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THE INFLUENCE OF LEADERSHIP STYLES ON THE READINESS TO CHANGE AMONG TS25 SECONDARY SCHOOL TEACHERS IN BATANG PADANG, PERAK

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Article Info:

Abstract:

The introduction of the PPPM 2013-2025 had resulted in implementation of the School Transformation 2025 (TS25) program in the primary and secondary schools. This is to ensure that all students receive quality education and produce highly skilled and knowledgeable Malaysians. It is said that new challenges in education can be overcome if the leader becomes a role model to the teachers. The purpose of this study was to identify the influence of principal's transformational and instructional leadership styles on the readiness of TS25 Secondary Teachers in Batang Padang district, Perak. The study involved 249 secondary school teachers of TS25 schools around Batang Padang district, Perak that were selected using purposive and then random sampling methods. The questionnaire instrument was used in this study to obtain data that were then analysed using descriptive statistical and regression analysis to see the influence of major leadership styles on the readiness of TS25 Secondary Teachers in Batang Padang district, Perak. The findings of this study show that the mean for the teachers' willingness to change high. In addition, the results of the regression analysis showed that there was a significant and positive influence on the principal transformation and teaching readiness to change among school teachers of TS25 secondary school in Batang Padang district, Perak. These results show that the leadership style in TS25 Secondary School is significant in influencing teachers' willingness to change to ensure that TS25 school rating goals are achieved. Therefore, main leadership style need to be taken into account in order to ensure the readiness of teachers to achieve TS25 school rating goals, and appropriate emphasis should be given the main leadership style.

Keywords:

Leadership Style, Readiness to Change, TS25 Secondary School Teachers

Introduction

A robust education system that is in line with the times needs to be implemented so as not to fall behind in the rapid development of a country. Therefore, the Malaysian Ministry of Education (MoE) has implemented education transformation through the Malaysian Education Development Plan 2013-2025 (PPPM 2013-2025). PPPM 2013-2025 is implemented as a guide to school principals so that they can make plans in line with the MoE's wishes. PPPM 2013-2025 aims for all students to receive quality education that is capable of producing Malaysians who are highly skilled and knowledgeable and live in a harmonious atmosphere regardless of religion and race (MoE, 2013).

The purpose of the PPPM 2013-2025 is to ensure that all students receive quality education and are able to produce highly skilled and knowledgeable Malaysians (MoE, 2013). Among the programs contained in the PPPM 2013-2025 is the School Transformation 2025 (TS25) program which involves all primary and secondary schools in Malaysia. This program started from 2015 where a total of 99 schools were selected as TS25 schools for cohort one and this number is increasing every year.

The TS25 program aims to make changes from all aspects, namely in terms of leadership, quality of teaching and facilitation and also involves participation from the community (MoE, 2013). The concept of TS25 can be seen comprehensively by providing quality education to all students with a fun learning atmosphere, providing excellent human modules from all aspects, led by quality leaders with vision, competent and highly aspirational teachers. In order to make this concept a success, teachers need to undergo comprehensive training to improve the best PdPc practices in the classroom. While the leader needs to strengthen the leadership of the school. In 2020, as many as 1800 schools have implemented the TS25 program and in 2025, all schools in Malaysia will be TS25 schools (Amin Senin, 2018).

Leadership practices and TS25 are two related elements due to the fact that there are several prerequisites that a school needs to achieve before getting TS25 status. This achievement will of course only be achieved if the head teacher or principal gives a commitment to perform appropriate leadership (Mohamad Rashiq Mohamad Noh et al, 2021).

MoE (2013) had planned the PPPM 2013-2025 to focus more on the qualities of the teachers and the school leadership in order to increase the successfulness of the school. Due to this, this research would focus on the the influence of principal's transformational and instructional leadership styles on the readiness of TS25 Secondary Teachers in Batang Padang District, Perak. This would be done by focusing on two types of leadership, which are the transformational and instructional leadership. Transformational leadership style put the leader as a role model for the group, organization or even an institution especially in the context of creating and achieving a specific goal (Masturah Azhar et al., 2020). Instructional leadership style underlines the requirements and methods that have a positive influence on the school's curriculum (Alemayehu, 2021).

Problem Statement

According to Walsh and Arnold (2020) leadership style has the ability to influence employees' attitudes, behaviors and assumptions to create thoughts that help the organization achieve its goals and objectives. This is in line with Rosnarizah Abdul Halim and Hussein Ahmad (2015) who stated that the success of a school is closely related to the style of administration because

different style could resulted in the increase of workload that causes teachers to experience pressure because they are unable to implement changes in education and work demands current. Teachers are burdened with various tasks while the educational facilities are still not working. Therefore, teachers consider the changes to be a burden on them (Wardhani, 2012). Arzizul Antin and Dg Norizah Ag Kiflee (2018) found that the more the workload increases, the less motivation teachers have in carrying out their duties. This increased workload that may came along with the process of achieving new school goals and objective that may cause additional stress on the teachers in addition to the normal workload. A study also conducted by Kanafadzi and Khairul Azhar Jamaluddin (2021) states that many educators are facing pressure due to increased workload and do not have the strength to deal with education reform. Pressure is also given by the school, colleagues, students and the community who place high expectations on teachers so that they can provide the best academic achievement.

Educational obstacles and challenges can be overcome if the leader becomes a role model to the teachers. Salwati Shafee et al. (2019) stated that teachers will be more committed if they are given guidance and can make changes according to the changing times. However, the principal is seen as still unable to assume the role of TS25 school leader (Noraziyanah Md Jais & Aida Hanim A. Hamid, 2019). Past studies also show that there is resistance among teachers when changes brought into the school system are not consistent with relevant theories. Wan Noor Adzmin and Suira Baba (2017) found that the effect of resistance to this change has caused rare social interaction between teachers and school leaders. This happens due to the hierarchical gap between the leader and his subordinates in the school organization which also results in the school leader being described by subordinates (teachers) as an autocratic leader. This results in their careers being affected because anything done by teachers is not approved by their administrators (Normala Mehat et al., 2021). Due to this problem this study aims to examine on the influences that may caused by the principal's leadership style on the willingness to change of secondary school teachers TS25 in Batang Padang district, Perak? Two types of leadership, instructional and transformational leadership style would be examined through this research.

Literature Review

TS25 Program In Malaysian Education
The TS25 program is the brainchild of MoE to meet the education needs in Malaysia. TS25 places emphasis on two aspects which are student development and creating a quality school. The goal of the TS25 program is to strengthen school leadership, maximize the potential of teachers and strengthen local community involvement. The MoE also set three objectives to achieve this goal, namely the application of the best PdPc concepts and practices, developing the internal expertise of teachers and building an effective environment (Amin Senin, 2018).

Educational transformation begins with Wave 1, which changes the system by supporting teachers and focusing on key skills, followed by the second Wave, which drives the improvement of the system and finally promotes excellence through increased operational flexibility in the third Wave. In 2018, a total of 600 schools participated in this program and this number increased to 1200 schools the following year. Until March 2022, a total of 8919 schools have been made into TS25 schools and the Ministry of Education and Culture aims to have all schools in Malaysia become TS25 schools by the year 2025 (Noraziyanah Md Jais & Aida Hanim A. Hamid, 2019).

Leadership

Definitions and concepts of leadership change over time. One of the early concepts of leadership is related to the mastery of a person. For example, leadership is an ability to make subordinates obey, respect, be loyal and cooperate with a leader (Moore, 1927, in Northouse, 2021). Then, during the 1950s, leadership was seen from the perspective of group theory that looked at how leaders functioned in a group.

Leadership is also seen as a relationship between the leader and subordinates who share a common goal. In addition, leadership is also evaluated in terms of the effectiveness of the leadership in the process of achieving their common goals. By the 21st century, leadership is associated with several aspects that transcend fields. Among them, but not limited to, are such as the authenticity of leadership and their leadership application (George, 2003), ethical leadership that looks at how leadership occurs in activities and communication with employees (Brown et al., 2005), as well as aspects of spiritual leadership that use values and certain skills to motivate subordinates (Fry, 2003; Northouse, 2021).

Leadership is a process of social influence that has developed and involves various types of things and phenomena that have elements across fields and are not limited to one element only. For example, nowadays, leadership is often associated with digital elements. Leadership no longer involves only face-to-face processes, but also involves elements such as virtual communication, and the use of a technology that has advantages for leadership (Banks et al., 2022).

Leadership Styles

The leadership style used by leaders will have a positive or negative influence on their employees (Sethuraman & Suresh, 2014). The choice of leadership style depends on the situation and the leader's personality. Leaders can shape their leadership style and this helps them achieve organizational goals. Likewise with the findings of a study conducted by Ebrahim (2018) who stated that leadership style is closely related to organizational performance and also has an impact on employee commitment. This is also in line with the study by (Wen et al., 2019). This study focuses on transformational leadership style and instructional style.

Transformational leadership style refers to the leader's role as a role model in a group, organization or even an institution in the context of job performance. More importantly, transformational leaders often have a specific vision. They will inspire the employees under them to achieve the vision together with the organization (Burns, 1978 in Masturah Azhar et al., 2020). Transformational leaders also give their followers the freedom to express themselves and adapt to new practices and help employees to achieve their goals to ensure that they can succeed in their tasks in the organization (Lockwood, 2007 in Masturah Azhar et al., 2020).

Sugianingrat et al. (2019) also analyzed the influence of instructional leadership on employee performance while Rajagani (2021) studied and identified the relationship and influence of transformational leadership, transactional leadership and organizational culture among Education Service Officers at MoE. Instructional style leadership emphasizes the needs and approaches that have a positive impact on the school's curriculum. Instructional style leadership is also important to ensure the implementation of policies related to teaching is done fully. Instructional style leadership also ensures optimal use of resources to ensure the vision and

mission of the school is achieved. Instructional style leadership is also important to ensure school development is on the right track (Alemayehu, 2021).

Teachers' Willingness to Change

Willingness to change is a factor that would highly influence a person to change and transform themselves (Schwartz, 2018). Willingness to change could be affected by several factors such as the outcome of the change and the benefits of the changes to them. However, several factors such as organisation-wise and management-wise would make the changes difficult and disrupted the willingness to change (Penton & Pettersson, 2019).

Herawati et al. (2022) found that teachers' willingness to change has a great impact on their career efficiency. This shows that the desire to change is the main key to improving efficiency. Moreover, in the 21st century, technology is an incredible instrument used to enhance and modify the learning environment. Digital literacy skills are a must to ensure that technology is used to enhance high-quality educational approaches. The most effective teaching tool in the 21st century is a teacher who is skilled in using digital technology (Boholano, 2017).

A study conducted by Lai et al. (2021) showed that national school teachers in Peninsular Malaysia are ready to accept changes even though they are uncomfortable and do not enjoy the changes implemented in schools. In fact according to O'Neal et al. (2017) teachers know and support educational changes towards 21st century education, but constraints such as broken equipment, lack of technical support, lack of training and lack of time hinder their efforts to make changes. They also expressed concern if the students knew more about 21st century skills, especially in terms of technology, than they did.

Methodology

The objective of this study is to identify the level of readiness for change of TS25 secondary school teachers in the Batang Padang district of Perak. In addition, this study also aims to see the influence of the principal's transformational and instructional leadership on the readiness to change of TS25 secondary school teachers in the Batang Padang district of Perak. In order to achieve the research objectives that have been set, quantitative methods have been used in this study to obtain data related to the level of teacher readiness and the leadership style of TS25 secondary school principals in the Batang Padang district of Perak. The research design that has been used is a survey study which uses a questionnaire as the main instrument of this study. This research instrument is used for the purpose of obtaining relevant data for analysis.

Study Population and Sample

There are 12 TS25 secondary schools in Batang Padang, Perak while the number of teachers who teach in all those schools in PPD Batang Padang, Perak is 682 people Based on the sample size determination table according to Krejcie and Morgan (1970), a total of 249 teachers were selected as a sample from 682 (rounded to 700) teachers in the population. Purposive sampling is used to determine school teachers who meet the appropriate characteristics to achieve the objectives and goals of this study. Only teachers who teach in TS25 secondary schools are selected as sample since it is a part of the research variable.

After the purposive sampling method was used to determine the teachers from which schools were involved in this study, then the random sampling method was used to select the sample

or study respondents from the population that had been set through the purposive sampling method. Table below explained the number of samples for this study.

Table 1: Number of Samples in Secondary School TS25 Batang Padang District, Perak

TS25 Schools Name	No of Teachers	Samples
Trolak Selatan	41	15
(Felda) Besout	55	20
Sungkai	62	23
Sungai Keruit	36	13
Syeikh Abdul Ghani	71	26
Choong Hua	61	22
Bidor	57	21
Hamid Khan	52	19
Buyong Adil	51	19
Dato' Panglima Perang Kiri	30	11
Air Kuning	52	19
Chenderiang	45	16
Total	682	249

Research Instrument

Primary data was gathered through questionnaire-based survey. The questionnaire used in this study contains 65 questions to obtain the necessary information. This questionnaire is divided into four parts, namely Part A, Part B, Part C and Part D. Part A consisted of demographic questions including sex, age, education level, length of service, teaching ecperience and length of service with the current principal. Meanwhile, in Part B is a principal leadership style (transformational) style using Bass (1985) that contains four element which is individual consideration, intellectual stimulation, inspirational motivation and idealized influence. Part C consisted of principle leadership style (instructional) using Hallinger and Murphy's (1985) that has three elements which are defining the school's mission, managing the instructional program and promoting a positive school-learning climate. Finally, Section D contains questions related to teachers' willingness to change through two dimensions, namely ICT skills and job demands.

Instrumental Validity and Reliability

The results of the pilot study analysis show that the value of the Cronbach Alpha (α) coefficient for the principal's transformational leadership style variable is α = .946 which is very good and effective with a high level of consistency referring to Bond and Fox (2015). The same goes for the value of the Cronbach Alpha (α) coefficient for the principal's instructional leadership style variable is also very good and effective with a high level of consistency where the α value = .946. While for the teacher's willingness to change variable, the value of the Cronbach Alpha (α) coefficient obtained is α = .846 which is very good. Finally, overall, the items for this questionnaire are very good and effective with a high level of consistency with the Cronbach Alpha (α) value obtained is α = .937. According to Bond and Fox (2015) this value shows that each construct is acceptable for data analysis.

Research Outcome

A total 74 people or 28.8% of the respondents involved in this study were male respondents. While a total 183 people or 71.2% respondents involved in this study are female.

Table 2: Sex of The Respondents

		No.	(%)
Sex	Male	74	28.8
	Female	183	71.2
	Total	257	100.0

Table 3. Age of The Respondents

		No.	(%)
Age	20 – 25 Years	2	.8
	26 – 30 Years	16	6.2
	31 – 35 Years	34	13.2
	36 – 40 Years	62	24.1
	41 – 45 Years	46	17.9
	46 Years and above	97	37.7
	Total	257	100.0

Only two (0.8%) of the respondents involved in this study aged between 20 and 25 years old. Majority of the respondents involved in this study are aged 46 and above with a total of 97 (37.7%) respondents. The second highest numbers of respondents are in age group between 36 and 40 years old with a total of 62 respondents (24.1%). The rest are between the ages of 26 and 30 and 31 and 35 years old, with 16 respondents (6.2%) and 34 respondents (13.2%) respectively.

Table 4. Respondents' Level of Education

		No.	(%)
Educational Level	Bachelor Degree	233	90.7
	Master Degree	23	8.9
	Doctoral (PhD)	1	.4
	Total	257	100.0

The majority of respondents involved in this study have a Bachelor's degree academy qualification level (233 respondents or 90.75). The remaining 23 respondents (8.9%) have a Master's level academic qualification and only one respondent has a Doctorate (PhD) level qualification.

Table 5. Respondents' Teaching Experience

		No.	(%)
Teaching Experiences	Less than 1 Years	15	5.8
	1 – 5 Years	76	29.6
	6 – 10 Years	53	20.6
	11 – 15 Years	66	25.7
	16 Years and above	47	18.3
	Total	257	100.0

Only 15 respondents (5.8%) have less than 1 year of experience in service. Followed by as many as 76 respondents (29.6%) with 1 to 5 years' service, 53 respondents with 6 years to 10 years' service experience (20.6%), as many as 66 respondents have the experience of 11 to 15 years of services (25.7%) and as many as 47 people respondents (18.3%) with 16 years and above service experience.

Table 6. Respondents' Length of Service In Current School

		No.	(%)
Length of service in current school	Less Than 1 Years	15	5.8
	1 – 5 Years	76	29.6
	6 – 10 Years	53	20.6
	11 – 15 Years	66	25.7
	16 Years And Above	47	18.3
	Total	257	100.0

As for the teaching experience of the respondents, a total of 15 respondents or only 5.8 % of the respondents have less than 1 year of teaching experience. There are 76 respondents (29.6%) with 1 to 5 years of experience. 53 respondents (20.6%) are in the group of 6 to 10 years of experience, 66 respondents (25.7%) have experience of 11 to 15 years and as many as 47 respondents (18.3%) have experience of 16 years and above.

Table 7. Respondents' Length of Service With Current Principal

		No.	(%)
Length of service with the current principal	Less than 1 Years	131	51.0
	1 – 2 Years	75	29.2
	3 – 5 Years	32	12.5
	6 Years and above	19	7.4
	Total	257	100.0

Lastly, the length of service with the current principal showed that 131 respondents (51.0%) were less than 1 year. While the remaining 75 respondents (29.2%) had a period of service with the current principal for 1 to 2 years. It was followed by a total of 32 respondents (12.5%) 3 to 5 years and only 19 respondents (7.4%) who had a service period with the current principal of more than 6 years and above.

Multiple Regression

In order to answer the second and third research questions of this study, a regression analysis was carried out in order to see the influence of the principal's transformational leadership style and instructional leadership style on the readiness to change of TS25 secondary school teachers in the Batang Padang district, Perak.

Table 8. Model Coefficient Values for Principals' Transformational and Instructional Leadership Styles on the Willingness to Change of Secondary School Teachers TS25 Batang Padang District, Perak

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.989[a]	.977	.977	.08784

a. Predictors: (Constant), Transformational Leadership Style, Instructional Leadership Style
b. Dependent Variable: Teachers' Willingness to Change

Table 9. Results of the ANOVA Test for the Principal's Transformational and Instructional Leadership Style on the Willingness to Change of Secondary School Teachers TS25 Batang Padang District, Perak

Model		*Sum of Squares*	df	*Mean Square*	F	*Sig.*
1	Regression	84.850	2	42425	5497.986	.000[b]
	Residual	1.960	254	.008		
	Total	86.810	256			

a. Dependent Variable: Teachers' Willingness to Change
b. Predictors: (Constant), Transformational Leadership Style, Instructional Leadership Style

The R Square for this model is 0.977, as shown in Table 4.8, which means that this model can explain 97.7% of the variance of willingness to change among teachers in secondary schools TS25 for Batang Padang district. In addition, Table 4.8 shows the ANOVA test result obtained is $F(2, 254) = 5497.986$ and the significant value is .000 which is smaller than .05 ($p < .05$), so this model is suitable for further research.

Table 10. The Coefficient Value of the Principal's Transformational Leadership Style on the Willingness to Change of Secondary School Teachers TS25 Batang Padang District, Perak
Perak

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.059	.040		1.458	.146
Transformational Leadership	.431	.010	.542	43.891	.000
Instructional Leadership	.552	.012	.548	44.436	.000

a. Dependent Variable: Kesediaan Perubahan Guru

The results of various analyzes on the independent variables, namely the principal's transformational and instructional leadership style on teachers' willingness to change, are summarized in the form of a regression equation that has been constructed. The following are the results of the analysis that has been carried out.

The results of the data analysis that has been carried out also show that the beta value obtained for the principal's transformational leadership style is $\beta = .431$. The beta value and positive signs obtained show that when there is a one-unit increase in the principal's transformational leadership style, it can increase the willingness to change of secondary school teachers TS25 in Batang Padang district, Perak by .431 units. In other words, the beta value obtained shows that the principal's transformational leadership style can contribute or influence the teacher's willingness to change by 43.1%.

Meanwhile, the beta value obtained for the principal's instructional leadership style is $\beta = .552$. The beta value and the positive signs obtained show that when there is an increase of one unit in the principal's instructional leadership style, it can increase the level of readiness for change among secondary school teachers TS25 in Batang Padang district, Perak by .552 units. In other

words, the beta value obtained shows that the principal's instructional leadership style can contribute or influence the teacher's willingness to change by 52.2%.

If seen from the percentage of age contribution for each independent variable consisting of the principal's transformational and instructional leadership style, it is found that the principal's instructional leadership style makes a greater contribution than the transformational leadership style to the level of teacher readiness for change. The influence of the principal's instructional leadership style contributed 52.2%. While for the transformational leadership style, it is as much as 43.1%, which is lower by 9.1% compared to the contribution of the instructional leadership style.

In addition, the results of the multiple secondary school teachers TS25 in Batang Padang district regression analysis that has been carried out also show that the principal's transformational leadership style has a significant influence on the willingness to change of TS25 secondary school teachers in Batang Padang district, Perak. The significant value obtained is sig. = .000 (p < .05) which is below the significance level of .05 (p < .05). This shows that there is a significant influence of the independent variable of the principal's transformational leadership style on the willingness to change among teachers. accept the research hypothesis H1$_1$ which is that the principal's transformational leadership style has a significant influence on the willingness to change of TS25 secondary school teachers in Batang Padang district..

As for the principal's instructional leadership style, the findings show that there is a significant influence of the principal's instructional leadership style on the willingness to change of TS25 secondary school teachers in Batang Padang district, Perak. The significant value obtained is sig. = .000 (p < .05) which is below the significance level of .05 (p < .05). This shows that there is a significant influence of the independent variable of the principal's instructional leadership style on the willingness to change among teachers. Therefore, research hypothesis H1$_2$, is accepted, indicating that principal's instructional leadership style has a significant influence on the willingness to change of TS25 secondary school teachers in Batang Padang district.

Research's' Implication
Principals who want their organizations and staff to accept change can try to apply one of the two leadership styles that have been stated. In order to implement the transformational leadership style, a principal must play a role of leaders who are exemplary to the staff of his school, especially in the context of the implementation of a task. Therefore, principals who want to adapt transformational leadership style should put a clear vision to inspire their subordinates. Principals who want changes in their organization can also try to utilize instructional leadership patterns. This means that the principal can use its jurisdiction to direct, recommend or reject the use of certain methods in determining school achievement.

The implications of this study indicate that teachers will give some benefits to the school if they volunteer to change. The second implication is that teachers may face new leadership methods practiced by the principal. This is because principals who know about the advantages of changing teachers' attitude will try to make changes either through transformational or instructional leadership methods.

The Ministry of Education Malaysia (MoE) may understand the effectiveness of two types of leadership used by school principals in influencing the readiness of change among teachers. Both types of leadership are transformational leadership or instructional leadership have their own advantages in education. Therefore, the Ministry of Education Malaysia (MoE) needs to endorse approaches such as in-service training or pre-teacher training need to emphasize these two types of leadership and related elements. In fact, those who will be the principal should also be given training on both types of leadership.

Conclusion

This study has achieved the objectives of the study at the beginning of the study. In conclusion, the study found that the level of readiness to change among TS25 secondary school teachers in Batang Padang district, Perak, was at a moderate level. In addition, the study also found that there is an influence of transformational leadership style and the influence of positive instructional leadership style on the readiness of change among teachers. In addition, both hypotheses have been accepted.

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