to re-examine some of the assumptions about their work and to rethink how it can be performed (a type of feedback associated with verbal persuasion).	<ol style="list-style-type: none"> <li>1. Stimulates me to think about what I am doing for my students.</li> <li>2. Encourages me to pursue my own goals for professional learning.</li> <li>3. Encourages us to evaluate our practices and refine them as needed.</li> <li>4. Facilitates opportunities for staff to learn from each other.</li> </ol>
Providing an appropriate model	Setting examples for staff to follow that are consistent with the values leaders espouse. This leadership dimension is aimed at enhancing teachers' beliefs about their own capacities, their sense of self-efficacy.	<ol style="list-style-type: none"> <li>1. Sets a respectful tone for interaction with students.</li> <li>2. Displays energy and enthusiasm for own work.</li> <li>3. Demonstrates a willingness to change own practices in light of new understandings.</li> <li>4. Is open and genuine in dealings with staff and students.</li> </ol>
Strengthening school culture	Behaviour on the part of leaders aimed at developing shared norms, values, beliefs, and attitudes among staff, and promoting mutual caring and trust among staff.	<ol style="list-style-type: none"> <li>1. Shows respect for staff by treating us as professionals.</li> <li>2. Makes an effort to know students (e.g. visits classrooms, acknowledges their efforts).</li> <li>3. Encourages on-going teacher collaboration for implementing new</li> </ol>

		programs and practices.
		4.Encourages the development of school norms supporting openness to change
Building collaborative structures	Providing opportunities for staff to participate in decision making about issues that affect them and for which their knowledge is crucial.	<p>1.Distributes leadership broadly among the staff, representing various viewpoints in leadership positions</p> <p>2. Ensures that we have adequate involvement in decision making related to programs and instruction.</p> <p>3. Supports an effective committee structure for decision making.</p> <p>4. Provides an appropriate level of autonomy for us in our own decision making.</p>

### 3.4.3 School Conditions Measure

Established based on the research by Hallinger and Heck (1998), as well as prior work by Leithwood (1994) and Ogawa and Bossert (1995), the mediating variables used in the Canadian study are school culture, strategies for change, school structure, and the environment. A considerable support for the importance of these variables in explaining school and leadership effects could be found in recent literature review of the productive schools and effective leadership (Reynolds *et al.*, 1996; Hallinger and Heck, 1996; Scheerens, 1992; Creemers and Reetzig, 1996; Mortimore, 1993; Creemers, 1994;

Leithwood and Aitken, 1995).

Table 3.4

*Operational definition and the items for school conditions*

<b>SCHOOL CONDITIONS</b>		
<b>Dimension</b>	<b>Operational Definition</b>	<b>Items</b>
School culture	The shared norms, values, beliefs, and assumptions that shape members' decisions and practices.	<ol style="list-style-type: none"> <li>1. Teachers in this school are willing to help their colleagues.</li> <li>2. Teachers here are not afraid to ask for help when they need it.</li> <li>3. Our discussions about implementing new programs include consideration not just of 'how' to implement but also 'why' we might move in particular directions.</li> <li>4. Written or taped records of what we learn from implementing new practices are kept as a resource for future implementation efforts by ourselves or our colleagues.</li> </ol>
Strategies for change	Continuous improvement and professional development are encouraged.	<ol style="list-style-type: none"> <li>1. Our school goals and priorities are intended to encourage continuous improvement of our programs and instruction.</li> <li>2. We are encouraged to develop action plans for</li> </ol>



improving our own programs.

3. Professional development is given a high priority within our school.

#### School structure

Nature of the relationships established among people and groups in the school and between the school and its external constituents.

1. Decision making in our school usually allows for significant participation by teachers as well as administrators.

2. Extensive staff participation in school-wide matters (e.g. councils, committees) helps to reduce overload for individuals.

3. Leadership is distributed broadly among the staff with teachers taking responsibility for various functions within our school.

4. All staff members have an opportunity to be involved in making decisions that affect their work

#### Environment

Teachers' perceptions that the school's efforts to manage the change process allows them to focus on a small number of

1. We have reduced the potential for confusion and excessive demands from the new policy by setting



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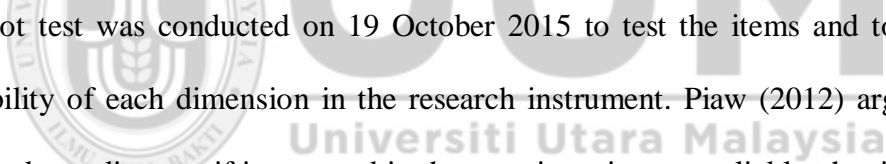
priorities about which there is wide consensus.

school goals that focus our efforts on manageable changes.

2. We work toward consensus in determining which initiatives we can reasonably implement.

3. Our school usually strikes the right balance between attempting too much and too little change.

### 3.5 Pilot Test



A pilot test was conducted on 19 October 2015 to test the items and to examine the reliability of each dimension in the research instrument. Piaw (2012) argues that pilot test seeks to discover if items used in the questionnaires are reliable, that is, if they have internal consistency. Even though all items in this study are adopted from a well-established instrument, a pilot test is still required to test the nature of the respondents. Different groups of individuals from different cultural and demographic backgrounds would respond differently to the items. 100 questionnaires were distributed to three schools in Sintok, Changlun and Bukit Kayu Hitam, Kedah and a total of 45 teachers (45%) returned the questionnaire. The pilot test would also help researcher to evaluate the suitability of the research items and to make improvement on the actual research. Table 3.5 illustrates the reliability of each variable and its dimensions.

Table 3.5

*Reliability results of the variables and dimensions of Pilot Test*

<b>Constructs</b>	<b>Number of items</b>	<b>Cronbach's Alpha</b>
<b>Transformational Leadership</b>	<b>32</b>	<b>.983</b>
Vision building	4	.928
Group goals consensus	4	.908
High performance expectations	4	.944
Modelling	4	.858
Providing individual support	4	.903
Providing intellectual stimulation	4	.933
Strengthening school culture	4	.938
Building collaborative structures	4	.913
<b>In-School Conditions</b>	<b>14</b>	<b>.951</b>
Culture	4	.846
Strategies	3	.870
Structure	4	.889
Environment	3	.864
<b>Teachers' Commitment to Change</b>	<b>16</b>	<b>.972</b>
Personal goals	4	.934
Capacity beliefs	4	.897
Context belief	4	.907
Emotional arousal	4	.901

### 3.6 Data Collection Procedure

In this study, questionnaires were used as the main tool to collect primary data from respondents. The advantages of using questionnaires include the relatively low cost and its anonymity in nature among respondents. These lead to more open and truthful responses.

Researcher distributed questionnaires to the secondary school teachers in the state of Perlis. The questions were drafted in two languages, English and Malay. Before the study was conducted, the researcher obtained permission from the Education Planning and Research Division, Ministry of Education and Perlis Education Department to conduct the research (refer Appendix B). There were 322 sets of questionnaires distributed to twenty-six secondary schools. The questionnaires were distributed from 9 November 2015 to 11 November 2015. Researcher managed to collect back 254 sets of questionnaires on 16 November 2015 which constituted 78.9 response rates. During the distribution of the questionnaires, the researcher managed to get permission from eight school principals personally and they appointed a specific teacher to coordinate. Other than that, in the absence of school principals due to their work commitment, the assistant principals were in charged. There were also schools which the questionnaires distribution had to be assigned to their chief clerk due to the unavailability of both principals and the assistant principals.

### **3.7 Technique of Data Analysis**

From the questionnaires, a few procedures were performed such as checking the data for accuracy. Besides that, the questions were coded to enable for analysis using Statistic Package for the Social Science 20 (SPSS 20), followed by the examination and presentation of the demographic profile of respondents using Descriptive Statistic. Descriptive analysis refers to the transformation of the raw data into a form that would

make them easy to be understood and interpreted (Sekaran, 2003). Secondly, in this study, factor analysis was used to reduce the number of items into a smaller set of factors as well as to identify the underlying structure in the variables (Hair, Black, Babin, Anderson and Tatham, 2006). The criteria used by Hair *et al.* (2006) were adapted to identify and interpret the factors involved. Each item should be loading above .50 and cross-loading below .30. Thirdly, the reliability test was conducted to examine the Cronbach's alpha testing. Cronbach's alpha was used as it is the most well-accepted reliability test tools applied by researchers in social sciences (Sekaran, 2003). Next, in order to determine the existence of any significant relationships among the variables, Correlation Coefficient analyses were carried out. Lastly, Regression Analysis had also been conducted to assess the hypothesised relationships between the independent variable, dependent variable, and mediating variable.

### **3.8 Conclusion**

This chapter discusses the methodologies of this research which include research design, population and sampling design, data collection procedure, as well as measurement and data analysis technique. The next chapter would be discussing on the findings of the study.

## **CHAPTER 4**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

This chapter outlines the results of the data analyses and findings of the study. It consists of three main sections. It begins by presenting the profiles of the respondents which covered aspects including the respondents' gender, race, religion, marital status, age, grade, and their years of service as teachers. In the second section, items found in the questionnaires were tested for their validity and internal consistencies using factor analysis and reliability test. In the last section, Pearson Correlation and Regression were used to analyse the relationship between the independent variable – Transformational Leadership, the dependent variable –Teachers' Commitment to Change, and the mediating variable – School Conditions.

#### **4.2 Response Rate**

A total of 322 questionnaires were personally sent to twenty-six secondary schools located in the state of Perlis. 254 questionnaires were submitted back to the researcher

which contributed to 78.9 per cent response rate. Out of these 254 sets of questionnaire, two were found to be incomplete. Thus, only 252 sets of questionnaires, constituting 78.2 per cent from the overall percentage were coded and used for further analyses.

### **4.3 Demographic Result**

The respondents' demographic backgrounds in this subtopic include their gender, race, religion, marital status, age, grade, and their years of service as teachers. Each of these attributes is presented in Table 4.1. The frequency analysis revealed that 174 (69.0 per cent) respondents were female and 78 (31.0 per cent) were male. 242 of the respondents (96.0 per cent) were Malay, in regards to their religion, 247 (98.0 per cent) were Muslims and 2 (2.0 per cent) were Buddhists. Meanwhile, 219 (86.9 per cent) respondents were married while only 31 (12.3 per cent) respondents were single. In terms of their age, 100 (39.7 per cent) respondents were between the age of 30 years old to 40 years old, 81 (32.1 per cent) of them were between the age of 41 to 50 years old. There were also a small number of teachers between 51 years old to 60 years old (48 or 19 per cent) while 23 of them (9.1 per cent) were younger than 30 years old. The results also demonstrate that a majority of them, 105 (41.7 per cent) held the position of grade DG44. In terms of the duration of service, 117 (46.4 per cent) of the teachers had served for more than fifteen years in comparison to 22 teachers (8.7 per cent) who had served for less than five years.

*Table 4.1*  
*Profile of Respondents*

Demographic	Characteristics	Frequency	Percentage (%)
Gender	Male	78	31.0
	Female	174	69.0
Race	Malay	242	96.0
	Chinese	5	2.0
	Indian	1	0.4
	Others	3	1.2
Religion	Islam	247	98.0
	Buddhist	5	2.0
Marital status	Single	31	12.3
	Married	219	86.9
	Divorced	2	0.8
Age	Less than 30 years old	23	9.1
	30 – 40 years old	100	39.7
	41 – 50 years old	81	32.1
	50 – 60 years old	48	19.0
Grade	DG 34	2	0.8
	DG 41	60	23.8
	DG 42	1	0.4
	DG 44	105	41.7
	DG 48	72	28.6
	DG 52	9	3.6
	DG 54	3	1.2
Years of service as teacher	Less than 5 years	22	8.7
	6 – 10 years	55	21.8
	11 – 15 years	58	23.0
	More than 15 years	117	46.4



#### **4.4 Factor Analysis**

To check the validity of the contents, an exploratory factor analysis was carried out. It was also used to find ways of condensing the information contained in the original variables into few smaller factors with minimum loss of information. The primary purpose of this analysis is to define the underlying structures among the variables in the analysis (Hair, 2006). Furthermore, cross-loading and low-value items were excluded from further analyses for reliability, descriptive statistics, correlation, and regression. The following section explains the factor analysis results of the variables.

##### **4.4.1 Factor Analysis on Transformational Leadership**

This factor analysis was initially conducted on 32 items. However, 11 items (4, 5, 6, 7, 8, 9, 16, 21, 23, 30, and 32) were removed due to cross-loading. Only 21 items remained to be further analysed. The 11 items were then deleted because of the low cross-loading or high cross-loading issue as recommended by Tabacnick and Fidell (2007). The items were also deleted because the factor loading value of transformational leadership was above 0.5 which exceeded the acceptable limit of 0.4. However, the factors were reduced from seven to five due to different perspectives elicited by the respondents. Thus, five more new factors were further analysed. The five new items clustered together were Factor 1 ( which represents the element of strengthening the school

culture), Factor 2 (representing the provision of individual support), Factor 3 (representing the vision building), Factor 4 (representing the hold of high-performance expectation), and Factor 5 (representing the modelling behaviour). These factors are all depicted in Table 4.2.

Table 4.2  
*Factor Analysis Result of Transformational Leadership*

<b>Rotated Component Matrix</b>					
<b>Factor Loading</b>					
	<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>	<b>Factor 4</b>	<b>Factor 5</b>
SSC 25	.769				
SSC 27	.725				
SSC 28	.723				
SSC 26	.713				
SSC 31	.713				
SSC 24	.634				
SSC 29	.604				
SSC 22	.594				
PIS 19		.534			
PIS 17		.526			
PIS 18		.562			
PIS 20		.525			
VB 2			.780		
VB 1			.715		
VB 3			.593		
HPE 10				.699	
HPE 12				.632	
HPE 11				.621	
MB 15					.706
MB 14					.611
MB 13					.539

Note: SSC = Strengthening school culture, PIS = Providing Individualized Support, VB = Vision building, HPE = High performance expectation, MB = Modelling behaviour

Table 4.2a  
*KMO and Bartlett's Test and Total Variance Explained*

<b>KMO and Bartlett's Test and Total Variance Explained</b>	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.953
Bartlett's Test of Sphericity    Approx. Chi-Square	6676.411
Total Variance Explained	66.890

Table 4.2a indicated that the KMO measure of the sampling adequacy was 0.953 for the independent variable whereas the approximate chi square was 6676.411. The variable accounted for 66.89 per cent of the total explained variance.

#### 4.4.2 Factor Analysis on School Conditions

This factor analysis was initially conducted on 14 items. However, 6 items (3, 4, 5, 6, 7, and 8) were removed due to cross-loading. Thus, only 8 items remained for further analyses. The factor loading value for school conditions was above 0.5 which exceeded the acceptable limit of 0.4. However, the factors were changed from five to two due to different perceptions elicited from respondents. Thus, these two new factors were included for further analyses. The two items which were clustered as new factors as suggested, were Factor 1 (representing the school environment) and Factor 2 (representing culture). These are all depicted in Table 4.3.

Table 4.3  
*Factor Analysis Result of School Conditions*

<b>Rotated Component Matrix Factor Loading</b>		
	<b>Factor 1</b>	<b>Factor 2</b>
ENV 11	.851	
ENV 13	.724	
ENV 10	.723	
ENV1 4	.722	
ENV 12	.555	
ENV 9	.520	
CUL 1		.748
CUL 2		.684

Note: ENV = Environment, CUL = Culture

Table 4.3a  
*KMO and Bartlett's Test and Total Variance Explained*

<b>KMO and Bartlett's Test and Total Variance Explained</b>	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.923
Bartlett's Test of Sphericity    Approx. Chi-Square	2107.671
Total Variance Explained	64.023

Table 4.3a showed that the KMO measure of the sampling adequacy was 0.923 for the mediating variable, while the approximate chi square was 2107.671. The variable accounted for 64.023 per cent of the total explained variance.

#### 4.4.3 Factor Analysis on Teachers' Commitment to Change

This factor analyses was initially conducted on 16 items. However, 6 items (5, 6, 9, 10, 12, and 13) were removed due to cross-loading issue. Therefore, only 10 items remained to be further analysed. The previous 6 items were deleted because the factor loading value of teachers' commitment to change was above 0.5 which exceeded the acceptable limit of 0.4. However, the factors were reduced from four to three factors due to different perceptions elicited by the respondents. Thus, these three new factors were further analysed. The three items clustered as the new factors were Factor 1 (representing emotional arousal), Factor 2 (representing personal goals), and Factor 3 (representing capacity beliefs). These are all depicted in Table 4.4.

Table 4.4  
*Factor Analysis Result of Teachers' Commitment to Change*

	<b>Rotated Component Matrix</b>		
	<b>Factor Loading</b>		
	<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>
EA 16	.815		
EA 14	.752		
EA 11	.567		
EA 15	.560		
PG 1		.720	
PG 2		.684	
PG 4		.609	
PG 3		.580	
CB 8			.696
CB 7			.693

Note: EA = Emotional Arousal PG = Personal Goals CB = Capacity Beliefs

Table 4.4a  
*KMO and Bartlett's Test and Total Variance Explained*

<b>KMO and Bartlett's Test and Total Variance Explained</b>	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.938
Bartlett's Test of Sphericity    Approx. Chi-Squar	2501.219
Total Variance Explained	62.488

Table 4.4a indicated that the KMO measure for the sampling adequacy was 0.938 for the mediating variable while the approximate chi square was 2501.219. The variable accounted 62.488 per cent of the total explained variance.

#### 4.5 Reliability Analysis

Reliability test was carried out based on the factor analysis results. The reliability in this study was measured by computing the Cronbach's alpha; a reliability coefficient that indicates how well the item correlates to one another (Sekaran, 2010). The reliability analysis results are shown in Table 4.4 .From the reliability results, all of the variables had shown high values of Cronbach's alpha which were more than 0.6; the Cronbach's alpha which is less than 0.6 is considered weak, 0.70 is considered moderate, and more than 0.8 is considered strong (Cavana *et al.*, 2001). This indicates that all of the items could be accepted for further analyses.

Table 4.5  
*Reliability Result of Actual Data*

<b>Variables with dimensions</b>	<b>Number of items</b>	<b>Cronbach's Alpha</b>
<b>INDEPENDENT VARIABLE</b>		
<b>Transformational Leadership</b>	<b>21</b>	<b>.959</b>
Strengthening School Culture	8	.936
Providing Individualized Support	4	.913
Vision Building	3	.860
High Performance Expectations	3	.830
Modelling Behaviour	3	.849
<b>MEDIATING VARIABLE</b>		
<b>School Conditions</b>	<b>8</b>	<b>.898</b>
Environment	6	.905
Culture	2	.786
<b>DEPENDENT VARIABLE</b>		
<b>Teachers Commitment to Change</b>	<b>10</b>	<b>.904</b>
Emotional Arousal	4	.850
Personal Goals	4	.866
Capacity Beliefs	2	.827

#### 4.6 Descriptive Analysis

Descriptive analyses which include determining the mean and standard deviation for the dependent variable (Teachers' Commitment to change) the independent variable – (Transformational Leadership) and the mediating variable (School Conditions) are presented in Table 4.6. The tables also showed the means and standard deviations for the grade of teachers, age and years of service as shown in Table 4.6a, 4.6b and 4.6c respectively.

Table 4.6

*Mean scores and standard deviations for the variables of the study*

	N	Mean (M)	Std. Deviation (SD)
<b>Teachers Commitment to Change</b>	<b>252</b>	<b>4.02</b>	<b>.503</b>
Emotional Arousal	252	4.09	.585
Personal Goals	252	3.92	.582
Capacity Beliefs	252	4.06	.597
<b>Transformational Leadership</b>	<b>252</b>	<b>3.98</b>	<b>.547</b>
Strengthening School Culture	252	3.95	.632
Providing Individualized Support	252	3.87	.699
Vision Building	252	4.06	.635
High Performance Expectations	252	4.12	.589
Modelling Behaviour	252	3.98	.606
<b>School Conditions</b>	<b>252</b>	<b>3.90</b>	<b>.592</b>
Environment	252	3.82	.647
Culture	252	4.16	.673

All variables in the study were evaluated based on a five-point Likert scale. The results showed that the mean of teachers' commitment to change was 4.02, the mean of transformational leadership was 3.98, and the mean of school conditions was 3.90. The mean indicates the average value of the variables while standard deviation, on the other hand, is a measure of the dispersion of the interval and the ratio of the data scale. It offers an index of the spread of distribution or the validity of data. Table 4.6 showed that the standard deviation of teachers' commitment to change was 0.503, the standard deviation of transformational leadership was 0.547, and the standard deviation of school conditions was 0.592.



Table 4.6a  
*Mean scores and standard deviations of age*

<b>Age</b>	<b>N</b>	<b>Mean (M)</b>	<b>Std. Deviation(SD)</b>
Less than 30 years old	23	4.1130	0.34812
30 - 40 years old	100	3.9350	0.52172
40 - 50 years old	81	4.0667	0.51430
50 - 60 years old	48	4.0750	0.49957

In the meantime, table 4.6a showed the mean age for the respondents between 30-40 years old was 3.9350 and the mean age for the respondents between 40-50 years old was 4.0667. Meanwhile the standard deviation for the age between 30-40 years old was 0.52172 and between 40-50 years old was 0.51430.

Table 4.6b  
*Mean scores and standard deviations of grade*

<b>Grade</b>	<b>N</b>	<b>Mean (M)</b>	<b>Std. Deviation(SD)</b>
DG34	2	3.6500	1.06066
DG41	60	4.0000	0.48363
DG42	1	4.3000	
DG44	105	4.0152	0.49957
DG48	72	4.0153	0.54091
DG52	9	4.2778	0.32318
DG54	3	4.1000	0.36056

Table 4.6b illustrated the mean for grades DG44 and DG48 was 4.0152 and 4.0153 respectively. Meanwhile, the standard deviation for grade DG44 was 0.49957 and DG48 was 0.54091.

Table 4.6c  
*Mean scores and standard deviations of years of service*

Years of service	N	Mean (M)	Std. Deviation(SD)
Less than 5 years	22	4.0455	0.39488
6 - 10 years	55	4.0855	0.45437
11 - 15 years	58	3.8655	0.54308
More than 15 years	117	4.0615	0.51425

Table 4.6c showed the mean for teachers who served more than 15 years being 4.0615 while the standard deviation was 0.51425.

#### 4.7 One Way ANOVA

One-way ANOVA was conducted to investigate the influences of the respondents' age on their commitment to change. Since there were more than two groups (7 groups of age), ANOVA was used to determine whether the samples from two or more groups came from populations with equal means. Table 4.7a indicated significant differences in the commitment to change between the respondents' age ( $F=0.649$ ;  $p=0.691$ ).

Table 4.7a  
*ANOVA result on respondents' age to commitment to change*

ANOVA					
Commitment To Change					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.997	6	.166	.649	.691
Within Groups	62.749	245	.256		
Total	63.747	251			

One-way ANOVA was also conducted to investigate the influence of respondents' years of service towards commitment to change. Since there were more than two groups (4 groups of years of service), ANOVA was used to determine whether samples from two or more groups come from populations with equal means. Table 4.7b indicated the significant differences in the commitment to change between the respondents' grade ( $F=1.644$ ;  $p=0.180$ ).

Table 4.7b

*ANOVA result on respondents' grade to commitment to change*

ANOVA					
Commitment To Change					
	Sum of		Mean		
	Squares	df	Square	F	Sig.
Between Groups	1.243	3	.414	1.644	.180
Within Groups	62.504	248	.252		
Total	63.747	251			

One-way ANOVA was also conducted to investigate the influence of respondents' years of service towards their commitment to change. Since there were more than two groups (4 groups of years of service), ANOVA was used to determine whether the samples from two or more groups came from populations with equal means. Table 4.7c indicated that there was a significant differences in commitment to change between the respondents' age ( $F=2.451$ ;  $p=0.064$ ).

Table 4.7c

*ANOVA result on respondents' years of service to commitment to change*

<b>ANOVA</b>					
Commitment To Change					
	Sum of		Mean		
	Squares	df	Square	F	Sig.
Between Groups	1.836	3	.612	2.451	.064
Within Groups	61.911	248	.250		
Total	63.747	251			

## 4.8 Hypothesis Testing

Correlation and regression analyses were conducted to test all four hypotheses.

### 4.8.1 Correlation Analysis



The Pearson Correlation is carried out to show the patterns of inter-correlation between the variables in a study in a linear fashion (Tan, 2010; Coakes, 2013). For social sciences, the correlation coefficients of 0.10, 0.30, and 0.50 regardless of their signs, are respectively indicated as low, medium, and large coefficients (Green, Sakkind, and Akey, 1997). It indicates that if the value of the correlation coefficient is near to the value of zero, the correlation between the variables will be low.

Table 4.8.1 exhibit the five dimensions of transformational leadership which have significant correlations with teachers' commitment to change. The dimension of

*'strengthening school culture'* indicated the coefficient of 0.648, *'providing individual support'* indicated the coefficient of 0.628, *'vision building'* indicated the coefficient of 0.609, *'high performance expectation'* indicated the coefficient of 0.628, and *'modelling behaviour'* indicated the coefficient of 0.570. Thus, H1 is accepted as it indicates the significant relationship between transformational leadership and commitment to change.

Table 4.8.1 also showed that all five dimensions of transformational leadership were significantly 'related to school conditions dimensions. *'Strengthening school culture'* indicated the coefficient of 0.717, *'providing individual support'* indicated the coefficient of 0.629, *'vision building'* indicated coefficient of 0.493, *'high performance expectation'* indicated the coefficient of 0.454, and *'modelling behaviour'* indicated coefficient of 0.491 on the dimension of schools. Similarly, all five transformational leadership dimensions were significantly related to school culture dimension. *Strengthening school culture* indicated coefficient of 0.435, *providing individual support* indicated coefficient of 0.423, *vision building* indicated coefficient of 0.457, *high performance expectation* indicated coefficient of 0.362, and *modelling behaviour* indicated coefficient of 0.427. Therefore, H2 is accepted as it indicates significant relationships between transformational leadership and school conditions.

Meanwhile, the correlation between school conditions and teachers' commitment to change shows that the school environment and culture have significant correlations of

coefficient, which were 0.655 and 0.575. It implied that both dimensions of school conditions dimensions were significantly related to teachers' commitment to change and thus, H3 is also accepted.

Table 4.8.1

*Correlation results of transformational leadership and school conditions on teachers' commitment to change*

	1	2	3	4	5	6	7	8
1. Commitment to change	1							
2. SSC	.648**	1						
3. PIS	.628**	.834**	1					
4. VB	.609**	.597**	.526**	1				
5. HPE	.628**	.590**	.564**	.603**	1			
6. MB	.570**	.695**	.648**	.624**	.591**	1		
7. ENV	.665**	.717**	.629**	.493**	.454**	.491*	1	
8. CUL	.575**	.435**	.423**	.457**	.362**	.427**	.532**	1

Note: n = 252; p<0.01

Note: SSC = Strengthening School Culture, PIS = Providing Individualized Support, VB = Vision Building, HPE = High Performance Expectations, MB = Modelling Behaviour, ENV = Environment, CUL = Culture

#### 4.8.2 Regression Analysis

The test of mediation by using regression analysis must follow a four step approach, in which several regression analyses will be conducted and the significance of the coefficients is examined at each step of the process

Step 1

Table 4.8.2a

*Simple Regression analysis (Transformational Leadership and Commitment to Change)*

		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
	(Constant)	1.343	.162		8.301	.000
1	Transformational Leadership	.671	.040	.726	16.692	.000

a. Dependent Variable: Commitment To Change

Step 2

Table 4.8.2b

*Simple Regression analysis (Transformational Leadership and School Conditions)*

		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
	(Constant)	.815	.194		4.196	.000
1	Transformational Leadership	.775	.048	.713	16.064	.000

a. Dependent Variable: School Conditions

### Step 3

Table 4.8.2c

*Simple Regression analysis (School Conditions and Commitment to Change)*

		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
	(Constant)	1.667	.150		11.124	.000
1	School Conditions	.602	.038	.709	15.888	.000

a. Dependent Variable: Commitment to change

### Step 4

Table 4.8.2d

*Multiple Regression analysis results of transformational leadership and school conditions on commitment to change*

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.074	.154		6.973	.000
	Transformational Leadership	.415	.053	.449	7.869	.000
	School Conditions	.331	.048	.389	6.821	.000

Dependent variable: teachers' commitment to change

R square = 0.602

R = 0.776

F = 187.941

The R<sup>2</sup> value of 0.602 indicated that transformational leadership and school conditions explained 60 per cent of the variance in teachers' commitment to change with a standard error of 0.053. The results in Table 4.8.2d showed that the beta value was 0.449, which



indicated that transformational leadership did contribute to explain the teachers' commitment to change. In addition, transformational leadership ( $\beta = .449$ ,  $p < 0.05$ ) had a significant relationship with teachers' commitment to change. Furthermore, school conditions ( $\beta = .389$ ,  $p < 0.05$ ) had a significant relationship with teachers' commitment to change. Based on table 4.8.2a and table 4.8.2b, both transformational leadership and school conditions significantly predict the teachers' commitment to change. If both independent variable and mediating variable can significantly predict the dependent variable, then, the finding supports partial mediation.



#### 4.9 Summary of the Hypotheses Testing

Based on the findings in table 4.8.1 and table 4.8.2d, we can summarise that all of the hypotheses are accepted as indicated in table 4.9.

Table 4.9

No.	Hypothesis	Result
H1	There is a significant relationship between transformational leadership and teachers' commitment to change.	Accept
H2	There is a significant relationship between transformational leadership and school conditions.	Accept
H3	There is a significant relationship between school conditions and teacher's commitment to change.	Accept
H4	School conditions mediate the relationship between transformational leadership and teachers' commitment to change.	Accept

#### **4.10 Summary of the Chapter**

This chapter summarises the results of the study's analyses. The analyses were carried out using factor analysis, reliability, descriptive, correlation, and regression analysis. From the findings presented, the factor analysis showed only 40 out of 62 items had been run for further analysis. Reliability analyses were then conducted, followed by descriptive analyses before the study proceeded with correlation and regression analyses. The findings from the current study's correlation analysis indicate that transformational leadership is significantly and positively correlated to teachers' commitment to change. Similarly, the results from the regression analyses indicate that transformational leadership is significantly and positively correlated with teachers' commitment to change. In addition, the school's condition partially mediates the teachers' commitment to change. In short, both correlation and regression results show significant relationship between transformational leadership and school conditions towards the teachers' commitment to change.

## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Introduction**

The primary objective of this study is to examine the relationship between transformational leadership and teachers' commitment to change. The study also examined if school conditions can mediate the relationship between transformational leadership and teachers' commitment to change. In total, four research questions and four hypotheses have been formulated with regards to these objectives. This final chapter presents a comprehensive discussion of the results generated in Chapter 4. It also includes the implications of the study, limitations of the research, as well as recommendations for future studies in the same field.

#### **5.2 Discussion**

The discussions of the findings of this study are based on the research objectives mentioned in the earlier chapter.

### **5.2.1 The relationship between transformational leadership and teachers' commitment to change**

Table 4.7a, 4.7b and 4.7c indicated that the respondents' age, grade and years of service were significantly related to teachers' commitment to change. Table 4.6a indicated that teachers between 30 to 40 years old and 40 to 50 years old were more committed to change. These groups of teachers have demonstrated high commitment to change in accomplishing the tasks given. Meanwhile, table 4.6b showed that teachers at grade level 44 and 48 were more ready to commit to change. This is probably because in these grade levels, they were ready to take more responsibilities and challenges. Table 4.6c also indicated that teachers with relatively more teaching experiences showed a higher commitment to change than others with less experience. This may be because past experiences have helped the teachers to become more knowledgeable and skilful as educators, as well as grooming them to become better individuals.

In this study, the school teachers also agreed that their principals have demonstrated aspects of transformational leadership. These teachers agreed that their principals have managed to strengthen the school values and cultures and develop the shared norms, values, beliefs and attitudes among staffs from different backgrounds as well as promote mutual caring and trusts among every member in their organization.

Other than that, they had indicated that their school principals have constantly placed high expectations for teachers' professional growth and student's holistic performances. This is important as the adoption and practices of outstanding leadership skills by the principals are crucial in helping them to manage the school operations, in particularly when they have limited available resources. Furthermore, the roles of the State Education Department is important to ensure that these school leaders are equipped with the right methods and approaches in managing any favourable or unfavourable circumstances such as internal conflicts, natural disasters, students' discipline problems, parents' complaints, and political interferences from external stakeholders, among others. Meanwhile, the Ministry of Education as the country's policy maker needs to consider many internal and external factors before planning to implement new policies regarding education. This finding is consistent with existing arguments in support of positive relationship between transformational leadership and teachers' commitment to change (Ling and Ibrahim, 2013). This previous study was conducted among secondary school teachers in Sarawak which found that transformational leadership style directly correlates to teachers' sense of commitment. In this sense, teachers' commitment to change has improved drastically when the school leaders practice transformational leadership. This clearly shows that leadership qualities are vital to improve the commitment level of school teachers.

Likewise, the study by Liu (2013) which examined the relationship between transformational leadership and teachers' commitment to change in urban upper secondary schools in Shenyang City, China also produced the same result. In the study,

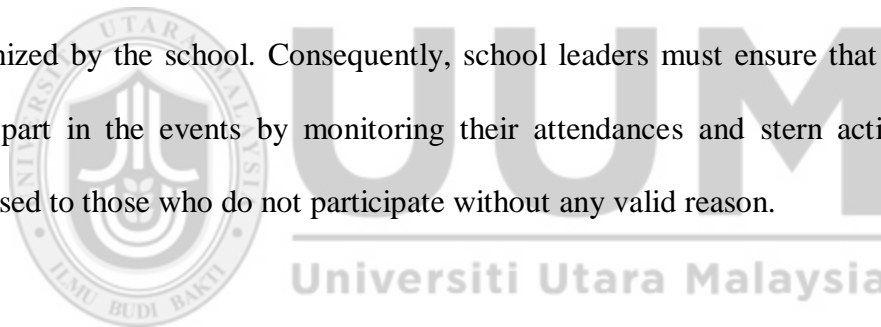
transformational school leadership variable explained 38.9 per cent of the total variance in the teachers' commitment to change. Hence, it is evident that transformational leadership is essential in motivating the teachers to actively participate in the change process.

On the other hand, there were 174(69 per cent) female teachers and 78(31 per cent) male teachers who participated in the study. The female teachers in the current study showed more commitment than the male teachers. Besides that, married teachers displayed more commitment as compared to the single ones and in the study; a majority of the respondents were married 86.9 per cent while 12.3 per cent were single. Furthermore, 117(46.4 per cent) of the respondents have had more than fifteen years of teaching experiences which explains the higher commitment to change demonstrated by them. This result is in line with the study conducted by Talat, Zulfiqr, Ishfaq, Ashfaq, Muhamad, and Sahir (2012).

### **5.2.2 The mediating effect of school conditions on the relationship between transformational leadership and teachers' commitment to change.**

The regression results in Table 4.8 indicate that school conditions mediate the relationship between transformational leadership and teachers' commitment to change in the state of Perlis. In this research, the school conditions explained 61 per cent of the

variance in Perlis teachers' commitment to change. One of the dimensions in school conditions is school culture, it focuses on developing shared meanings and values. Next, the contribution of organizational culture to the school's effectiveness also depends on the collaborative work; collaborate refers to *"work jointly with others or together especially in an intellectual endeavour"* (Merriam Webster Dictionary and in a constantly changing environment, a leader must be aware and understand how internal and external factors can affect organizational behaviours. For example, there are teachers who constantly avoid getting involved in events organized by the school without any valid reasons. This would create dissatisfaction among other teachers as they will argue on why some teachers do not participate in programs and activities organized by the school. Consequently, school leaders must ensure that all teachers to take part in the events by monitoring their attendances and stern actions should be imposed to those who do not participate without any valid reason.



Transformational leadership also creates a learning environment that encourages every member of the organization to be constantly cooperative, open-minded, and willing to execute new ideas and accept great challenges in their career. Generally, the school principals in Perlis are found to be able to work collaboratively as a team to accomplish the tasks given. Furthermore, team work means *"establishing a practice of interaction among co-workers that encourages social learning to create combined understanding."* In this sense, school administration should not be a one-man show but a group of people agree on collective decisions, thus, through shared consensus, the changes at the workplace can take place smoothly. The principals also agree that school culture can



enhance their beliefs about the importance of organizational goals and the shared values and norms will lead to specific objectives. Therefore, each and every members of the organization should work towards the same mission and visions of the organization. Furthermore, one of the strategies in managing change is to ensure that all programs that take place are continuously improved and the respondents in this study agreed that teachers are generally encouraged by their school principals to develop their own action plans in managing activities in schools. This could help improve the management of the activities and making sure that they can run smoothly as the programmes are initiated by teachers themselves.

### **5.3 Implication of the finding**



This section presents discussions on the practical implications of the research.

#### **5.3.1 Practical implication**

##### **5.3.1.1 Teacher**

The majority of respondents in the current study are female, married teachers and the respondents' profile indicated that almost 50 per cent of them have had more than 15

years of teaching experience. Furthermore, based on the observation of the activities organized by the State Education Department, it is proven that female teachers are more committed in completing the tasks given by their school leaders. Furthermore, married individuals are perceived to have a higher sense of responsibility and therefore, they are more willing to give their best contributions in most activities. In this sense, commitment can be referred to readiness; readiness will enhance the positive attitudes within individuals since their levels of understanding and empathy are relatively higher. This will certainly create a strong sense of motivation for them to become more committed towards the changes that occur at their workplace. Readiness would also increase the employees' engagement and preparation regarding changes. Thus, it would ease the change process towards achieving specific organizational objectives.



#### **5.3.1.2 School Principals**

The selection of competent school principals is critical to sustain organizational effectiveness. The selection of highly credible school leaders would enhance the school's performance and students' outcomes. This is in line with Ministry of Education's missions which emphasise on the role of school leaders in managing schools. Their roles are vital to ensure that the teaching and learning process are carried out according to the standards outlined by the Government. In relation to this, a school environment that is conducive is essential to create a positive impact on school performance. School leaders with a clear vision will also lead their schools in achieving

the specific organizational goals as they are able to facilitate the teachers and motivate the students to perform at their best. Furthermore, good leadership quality will influence the level of commitment among teachers, pushing the teachers to a higher level or standard of self-efficacy. Hence, school principals must equip themselves with the right skills, knowledge, and competencies as effective and dynamic leaders are going to steer the schools into achieving their strategic mission and vision.

#### **5.3.1.3 State Education Department (SED)**

At the state level, State Education Department is the entity who is responsible in monitoring the system of school management. Thus, the success of schools is a reflection of the effectiveness of SED as a whole. Therefore, SED managements must also be led by highly credible and effective team leaders. Consequently, the management role is important to ensure that the missions and visions of the MOE are carried out by the schools and the efforts to implement these missions and vision must be continuous towards achieving organizational success. Thus, SED's leadership needs to establish good relationship or rapport with the schools in the state to coordinate and implement the policies. In line with this view, the commitment of teachers as one of the school change agents is required towards achieving its goals.

#### **5.3.1.4 Ministry of Education (MOE)**

Ministry of Education (MOE) is the authority body that formulates the policies pertaining to educational issues. The dissemination of information formulated by MOE would be passed through to SED before finally reaching the school level and the SED as the authority responsible for educational matters at the state level, must perform their duties and roles to check if the schools are implementing the policies accordingly. Thus, efficient coordination from the top management to the lowest level of organizational hierarchy is needed to monitor whether educational policies being implemented to optimize this process, reducing bureaucracies should be one of the organizational goals.

#### **5.3.1.5 Students**

Children at studying schools are the ones who truly experience the teaching and learning activities. They are the stakeholders who are considered as the ‘clients’ or ‘customers’ at school. Besides obtaining information directly from their teachers in the classroom, they receive knowledge by following the academic curriculum formulated by the MOE and through reading prescribed books given by the school authority. Therefore, any change in the national policy will greatly affect the students’ outcomes. In this case, teachers are responsible to conduct efficient and effective teaching and learning processes and they should be trained to teach according to the right teaching methodologies and

instructional strategies. Consequently, quality teachers will affect the students' outcomes and in short, the students' performances would be better off if the teachers are effective at school.

#### **5.4 Limitation of the study**

The study concentrated only on secondary school teachers in Perlis due to time constraint. Therefore, the results of the study are limited and might not necessarily represent the whole population of teachers in Perlis. Furthermore, the teachers' perception is another aspect that needs to be taken into consideration as these participants might have misinterpreted the term 'commitment' as well as the meaning of 'transformational leadership' practiced by the school principals while answering the questionnaires. This lack of understanding or misinterpretation might have influence the accuracy of the results. Furthermore, only one dependent variable has been tested in this study and other variables such as job satisfaction and innovativeness among teachers could be included to be tested.

#### **5.5 Recommendation for future research**

Although school conditions play an important role in mediating the relationship between transformational leadership and teachers' commitment to change, the study could also

include or use other mediating or moderating variables that are suitable for similar studies in the future, these variables include, teachers' level of academic qualification. Moreover, this study is limited to only one independent variable in examining the impact on teachers' commitment to change while there are many other suitable mediating variables like working conditions, authority's recognition, as well as training and development activities that could be investigated. Other than that, this study can also be applied in different school setting or environment, such in states in the southern part of Malaysia namely Negeri Sembilan, Melaka, and Johor. Besides that, the study's horizon can be broadened by analysing the demographical effects on the different dimensions of commitment, which are affective, continuance, and normative.

## **5.6 Conclusion**



The objectives of this study are to investigate the relationship between transformational leadership as the independent variable and teachers' commitment to change as the dependent variable while the aspect of school conditions was chosen as the mediator. The study has met all the research objectives as outlined in Chapter 1. The findings show that transformational leadership is significantly related to teachers' commitment to change while school conditions mediate the relationship between transformational leadership and teachers' commitment to change.

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