PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP PRACTICE AND TEACHERS' READINESS IN IMPLEMENTING MIDDLE YEARS PROGRAM INTERNATIONAL BACCALAUREATE (MYP IB) IN MAKTAB RENDAH SAINS MARA (MRSM) , PENANG.

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DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER EDUCATIONAL LEADERSHIP

INSTITUTE OF EDUCATIONAL LEADERSHIP

UNIVERSITY OF MALAYA

KUALA LUMPUR

2015

INSTITUTE OF EDUCATIONAL LEADERSHIP

UNIVERSITY OF MALAYA

<u>ORIGINAL LITERARY WORK DECLARATION</u>

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Name of Degree   :   Master in Educational Leadership

Title of Dissertation: " Principal's Transformational Leadership Practice And Teachers'
                        Readiness In Implementing Middle Years Program International
                        Baccalaureate (MYP IB) In MRSM , Penang

Field of Study   : Educational Leadership

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ABSTRACT

The research is to find the relationship between principal's transformational leadership practice and teachers' readiness in implementing Middle Years Program International Baccalaureate MYP IB in MRSM Balik Pulau , Penang. The findings indicate that there is a moderate correlation between these two variables. Findings show that the most prominent dimension of transformational leadership practiced by principal is "Hold high expectations performance" dimension based on mean range. The results also show that, there is a significant difference for teachers' perceptions on principal's transformational leadership practice based on gender. Mann-Whitney U test and Kruskal-Wallis H test were done to analyse the data of a non-parametric test. The research also found that the level of teachers' readiness towards the implementation of Middle Years Program MYP IB is high. Meanwhile the descriptive analysis done indicated that the mean value is 3.87 .

ABSTRAK

Kajian ini adalah untuk mencari hubungan antara amalan kepimpinan transformasi pengetua dan kesediaan guru dalam melaksanakan Middle Years Program International Baccalaureate (MYP IB) di Maktab Rendah Sains MARA Balik Pulau, Pulau Pinang. Dapatan kajian menunjukkan bahawa terdapat korelasi yang sederhana antara kedua-dua pembolehubah. Kajian juga menunjukkan bahawa dimensi yang paling menonjol daripada kepimpinan transformasi yang diamalkan adalah dimensi "Jangkaan hasil kerja yang terbaik " berdasarkan julat min. .Hasil kajian menunjukkan bahawa, terdapat perbezaan yang signifikan persepsi guru terhadap amalan kepimpinan transformasi pengetua berdasarkan jantina. Ujian Mann-Whitney U dan ujian Kruskal-Wallis H telah dilakukan untuk menganalisis data ujian bukan parametrik. Kajian ini mendapati bahawa tahap kesediaan guru terhadap pelaksanaan MYP IB adalah tinggi. Sementara itu analisis deskriptif dilakukan menunjukkan nilai min adalah 3.87.

ACKNOWLEDGEMENTS

I would like to take this opportunity to thank all for the support, guidance and encouragement that I have received during the completion of this dissertation.

First of all, I devote all my gratitude to Allah The Most Merciful and Prophet Muhammad (Peace be upon him). Secondly, I would like to extend my thanks to Dr. Sailesh Sharma for his generous guidance and support throughout the years. His guidance and moral support made me strong enough to endure the whole journey.

 I would also like to thank Professor Alma Harris, the Director Of Institute of Educational Leadership University of Malaya and Dr. Michelle Jones who endlessly give me the support needed. Also not forgetting, many thanks to Dr. Bambang who is always there to offer help and guidance also Pn Suhaila and the IEL team for their prompt assistance. A special thanks goes out to Professor Kenneth Leithwood from OISE, University of Toronto for sharing his instruments on transformational leadership.

I dedicate this piece of work to my wife Noordini Mohd Alim and children Iman, Fahim and Fawwaz for their support and patience. A heartfelt gratitude to my mom, Halimah Saad and my dad, Shamsudin Daud who have always been my inspirations.

I thank all friends: Zuliana, Farah, Nadzrul, Zila , Hanif and Ila from Institute of Educational Leadership , UM for their support and encouragement.

Last but not least to MARA who sponsors my studies , supports and inspires me . Thank you very much.

Mohamad Elias Shamsudin

Penang.

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CHAPTER 1

INTRODUCTION

1.0 BACKGROUND OF MAKTAB RENDAH SAINS MARA BALIK PULAU

Maktab Rendah Sains MARA Balik Pulau established in 1983 and was officiated by Mr. Anwar Ibrahim, the Minister of Education at that time. The establishment of this college has opened a new chapter for MARA and bring about positive impact on society specifically in Balik Pulau. Currently, MRSM Balik Pulau has a total of 750 students, which consists of boys and girls from all over the country. The college has a total of 130 staffs with 50 percent of them are teachers who teach in various academic fields. There are four academic departments that form the backbone of the MRSM Balik Pulau. The academic departments are namely Mathematics, English, Science, and Social Science. The subjects taught here are Bahasa Melayu, English, Science, Mathematics, Additional Mathematics, Physics, Chemistry, Biology, History, Geography, Living Skills, Civic, Islamic Education and Science.

The teaching staffs consist of teachers who have at least a bachelor degree and they teach in their field of expertise. To date MRSM Balik Pulau has successfully produced thousands of students who have completed their secondary education qualifications and some are sent to all corners of the world to further their studies in various fields. MRSM is generally headed by a principal and assisted by three Deputy Principals specifically to manage the Academic Affairs, Student Affairs and Co-curricular Affairs. Each

department is then led by a Head of Department that administers the teachers under his or her supervision.

1.1 ADOPTING MIDDLE YEAR PROGRAMME INTERNATIONAL BACCALAUREATE (MYP IB)

At present, MARA is leading the country's education system. MARA has taken proactive steps in the national education system landscape. Until recently MARA has implemented the Ulul Albab Programme (Islamic Program in MRSM Kepala Batas, Gemencheh and Kota Putra) and IGCSE programme (in MRSM Baling, Parit and Batu Pahat). Now MARA is further ahead with the implementation of the IB Middle Year Programme at three selected college namely Balik Pulau, Sandakan and Pontian. These colleges are currently seeking nominations for an IB World School. By 2015 these colleges will undergo a two year trial before can be fully recognized as an IB World School.

 "The International Baccalaureate® (IB) offers a continuum of international education. The program encourages both personal and academic achievements, challenging students to excel in their studies and in their personal development". In order to deliver the IB the programme, schools must be authorized. Every authorized school offering the IB programme will be known as an IB World School.(http://www.ib.org)

" Over the last four decades, IB schools have become increasingly important in the global market of international education". M. Lee (2012) International Baccalaureate has vision and mission of the establishment. An IB World School applies the 10 learner's profile so that the students will become a better person globally.

1.2 TRANSFORMATIONAL LEADERSHIP PRACTICE

"Leadership is defined as an influence process, one that depends on the extent to which people eventually perceive leadership as a quality someone possesses". Leithwood *et al* (1997). Leadership is key to the success of a school. Principal plays a vital role in forming and determining the characteristics of a school. Principal is a leader who sets the direction, mission and vision of the school. Leithwood *et al* (1999) developed the model of transformational leadership and listed the leadership dimensions as building school vision and goals, providing intellectual stimulation, offering individualized support, symbolizing professional practices and values, demonstrating high performance expectations and developing structures to foster participation in school decisions. School leadership is now more challenging and this compels a principal to think more critically to act creatively and innovatively.

Organizations are driven by various styles of leadership. The principals' leadership styles must match the background and composition of the organization. Some of the more popular styles being practiced are transactional, transformational, instructional and distributed leadership.

"Transformational leadership may be directive or participative". Bass (1999). In certain circumstances, the leader could give more orders but at the same time he shows good examples to the followers by doing it together. It is leading by example and being a role model thus good for all leaders to practise. The followers have fewer tendencies to question as the leader is there.

Transformational leadership refers to the leader pushing the followers beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration.

1.3 Problem of Statement

In the 21st century, education cannot be conducted in a traditional way. Many forms of educational frameworks have been developed by educators and researchers. Educators must be more proactive in generating a society that is versatile and able to fulfil the needs of the nation. Innovation in education is essential in Malaysia since the country has the vision of becoming a developed country.

Various measures and initiatives should be carried out immediately. MYP IB is a step towards that. Innovative educational leader is imperative in transforming an educational organization that is in line with the national development agenda. The teachers meanwhile are the tools to achieve this. The teachers must be willingly open to changes for this agenda to work. Hence, the willingness of teachers to transform is vital in ensuring the success of the nation building.

In the world of globalisation, education is the pillar to the development of human capital. Quality education is a product of good management by a group of leaders that bring the organisation to the required level.

Therefore, the impact of readiness for change in an organisation needs to be significant for that organisation and the whole system to reform and be ready for change. The readiness for change has been a threat to organisation or school . Resistance to change would make the organisation look 'old' and more deplorably will cause the organisation to be no longer relevant to the nation building agenda. Hence, this research is to look into the readiness for change in an MRSM education system.

1.4 Objectives of the study

This study aims to determine the level of transformational leadership as practiced by the principal and its effect on the readiness of teachers for the implementation of this program. Principals should have a positive thinking to face and overcome the challenges and barriers to the implementation of the program. Teachers play a big role in determining the success of every planning as they are the agent for change. Teachers must be aware that they are very important.

Here are the objectives of this study:

1. To identify the prominent dimension of transformational leadership practice by the principal as viewed by teachers.

 2. To examine the level of the readiness of the teachers in implementing MYP IB.

 3. To analyse the differences in perceptions of teachers in transformational leadership and readiness for change based on demographic factors.

4. To examine the relationship between principal's transformational leadership practice and the teachers' readiness in implementing MYP IB.

All factors have been taken into consideration in developing the objectives of the study. The aim of this study is to determine the level of principal's transformational leadership practice and to examine how ready are the teachers in implementing Middle Years Program International Baccalaureate (MYP IB).

1.5 Research Questions

Research questions are used to find answers to various issues and perceptions of a study. Many past studies discuss aspects of the problem and how to fix them. An empirical research like this will use various forms of questions to seek the answers. Following are the questions that this study will pose:

1.What are the prominent dimensions of transformational leadership practice by principal from teachers' view?

2. What is the level of teachers' readiness in implementing MYP IB?

3. Is there a significant difference in teachers' perceptions of principal's transformational leadership practice and the teachers' readiness for change based on demographic factors;

a) gender

b) age

c) academic qualification

d) teaching experience

e) field

4. Is there a relationship or correlation between principals' transformational leadership practice and the level of teachers' readiness in the implementation of MYP IB?

1.6 Significant of study

This study is important for several factors:

1. A benchmark for MARA to see to what extent the employee is ready for change.

2. For the principal to know the teachers' readiness towards change. The change to a more positive direction is needed. The success of this program lies in the dedication and commitment of teachers and their participation in total.

3. Through this study , the principal could see and change the landscape of the learning environment because many things will be reassessed and improved in accordance with International Baccalaureate.

1.7 Limitation of the study

56 teachers were chosen to randomly participate in this research. These are the limitations observed in completing the research:

i) for this research, only teachers are involved in answering the questionnaires. Supposedly support staffs also need to participate.

ii) researcher should run the research in three MJSCs involved in implementing MYP IB.

iii) sample is small thus unable to make a generalisation of the subject matter.

1.8 Conclusion.

Specifically the purpose of this research is to determine the relationship between principal's transformational leadership practice and teachers' readiness in implementing Middle Years Program International Baccalaureate. The teachers' readiness is crucial because it will determine the success of this new program.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The chapter will discuss about the concept of leadership and transformational leadership, theory and past research about the research area. The discussion will also look into the findings from the previous research of teachers' readiness for change. Both transformational leadership practice and readiness for change will be discussed deeply and will relate between current and past research.

2.2 Concept of leadership

The concept of leadership has a wide meaning and covers from various aspects such as status, role and planning. Moreover it is complex and bound to the outcomes, specifically in   achieving a target for a certain organisation.

Leadership and management are separate things. Allio (2012) states that leadership actually emerges or develops over time; not at a unique specific instant. Many people argue that   leadership and management are the same way of managing an organisation where leaders and managers work coherently towards achieving certain goals. Leadership is now seen as a role and power distribution and not solely focused on instruction. This is because leadership gives the opportunity to subordinate to participate in contributing towards the objectives addressed.

Some argue that leadership is managing to persuade and inspire the followers without threatening them. This is because one of the components of the leadership is the followers itself. A leader could not become a leader without followers and supporters. Therefore, the characteristics of the leaders have big impact on the followers.

Finally, a leader is the person in charge to provide information and hope for the subordinates to achieve goals and objectives to be realized. Furthermore a leader will help manager to plan, supervise, monitor and influence the others in a good way.

2.3 Concept of transformational leadership

Transformational leadership is seen as an agent that alters the structure and function of the organization. Transformational leader's role is to shape the organization to become more dynamic. Transformational leadership is different from transactional leadership where transactional leadership is focused on the direction from top to bottom without taking into account factors at the grassroots level.

A principal who has vision and mission, always look ahead and wants reform in the school. Without any doubt, this visionary principal will carry out his role effectively because the principal is very objective in achieving the vision and mission outlined as school policy. The principal will ensure that his desire and passion are always in line with the national education policy. Principal's excitement in bringing renewal and change is the catalyst that will stimulate transformation in the school.

According to Hallinger (2003), transformational leadership focuses on developing the organisation's capacity to innovate. Hallinger stresses that leadership must be conceptualized as a mutual influence process, rather than as a one-way process in which

leaders influence others. The ability of an organization to innovate will encourage followers to develop at the same time put the organization at front.

Teachers must be role models and ensure their lessons measure students' personality. On the other hand, the role of the principal is not only ensuring the continuity current structure and system but also to motivate the subordinates to change. This makes the organisation more sensitive in overcoming issues in education system. In return, when the subordinates do good the leader will give praise and this action indirectly gives motivation to them.

2.4 Transformational Leadership Theory.

Transformational leadership has been introduced to the educational field by researchers who have vision and mission to bring about school change and improvement. Perman (2009) argues that "vision, mission, strategy and goal of the program almost every state organization formulates are actually promising for a goal to achieve through initiating a change or transforming a working culture". Change is the main agenda for the transformational leaders. It is important for the school to have a leader who can prioritize and strategize what exactly they want. The goal and vision must be seen as a big agenda for everyone in the school. The power of transformational leaders lies in their relationship with their followers. A leader who can inspire and motivate the followers will make the organisation even stronger.

Ample researches that discuss the matter of transformational leadership practice deeply and differently are available in today's literature of education. Burns (1978) introduced the concept of interpersonal, value and motive and later improvised by Bass (1985). Bass (1985) suggests that there are four aspects and dimensions on transformational leadership. The first construct is charismatic leadership or idealized influence. Second is the inspirational motivation then third intellectual stimulation and lastly individualized consideration. Motivation is one of the aspects that needs serious discussion. A transformational leader who has the character of being the inspiration and motivation to the others will boost the energy and make everyone feel very motivated and comfortable. One of the areas that they manage to do as a leader is to be a role model to everyone. It is vital to engage the teachers by portraying good examples and try to influence others through charisma.

Lau (2003) mentions that the characteristics of transformational leaders cover several aspects such as proactive, charismatic, caring, honest, stimulate creativity and innovation and willing to collaborate. These characteristics are relevant and indicators that transformational leadership is one of the best leadership styles in educational leadership.

Great transformational leaders always represent themselves with good examples. This significantly affects the followers who look at them as role models and hence, cause the followers to try to implement whatever the leaders have inspired and motivated them to do.

Hei (2003) argues that characteristics such as proactive and caring will definitely develop the environment for a better organization.
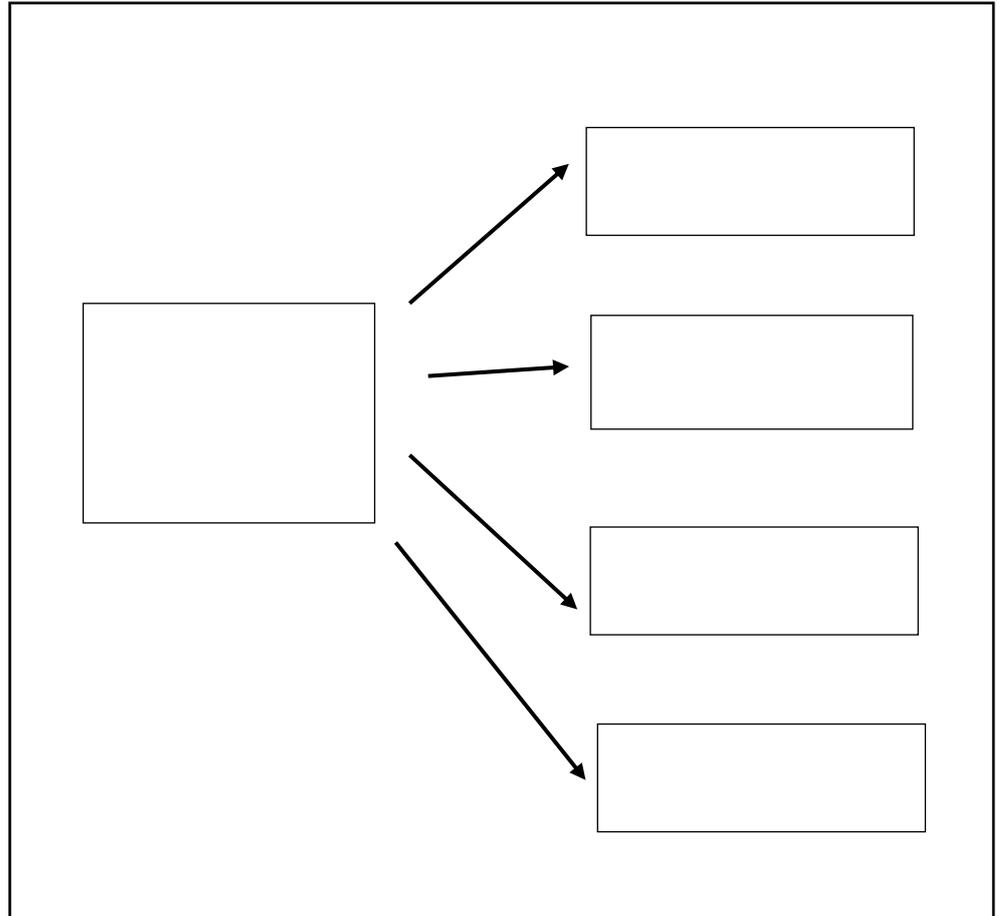
Figure 1

Adapted :Theory of Transformational Leadership Burns(1978) & Bass (1985)

Figure 1 above shows the dimensions of transformational leadership that was developed by Burns (1978) then revised and improved by Bass (1985). The dimensions stated are inspirational motivation, charismatic leadership, intellectual stimulation and individualized consideration.

2.4.1 Dimensions of Transformational Leadership by Leithwood.

Leithwood et al (1992) assert that transformational leaders should have goals that they need staff members to help develop, maintain collaborative and professional school culture by fostering teacher development and solving problem together. It is crucial that leaders have these goals in mind and attempt to implement them in schools.

Leithwood (1995) discusses the dimension of transformational leadership through the nature and effect of transformational leadership. The dimension are namely hold high performance expectations, model behaviour, provide individualized support, provide intellectual stimulation, strengthen school culture and collaboration.

Leithwood and Jantzi (1990) state that transformational leaders help develop employees and at the same time maintain a culture of collaboration and transformation. Transformational leaders should drive change by discussing issues with staffs and then find ways to develop themselves and the organization.
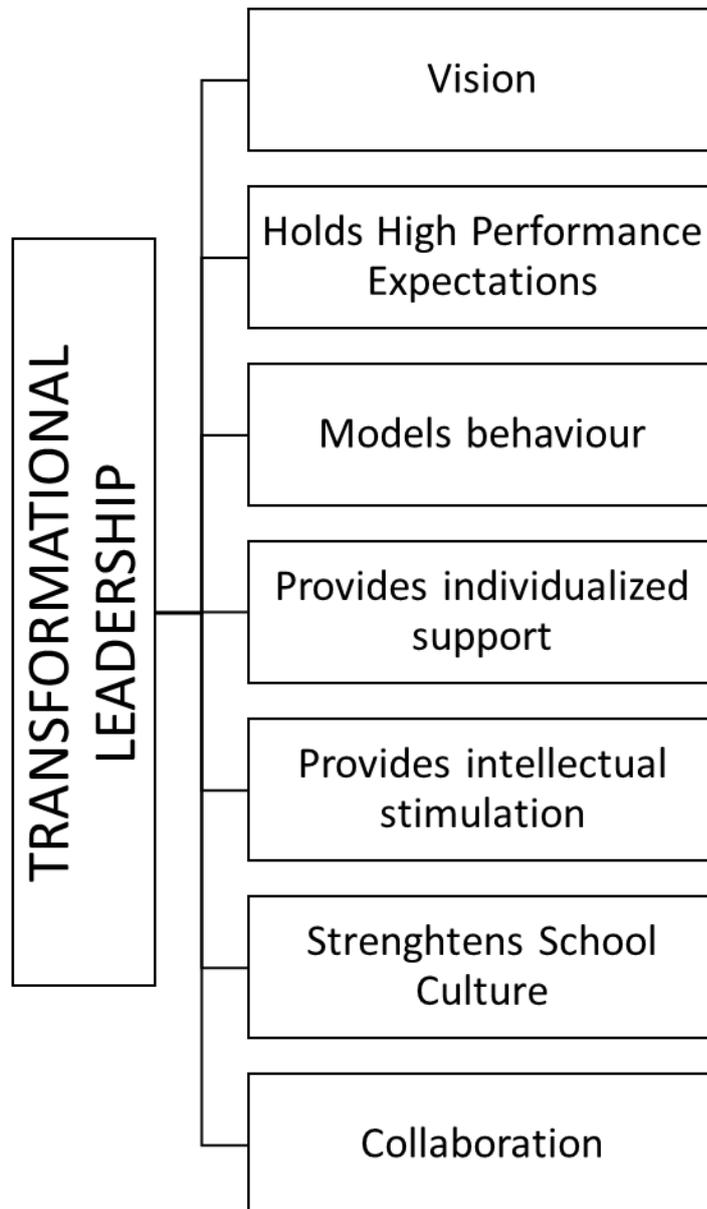
Figure 2

Dimension of transformational leadership adapted from Leithwood (1995)

2.5 Model for change

This research, particularly, discusses the model that has been used to explain about the process of change. The CBAM (Concerns Based Adoption Model) is adapted for this research to investigate how the teachers' readiness for change takes place.

Hall (2013) introduces SoC (Stages of Concern) which describe the different kind of perceptions, emotions and feeling that people can have as they approach and engage in a process of change. This is because the readiness for change is an affective subject that comes from a feeling and perception of people on the way they look at the point that needs changes.

CBAM

Stage of Concern   Level of Use   Innovation Configuration
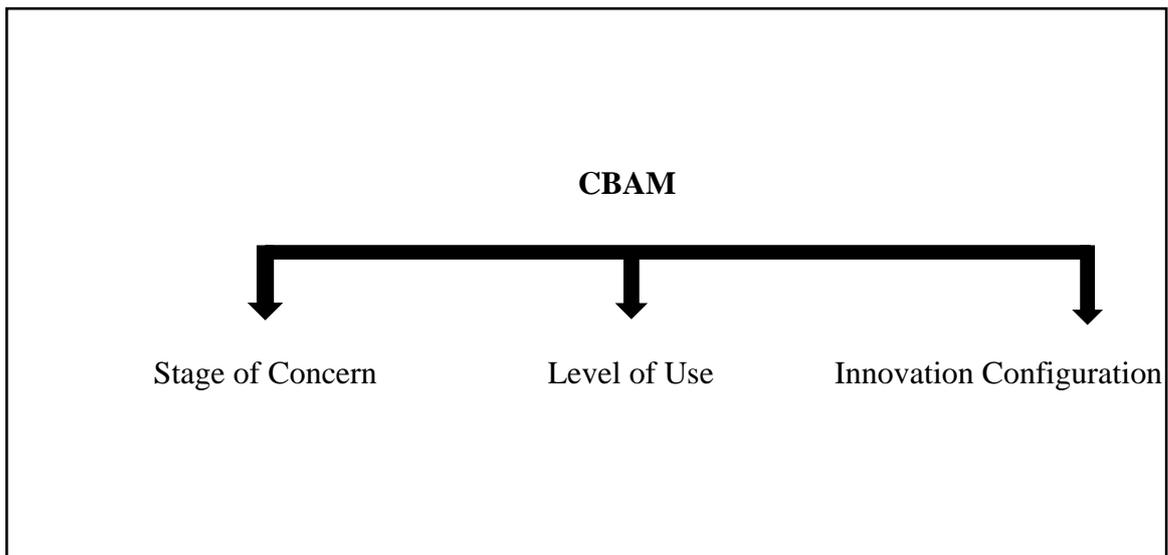
Figure 3

Figure 3 above shows the diagnostic dimensions on Concerns Based Adoption Model (CBAM) that is developed and revised by Hall and Hord (2011). According to Hall and Hord (2011) "the model (SoC) is designed to address the personal aspects of change".

Hall (2013) argues that "SoC is the diagnostic dimension of CBAM that describe feelings, perceptions and worries that individual or groups can have". Therefore, this research is focused more on the teachers' feelings for change and their perceptions towards change. Hall (2013) defines concern as the composite representation of feelings, preoccupation and, thought and consideration given to a particular issue. A change requires the whole system in the organisation to move forward and to act professionally. The leader must take a few steps ahead to implement the change. Hall (2013) suggests that "as is reflected in the whole of the CBAM we need is only one of the many elements and factors needs to be given to other elements of the system that likely affect SoC."

7	REFOCUSING
6	COLLABORATION
5	CONSEQUENCE
4	MANAGEMENT
3	PERSONEL
2	INFORMATIONAL
1	UNCONCERNED

Figure 4

SoC (Stages of Concerns) adapted from Hall and Hord (2011)

Holloway (2003) asserts that "CBAM isn't fast but it provides the on-going, steady support needed to move an innovation forward." Thus, readiness in implementing the MYPIB is a process of change and it demands commitment from all parties including leader, subordinates and the whole system.

As a conclusion, this model is important to explain the process of change. CBAM (Concerns Based Adoption Model) is best to explain and justify the steps towards change. Meanwhile "Stages of Change" covers the preparation of an organisation for change and act as a checklist to ensure that the process of change run smoothly.

2.5.1 Readiness for change.

Teachers are also agents of change and they are the backbone to the success of a school. The role of a teacher is multiple and constantly needs attention. Transformational leadership is often a big issue because it involves changes that sometimes are not liked by many people and often bring about resistance. People resist change mainly because they are comfortable and consider change as a threat. This is discussed by Aziz et al (2015) that "a leader must create the readiness towards change among his or her employees in order to ensure the success of a change and she added that the organisational change is not a simple task because it requires detailed planning to ensure that the change is accepted and also positive". Once this is in place, only then according to Aziz et al (2015) "the readiness toward change refers to the condition where a person shows enthusiasm to implement a change" can take place. This undoubtedly places great responsibilities on the leader to promote and encourage the subordinates to change for better and ensure that the process of change run smoothly.

In a research on teacher readiness, Tarmidzi et al (2014) state that most teachers in Malay College Kuala Kangsar are not ready in implementing Middle Year Programme International Baccalaureate. Findings from this research indicate that teachers are not ready because the programme is really new and teacher seems not to have directions and see the purpose of the programme.

"Change requires resources and commitment to see it through to institualization"Achilles A. Armenakis(2001).
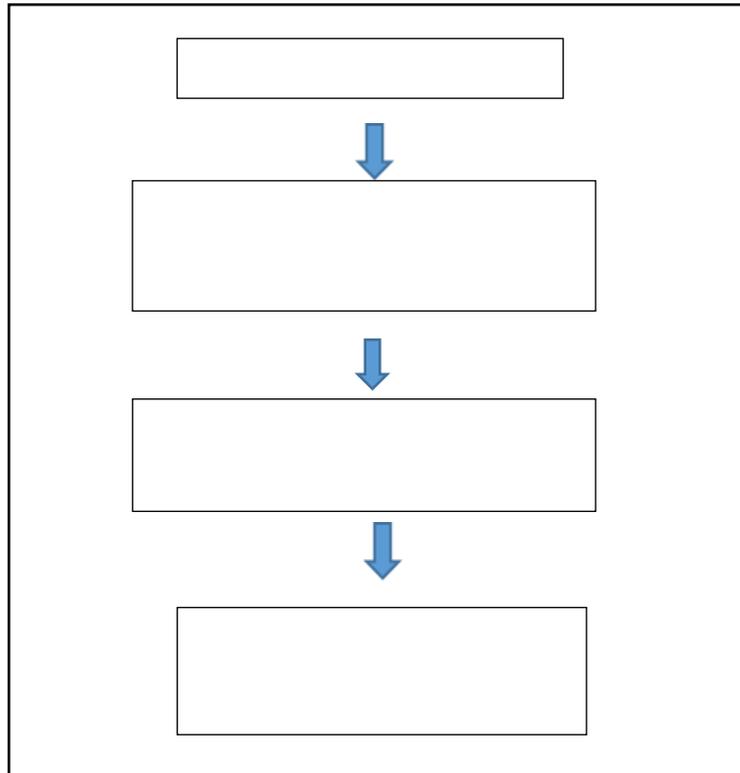
Figure 5

Implementing organizational change.Adopted from A.A.Armenakis& Stanley G.Harris (2001)

Figure 5 shows a process of change which involves three phases. The first one is readiness then followed by adoption and institutionalization. For change to happen the first phase is readiness and that is the subject of discussion in this research.

Eisenbach et al (1999) state that the importance of leadership to the change management process is underscored by the fact that change, by definition, requires creating a new system and then institutionalizing the new approaches.

Copriady (2014) mentions about attitude as a catalyst in determining whether teachers are willing to use ICT or otherwise when discussing about the level of readiness in applying ICT in teaching learning. Walinga (2008) states that most change readiness model emphasize on generating awareness and supporting people to change. In this

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research, principal is seen as the right person to create and generate awareness among all teachers. The role of a principal is not only managing and leading the school and organisation, but also to be a supportive leader in leading change.

Attitude determines success. Hence, teachers' readiness for change of a new program at school is very important to be discussed. Teachers play important role as they are the agents for change. Teachers' readiness towards change determines the success of every programme that is planned. Many aspects drive the teachers towards change. One of the vital aspects is teacher's motivation.

Motivation can be in the form of intrinsic or extrinsic. According to Warrick (2011) "the degree of change that is required in these times of dynamic and unpredictable economic, social, political, technological and organizational change can best be accomplished by transformational leader who have the desire, courage and skills to make the needed changes".

2.6 Relationship between transformational leadership practice and readiness for change.

Transformational leadership is closely linked with the level of readiness of an organization to transform. However, the level of correlation between transformational leadership and readiness for change varies and is influenced by different factors.

In a school context, principal can determine the degree of the relationship. "Principals perform a variety of task in school. As a change agent, leader and manager, principals determine the effectiveness of the school as an organisation" (Tie, 2009). Thus, apart

from managing and leading the organisation, the role as a change agent is undoubtedly the one of the vital roles of a leader.

Meanwhile, teachers also need to improve on the teaching and learning to ensure a smooth change process. Teachers must work in accordance with the leaders' vision and mission. "Principal leadership is vital to the successful implementation of an educational change which improves the teaching and learning process and to ensuring the establishment of teacher readiness toward change" (Aziz, 2015).

Walinga (2008) states that "the case for transformative change tends to focus on helping people to accept the change or manage the threat appraisals and resulting emotions that a change may incur".

Accepting change clearly take time and in most cases it is a long slow process. Furthermore a leader or principal must look into it deeply by analysing every strength and weaknesses in leadership and try to overcome.

Most changes require commitment from every level. Be it from top to down or from every angle of the organisation. Herold (2008) argues that transformational leadership is found to be more strongly related to followers' change commitment than change-specific leadership practices, especially when the change had significant personal impact.

However, many transformational processes find it hard to succeed. Challenges and constraints are always there. "Many change effort fail due to several factors such as lack of commitment, style of leadership, and emotional distress of the employees who have to implement the change" (Nordin, 2012). The attitude of the subordinate to transform

and change is seen as the major part of the failure. Hence, the readiness for change is a big issue that needs to be addressed in depth.

As a conclusion, the positive relationship between transformational leadership practice and teachers' readiness is always present. Change is a process and this process will surely take time to achieve its target. Furthermore the process of change starts from teachers' readiness and their preparedness towards change. Change does not necessarily need to be big move. It starts small then grows to be more meaningful.

2.7 Conceptual Framework

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┌─────────────────────────┐
│                         │
│    PRINCIPAL'S          │
│ TRANSFORMATIONAL        │
│   LEADERSHIP            │
│    PRACTICE             │
│                         │
│  a) Holds high          │
│ performance expectations│
│                         │
│                         │         ┌──────────────────────┐
│  b) Model behaviour     │         │                      │
│                         │         │  Teachers' readiness │
│                         │◄──────► │  in implementing     │
│  c) Provides individualized │     │  Middle Years        │
│      support            │         │  Program             │
│                         │         │  International        │
│                         │         │  Baccalaureate(MYP   │
│  d) Provides intellectual │       │  IB)                 │
│     stimulation         │         │                      │
│  e) School culture      │         └──────────────────────┘
│  f) Collaboration       │
│                         │
└─────────────────────────┘
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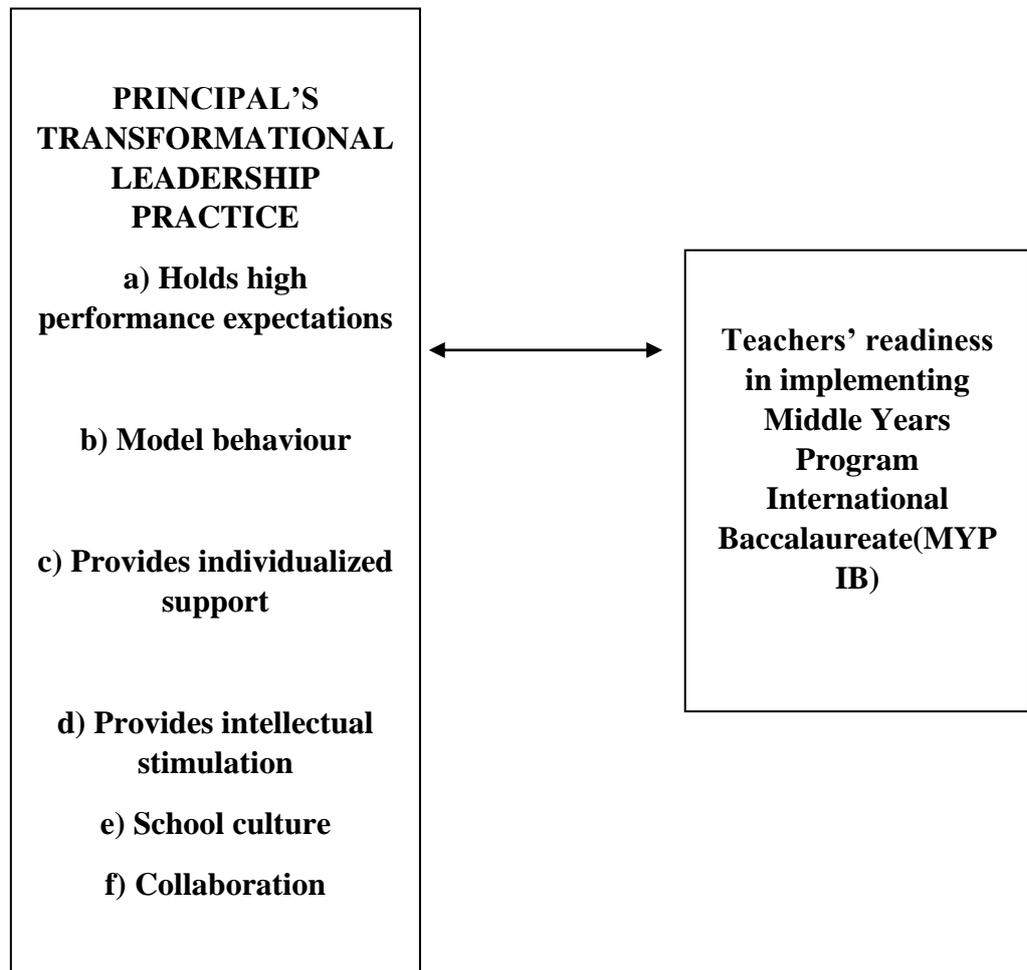
Figure 6

A conceptual framework adapted from Transformational Leadership by Leithwood (1995)

Figure 6 shows a conceptual framework adapted from the dimensions of transformational leadership by Leithwood (1995) and the relationship between readiness for change. The principal's transformational leadership dimensions as stated above are the independent variables meanwhile the teachers' readiness is a dependent variable for this research.

Teachers' readiness for the purpose of this research focuses more on the attitude of the respondents as stated in the questionnaire form.

The conceptual framework above is about the relationship between transformational leadership practiced by principal and teachers' readiness towards change. The framework designed is to find the correlations between these variables. From the diagram above, specific dimensions have been mentioned on the principal's transformational leadership practice and their relationship towards teachers' readiness for change.

2.8 Conclusion

As a conclusion, a transformational leadership gives a very broad meaning to leadership. Transformational leadership and willingness to change have a significant relationship in an organization. The strength of an organization is greatly dependent on the efficiency and skills of the leaders in influencing the followers in an organization.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Methodology is much more than methods, techniques or tools for research; like 'conducting an interview' or 'keeping a research diary' (Marlene Morrison, 2012). In completing a research, methodology is very important and will drive the research towards the end. A researcher must figure out which method to be used in the process of solving or answering the research questions. In other words, the chosen method is believed to be able to answer all questions that have been raised. Another important part in planning a research is deciding whether to focus on quantitative or qualitative research. A researcher must know how the research is going to be completed.

In a research, the selection of the method will ensure the research activities are on the right track. A research method is good when it suits the data that will be collected, instruments and data analysis.

3.2 Research design

This study focuses on the investigation of the principal's transformational leadership practice and the relationship between the practice and teacher readiness towards implementation of MYP IB at MRSM Balik Pulau.

This is a correlation study where the main focus of this study is to find correlation between two variables. The correlation study will determine the positive or negative relationship.
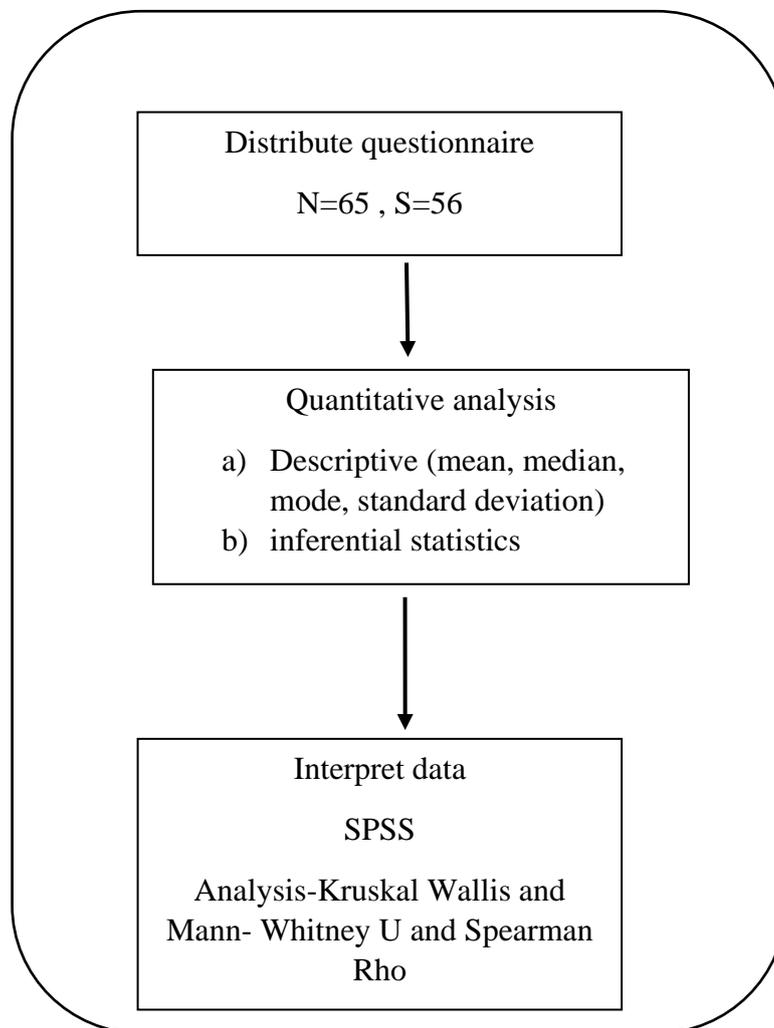
Figure 7

Figure 7 shows process of the research design for this study.

3.3 Research context

The selection of Maktab Rendah Sains MARA as the research context is based on a few reasons. Firstly, the location of the sampling takes place in MRSM Balik Pulau in Penang. This college is located in Balik Pulau, a small town located at the east west of Penang, not far from the Penang International Airport in Bayan Lepas.

Secondly, MRSM Balik Pulau was chosen to be an IB Candidate School starting January 2015. This means that the school has to go through a number of changes and developments to fulfil the requirements as an IB School. Thus, it is significant to conduct a research on leadership and change for an institution like this school.

3.4 Research population and sample

The research population from MRSM Balik Pulau was made up of 65 teachers (N=65), where questionnaires were distributed to the teachers involved. From the 65 teachers, a number of them have been randomly chosen to answer the questionnaires. This number modeled the sample size developed by Morgan and Krejcie; shown in Table Table 3-1.

As a result, questionnaire forms were distributed to 56 teachers in MRSM Balik Pulau. The number of returned forms are 56 which represents a 100% response rate. The respondents were instructed to answer all questions given.

Table 3-1 : Krejcie and Morgan.

N	S	N	S
10	10	45	40
15	14	50	44
20	19	55	48
25	24	60	52
30	28	65	56
35	32	70	59
40	36	75	63

Table 3-1 above shows the number and sample that was developed by Morgan and Krecjie (1970). A sample of 56 teachers are chosen from the population (N=65).

Table 3-2: Distribution of respondents

Gender	Number of respondents	Percentage
Male	**26**	**46.4%**
Female	**30**	**53.6%**
Total	**56**	**100%**

Table 3-2 shows the number of respondents and the percentages based on gender. The percentage indicates that the number of female respondents are much higher than male respondents from a sample size involving 56 respondents. A number of 26 male teachers took part forming 46.4% of the sample whereas 30 female teachers took part to make up 53.6% of the percentage. All 56 teachers were randomly chosen.

3.5 Pilot test

Pilot test must be conducted before the questionnaire can be administered on research participants. According to Chua Yan Piaw (2012) , "this step is to ensure the validity and reliability of the survey instrument". For this particular research, a pilot test has been done at Kolej MARA Beranang, Selangor. 30 teachers had been asked to answer the questionnaires which were posted by mail to Kolej MARA Beranang. After two weeks, the forms were collected and returned to the researcher in Penang.

The purpose of conducting a pilot test is to determine the reliability and validity of the instruments. This is the first step of analysing data research which starts from piloting the questionnaires. Noraini Idris (2013) states that the reliability of the instrument is reflected when the measurements have the same result or are consistent.

The process of pilot testing took about two weeks; from distributing the forms to collecting them. During the planning phase, an estimation of completion time was established. The time allocated for the teachers to answer all questions in the questionnaire form was around 15 minutes.

According to Daniel Muijs (2012), "to pilot an instrument, you need to sample a small group of respondents from the population you are interested in". Because the sample population in MJSC Balik Pulau was small, the researcher chose to administer the pilot test on lecturers in Kolej Profesional MARA Beranang, which is also an institution under MARA. A total of 30 respondents were randomly chosen among lecturers in KPM Beranang from different backgrounds and fields of expertise.

3.6 Validity analysis

The questionnaires for transformational leadership are adopted from The Nature Of School Leadership and The Leadership and Management of Schools (1995) by Leithwood (1995).

The selection of those questionnaires are because of the transformational leadership more practical and relevant to the school environment. Most of the questions are refer to the nature of the transformational leadership practice and involve teachers and principal directly in a process of building the school's vision and mission.

The validity of the questionnaires are determined by alpha Cronbach that the researcher has run the validity test before.

Validity is "the accuracy of the inferences, interpretations, or actions made on the basis of test scores" (Johnson & Christensen, 2014, p. 172). Researchers design instruments to collect information that could help them understand a particular issue. Because of this, it is important that the measures they use are accurate. For this purpose, the questionnaires for transformational leadership were adopted from The Nature Of School Leadership and The Leadership and Management of Schools (1995) by Leithwood (1995). These questionnaires were selected because transformational leadership is more practical and relevant to the school environment. Most of the questions refer to the nature of the transformational leadership practice and involve teachers and principal directly in a process of building the school's vision and mission.

3.7 Reliability analysis

Table 3-4: Coefficient of Cronbach's Alpha (α) Value

Cronbach's Alpha (α) Coefficient Range	Correlation Interpretation
< 0.6	Weak
0.6 < 0.7	Average
0.7 < 0.8	Good
0.8 < 0.9	Very Good
0.9 < 1.0	Excellent

Source: Chua (2012)

Table 3-4 shows the value of Cronbach's alpha and its' correlation interpretation between the items. The correlation interpretation lies between weak and excellent.

Table 3-5: Cronbach alpha for dimensions of transformational leadership practice by principal.

Dimensions	Cronbach alpha, α
Dimension 1 Holds high performance expectations	0.716
Dimension 2 Models behaviour	0.787
Dimension 3 Provides individualized support	0.753
Dimension 4 Provides intellectual stimulation	0.764
Dimension 5 Strengthens School Culture	0.810
Dimension 6 Build collaborative structures	0.738

Table 3-5 shows Cronbach's alpha according to dimensions of transformational leadership. The value obtained from pilot testing where 30 respondents were involved in answering the questionnaire. The value of Cronbach's alpha shows that all dimensions are reliable because the value is greater than .60.

Table: 3-6: Cronbach's alpha for dependent variable readiness of the teachers in implementing MYP IB.

Dependent variable	Cronbach alpha, α
Readiness of teachers in implementing MYP IB	.949

Table 3-6 shows Cronbach alpha value for the readiness of teachers in implementing MYP IB. The value of .949 was obtained during pilot testing and it reflects the reliability of the items.

3.8 Research instrument

Nooraini Idris (2013) states that "all research involving data collection and all preparation processes of collecting data is called instrumentation". As mentioned in the previous section, the instrument used in this research modeled the instrument conducted and developed by Prof. Kenneth Leithwood in his study on transformational leadership. The decision to adopt this instrument is in line with the idea that "in social sciences research, the research instrument used in a survey study is usually a specially designed questionnaire to collect data" Chua Yan Piaw, (2012).

Below are the two components that have been adopted with some alterations to match the Malaysian context:

i) Principal Transformational Leadership Practice

ii) Teacher readiness in implementing MYP IB.

Questionnaires have been divided into dimensions that was developed by Leithwood (1995) earlier.

Dimensions are:

a) Holds high performance expectations

b) Models behaviour

c) Provides individualized support

d) Provides intellectual stimulation

e) Strengthens School Culture

f) Build collaborative structures.

The second part of the research is about the level of readiness of the teachers towards

the implementation of MYP IB. Those questionnaires are adopted from various research

that have been conducted before.

Table 3-7: distribution of items according to dimensions of transformational leadership
and readiness

No.	Section	Items	Total of items	Dimensions
1	A	5, 8, 17	3	Hold high expectations
		4,13,16,18	4	Model behaviour
		9,19,26	3	Individual support
		7,11,14,20	4	Intellectual stimulation
		10,21,25	3	Strengthens school culture
		3,12,15	3	Collaborative structure
2	B	1,2,3,4,5,6,7,8,9 10,11,12,13 14,15,16,17	17	Readiness

Table 3-7 shows distribution of items according to dimensions of transformational leadership and readiness. The items are distributed on the average of three to four items per dimension. Readiness is represented by one dimension and has 17 items in total.

Table 3-8 : Shows item on section A (Demography)

No.	Background	Response	Scale type
1	Gender	1. Male	
		2. Female	Nominal
2	Teaching experience	1. < 5 years	
		2. 5 to10 years	
		3. 11 to 20 years	
		4. >21 years	Ordinal
3	Age	1. > 25 years old	
		2. >35 years old	
		3. >40 years old	
		4. > 50 years old	Ordinal
4	Academic qualifications		
		1. Bachelor	
		2. Masters	Ordinal

5	Field	1. Language	
		2. Mathematics	
		3. Science	
		4. Social Science	Nominal

Table 3-8 shows Section A of questionnaire form based on demographic factors. As stated above, all demographic factors are ordinal and nominal scale type accordingly.

Demographic factors include age, gender, academic qualification, teaching experience and their field of work.

3.9 Data collection

The data collection involved 86 responses from the two phases which included 30 respondents from the pilot test and 56 respondents from the actual data collection for the research. The two groups of data were collected at two different places where the respective questionnaires were distributed (Kolej MARA Beranang, Selangor and MRSM Balik Pulau, Penang). Questionnaires were randomly distributed and the process of collecting and gathering data took more than a week for each group.

3.9.1 Analysis of data

This research follows a quantitative approach. The quantitative data was collected from the questionnaires. Statistical analysis such as descriptive, percentage, means scores and Pearson correlation test were carried out to analyse the data. According Chua (2012), "quantitative research is a study involving 'numbers'. The term "quantity" refers to a discrete number, which is stated precisely". Quantitative method had been selected for this research and variables were determined for investigation. Those variables were; 1) principal's transformational leadership, and 2) teacher readiness in implementing MYP IB.

The quantitative approach that this research adopted was designed to gather data on the level of principal transformational leadership practices and teacher readiness in implementing MYP IB. Statistics calculation which is an important part in quantitative research, revealed some of the criteria. Since this research is concerned on presenting a descriptive analysis, mean and frequency were used as the main calculation. Study of correlation also took place. Correlation and relationship were determined by using the SPSS application.

3.9.2 Statistical test

Table 3-9 shows research questions and the statistical test.

No.	Research questions	Statistical test
1.	What are the prominent dimensions of transformational leadership practice by principal on teachers' view?	Descriptive
2.	What is the level of teachers' readiness implementing MYP IB?	Descriptive
3.	Is there a significant difference in teachers' perceptions of principal's transformational leadership and the teachers' readiness in implementing MYP IB on the basis of demographic factors: i.gender ii.age iii.qualification iv.experience v.field	Mann Whitney-U Test &Kruskall Wallis
4.	Is there a relationship between principal transformational leadership practice and teachers' readiness in implementing MYP IB.	Spearman's Rank Order

The research questions have been developed for the study must be analysed using SPSS according to appropriate statistical test. Table 3-9 shows variety of statistical test for the research questions. The non-parametric test must be conducted due to the value of skewness and kurtosis (normality test).

3.9.3 Conclusion.

Pilot testing which was conducted in Kolej MARA Beranang revealed that the value of Cronbach's alpha was greater than .60. The Cronbach's alpha for readiness in implementing MYP IB was also high. The value shows that the items that were adopted and modified from Leithwood (1995) are reliable.

The analysis of data was conducted to match the research questions designed. This analysis was performed fully using SPSS. These involved descriptive and inferential statistics such as mean, mode, median, standard deviation, Kruskal-Wallis H, Spearman Rho and Mann Whitney U Test.

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the results and elaborates the key findings in order to answer every research questions that have been developed. The procedures in Chapter 3 have been performed and the findings were analysed using SPSS.

This research was intended to seek the answers for the following questions:

1. What are the teachers' views of a prominent dimension in the principal's transformational leadership practice?

2. What is the level of teachers' readiness in implementing MYP IB?

3. Is there a significant difference in teachers' perceptions of the principal's transformational leadership practice and the teachers' readiness in implementing MYP IB on the basis of these demographic factors:

     i.   gender

     ii.   age

     iii.   academic qualifications

     iv.   teaching experience

     v.   field

4. Is there a relationship or correlation between the principal's transformational leadership practice and the teachers' readiness in implementing MYP IB?

4.2 Respondents background

The research had involved 56 teachers from MRSM Balik Pulau as the respondents. One hundred per cent of subjects completed and returned the questionnaires to be analysed.

Table 4-1: Distribution of respondents by gender.

Sex	Number	Percentage
Male	26	46.4%
Female	30	53.6%
Total	56	100%

As Table 4.1 shows, 46.4% of the study population are male teachers, while 53.6% are female. The majority of teachers from the school are female.

Table 4-2: Distribution of the respondents' qualification.

Academic qualification	Number	Percentage
Bachelor's degree	42	75%
Master's degree	14	25%
Total	56	100%

Table 4.2 shows the types of qualification of the teachers in MRSM Balik Pulau. It shows that 75% of the teachers from the sample are bachelor's degree holders. They represent 42 out of the 56 teachers. A bachelor degree would fit the requirements by

MARA to fill in the post. Nonetheless, 14 teachers are master's degree holders and they represent 25% of the sample.

Table 4-3: Distribution of respondents by age.

Age %	Number of respondents	Percentage
>25	30	53.6
>35	9	16.1
>40	6	10.7
>45	10	17.9
>50	1	1.8
Total	56	100

Table 4.3 shows five age categories of the respondents. The first category represents subjects ageing above 25. The second category implies those who aged more than 35 years. The third consists of those ageing above 40, followed by the next category for the subjects ageing above 45. Finally, the fifth category represents subjects aged more than 50 years old, among others.

The survey indicates that the majority of teachers from the sample are aged between 25 to 30 years old. They represent 53.6% of the sample. The lowest number of subjects are from the fifth age category, of which only represents 1.8 % of the sample. The range for the age category is 32 (highest value minus the lowest value).

Table 4-4: Distribution of respondents' teaching experience.

Year of service	Number of respondents	Percentage
< 5 years	16	28.6
5 to 10 years	18	32.1
11 to 20 years	14	25
> 21 years	8	14.3
Total	56	100%

Table 4.4 shows the distribution of respondents according to their teaching experience. Of the 56 individuals who responded to the questionnaire, 18 (32.1%) have been teaching for 5 to 10 years. Sixteen respondents have less than 5 years of experience (28.6%), and a minority of subjects (14.3%) indicated more than 21 years of experience.

Table 4-5: Distribution of respondents' field of work.

Field	Number of respondents	Percentage
Language	13	23.2
Mathematics	12	21.4
Science	19	33.9
Social Science	12	21.4
Total	56	100%

There are four departments at MRSM Balik Pulau: Language, Science, Mathematics and Social Science. Respondents were randomly chosen from various departments throughout the school. A majority of participants (33.9%) are from the Science Department.

The Mathematics and Social Science Department shared equal amounts of participants (21.4%). The highest number of participants is from the Science department with 19 respondents. Apparently, participation from other departments is almost equal in number.

4.3 Normality test.

Table 4-6: Skewness and Kurtosis Normality Test Findings based on dependent variable.

Teacher readiness in implementing MYP IB	S=56
Mean	3.87
Median	3.91
Standard deviation	0.556
Variance	0.309
Skewness	-1.547
Std error of Skewness	0.319
Kurtosis	4.741
Std error of Kurtosis	0.628

Table 4-6 presents the summary statistics for the normality test of a dependent variable (Readiness). The mean and standard deviation was found to be 3.87 and 0.556, respectively.

In order to measure the normality of the data, the Skewness and Kurtosis value should be in the range between -1.96 and 1.96. As shown in the table, the value of skewness is -1.547 (in the range), but the value of kurtosis is 4.741. These results are indicative that the data is not normally distributed. Therefore, the statistical test was conducted differently.

The histogram (Figure 8) exhibits the skewness and kurtosis of the data. It is apparent that the data is not normally distributed. Thus, a non-parametric test was conducted.

Histogram

Mean = 3.87
Std. Dev. = .556
N = 56

readinessanalysis
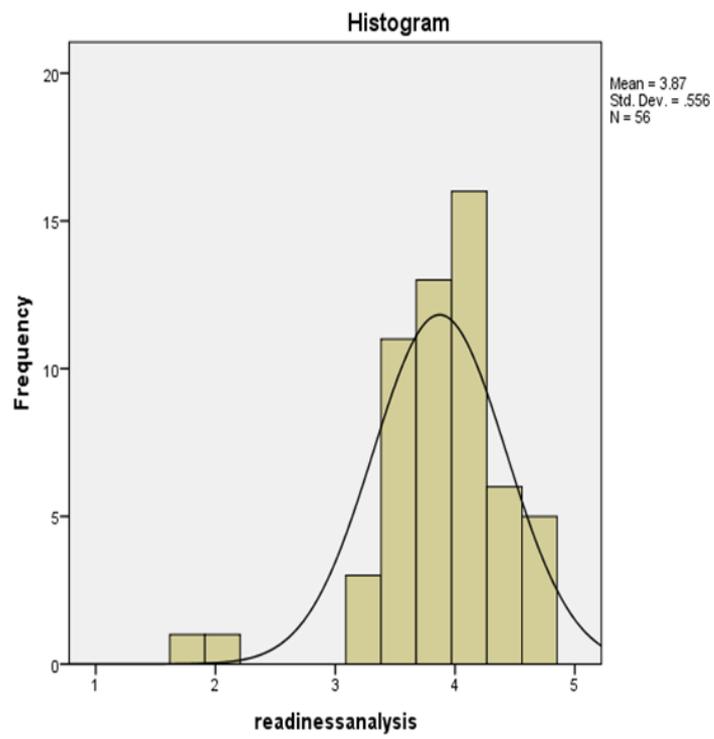
Figure 8

Table 4-7 shows range and level of mean value.

Mean Value	Level
3.64 – 5.00	High
2.34 – 3.63	Moderate
1.00 – 2.33	Low

Table 4-7 shows the range and level of mean value. As seen from this table, the lowest level of mean has the values ranging from 1.00 to 2.33, and the highest level of mean is in the range of 3.64 to 5.00.

4.4 Research question 1.

What are the prominent dimensions of transformational leadership practice by the principal from the teachers' view?

Dimension 1: Hold high performance expectations.

Table 4-8 shows the distribution of answers provided by the respondents regarding Dimension 1.

Item No.	Transformational Leadership	SD	D	UD	A	SA	Mean	Sdev.	Median
5	Principal has high expectation on us as professionals.	1	3	11	33	8	3.79	0.825	3.84
8	Principal holds high expectation on students.	-	2	10	39	5	3.84	0.626	3.86
17	Principal expects us to become innovators.	1	-	16	28	11	3.86	0.769	3.86
	Holding high performance expectations						3.83	0.74	3.85

Note: SD(strongly disagree), D(disagree), UD(undecided), A(agree), SA(strongly agree)

The majority of the respondents agreed to Item 5. In response to Item 5, most of those surveyed felt that the principal acquires high expectation for the teachers as professionals in order to implement MYP IB. A total of 33 individuals responded with 'strongly agree'. Only one individual responded with 'strongly disagree'. The mean and standard deviation for Item 5 are 3.79 and 0.825, respectively. The mean value is the lowest between the three items in Dimension 1, however, the standard deviation is the highest compared to Item 8 and 17.

In response to Item 8, 39 individuals agreed that the principal should put a high expectation on the students. Overall, the responses were positive as none of the respondents are strongly disagreeing Item 8. The mean is 3.84 and the standard deviation is 0.626.

Item 17 is related to the principal's expectation on the teachers to become innovators. The mean is 3.86 and the standard deviation is 0.769. In accordance to Item 17, most of

those surveyed agreed with the statement, and another 11 respondents (19.64%) are strongly agreed.

The total mean and standard deviation for Dimension 1 (hold high performance expectations) are 3.83 and 0.74. However, the median value is 3.85, higher than the mean value.

Dimension 2: Model behaviours

Table 4-9 shows the distribution of the responses on Dimension 2.

Item No.	Transformational Leadership	SD	D	UD	A	SA	Mean	Sdev.	Median
4	Principal leads by action rather than directing.	1	7	11	23	14	3.75	1.031	3.85
13	Principal makes the effort to know the students.	1	3	11	30	11	3.84	0.869	3.90
16	Principal displays the energy and enthusiasm for own work.	-	2	13	29	12	3.91	0.769	3.93
18	Principal demonstrates the willingness to change own practices in light of new understandings.	2	4	12	27	11	3.73	0.981	3.82
	Model behaviours						3.81	0.9125	3.88

Note: SD(strongly disagree), D(disagree), UD(undecided), A(agree), SA(strongly agree)

As seen in the table, four items are mentioned in Dimension 2. Of all the items, the highest mean is observed in Item 16. The mean is 3.91 and the standard deviation is 0.769.

No respondent chose SD for Item 16, indicating a positive feedback except for 2 individuals who disagreed. Item 4 emerged with mean 3.75 and standard deviation 1.031. The majority of respondents agreed that a principal leads through action rather than directing the subordinates.

A few individuals who were undecided of their responses are ranging from 19% to 23%, measured from every item.

Although Item 16 has the highest mean, most agreed responses are from Item 13 and 16. They represent 73.21% of the sample.

The median for Dimension 2 is 3.88, and the mean value is 3.81.

Dimension 3 : Provides individual support.

Table 4-10 shows the distribution responses to the third dimension.

Item No.	Transformational Leadership	SD	D	UD	A	SA	Mean	Sdev.	Median
9	Principal takes my opinion into consideration when initiating actions that affect my work.	1	7	14	27	7	3.57	0.931	3.63
19	Principal encourages me to try new practices consistent with my own interests.	1	4	7	38	6	3.79	0.803	3.87
26	Principal provides resources to support professional development.	1	4	13	25	13	3.80	0.942	3.87
	Provides individual support						3.72	0.892	3.79

Note: SD(strongly disagree), D(disagree), UD(undecided), A(agree), SA(strongly agree)

Table 4-10 highlights a significant result in the mean of Item 26, which also demonstrates a positive response towards the principal's support in providing resources to advocate professional development of the teachers. A total of 38 respondents agreed by choosing either A or SA. Meanwhile, only a total of 5 responses were negative. It is to be stated here that the median value is 3.79 for this dimension.

Item 19 exhibits the highest frequency of positive responses. These responses came from 44 individuals among 56 respondents. This finding could become a benchmark that the principal always encourages people to try new practices. Most respondents were

undecided with their answer for Item 9. This minority consists of 14 respondents who represent 25% of the sample.

One respondent strongly disagree Item 9, 19 and 26. Overall, most of the population provided a positive feedback with the third dimension.

Dimension 4: Provides intellectual stimulation.

Table 4-11 shows the distribution of the answers to the fourth dimension.

Item No.	Transformational Leadership	SD	D	UD	A	SA	Mean	Sdev.	Median
7	Principal is a source of new ideas for my professional learning.	1	10	16	22	7	3.43	0.988	3.47
11	Principal stimulates me to think about what I am doing for my students.	1	3	15	28	9	3.73	0.863	3.77
14	Principal encourages me to pursue my own goals as professional learning.	-	3	16	23	14	3.86	0.862	3.87
20	Principal stimulates discussion of new ideas relevant to school directions.	-	4	11	32	9	3.82	0.789	3.86
	Provides intellectual stimulation						3.71	0.876	3.74

Note: SD(strongly disagree), D(disagree), UD(undecided), A(agree), SA(strongly agree)

The table 4-11 shows that the highest mean among the items in Dimension 4 is 3.86 and the lowest is 3.43.

No individual strongly disagree on Item 14 and 20. Meanwhile, 32 out of 56 respondents mostly answered 'agree' for Item 20 with the percentage of 39.29%

As shown in the table, Item 7 and 14 indicate that 16 respondents (28.57%) have answered 'undecided'.

The findings also show that most respondents agreed with the items in Dimension 4. Each items resulted positive feedbacks from over than half of the study population. Given that the median value is 3.74 on average, Item 14 contributed the highest median value among all.

Dimension 5: Strengthens School Culture

Table 4-12 shows the distribution of surveyed responses towards Dimension 5. Each items states the quality of a principal that would strengthen the school culture.

Item No.	Transformational Leadership	SD	D	UD	A	SA	Mean	Sdev.	Median
10	Principal shows respect for staff by treating them as professionals.	1	2	10	29	14	3.95	0.862	4.02
21	Principal facilitates effective communication among staff	1	4	12	28	11	3.79	0.909	3.85
25	Principal promotes an atmosphere of caring and trust among staff.	-	6	12	29	9	3.73	0.863	3.78
	Strengthens school structure						3.82	0.878	3.88

Note: SD(strongly disagree), D(disagree), UD(undecided), A(agree), SA(strongly agree)

Item 10 presented the highest mean and its level is considered as high with the value of 4.02.

The percentage of agreeing subjects are 76.79%. Up to 12 individuals reported their uncertainties with the items in this fifth dimension.

A total of 43 respondents agreed on Item 10, and only three did not agree.

On average, the median value for this dimension is 3.88 with the highest median value in Item 10.

Dimension 6: Build collaborative structures.

Table 4-13 shows the responses of the subjects on the 3 items of the sixth dimension.
Each items is related to the features on building a collaborative structure.

Item No.	Transformational Leadership	SD	D	UD	A	SA	Mean	Sdev.	Media
3	Principal rarely take our opinion into account when making decisions.	3	12	14	22	5	3.25	1.066	3.33
12	Principal ensures that we have adequate involvement in decision-making related to programs and instructions	3	5	19	22	7	3.45	1.008	3.51
15	Principal supports an effective committee structure for decision-making.	-	6	11	27	12	3.80	0.903	3.87
	Build collaborative structures						3.50	0.992	3.57

Note: SD(strongly disagree), D(disagree), UD(undecided), A(agree), SA(strongly agree)

Table 4-13 is apparent of the highest mean (3.80) in Item 15. The majority of those
responded felt that the principal should support an effective structure for decision-
making. The lowest mean is 3.25 as can be observed in Item 3.

More than 22 respondents (39.29%) agreed on every item. However, a notable number
of subjects were undecided of Item 12 with 19 individuals.

Three respondents strongly disagree with Item 3 and 12. The figure represents 5.36% of
the sample. With regards to building a collaborative structure, the resulting median
value is 3.57. The lowest median value can be observed in Item 3.

Research questions 2: What is the level of the teachers' readiness in implementing MYP IB?

Level of readiness.

Table 4-14 shows the mean and standard deviations of the surveyed results regarding the level of teachers' readiness.

Item No.	Teacher readiness	SD	D	UD	A	SA	Mean	S.Dev.
1	I am positive and calm towards change.	-	1	8	38	9	3.98	0.618
2	I am responsible to achieve school vision and mission.	1	1	5	42	7	3.95	0.672
3	I always give new idea from different sources.	1	6	8	35	6	3.70	0.872
4	I am able to generate new ideas.	2	2	4	40	8	3.89	0.824
5	Obstacles won't disrupt my planning and willingness.	2	-	12	33	9	3.84	0.826
6	I am very optimistic about the change.	-	3	5	35	13	4.04	0.738
7	I am confident change will benefit our school as a whole.	1	1	7	31	16	4.07	0.806
8	It is clear the implementation of a new program is an important step in transforming the school.	-	1	6	35	14	4.11	0.652
9	I am willing to work extra time to ensure mission and vision of the new programme is a success.	1	2	14	33	6	3.73	0.774
10	My perception towards changes is clear.	1	4	15	31	5	3.63	0.882
11	I have attended courses and seminar related to the new program proposed.	3	15	9	23	6	3.25	1.132
12	I understand the change will improve my professionalism of my career.	-	2	10	31	13	3.98	0.751
13	I am that confident that this new programme will succeed.	1	1	15	30	9	3.80	0.796
14	I am optimistic the new program will make a a better learning environment.	-	2	7	38	9	3.96	0.660
15	I have given an exposure on the new programme.	1	2	4	37	12	4.02	0.774
16	I understand how my job will give impact on the implementation of new programme.	1	2	11	33	9	3.84	0.804
17	I wish to see the school transformation as a whole.	-	1	9	33	13	4.04	0.687
							3.87	**0.696**

Note: SD(strongly disagree), D(disagree), UD(undecided), A(agree), SA(strongly agree)

Table 4-14 reflects the respondents' level of readiness in implementing Middle Year Program International Baccalaureate (MYP IB).

The average mean of teachers' readiness is 3.87, which indicates a high level of readiness for the new program that will be taking place soon. The highest mean is on item 8 (4.11), of which was agreed by most subjects that the implementation of the new program would become the driving force towards transforming the school. Forty-nine respondents agreed on Item 8 with the percentage of 87.5%. This is a rather remarkable outcome, indicating the teachers' willingness to advocate in succeeding MYP IB.

From the table, the lowest mean (3.25) is observed in Item 11. Statistically, this value is rather low. This would provide useful information for the school administration to involve more teachers in courses and seminars related to the new programme.

Nonetheless, 18 respondents disagreed with Item 11 and they represent 32% of the sample, which would explain the lowest mean value. Only 35 respondents were positive (51.79%) that they have attended courses or seminars on International Baccalaureate.

The highest mean among the items is due to that fact that none were strongly disagreed except for one individual.

As a conclusion, the level of the teachers' readiness in implementing MYP IB in MRSM Balik Pulau is high. These findings are the empirical evidence for the school to move forward and attempt to deliver the best for the school and society.

Research question 3

Is there a significant difference in teachers' perceptions on the transformational leadership of principals on the basis of demographic factors such as:

    i.gender

    ii.age

    iii.qualification

    iv.experience

    v.field

Table 4-15: Teachers' perceptions on basis of demography(Gender) of principal's transformational leadership.

Dimensions	Gender	N	Mean Rank	Sum of Ranks
Hold high performance expectations	Male	26	31.17	810.50
	Female	30	26.18	785.50
Models behaviour	Male	26	34.00	884.00
	Female	30	23.73	712.00
Provides individualized support	Male	26	32.37	841.50
	Female	30	25.15	754.50
Provides intellectual stimulation	Male	26	33.88	881.00
	Female	30	23.83	715.00

Strengthens school culture	Male	26	34.15	888.00
	Female	30	23.60	708.00
Build collaborative structures	Male	26	33.13	861.50
	Female	30	24.48	734.50

Table 4-16: Significant different according to dimensions.

	D1	D2	D3	D4	D5	D6
Mann-Whitney U	320.50	247.00	289.50	250.00	243.00	269.50
Wilcoxon W	785.50	712.00	754.50	715.00	708.00	734.50
Z	-1.179	-2.391	-1.686	-2.320	-2.455	-2.019
Asymp.Sig.(2-tailed)	.239	.017	.092	.020	.014	.044

D1 Hold high performance expectations
D2 Models behaviour
D3 Provides individualized support
D4 Provides intellectual stimulation
D5 Strengthens school culture
D6 Build collaborative structures

Table 4-17 : Overall test for transformational leadership (all items)

	gender	N	Mean Rank	Sum of Ranks
TRANSFORMATIONAL LEADERSHIP	male	26	33.92	882.00
	female	30	23.80	714.00
	Total 56			

Table 4-18 : Overall significant different for all items in transformational leadership.

	TRANSFORMATIONAL LEADERSHIP
Mann-Whitney U	249.000
Wilcoxon W	714.000
Z	-2.320
Asymp. Sig. (2-tailed)	.020

a Grouping Variable: gender

Table 4-15 illustrates the perception of teachers on six dimensions of the principal's transformational leadership based on gender. As the data have failed to qualify a parametric test, the Mann-Whitney U Test was performed. The results indicate that except for the dimension 1 'Hold high performance expectations' and dimension 3" provides individualized support" other four dimensions show that there are a significant difference between the perception of male and female teachers on the transformational leadership of the principal.

For the 'Hold high performance expectation' dimension, the mean rank of male teachers is 31.17, which is higher than female teachers (26.18). It shows that the male teachers have a better perception on the principal's transformational leadership practice.

From table 4-14, every dimension exhibits a higher mean rank on male teachers compared to female teachers. Among the dimensions on male teachers' perceptions, the highest mean rank is from the statement of 'strengthens school culture' with the value

of 34.15. Meanwhile, the highest value among the female subjects is 26.18 with respect to the dimension of 'hold high performance expectations'.

Overall value of Z=-2.320 (p < .05), indicates that the perception of teachers on the principal's transformational leadership differs significantly on the basis of gender.

Table 4-17, shows that the mean rank of overall items among male teachers is 33.92, while the mean rank for female teachers is 23.80. As a conclusion to this matter, male teachers' perceptions on the principal's transformational leadership practice is higher than female teachers.

Table 4-18 shows Z= - 2.320 and p = .020, which indicates a significant different between male and female teacher where p < .05 for the overall (significant difference for all items).

Table 4-19: Teachers' perceptions on the basis of demography (field) on the principal's transformational leadership.

	field	N	Mean Rank
D1	language	13	27.50
	mathematics	12	23.13
	science	19	31.61
	social science	12	30.04
	Total	56	
D2	language	13	27.77
	mathematics	12	27.42
	science	19	31.05
	social science	12	26.33
	Total	56	
D3	language	13	27.00
	mathematics	12	25.25
	science	19	35.05
	social science	12	23.00
	Total	56	
D4	language	13	27.96
	mathematics	12	26.33
	science	19	31.82
	social science	12	26.00
	Total	56	
D5	language	13	28.31
	mathematics	12	26.21
	science	19	33.58
	social science	12	22.96
	Total	56	
D6	language	13	25.92
	mathematics	12	27.33
	science	19	30.63
	social science	12	29.08
	Total	56	

D1 Hold high performance expectations
D2 Models behavior
D3 Provides individualized support
D4 Provides intellectual stimulation
D5 Strengthens school culture
D6 Build collaborative structures

Table 4-20 Significant value of teachers' perceptions based on the field.

	D1	D2	D3	D4	D5	D6
Chi-Square	2.289	.783	5.231	1.316	3.584	.755
df	3	3	3	3	3	3
Asymp. Sig.	.515	.853	.156	.725	.310	.860

a Kruskal Wallis Test
b Grouping Variable: field

Table 4-21: Teachers' perceptions on basis of demography (qualification) of principal's transformational leadership.

	qualification	N	Mean Rank	Sum of Ranks
D1	bachelor	42	29.20	1226.50
	masters	14	26.39	369.50
	Total	56		
D2	bachelor	42	28.33	1190.00
	masters	14	29.00	406.00
	Total	56		
D3	bachelor	42	27.14	1140.00
	masters	14	32.57	456.00
	Total	56		
D4	bachelor	42	27.39	1150.50
	masters	14	31.82	445.50
	Total	56		
D5	bachelor	42	27.23	1143.50
	masters	14	32.32	452.50
	Total	56		
D6	bachelor	42	27.35	1148.50
	masters	14	31.96	447.50
	Total	56		

Table 4-22 : Significant value of teachers' perceptions based on academic qualifications and dimensions.

	D1	D2	D3	D4	D5	D6
Mann-Whitney U	264.500	287.000	237.000	247.500	240.500	245.500
Wilcoxon W	369.500	1190.000	1140.000	1150.500	1143.500	1148.500
Z	-.576	-.135	-1.101	-.888	-1.029	-.936
Asymp. Sig. (2-tailed)	.564	.893	.271	.375	.303	.349

a Grouping Variable: qualification

Table 4-23: Overall mean rank; teachers' perceptions on principal's transformational leadership based on academic qualifications.

	qualification	N	Mean Rank	Sum of Ranks
TRANSFORMATIONAL LEADERSHIP	bachelor	42	27.70	1163.50
	masters	14	30.89	432.50
	Total	56		

Table 4-24: Overall; Significant value of teachers' perceptions on principal's transformational leadership based on academic qualifications.

	TRANSFORMATIONAL LEADERSHIP
Mann-Whitney U	260.500
Wilcoxon W	1163.500
Z	-.635
Asymp. Sig. (2-tailed)	.526

a Grouping Variable: qualification

Table 4-21shows the mean rank of teachers' perceptions on the principal's transformational leadership practice based on academic qualification.

For the statement of 'hold high expectations performance', the highest mean rank is 29.20 for the bachelor's degree holders compared to master's degree holders. The 'model behaviours' dimension demonstrated a counter result with the higher mean rank among the master's degree holders compared to the bachelor's degree holders. The mean ranks are 29.00 and 28.33, respectively.

Every dimension, excluding the statement of 'Hold high expectation performance' (Dimension 1), displayed the highest mean rank among the master's degree holders. These findings provide the information that the master's degree holders have better perceptions on the principal's transformational leadership practice.

Table 4-22 compiles the result of Mann-Whitney U test that was conducted. Every dimension displayed no significant difference (p > .05) on the basis of academic qualification.

The table 4-23 shows the higher overall mean rank for the master's degree holders compared to the bachelor's degree holders. The mean rank among the master's degree holders is 30.89 compared to the bachelor's degree holders (27.70). The Mann-Whitney U test was conducted and resulted in p=.526, Z= -.635. Clearly, no significant difference exists in relation to academic qualification of the subjects with the principal's transformational leadership practice.

Table 4-25: Teachers' perceptions on the basis of demography (Age) on the principal's transformational leadership.

Kruskal Wallis

Ranks

	age	N	Mean Rank	Chi square	df	Asymp.Sig
				7.722	4	.102
D1	>25	30	25.08			
	>35	9	24.78			
	>40	6	32.67			
	>45	10	37.15			
	>50	1	53.00			
	Total	56				
				5.739	4	.219
D2	>25	30	24.67			
	>35	9	27.39			
	>40	6	35.92			
	>45	10	34.85			
	>50	1	45.50			
	Total	56				
				9.144	4	.058
D3	>25	30	24.70			
	>35	9	25.06			
	>40	6	30.33			
	>45	10	39.55			
	>50	1	52.00			
	Total	56				
				6.433	4	0.412
D4	>25	30	25.43			
	>35	9	27.28			
	>40	6	34.92			
	>45	10	33.35			
	>50	1	44.50			
	Total	56				

	age	N	Mean Rank	Chi square	df	Asymp.Sig
				6.433	4	.169
D5	>25	30	24.78			
	>35	9	25.72			
	>40	6	34.33			
	>45	10	37.20			
	>50	1	43.00			
	Total	56				
				11.597	4	.021
D6	>25	30	22.22			
	>35	9	38.00			
	>40	6	30.25			
	>45	10	35.65			
	>50	1	49.50			
	Total	56				

D1 Hold high performance expectations
D2 Models behaviour
D3 Provides individualized support
D4 Provides intellectual stimulation
D5 Strengthens school culture
D6 Build collaborative structures

Table 4-26: Overall (all items) transformational leadership

	age	N	Mean Rank
TRANSFORMATIONAL LEADERSHIP			
	>25	30	24.25
	>35	9	27.00
	>40	6	33.67
	>45	10	37.35
	>50	1	50.00
	Total	56	

Table 4-27 : Significant value of the teachers' perceptions on transformational leadership based on age.

	TRANSFORMATIONAL LEADERSHIP
N	56
Median	3.8250
Chi-Square	7.467
	4
Asymp. Sig.	.113

a Grouping Variable: age

Table 4-25 shows the mean rank of the teachers' perceptions with the basis of age on the principal's transformational leadership practice with respect to the dimensions. The highest mean rank for the dimension of 'High performance expectations' was found in subjects aged above 50 and the lowest was found in those ageing from 35 years and above. Every dimension displayed the highest mean rank among the subjects aged above 50.

Table 4-25 also presents the chi-square value according to dimensions. All dimensions displayed no significant difference, but an exception was found for dimension 6 which states 'Build collaborative structures'.

The findings show that the significant value for dimension 6 is p =.021. The results were evident that the teachers have built a collaborative structure at school.

The overall teachers' perceptions on transformational leadership based on age are presented in Table 4-26. The highest mean rank in the overall perceptions of transformational leadership was found among the subjects aged above 50, followed by those ageing from 45 years with the mean rank of 37.35.

Table 4-27 shows the chi-square value for the overall perceptions on transformational leadership practice. The value is 7.467. The findings show that there is no significant difference measured from the teachers' perceptions of transformational leadership practices based on age. The p=0.113 and therefore, it is not significant (p > 0.05).

Table 4-28: Teachers' perceptions on principal's transformational leadership with the basis of demography (experience).

	experience	N	Mean Rank
D1	< 5 years	16	21.59
	5 to 10 years	18	27.14
	11 to 20 years	14	37.57
	>21 years	8	29.50
		56	
D2	< 5 years	16	23.63
	5 to 10 years	18	25.69
	11 to 20 years	14	37.14
	>21 years	8	29.44
	Total	56	
D3	< 5 years	16	21.25
	5 to 10 years	18	26.78
	11 to 20 years	14	36.86
	>21 years	8	32.25
	Total	56	
D4	< 5 years	16	26.31
	5 to 10 years	18	24.78
	11 to 20 years	14	36.04
	>21 years	8	28.06
	Total	56	
D5	< 5 years	16	22.75
	5 to 10 years	18	26.33
	11 to 20 years	14	37.07
	>21 years	8	29.88
	Total	56	
D6	< 5 years	16	18.38
	5 to 10 years	18	29.69
	11 to 20 years	14	38.39
	>21 years	8	28.75
	Total	56	

Table 4-29: Significant value according to dimensions of teachers' perceptions based on teaching experience

	D1	D2	D3	D4	D5	D6
Chi-Square	7.838	6.131	7.777	4.295	6.440	11.868
df	3	3	3	3	3	3
Asymp. Sig.	.049	.105	.051	.231	.092	.008

a Kruskal Wallis Test

b Grouping Variable: experience

Table 4-30 Overall (all items) of transformational leadership

	experience	N	Mean Rank
TRANSFORMATIONAL LEADERSHIP	< 5 years	16	21.78
	5 to 10 years	18	26.58
	11 to 20 years	14	37.82
	>21 years	8	29.94
	Total	56	

Table 4-31: Significant value for the teachers' perceptions of principal's transformational leadership based on teaching experience.

	TRANSFORMATIONAL LEADERSHIP
Chi-Square	7.620
df	3
Asymp. Sig.	.055

a Kruskal Wallis Test

b Grouping Variable: experience

Table 4-28 shows the teachers' perceptions on the principal transformational leadership practice with the basis of experience.

A notable similarity within the results is the highest mean rank among the respondents with 11 to 20 years of experience in every dimension. The 'hold high expectations' dimension displays the highest value of mean rank (37.57).

Kruskal-Wallis H test was conducted and the chi-square value for every dimension was obtained. All dimensions, excluding Dimension 6 'build collaborative structure' and Dimension 1 have significant difference (p> 0.05) with p=.008. and 0.049.

According to table 4-30 on the overall transformational leadership practice, the highest mean (37.82) is among the subjects with 11 to 20 years of experience, while those with less than 5 years of experience resulted in the lowest (21.78) mean rank among all categories.

Table shows 4-31 that the overall value of chi-square is 7.620. The findings indicate no significant difference (p >.05) in term of the perceptions of teachers' on transformational leadership practice based on teaching experience. The significant value is 0.055.

Table 4-32: Teachers' perceptions of the principal's transformational leadership with the basis of demography (field)

	field	N	Mean Rank
D1	language	13	27.50
	mathematics	12	23.13
	science	19	31.61
	social science	12	30.04
	Total	56	
D2	language	13	27.77
	mathematics	12	27.42
	science	19	31.05
	social science	12	26.33
	Total	56	
D3	language	13	27.00
	mathematics	12	25.25
	science	19	35.05
	social science	12	23.00
	Total	56	
D4	language	13	27.96
	mathematics	12	26.33
	science	19	31.82
	social science	12	26.00
	Total	56	
D5	language	13	28.31
	mathematics	12	26.21
	science	19	33.58
	social science	12	22.96
	Total	56	
D6	language	13	25.92
	mathematics	12	27.33
	science	19	30.63
	social science	12	29.08
	Total	56	

D1 Hold high performance expectations
D2 Models behavior
D3 Provides individualized support
D4 Provides intellectual stimulation
D5 Strengthens school culture
D6 Build collaborative structures

Table: 4-33: Significant value (field) based on dimensions

	D1	D2	D3	D4	D5	D6
Chi-Square	2.289	.783	5.231	1.316	3.584	.755
df	3	3	3	3	3	3
Asymp. Sig.	.515	.853	.156	.725	.310	.860

D1 Hold high performance expectations
D2 Models behavior
D3 Provides individualized support
D4 Provides intellectual stimulation
D5 Strengthens school culture
D6 Build collaborative structures

a Kruskal Wallis Test

b Grouping Variable: field

Table 4-34 : Overall mean rank (field)

	field	N	Mean Rank
TRANSFORMATIONAL LEADERSHIP	language	13	27.62
	mathematics	12	25.79
	science	19	32.97
	social science	12	25.08
	Total	56	

Table 4-35: Significant value (field) of transformational leadership

	TRANSFORMATIONAL LEADERSHIP
Chi-Square	2.332
df	3
Asymp. Sig.	.506

a Kruskal Wallis Test

b Grouping Variable: field

Table 4-32 shows that the teachers' perceptions with basis of their field on the transformational leadership practice of the principal and the teachers' readiness in implementing MYP IB according to 6 dimensions.

The highest mean rank observed in every dimension is from the individuals in the Science field with the highest value of 31.62 in the 'hold high performance expectation' dimension. On the other hand, the Mathematics field respondents have resulted in the lowest mean rank in every dimension with the lowest value of 23.13.

Table 4-33 shows the chi-square value according to dimensions. It is known from here that all dimensions have no significant difference, where $p > 0.05$.

The findings have shown that the dimension describing 'provides individualised support' statement has the closest value to the significant difference among other dimensions with $p=0.156$

Table 4-34 shows an overall mean rank for all dimensions of transformational leadership practice. The outcome shows that the Science field respondents have resulted in the highest mean rank (32.97) compared to the lowest mean rank among Social Science field respondents with the mean rank of 25.08.

Table 4-35 shows the chi-square value of 2.332 for all dimensions of the principal's transformational leadership practice with $p=0.506$. Therefore, no significant different $(p>.05)$ was found between the transformational leadership practice and the teachers' field of work.

b) Is there a significant difference in the teachers' perceptions of readiness in implementing MYP IB on basis of demographic factors, such as:

> **i.gender**
>
> **ii.age**
>
> **iii.qualification**
>
> **iv.experience**
>
> **v.field**

Gender.

Table 4-36 : Teachers' perceptions of readiness based on gender.

	gender	N	Mean Rank	Sum of Ranks
readiness analysis	male	26	30.10	782.50
	female	30	27.12	813.50
	Total	56		

Table 4-37: Significant value of readiness based on gender

	readiness analysis
Mann-Whitney U	348.500
Wilcoxon W	813.500
Z	-.683
Asymp. Sig. (2-tailed)	.495

a Grouping Variable: gender

Table 4-36 shows the mean rank of the teachers' perceptions of readiness in implementing MYP IB based on gender. Mann-Whitney U test was conducted and the findings indicate that the mean rank for male teachers is higher (30.10) than female

teachers (27.12). This results show that male teachers are much readier to implement the MYP IB compared to the female teachers. However, this does not indicate the unwillingness among most female teachers.

The findings from the Mann-Whitney U test is not significant at p>0.05 (Z=-.683, p=.495). The results indicate that there is no significant difference between male and female teachers on their perceptions of readiness in implementing MYP IB.

In short, being a male or female teacher does not influence the teacher's readiness towards the implementation of MYP IB.

Age.

Table 4-38: Teachers' perceptions of readiness in implementing MYP IB based on age.

	age	N	Mean Rank
readiness analysis	>25	30	24.32
	>35	9	30.06
	>40	6	39.00
	>45	10	31.50
	>50	1	47.00
	Total	56	

Table 4-39: Significant value of readiness based on age.

	readiness analysis
Chi-Square	6.184
df	4
Asymp. Sig.	.186

a Kruskal Wallis Test
b Grouping Variable: age

Table 4-38 shows the perceptions of teachers' readiness in implementing MYP IB based on age. Kruskal-Wallis H test was conducted and the findings show that the highest mean rank (47.00) is among those aged above 50.

The lowest mean rank value is observed from subjects aged above 25 and below 35 with the value of 24.32.

It is a rather interesting finding that the teachers aged above of 50 are much readier than the younger ones. Young teachers produced lower mean rank, thus reflected upon their readiness on MYP IB.

Nevertheless, no significant difference was found between age groups. The chi-square value is 6.184 and p= 0.186.

Qualification.

Table 4-40 : Teachers' Perceptions of readiness based on academic qualifications.

	qualification	N	Mean Rank	Sum of Ranks
readiness analysis	bachelor	42	27.89	1171.50
	masters	14	30.32	424.50
	Total	56		

Table 4-41: Significant value of readiness based on academic qualifications.

	Readiness Analysis
Mann-Whitney U	268.500
Wilcoxon W	1171.500
Z	-.483
Asymp. Sig. (2-tailed)	.629

a Grouping Variable: qualification

Table 4-40 shows the teachers' perceptions on their readiness in implementing MYP IB based on academic qualifications. Findings show that the mean rank of the master's degree holders is higher (30.32) than the bachelor's degree holders (27.89).

From the Mann-Whitney U test, the findings indicate that Z= -0.483 and p=0.629, which is indicative of no significant difference between the two groups.

Table 4-40 also shows that the majority of teachers are qualified with a bachelor's degree with the percentage of 75%.

Experience.

Table 4-42   : Teachers' perceptions of readiness based on teaching experience.

	experience	N	Mean Rank
readiness analysis	< 5 years	16	25.28
	5 to 10 years	18	25.14
	11 to 20 years	14	38.68
	>21 years	8	24.69
	Total	56	

Table : 4-43: Significant value of readiness based on teaching experience

	readiness analysis
Chi-Square	7.297
df	3
Asymp. Sig.	.063

a Kruskal Wallis Test

b Grouping Variable: experience

Table 4-42 shows the statistical findings based on the subjects' teaching experience. The majority of respondents have been teaching for five to ten years. They represent 32.14% of the total study population.

However, the highest mean rank is 38.68, found in the group of subjects with 11 to 20 years of teaching experience. Meanwhile, the lowest mean rank is 24.69 obtained from the teachers with experience more than 21 years of experience.

Kruskal-Wallis H test was conducted and the findings indicate p>0.05, where the chi-square value is 7.297 and p=0.063. Thus, it is known that teaching experience does not influence the teachers' readiness to involve with MYP IB.

Field

Table 4-44: Mean rank of teachers' readiness based on field.

	field	N	Mean Rank
readiness analysis	language	13	31.27
	mathematics	12	20.92
	science	19	30.45
	social science	12	30.00
Total		56	

Table 4-45: Significant value of teachers' readiness based on field.

	readiness analysis
Chi-Square	3.350
df	3
Asymp. Sig.	.341

a Kruskal Wallis Test

b Grouping Variable: field

Table 4-44 shows the teachers' perceptions according to their field for the evaluation of their readiness in implementing MYP IB. It can be seen that the mean rank for language field is the highest in value which is 31.27, followed by science field with 30.45.

The Mathematics field resulted with the lowest value of 20.92. A huge difference between highest and lowest mean rank was found to be 10.35.

The table 4-45 shows the results of the chi-square test that was conducted using Kruskal-Wallis H test and the value is 3.350. The results were negative of any significant difference in term of the teachers' perception, measured according to their field of work in implementing MYP IB.

4. **Is there a relationship between the principal's transformational leadership practice and teachers' readiness in implementing MYP IB?**

Correlations

Table 4-46: Strength level of coefficient correlation

Size of coefficient correlation (r)	Strength of the Correlation
.91 to 1.00 or -.91 to -1.00	Very Strong
.71 to .90 or -.71 to -1.00	Strong
.51 to .70 or -.51 to -.70	Moderate
.31 to .50 or -.31 to -.50	Low
.01 to .30 or -.01 to -.30	Very Low
.00	No correlation

Source : Chua (2012)

Table 4-46 shows a strength level of coefficient correlation. As shown in the table, the size of correlation is 0.00 indicates no correlation between two variables. Meanwhile the size of r between 0.91 to 1.00 determine the strongest correlation.

Table 4-47: Correlations between teachers' readiness and the principal's transformational leadership practice according to dimension of transformational leadership.

		Readiness
Spearman's rho		
readiness	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	56
D1	Correlation Coefficient	.480**
	Sig. (2-tailed)	.000
	N	56
D2	Correlation Coefficient	.485**
	Sig. (2-tailed)	.000
	N	56
D3	Correlation Coefficient	.580**
	Sig. (2-tailed)	.000
	N	56
D4	Correlation Coefficient	.642**
	Sig. (2-tailed)	.000
	N	56
D5	Correlation Coefficient	.607**
	Sig. (2-tailed)	.000
	N	56
D6	Correlation Coefficient	.465**
	Sig. (2-tailed)	.000 .
	N	56

D1 Hold high performance expectations
D2 Models behavior
D3 Provides individualized support
D4 Provides intellectual stimulation
D5 Strengthens school culture
D6 Build collaborative structures

Table 4-48: Overall correlation between transformational leadership and teacher readiness

leadership			Readiness	Transformational
Spearman's rho				
	Readiness	Correlation Coefficient	1.000	.615**
		Sig. (2-tailed)	.	.000
		N	56	56

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

From Table 4-47, it can be seen that the correlation (r) between two variables for the 'Hold high performance expectations' dimension is 0.480. The correlation r=0.480 is indicating a low relationship. However, the correlation is positive and it is significant p=0.000.

Similarly, in the 'Model behaviours' dimension, the value of r is 0.485, also indicating a low relationship between two variables. The correlation is, however, significant (p=0.000).

The dimension which points out 'Provides intellectual stimulation' has a positive and significant correlation with r=0.642 and p=0.000. This result implies a moderate correlation between the principal's transformational leadership practice and the teachers' readiness in implementing MYP IB. This correlation value is the highest among others.

Meanwhile, the lowest correlations obtained from this analysis has the value of r=0.465, which is also a positive relationship and significant with p=0.000. This correlation resulted from the 'Build collaborative structures' dimension.

Table 4-48 shows the overall correlation between the two variables. With the value of r=.615 and p=0.000, this moderate interrelation remarks that the principal's transformational leadership practice does not entirely dependable on the teachers' readiness.

CHAPTER 5

DISCUSSION

5.1 Introduction

This chapter gives a brief summary and critique of the findings from this research. This chapter brings together the strands of this thesis with descriptions obtained from previous published literatures. The focus of this discussion is projected towards the significant differences based on demographic factors and teachers' readiness towards change with the principal's transformational leadership practice,

5.2 Summary of the study

This research aimed to evaluate the transformational leadership practice by the principal and to assess the level of teachers' readiness in implementation of Middle Years Programme International Baccalaureate at MRSM Balik Pulau, Penang.

Statistical data from Chapter 4 were used as reference to elaborate the key findings related to the possibilities and issues of these components:

i) Which is the prominent dimension among the transformational leadership practices?

ii) What is the teachers' level of the readiness in implementing the new program?

iii) Is there significant different between the teachers' perception of transformational leadership practiced by the principal and their readiness based on demographic factors.

iv) Is there any relationship between the transformational leadership practiced by the principal and the teachers' readiness in implementing MYP IB?

Based on the correlation study, the results imply a positive outcome in term of the relationship.

As mentioned from chapter 3, the instrument was adopted from the methodology by Professor Kenneth Leithwood from OISE, University of Toronto. The dimensions and items used in this present study have been developed in 1995.

Of the eight dimensions developed by Professor Kenneth Leithwood (Leithwood, 1995), only six dimensions were discussed in this section.

The dimensions are:

a) Hold high performance expectations

b) Model behaviours

c) Provides individual support

d) Provides intellectual stimulation

e) Strengthens school culture

f) Build collaborative structures

5.3 Prominent dimension of transformational leadership practice.

In chapter 4, results and findings were generated using SPSS (Statistical Package for Social Sciences Ver.21). A study by Loy Liang Hui (2003) found the principal's level of transformational leadership for each dimension was moderate. Meanwhile, Alex Sali (1998) mentioned in his research that the level of transformational leadership practiced by the principal was also moderate. The mean, standard deviation and median were obtained from the descriptive analysis and the highest mean remarked Dimension 1 (hold high performance expectations) as the most prominent dimension.

The mean is 3.83 with a standard deviation of 0.74 based on mean range. However Tie Fatt Hee *et al*., (2009) found in his research that the highest mean was the 'Charismatic' dimension. The author concluded that the charisma of the principal significantly influenced his transformational leadership style.

The items in Dimension 1 refer to the expectations of the principal on the teachers and students. This expectation towards teachers is in term of work and personal achievement. In addition, the majority of respondents, represented by 73.21% of the total study population agreed that the principal always expects and treats them as professional. Tie Fatt Hee *et al*., (2009) have published a reassuring statement to support this finding. The paper mentioned that transformational leadership governed the change of paradigm and the teachers' perception, in a way that it is crucial to bring about change within the education community.

A principal should also hold a high expectation in students. This statement was agreed by most respondents (78.57%). Generally, a principal is committed in the implementation of a new programme which benefit the students. This attribute fits the principal's role in encouraging students to achieve with the best performance.

The principal should also expect the teachers to be innovators in the educational field. The data analysis was indicative of the positive feedbacks from a great deal of respondents. Some of those surveyed have disagreed, but the number did not exceed those who agreed with this statement. Most teachers believe that the principal always encourages them to improvise with their teaching methods and materials. As the expectations are high, the principal always mentions that an organisation would become stronger if the teachers are willing to innovate. Innovation is important in order to generate creativity and move forward, prior to change in the future.

The teachers believe that the principal should always practice transformational leadership by holding a high performance expectation as it is vital to anticipate excellent achievements from the teachers and students.

As a summary to this finding, the most prominent dimensions were determined based on the statistical data. Most respondents think that the principal has the strongest characteristics, according to the mean range. This attribute has been shown through his engagement with the subordinates by motivating the teachers and giving a positive expectation.

5.4 Level of teachers' readiness in implementing MYP IB

Based on the findings, it can be concluded that the level of readiness and acceptance of change is high. The mean and standard deviation for the level of readiness in implementing MYP IB in MRSM Balik Pulau was found to be 3.87 and 0.696, respectively.

Norsidah (2008) mentioned in her study that readiness for change was high. It was proven that the academic staffs have a good perception that their organization needed a change. The study has brought about the relationship between the leadership behaviour and the readiness towards change. However, in every organization and school, regardless of the degree of readiness among the staffs, the feedback was still positive for change.

Seth (2010) stated that the level of readiness was moderate among the teachers training for science subjects in English medium. This contradicts the finding from this research that the teachers in MRSM Balik Pulau possess great attitude towards change and its significance is high. It is possible that the claim by Seth (2010) might not be applicable to other school organization. The author may have different area of focus.

This present research revealed that most of the teachers were excited and motivated towards implementing the new programme. Data analysis showed that most teachers agreed (and strongly agreed) to implement MYP IB soon. Only a few disagreed which reflected the way the principal promoted the programme.

Teachers' motivation may influence their readiness towards change as well. According to the data analysis, their readiness depended upon the principal's leadership as well as the school culture. Furthermore, teachers are the catalyst of change. Roslee Talib (2012) mentioned in her study that teachers were the agent for transformation and they were responsible in generating creative ideas. Being innovative is a part of a teacher's duty.

Sii Ling Mee Ling (2013) claimed that the teachers showed an average level of commitment in the secondary schools in Sarawak.

As a conclusion, it has been known from this study that the level of the teachers' readiness is high in MRSM Balik Pulau. Significantly, the teachers are ready to begin the new programme soon. The inconsistency of this finding the remark by Seth (2010) could be due to the fact that the argument was different in term of its kind of readiness.

5.5 Transformational leadership practice based on demographic factors.

Findings showed that the teachers' perception on transformational leadership practice based on demographic factors have no significant difference in all four fields. The findings indicate that $p > 0.05$ and the chi-square value is 2.332. This result revealed that the Science field has resulted in the highest mean rank (32.97), compared to Mathematics, Social Science and Language.

No significant difference was observed from this statistical study, thus implying that the field of the respondents would not affect the principal's transformational leadership.

Kruskal-Wallis analysis were performed and the findings showed that the chi-square value and *p* value has no significance in the six dimensions being discussed in this study. It was known from the analysis that every dimension of transformational leadership did not contribute to the perception of teachers.

Results based on the teaching experience of the subjects revealed that those with teaching experience between 11 to 20 years occupied the highest mean rank in every dimension. The lowest mean rank was found from the subjects who experienced teaching in less than five years among all dimensions.

Teachers' perceptions on the basis of academic qualifications were higher in mean rank of the bachelor's degree holders for every dimension, excluding Dimension 1 ('Hold high expectation'). Mann-Whitney U analysis was performed to measure the overall significance of the academic qualification factor and resulted in the values in the range of 237.00 to 287.000. Findings showed no significant difference in the teachers' perception with the basis of academic qualification in all dimensions.

The teachers' perceptions with the basis of gender showed that every dimension has significant different except Dimension 1 and 3. However finding shows that the overall value for the perceptions of teachers on the principal's transformational leadership practice has a significant difference at 0.020.

5.6 Teachers' readiness and demographic factors.

"Gender is widely acknowledged as having an impact on management practice," claimed Stephen Linstead *et al*., (2005).

Referring to the findings from this study on the gender factor, it was found that male teachers have higher mean rank compared to female teachers. The findings reflect that male teachers are much readier for change compared to female teachers. However, this finding cannot be generalized.

From the statistical test (Mann-Whitney U) test, the Z value is -0.683 and the *p* value is 0.495 which is greater than .005 (p>.05). The findings showed that there is no significant difference in the teachers' perception on their readiness based on gender.

Gender has no significance to the readiness of implementing MYP IB because gender is not a potential bias that would affect the results and findings in this study. As indicated in the results, other factors might contribute towards the readiness of the teachers.

Another test was conducted to determine the significant difference based on academic qualifications. Two options were given during data collection: the bachelor's degree and the master's degree. It was known from this study that the master's degree holders have higher mean rank (30.32) compared to the bachelor's degree holder (27.89). Similarly, the findings with regards to the academic qualification factor showed that Z is -0.483 and p>0.05, which corresponds to no significant difference between the teachers' perceptions based on their academic qualifications. The master's degree holders possess high quality knowledge and experience, thus affected their readiness towards implementing the new program. This remark would be a reasonable explanation for this finding.

Kruskal Wallis H test was conducted on the demographic factors of teaching experience, field and age. Findings showed, the individuals surveyed with working experience between 11 to 20 years gave the highest mean rank. A rather unexpected outcome was that despite the long teaching experience, the results indicated no significant difference on the teachers' perceptions. The chi-square value was found to be 7.297 and $p>0.05$. This finding is inconsistent with the claim by Sii Ling Mee Ling (2013) who found otherwise. It was known from the study that there was significance in the transformational leadership with the teachers' commitment in Sarawak. Basically, teaching experience influenced the readiness which implies, the longer they stay in service the better they are in readiness towards change. The study population of Sii Ling Mee Ling (2013) might have the positive value that directed them towards the right path in their career and professional development.

The feedbacks from the teachers aged above 50 have resulted in the highest mean rank and the lowest mean was seen from those aged above 25. No significant difference of the teachers' perceptions based on age. The p value was 0.186 ($p>.05$) and the chi-square value was 6.184. To conclude this finding, younger teachers showed lower readiness towards change. The findings are somewhat surprising due to the fact that the highest mean was contributed by those nearing retirement. A possible explanation could be that the senior teachers prefer a new education system which is different from the methods that they have been using for decades of service. However, these findings were specific on the teachers of MRSM Balik Pulau.

Findings showed that Science field has highest mean rank and the value is 30.45. Meanwhile the p value is .341 and chi-square indicates 3.350.The findings showed there is no significant difference on teachers' perception based on the field. Again, field of work has no significance in readiness for change.

As a conclusion the findings showed that all demographic factors have no significant difference on teachers' perception on readiness in implementing MYP IB.

5.7 Relationship between transformational leadership practice and teachers' readiness.

Findings showed that there are correlations between the principal's transformational leadership practice and the teachers' readiness in implementing MYP IB. In the 'Strengthens school culture' dimension, the value of mean was found to be 0.607 which was highest among other dimensions.

In general, a part of the principal's role is to strengthen the school culture and a principal is expected to advocate the employees by treating them professionally. Harrinton *et al*., (2011) mentioned, becoming a transformational leader would provide the power to influence people, team and organization.

A principal should promote and influence teachers to be involved with change and ready for any possible outcome. Furthermore, effective communication, promoting a caring atmosphere and the teachers' readiness are interrelated to each other. Despite the low to moderate correlation between all dimensions, it is still relevant to expect a positive outcome from the teachers' readiness in the principal's transformational leadership in implementing MYP IB.

A previous research conducted by Abdullah Derahman (2010) found that there was a significant correlation between transformational leadership practice, cognitive readiness and the change in work culture. This merely indicates that the correlations between transformational leadership and readiness is always present.

Taken from the statistical analysis, the correlation between the principal's transformational leadership practice and teacher readiness is 0.615 which refers to a moderate correlation. The teachers are significantly ready for change, but their readiness would increase eventually.

As a conclusion, there is a relationship between the principal's transformational leadership practices and the teacher's readiness for change. From the data and findings, the correlation was positive and reflected that a high influence of transformational leadership would also increases the teacher's readiness and vice versa.

5.8 Conclusion.

An overall conclusion for research question 1 is, the most prominent dimension of transformational leadership is 'Hold high performance expectations'. The findings were supported by several studies that conducted before.

For research question 2, the level of teachers' readiness is high. The finding has been compared to previous studies. Some studies showed a moderate level of readiness and others showed a higher level.

In research question 3, teachers' perceptions on principal's transformational leadership practice for all demographic factors are not significant except gender. However for the teachers' perceptions on readiness towards change, all demographic factors are not significant, $p > 0.05$

For research question 4, the relationship between transformational leadership practice and the teachers' readiness was identified. The correlation was positive in value and resulted with a moderate correlation, based on the correlation table (Chua, 2013).

CHAPTER 6

IMPLICATIONS AND RECOMMENDATIONS

6.1 Introduction

The research has revealed the prominent dimensions of transformational leadership and indicated the relationship between principal's transformational leadership practice and teachers' readiness in implementing Middle Years program (MYP IB) at MRSM Balik Pulau, Penang. The level of teachers' readiness is reported high according to the findings from the descriptive analysis and the mean is valued at 3.87 out of 4.00. The findings also showed that there is no significant difference of teachers' perceptions of principal's transformational leadership practice and teachers' readiness based on demographic factors.

6.2 Implication to the researcher.

In general, this study has opened up a new dimension in researcher career path. Research methodology and the instruments used have led researcher to explore this research deeper. Researcher was deeply engaged in the process of understanding results and findings that have been gathered. Results obtained are very beneficial to the self-development and professionalism of the researcher.

Writing the literature review has driven the researcher to attempt at maximizing his thinking and opened pathways to open-mindedness. Previous research studies on this

issue also served as an encouragement for the researcher to explore more on leadership management. The researcher also feels that the implications of this study are very significant to the work of school leaders in the current context. This interest extended as a motivation for the researcher to get as much knowledge through reading, discussion, sharing of information, and exchange of strategies and ideas with renowned experts from all over the world.

This study is significant to the researcher as findings of this study may lead to new knowledge, assumptions and suggestions for future plans; especially regarding the implementation the MYP IB program at this college. Researcher now understands that a leader is seen as an innovator and motivator at school while the reluctance of leaders to lead an organization to excellence will bring down the education system. Researcher also understands that in educational leadership, collaboration in an organization is much-emphasized.

6.3 Implication to MARA

This research has a significance on MARA specifically for the Secondary Education Division in responding to this change. One of the implications is the understanding that MARA is to obtain more information on the principals and teachers who are involved in this programme. Principals with good transformational leadership criteria will help MARA to move forward while also act as an inspiration and motivation to other teachers.

It is also important for MARA to survey the readiness of the teachers with regards to the programmes which MARA has planned, so that MARA can react professionally in fulfilling every request in order to improve the program. This new program is important as a step forward to place MARA as a global player for education excellence and for

that, MARA teachers must be prepared and trained to face the challenges ahead of them. MARA will benefit from the findings of this research as they will inform the organization of the current situation and future plans.

6.4 Implication to other researchers

This study is expected to contribute to the discovery of new knowledge. Contributions in the world of research is meaningful even a study of this small scale. It may be beneficial for other researchers to compare findings and analysis among them to find answers to many questions in this area of study. From all we know, research in social science is a vast and complex area.

In this globalized world, many discoveries in the field of research have opened up new dimensions in the study of many different issues. Other researchers can also use findings from a small-scale research like this to improve on the research methodology, finding and discussions. For example, they could use the information and findings from this research to make comparison or to relate different point of views that can possibly enrich data and findings.

From these findings, this research could help novice researchers in determining which dimension would be the most prominent among all transformational leadership dimensions that have been outlined by previous researchers.

Findings of this research showed that the most prominent dimension among the different transformational leadership dimensions would influence the readiness and preparedness of the teachers towards change. This information can help researchers to understand the issue and relate it to the other findings. Consequently, this will definitely help their organizations to develop from time to time.

6.5 Recommendations

6.5.1 Large scale.

A research on this issue should be done on a larger scale. At the moment, there are three MRSMs involved in MYP IB which are MRSM Balik Pulau, Sandakan and Pontian. This research only had 56 respondents in reference to the Morgan and Krejcie's study. A larger sample would be useful because from that we can make better generalization on the issue of principal's leadership practice and teachers' readiness in implementing new programme. The number of participating teachers would increase up to 200 teachers if all three colleges were to take part.

Similar research should also be conducted with students as participants. As a suggestion, fellow researcher can include 450 students as the pioneer batch. The research question can focus on the level of students readiness towards change. Findings from this research can help researcher to expand their understanding and knowledge of transformational leadership and change in school.

6.5.2 Further studies

In the future, it is expected that further studies can be carried out in this field of leadership research. Research should not only be limited to the surface knowledge of transformational leadership and readiness in implementing new program, but go deeper in discussing the issues and arguments from various perspectives.

For example, the discussion could focus more on the effects of the MYP IB to the students and how the school as well as teachers are benefited from the new program. It is advisable to establish more research questions that can help researcher to explore more on leadership practice.

6.5.3 Qualitative research and mix method

Future studies need to be conducted using a design which combines both qualitative and quantitative approaches. This research design is called a mix method research.

In general, quantitative research can only reveal statistical findings for questions such as whether the readiness of the teacher, the principal transformational leadership level and whether there are significant differences in certain aspects of the research. Qualitative research can help the researcher to examine more closely just how much transformational leaders can impact on students' education and what impact the MYP IB has on the students and society. In addition, qualitative research can provide triangulation to strengthen previous findings.

6.5.4 Conclusion

It is hope that the research will become a useful tool to the researcher and MARA in order to improve on the current programme. Any knowledge and information is vital as a step forward in enhancing the quality of the programme.

From this point, researcher must look at the findings more critically and try to make informed assumptions based on the findings as well as relating them to past studies. Researcher is also expected to look forward to reading more articles and journals that can lead the researcher to new discoveries or problems.

This research must be seen as a first step for the researcher to explore more on educational leadership. Significantly, a further research should be conducted to strengthen the findings and expand current knowledge.

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OPERATIONAL DEFINITIONS

The following terms used in the study are operationally defined as ;

Leadership

Leadership is about organizing a group of people to achieve a common goal. Bob Prieto(2012). Leadership is a process of encouraging an individual or a group of people towards a vision and involve emotional and moral .On the other hand leadership is a behaviour of a leader who shows the right path to the followers in achieving target.

Transformational leadership

Transformational leadership refers to the awareness created by a leader and involve culture, thoughts and paradigm shift. According to KY Ting(2009) transformational leadership sparked a change in attitude and thinking and it is starting with awareness. More over transformational leadership discuss about change and the implications towards change.

Readiness for change

Readiness from *Kamus Dewan* (Malay Dictionary) is defined as a willingness to do something. Meanwhile it is a process of change involving emotions and perceptions as well as attitude. Readiness is a key factor of the successful of the organisations.

Hold high performance expectations

Huen Yu(2002) mentioned that "hold high performance expectations" is a behaviour of leader's expectations for excellence, quality and high performance on the part of staff. A leader who expects the subordinates to perform and contribute more to the organisations.

Models behaviour

"Setting examples for staff to follow that are consistent with the leaders espouse".Huen Yu(2002). A leader who always be a role model to all staff by doing things rather than talking and giving instructions.

Provides individualized support

A principal who shows respect and always appreciate teachers and always care about their feelings and needs. Provides individualized support celebrates the diversity and complexity of teachers and staff.

Provides intellectual stimulation

A principal who always challenge the teachers to study on the assumptions about their duties and revise on the task given. "Provides intellectual stimulation" encourage teachers to think of their role and always open for improvement.

Strengthens school culture

"Developing shared norms, values, beliefs and attitude among staff and promoting mutual caring and trust among staff." Huen Yu et al(2002). The good culture is important to drive the schools by strengthening their capability of doing right things and the spirit of togetherness.

Building collaboration

An opportunities for teachers to participate in the decision making for both classroom and school wide issues. Teachers are given an opportunity to involve in giving ideas and opinion. On the other hand teacher's voice is heard and the leader is always consider the teachers as an asset to the school and organisations.