Readiness of Change Leadership Practices in the sustainability of International Baccalaureate Diploma Program (IBDP) in MARA College

Satinah Awang¹*, Kenny Cheah Soo Lee¹ and Chua Yan Piaw¹

¹Institute of Educational Leadership, Faculty of Education University of Malaya, Jalan Universiti, 50603 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur.
*Email: satinah2016@siswa.um.edu.my
Phone: +60379675028; Fax: +60379547551

ABSTRACT

This qualitative study aims to explore readiness of change leadership practices in the sustainability of International Baccalaureate Diploma Program (IBDP) in MAJLIS AMANAH RAKYAT (MARA) College. Semi-structured interviews were conducted with 20 respondents consisting of top-level leaders and seniors teachers in MARA College. The objective of this qualitative exploratory case study methodology is to examine in-depth the readiness of change leadership practices to sustain IBDP in MARA College. The findings show that top-level leaders and seniors teachers in various subjects experienced three deductive themes readiness of change which are unfreeze, change and refreeze in maintaining the sustainability of IBDP in MARA College. From the interview, inductive code emerged tabulated as a network and table.

Keywords: Readiness of change; Leadership Practices; Sustainability of IBDP.

INTRODUCTION

Leadership is defined as a source of social and informal influence used to inspire action taken by others. This means that leadership moves others to fight for the same goals. Leaders help individuals to take collective action in the organization (Norris & Poulton, 2008). This study aims to clarify the concepts of change in leadership, acceptance of change in order to sustain in MARA College. According to Armenakis, Harris &
Mossholder (2006) leader as a change agents can influence employees' willingness to change within the organization. This is supported by Freiberg (1999) on the importance of leadership in establishing good schools by creating a good school climate, improving and maintaining a conducive learning environment. In contrast, Isa, Muda, Ibrahim & Mansor (2017) opined that the success of school not only depends on the school leadership, but also the teachers as a key contributors to the success of the school organization. Based on Armenakis et al., (2006), there are four important ways to apply leadership readiness in the organization. First, the willingness of leader to respond to the beliefs, attitudes, and desires of their subordinates within the organization. Second, the influence of strategy and the importance of a leader's credibility in being a leadership agent in adapting the process of readiness among members in the organization. Third, the combination of needs and willingness of subordinates to accept change whether proactive or reactive. The fourth step is to create readiness for change and described as permanent in leadership practices.

BACKGROUND OF STUDY

This research focuses on the readiness of change leadership practices in the sustainability of International Baccalaureate Diploma Program (IBDP) in MARA College. Past research identified three process involved in readiness of change which are unfreeze, change and refreeze (Lewin, 1947; Armenakis, Harris & Mossholder, 1993; Armenakis, Harris & Mossholder, 2006; Cummings, Bridgman & Brown, 2016).

THEORETICAL FRAMEWORK

Although this study uses the qualitative methodology, some references on theories are important to form the foundation for understanding in three major aspects of readiness of change (Cheah, 2019). In this article researcher focus on the emergent of inductive code from the context of IBDP in MARA College. In the context of this research, the researcher has taken three steps as a theoretical guide in order to study in depth readiness of change leadership practices in the sustainability of IBDP in MARA College.
Lewin's (1947) model of change involves three processes, namely, unfreeze, change and refreeze. Unfreeze is the process before changes are made. This model represents a very simple and practical model for understanding the process of change. According to Lewin (1947), the process of change requires the dissemination of information that change is needed in an organization. Based on Shirley (2013) this model is still widely used and serves as the basis for many modern change models.

Many attempts at organizational change have failed because subordinates that focus on change are not ready to change (Norris & Poulton, 2008). In this study, change in leadership is focused on teachers and staff. According to Norris et al., (2008) there are several important priorities to focus on change, namely, 1.) Communicating a Plan for Change, 2.) Develop a Sense of Urgency, 3.) Building a Coalition, 4.) Provide Support, 5.) Allow Employees to Participate, 6.) Executing Change, 7.) Continue to Provide Support and 8.) Create Small Wins.

In order changes can be implemented, it must go through an initial process, that is unfreeze. Naturally any change that is either reactive or proactive will be counteract by sub-ordinate (Hussain S.T, Lei, Akram, Haider, Hussain S.H & Ali, 2018). Therefore communication is very important in all three processes. As usual, the more we know about

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**Figure 1:** The Three Stages Model Adopted from Kurt Lewin (1947).
the changes to come and understand, the important of changes the more we are to accept those changes and be motivated. Similarly Wanberg & Banas (2000) opined, when employees know what to expect, when, and why, they will feel more comfortable. Research shows that those who have more information about upcoming changes are more committed to change. In addition, in order to achieve successful change, leaders must not only be able to explain the changes that will occur but also to envision the overall change (Foks, 2015).

Cummings, Bridgman, & Brown (2016) further acknowledge that change is the process by which organizations must move to new situations. This process of change, referred to as a transition or move after unfreeze process. Whereas the implementation of this change involves refreeze process. This happens when the change becomes apparent. The final stage of the change model is referred to as refreezing to represent action taken to strengthen, stabilize and reinforce the new situation after the change. Changes made to the organizational processes, goals, structure, teaching and learning are being transformed into new routines within the organization.

The following objectives are designed in this study to address the readiness of change leadership practices in the sustainability of International Baccalaureate Diploma Program (IBDP) in MARA College.

**OBJECTIVES OF THE STUDY**

To explore the readiness of change leadership practices in the sustainability IBDP in MARA College. In corresponding to the above research objectives, the following research question is drafted for this study;

**RESEARCH QUESTION**

How the readiness of change leadership practices in the sustainability IBDP in MARA College?
METHODOLOGY

As mentioned earlier, this investigation aimed to explore the readiness of change leadership practices in the sustainability IBDP in MARA College. The qualitative approach method of inquiry was adopted for this study in relation to Miles and Huberman’s (1994) guide on qualitative research that aims to explicate the ways people react towards their daily life responsibilities.

DATA COLLECTION

In this case study, the primary source of data collection was the use of a semi-structured interview. For triangulation, additional data was also collected from secondary data that were related to the research such as yearly organisational reports from MARA College and past research worldwide. Data collection and analysis was also carried out simultaneously (Strauss, 1987; Glaser, 1978) in an iterative manner as the researcher began to understand the data in relation to reality.

FINDINGS

Findings on readiness of change leadership practices in the sustainability IBDP in MARA College shown in Figure 2. Readiness of change leadership practices consist of 3 process which are unfreeze leadership practices process, change leadership practices process and refreeze leadership practices process.

In the analysis of change leadership process, three sub-themes emerged which are role of leadership, employee involvement and knowledge sharing. Table 1 tabulated finding for contextual model of unfreeze leadership practices process themes. In the unfreeze process theme, principal more on open minded and follow the existing daily flow of school and organization.
Figure 2: Network from Atlas Ti, Readiness of Change Leadership Practices

Table 1: Contextual Model of Unfreeze Leadership Practices Process Themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Unfreeze</th>
<th>Suggested by</th>
<th>Density</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers need to adapt to the technology change in teaching aids.</td>
<td>R1, R2, R5, R7, R11, R15.</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher need to be equipped with latest discoveries of subject teaching to gratify for global changes.</td>
<td>R1, R2, R7, R11, R14.</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Principal explain responsibility of IBDP teacher in term of teaching and learning.</td>
<td>R1, R2, R3, R4, R5.</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Principal emphasized on the role of teacher in the IBDP.</td>
<td>R1, R2, R4, R5, R7, R10, R11.</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Principal unfreezing other method of teaching apply in the classroom.</td>
<td>R1, R5, R6, R9, R11, R12</td>
<td>6</td>
</tr>
</tbody>
</table>

Note for code: RE- Readiness, UFL- Unfreeze Leadership Practices, TEC- Technology

Analysis code RE-UFL-TEC: Teacher need to adapt to the technology change in teaching aids

Based on respondents, IBDP teacher need to be creative and move towards 21st Century Education in the teaching and learning. Nowadays teaching and learning focus on student’s centred rather than teacher’s centred. As a teacher in the IBDP, the change will give an impact especially to adapt the new method of teaching compare to convolutional method of teaching.
Analysis code RE-UFL-DIS: Teacher need to be equipped with latest discoveries of subject teaching to gratify for global changes.

IBDP is well known as program with latest discoveries for all subjects in the curriculum. Teacher adaption to the new discoveries is compulsory to meet IBDP requirements in the internal and external assessment.

Analysis code RE-UFL-RES: Principal explain responsibility of IBDP teacher in term of teaching and learning.

In the unfreeze process principal try to grasp teacher attention and introduce them changes in teaching aids. Teachers will be send to related workshop to gain knowledge for new teaching aids and latest discoveries in IBDP.

Analysis code RE-UFL-MTA: Principal unfreezing other method of teaching apply in the classroom.

In the concept of unfreeze process, principal explained the responsibility of teacher as primary resources for students to learn related subject in IBDP. Teacher as facilitator responsible to guide student and mould student from the national curriculum to international curriculum.

Next in Table 2, Contextual Model Change of Leadership Practices Process themes are categories into 3 sub-themes which are 1.) Role of Leadership, 2.) Employee Involvement and 3.) knowledge sharing.

Table 2: Contextual Model Change of Leadership Practices Process Themes

<table>
<thead>
<tr>
<th>Sub-Theme</th>
<th>Code</th>
<th>Unfreeze</th>
<th>Suggested by</th>
<th>Density</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of Leadership</td>
<td>RE-CHA-MPE</td>
<td>1. Principal managed to put everything in order.</td>
<td>R1, R2, R3, R6, R19.</td>
<td>5</td>
</tr>
<tr>
<td>Employee Involvement</td>
<td>RE-CHA-LPR</td>
<td>2. Principal faced resistant with the changes made</td>
<td>R1, R2, R4, R7, R11, R12.</td>
<td>7</td>
</tr>
<tr>
<td>Knowledge sharing</td>
<td>RE-CHA-CUR</td>
<td>3. Principal ensure teachers adapt to comprehensive curriculum that involves creativity, service and action</td>
<td>R1, R5, R8, R12.</td>
<td>4</td>
</tr>
</tbody>
</table>

Note for code: RE- Readiness, CHA-Change of Leadership Practices Process, CUR-Curriculum

Based on interviewed, the contextual change model of refreeze leadership practices themes are tabulated in Table 3.
Table 3: Contextual Change Model of Refreeze Leadership Practices Process Themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
<th>Refreeze Description</th>
<th>Suggested by</th>
<th>Density</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RE-RLP-5YR</td>
<td>1. Teacher need to be familiar with teaching aids to meet 5 years review of syllabus.</td>
<td>R1, R5, R7, R11, R13, R16.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>RE-RLP-IBO</td>
<td>2. Principal and teachers follow IBO guideline.</td>
<td>R1, R2, R8, R14.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>RE-RLP-GBC</td>
<td>3. Principal give a brief what is IBDP to candidate before they select IBDP.</td>
<td>R1, R2, R6, R7, R10, R11.</td>
<td>6</td>
</tr>
</tbody>
</table>

Note for code: RE- Readiness, RLP-Refreeze Leadership Practices Process, 5YR-5 years review

CONCLUSION

This three step process model gives a leader an idea of what implementing change means when dealing with people especially in the sustainability of IBDP in MARA College. Lewin (1947) model provide guidance on how to go about getting people to change as a deductive code in the unit of analysis. Inductive code that apply to the reality at MARA College can be used as reference to guide top management in managing IBDP in others school. Based on finding of the research, the key elements of readiness of change leadership practices in the sustainability IBDP in MARA College are within its leadership, communication, infrastructure, culture and systems

References


