

A STUDY OF TEACHERS' READINESS FOR CHANGE AND PRINCIPALS' TRANSFORMATIONAL LEADERSHIP PRACTICES

Thawdar Swe¹, Su Su Hlaing², Su Chan Myae³

Abstract

The aim of the research is to study the relationship between teachers' readiness for change and principals' transformational leadership practices. The participants in the study were 208 teachers and seven principals from seven public high schools in Theagone Township, Bago region. The purposive sampling method was applied to select only those principals who had served for at least two years in their current schools. And all teachers in these schools participated. Teachers' readiness for change was measured through the questionnaires which were modified based on the "Readiness for the Organizational Change Measure" developed by Holt, Armenakis et al. (2007) and its Cronbach α was 0.886. In addition, principals' transformational leadership practices were measured by using questionnaires which were modified based on the "Multifactor Leadership Questionnaire" developed by Avolio and Bass (2004) and its Cronbach α was 0.955. The pilot tests were undertaken with 57 teachers from two public high schools. The collected data were analyzed by descriptive statistics, the independent samples *t* test, One-Way ANOVA and post hoc analysis. The readiness of teachers for change and principals' transformational leadership practices were found to be moderately high in level. Among the personal factors of teachers, there was significant difference in *appropriateness* according to their age and there was also significant difference in *change efficacy* according to their total years of service. Moreover, there were significant differences in all dimensions of transformational leadership according to the age and gender of the principals. There was significant difference in *idealized influence* according to their total years of service. The schools which were highest and lowest in mean values were interviewed and results were found to be reflecting the quantitative findings with some variations. When the Pearson Product Moment Correlation was calculated, the *idealized influence*, *inspirational motivation*, *intellectual stimulation* and *individualized consideration* were found to be positively correlated with teachers' readiness for change. Moreover, the principals' transformational leadership practices were found to be positively correlated with teachers' readiness for change with the *r* value of 0.297 although it was not high.

Keywords: readiness for change, transformational leadership practices

Introduction

Change is inevitable. Every organization has to face with the unavoidable and undeniable changes. Cartwright and Schoenberg (2006) revealed that almost 70% of major change initiatives do not achieve their expected success. Clegg and Walsh (2004) suggested that the cause of poor effectiveness is the human side of change which is ignored. Readiness for change is generally regarded as the key for successful change efforts since it creates the positive energy needed by employees and it is the initial step for the desired change outcomes (Bernerth, 2004). Therefore, resistance can be overcome by creating readiness for change (Self, Armenakis, & Schraeder, 2007). Leadership is key in transforming organizations, and is the crucial aspect in the organizational change models (Kotter, 1995). Transformational leadership is concerned with the transformation of the organizations and the individuals within it and influence the followers to transcend their own self-interests for the interest of the whole group. Therefore, it is necessary and interesting to examine if the transformational leadership is related with the employees' readiness for organizational change.

¹. Student, M.Ed. 2nd year, Department of Educational Theory, Yangon University of Education

². Assistant Lecturer, Department of Educational Theory, Yangon University of Education

³. Lecturer, Department of Educational Theory, Yangon University of Education

Significance of the Study

The Myanmar Education System has been undergoing numerous large and small scale changes in education including the curriculum reform, new assessment grading system, learner-centred teaching methods, applying modernized e-learning tools, and restructuring the levels of grades. Ignoring the voice and attitude of teachers can turn the several interventions to unsatisfactory results. The inconsistency between behavioural change of change recipients and change itself can be blockage to the change (Hallinger & Bryant, 2013). The successful organizational change depends on sound leadership at multiple levels and by both formal and informal leaders (Mayner, 2017). And it can positively influence employee attitudes of resistance or positive attitude towards change. Given the need for a more collaborative, communicative, and empowering style of leadership, transformational leadership can reduce employee resistance to change during organizational change. The transformational leadership of the school principals can, therefore, create the conducive conditions for the teachers to prepare for the upcoming changes in the organization.

Main Aim

The aim of this study is to study the teachers' readiness for change and the principals' transformational leadership practices.

Specific Aims

1. To investigate the readiness levels of teachers for change
2. To study the variations of teachers' readiness for change in terms of their personal factors
3. To study the levels of transformational leadership practices of principals
4. To study the variations of the principals' transformational leadership practices in terms of their personal factors
5. To investigate the relationship between teachers' readiness for change and the transformational leadership practices of principals

Research Questions

1. What are the readiness levels of teachers for change?
2. Are there any significant differences in teachers' readiness for change in terms of their personal factors?
3. To what level do the principals perform the transformational leadership practices?
4. Are there any significant differences in principals' transformational leadership practices in terms of their personal factors?
5. Is there any significant relationship between teachers' readiness for change and the transformational leadership practices of principals?

Theoretical Framework

Readiness collectively reflects cognitions and emotions of the individuals to accept, and adopt the change for the purpose of changing the present situations. Therefore, the investigation of teachers' readiness for change will be based on the following dimensions proposed by Rafferty, Jimmieson, and Armenakis (2013).

1. *Appropriateness* – the extent to which members feel change is needed and the extent to which members feel the change would be beneficial to the organization
2. *Management Support* – the extent to which organizational members felt senior leaders support the change
3. *Change Efficacy* – the extent to which organizational members felt confident that they would perform well and be successful
4. *Personally Beneficial* – whether the change is perceived to be personally beneficial
5. *Affective Emotional Responses* – the individual's current and future-oriented positive affective emotional responses to a specific change event

The other part is the transformational leadership which is the process whereby a person engages with others and creates a context which can boost the motivation and morality of both the leader and the followers. The analysis of principals' transformational leadership practices will be conducted in term of the four factors of the transformational leadership as described by Bass and Avolio (1994). They are as follow:

1. Idealized influence
2. Inspirational motivation
3. Intellectual stimulation
4. Individualized consideration

Idealized influence: The behaviours of the transformational leaders make them to be the ideal models for the followers. Therefore, they are recognized as the admirable and trustworthy leaders. Followers like to emulate their leaders and believe that their leaders have extraordinary abilities, persistence and determination. Leaders consider the needs of others over their own personal needs and avoid using power for personal gain and use only when needed.

Inspirational motivation: The behaviors of the transformational leaders motivate and inspire the followers by rendering the meaning and challenge to their works. Esprit de corps among the followers are aroused. Enthusiasm and optimism are displayed. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision.

Intellectual stimulation: Transformational leaders promote the innovation and creation among followers by raising doubt about the assumptions, approaching old situations in new ways, and reframing the problems. Creativity is encouraged. New ideas and creative problem solutions are solicited from followers. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas.

Individualized consideration: Transformational leaders act as a coach or mentor while giving attention to the needs of the followers for achievement and development. They develop their followers to reach the higher levels of potential. They consider the needs of the individuals and create the learning opportunities for addressing these needs in the favorable climate. They recognize and accept the individual differences of the followers. However, followers do not feel they are being checked.

Limitation of the Study

As the Myanmar Education System has been dealing with many changes, this study will only study the teachers' readiness for the most prevailing changes in public including curriculum reform, new assessment grading, applying e-learning, and so forth. Among three levels of readiness, this study will emphasize only on the individual level of readiness for change. Moreover,

it is intended to administer the study only in public high schools in Theagon Township, Bago Region.

Definitions of Key Terms

Readiness for change is the extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace and adopt a particular plan to purposefully alter the status quo (Holt et al., 2007).

Transformational Leadership: Raising followers' level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes, transcending their own self-interest for the sake of the organization (Burns, 1978).

Operational Definitions

Readiness for change: this term here refers to how ready the teachers are to embrace the ongoing changes and the extent to which they are emotionally and cognitively prepared themselves for the pending changes in education. It consists of five dimensions such as appropriateness, management support, change efficacy, personally beneficial and affective emotional.

Transformational leadership practices mean the practices of high school principals in terms of inspirational motivation, idealized influence, intellectual stimulation and individualized consideration.

Methodology

Sample

For the quantitative study, two hundred and eight teachers and seven principals from seven Basis Education High Schools in Theagone township, Bago Region were selected as the sample to be used by using the purposive sampling methods. Only high schools in which principals were serving for at least two years in the present schools and all teachers from these schools were selected for this study. For the qualitative study, open-ended questions were conducted with all teachers from these seven schools. Moreover, fourteen teachers and three principals from three schools E, F and G which were selected based on the quantitative findings were interviewed.

Instrumentation

Readiness for change was measured by modifying "Readiness for Organizational Change Measure" developed by Holt et al. (2007). There are 34 items on five dimensions of readiness for change in the questionnaire for measuring readiness for change. They were measured by using four-point Likert Scale ranging from Strongly Disagree to Strongly Agree (1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree).

The instrument for measuring the transformational leadership practices of school principals was modified and constructed based on the "Multifactor Leadership Questionnaire" (MLQ 5X) developed by Avolio and Bass (2004). There are 38 items for four dimensions of transformational leadership. They were measured by four-point Likert Scale ranging from 'Not at all' to 'Always' (1=Not at all, 2=Sometimes, 3=Frequently and 4=Always). Moreover, there are four open-ended questions for readiness for change and three open-ended questions for transformational leadership practices. There are five interview questions for readiness for change and six interview questions for the transformational leadership practices.

Procedure

The instrument was constructed based on them while adapting the questionnaires developed by the scholars which are readiness for organizational change developed by Holt et al. (2007) and the Multifactor Leadership Questionnaire (MLQ) developed by Avolio and Bass (2004). The validity of the questionnaires was confirmed by the guidance and advice of ten experts from the Department of Educational Theory at the Yangon University of Education.

After that, the pilot test was carried out in order to measure the reliability of the instrument with the sample of 57 participants from two Basic Education High School in Yangon in the third week of September, 2019. And the Cronbach alpha value for the readiness for change is 0.886 and that for transformational leadership practices is 0.955. Then the additional corrections were made under the guidance of the supervisor. The questionnaires were delivered to the selected schools in Theagone Township, Bago Region in the fourth week of October, 2019.

Descriptive statistics, independent samples *t* test, one-way ANOVA, Tukey post hoc mean comparison and the Pearson Product Moment Coefficient were used to analyse the data. Moreover, answers to open-ended questions and interviews were read and analysed.

Findings

The present section details the findings from both quantitative and qualitative analysis of teachers' readiness for change and principals' transformational leadership practices.

Table 1 Mean Values and Standard Deviations Showing the Levels of the Teachers' Readiness for Change (N=208)

No.	Variables	Mean	SD	Remarks
1.	Appropriateness	3.17	0.27	Moderately High
2.	Management Support	2.99	0.34	Moderately High
3.	Change Efficacy	3.08	0.29	Moderately High
4.	Personally Beneficial	3.20	0.35	Moderately High
5.	Affective Emotional	3.05	0.24	Moderately High
Readiness for Change		3.10	0.22	Moderately High

Scoring directions: 1.00-1.75 = Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00 =High

According to the above Table (1), the mean value of the *appropriateness* was moderately high. That of *management support* was found to be moderately high. The mean values of *change efficacy*, *personally beneficial* and *affective emotional* were found to be high, too. Although they existed in the moderately high level, the *personally beneficial* was found to be higher than others. Therefore, it can be concluded that teachers had the moderately high level of readiness.

However, when the readiness of teachers for change was analysed in terms of their personal factors, there is no statistically significant difference in Teachers' Readiness for Change according to their *gender*, *qualifications*, *ranks*, *years of service in their current school* and *course attended*.

Table 2 One-Way ANOVA Results Showing Mean Values and Standard Deviation of Teachers' Readiness for Change According to their Age Groups (N=208)

No.	Variables	Age Groups	N	Mean	SD	F	p
1.	Appropriateness	≤ 30 years	17	3.19	0.27	3.628	0.014*
		31-40 years	50	3.07	0.27		
		41-50 years	51	3.24	0.24		
		≥51 years	90	3.18	0.27		
2.	Management Support	≤30 years	17	3.00	0.29	1.347	ns
		31-40 years	50	2.93	0.23		
		41-50 years	51	3.06	0.31		
		≥51 years	90	2.98	0.42		
3.	Change Efficacy	≤30 years	17	2.97	0.36	1.756	ns
		31-40 years	50	3.04	0.29		
		41-50 years	51	3.11	0.30		
		≥51 years	90	3.11	0.25		
4.	Personally Beneficial	≤30 years	17	3.22	0.26	.255	ns
		31-40 years	50	3.18	0.35		
		41-50 years	51	3.23	0.38		
		≥51 years	90	3.18	0.34		
5.	Affective Emotional	≤30 years	17	2.99	0.16	.621	ns
		31-40 years	50	3.03	0.24		
		41-50 years	51	3.06	0.27		
		≥51 years	90	3.06	0.23		
Readiness for Change		≤30 years	17	3.08	0.17	1.971	ns
		31-40 years	50	3.04	0.20		
		41-50 years	51	3.14	0.23		
		≥51 years	90	3.10	0.22		

Scoring directions: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

Table 3 One-Way ANOVA Results Showing Significantly Different Dimensions of Teachers' Readiness for Change Grouped by Age Groups (N=208)

Variables		Sum of Squares	df	Mean Square	F	p
Appropriateness	Between Groups	.760	3	.253	3.628	.014*
	Within Groups	14.249	204	.070		
	Total	15.009	207			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, ns = not significant

As shown in the above Table (2) and Table (3), there is no significant difference between the readiness levels of teachers for change grouped by their age except in the dimension *appropriateness* ($F(3, 204) = 3.628, p < 0.05$). In the *appropriateness*, the 41-50 age group was found to have the mean value of 3.24 which was higher than other groups.

Table 4 Tukey HSD Results Showing Multiple Comparison for the Appropriateness Grouped by Age (N=208)

Variable	Age Groups (I)	Age Groups (J)	Mean Difference (I-J)	p
Appropriateness	41-50 years	≤30 years	.05447	ns
		31-40 years	.17068*	.007**
		≥51 years	.06500	ns

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, ns = not significant

According to the Table (4), teachers who aged 41-50 were significantly different from the group of teachers who aged 31-40 years ($p < 0.01$) in *appropriateness* of the pending changes and had more positive attitude towards changes. Moreover, the mean value of the group of teachers who aged 41-50 years were found to be higher than that of other age groups.

Table 5 One-Way ANOVA Results Showing Mean Values and Standard Deviation Showing Teachers' Readiness for Change According to their Total Service Years (N=208)

No.	Variables	Total Service Year	N	Mean	SD	F	p
1.	Appropriateness	≤10 years	24	3.14	0.26	.589	ns
		11 to 20 years	83	3.15	0.26		
		21 to 30 years	30	3.18	0.30		
		≥31 years	71	3.20	0.27		
2.	Management Support	≤10 years	24	2.94	0.30	.716	ns
		11 to 20 years	83	3.00	0.25		
		21 to 30 years	30	2.93	0.45		
		≥31 years	71	3.02	0.40		
3.	Change Efficacy	≤10 years	24	2.91	0.35	3.625	0.014*
		11 to 20 years	83	3.08	0.26		
		21 to 30 years	30	3.11	0.31		
		≥31 years	71	3.12	0.26		
4.	Personally Beneficial	≤10 years	24	3.20	0.38	.109	ns
		11 to 20 years	83	3.19	0.32		
		21 to 30 years	30	3.23	0.44		
		≥31 years	71	3.20	0.34		
5.	Affective Emotional	≤10 years	24	2.99	0.17	1.602	ns
		11 to 20 years	83	3.03	0.26		
		21 to 30 years	30	3.04	0.17		
		≥31 years	71	3.10	0.24		
Readiness for Change		≤10 years	24	3.04	0.19	1.148	ns
		11 to 20 years	83	3.09	0.20		
		21 to 30 years	30	3.09	0.24		
		≥31 years	71	3.13	0.23		

Scoring directions: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

Table 6 One-Way ANOVA Results Showing Significantly Different Dimensions of Teachers' Readiness for Change Grouped by Total Service Year (N=208)

Variable		Sum of Squares	df	Mean Square	F	p
Change Efficacy	Between Groups	.852	3	.284	3.625	.014*
	Within Groups	15.980	204	.078		
	Total	16.832	207			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, ns = not significant

The above shown Table (5) and Table (6) present that there was no significant difference in readiness for change of teachers grouped by their total years of service except in *change efficacy* which was statistically significant ($F(3,204)=3.625, p < 0.05$). However, mean value of groups of teachers who had total service years of 31 and above was higher than other groups of teachers.

Table 7 Tukey HSD Results Showing Multiple Comparison for the Appropriateness Grouped by their Total Service Year (N=208)

Variable	Service Year (I)	Service Year (J)	Mean Difference (I-J)	p
Change Efficacy	≤10	11 to 20	-.17462*	.038*
		21 to 30	-.20139*	.045*
		≥31	-.21234*	.008**

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, ns = not significant

According to the Table (7), the perception of teachers of 1-10 years of service on their *change efficacy* was found to be significantly different from those who had 11-20 years of service ($p < 0.05$) and from those who had 21-30 years of service ($p < 0.05$).

The followings are the findings from the quantitative data analysis with regard to the transformational leadership practices of principals.

Table 8 Mean Values and Standard Deviations Showing the Levels of Transformational Leadership Practices of Principals (N=215)

No.	Dimensions	Mean	SD	Remarks
1.	Idealized Influence	3.42	0.51	High
2.	Inspirational Motivation	3.34	0.57	High
3.	Intellectual Stimulation	3.01	0.58	Moderately High
4.	Individualized Consideration	3.21	0.61	Moderately High
Transformational Leadership Practices		3.25	0.52	Moderately High

Scoring directions: 1.00-1.75 = Low, 1.76-2.50 = Moderately Low, 2.51-3.25 = Moderately High, 3.26-4.00 = High

The Table (8) presents that among the four dimensions, the *intellectual stimulation* which was moderately high was found to be lower in mean value than other three dimensions and the *idealized influence* which was high in range was found to be higher than others. In general, the transformational leadership practices of the principals of seven schools can be interpreted as moderately high.

Table 9 Independent Samples t Test Results of Transformational Leadership Practices Grouped by Gender (N=215)

Variables	Principals' Gender	N		Mean	SD	t	df	p
		N ₁	N ₂					
Idealized Influence	Male	127	4	3.55	.43	4.677	156.41	.000***
	Female	88	3	3.22	.55			
Inspirational Motivation	Male	127	4	3.43	.53	2.739	213	.007**
	Female	88	3	3.21	.60			
Intellectual Stimulation	Male	127	4	3.08	.53	2.388	213	.018*
	Female	88	3	2.89	.63			
Individualized Consideration	Male	127	4	3.32	.56	3.268	168.38	.001***
	Female	88	3	3.04	.65			
Transformational Leadership Practices	Male	127	4	3.35	.46	3.499	163.72	.001***
	Female	88	3	3.10	.56			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, ns = not significant, N₁=Number of Participants, N₂=Number of Principals

As shown above in the Table (9), it was found that there were significant differences in the practices of the male and female groups of principals in all four dimensions as well as in the overall transformational leadership practices. According to their mean values, the male groups of principals were higher than the female groups of principals.

Table 10 Independent Samples *t* Test Results of Transformational Leadership Practices Grouped by Total Service Year (N=215)

Variables	Principals' Service Year	N		Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
		N ₁	N ₂					
Idealized Influence	≤ 20	97	3	3.32	.42	-2.79	211.20	.006**
	≥ 21	118	4	3.50	.56			
Inspirational Motivation	≤ 20	97	3	3.34	.52	.135	212.86	ns
	≥ 21	118	4	3.33	.61			
Intellectual Stimulation	≤ 20	97	3	3.04	.55	.903	213	ns
	≥ 21	118	4	2.97	.60			
Individualized Consideration	≤ 20	97	3	3.17	.62	-.910	213	ns
	≥ 21	118	4	3.24	.61			
Transformational Leadership Practices	≤ 20	97	3	3.22	.48	-.663	213	ns
	≥ 21	118	4	3.27	.56			

p*<0.05, *p*<0.01, ****p*<0.001, ns = not significant, N₁=Number of Participants, N₂=Number of Principals

The above Table (10) details the results showing that there was no statistically significant difference between those who had the 20 years and under 20 years of service and those who had the service years of 21 and above, except in *idealized influence* at *p*<0.01 (*t*=-2.79, *df*=211.20). Nonetheless, there is no statistically significant difference in the principals' transformational leadership practices according to their *age*.

Table 11 The Correlations between Readiness for Change and the Dimensions of the Transformational Leadership Practices

Dimensions of Transformational Leadership Practices	Readiness for Change
Idealized Influence	.331**
Inspirational Motivation	.258**
Intellectual Stimulation	.263**
Individualized Consideration	.244**

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

The above Table (11) depicts that among the four dimensions of transformational leadership, the *idealized influence* was positively correlated with the readiness for change (*r*=0.331, *p*<0.01). Interestingly, the *intellectual stimulation* was found to have positive correlation (*r*=0.263, *p*<0.01) with the readiness for change. The *inspirational motivation* was found to be positively correlating with the readiness for change with the *r* value of 0.258 (*p*<0.01). However, the *individualized consideration* was found to have the positive correlation of *r*=0.244 with the readiness for change.

Table 12 The Correlations between Teachers' Readiness for Change and Principals' Transformational Leadership Practices

Variables	Principals' Transformational Leadership Practices	Teachers' Readiness for change
Principals' Transformational Leadership Practices	1	0.297**
Teachers' Readiness for Change	0.297**	1

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

Finally, the above Table (12) shows that according to Cohen (1998), there was medium strength of positive correlation between principals' transformational leadership practices and teachers' readiness for change as the Pearson Product Moment Correlation, r , was only 0.297 which was statistically significant at $p < 0.01$ although the effect size would only be less than typical.

Qualitative Findings

Findings on Teachers' Readiness for Change from Open-ended Questions

Appropriateness

Certain number of participants ($n=190$, 95%) agreed with the appropriateness of the changes. Teachers gave several reasons for that. Some answered that these changes would pave the way to the modern quality education system ($n=46$, 22.66%) and some answered they could make students to be better educated and all-round developed ($n=36$, 17.73%), promote the ability of students to have open communication and discussion, to be creative, to think critically, and to enjoy schooling ($n=27$, 13.3%) and changes would make teaching-learning process more successful and improved and they would bring good results ($n=11$, 5.4%). However, some teachers ($n=10$, 5%) thought changes were not appropriate for some reasons. Additionally, some teachers ($n=6$, 2.96%) said it was not appropriate because there were shortages of teachers and teaching aids and facilities.

Change Efficacy

The 54.5% of teachers ($n=108$) thought they were confident with their skills and competencies required to make changes. Among them, teachers answered that their own skills and competencies were sufficient to make changes successful ($n=69$, 35.2%), changes required them to read more books and learn more (5.56%, $n=11$) but some ($n=15$, 8.09%) responded that they had confidence on their own skills but they could not be enough to make changes and they would need to attend courses given by the Ministry. However, 46.4% of teachers ($n=92$) had admitted that they would need to upgrade their qualifications and skills in order to be able to participate in the change process. Among them, some answered that they decided to learn more to have sufficient qualifications and to learn from more qualified colleagues by discussing ($n=3$, 1.52%).

Personally Beneficial

The 70.5% of teachers ($n=139$) replied that changes had more benefits for themselves. Most of them answered that these changes made them more knowledgeable and read more books ($n=21$, 10.65%) and changes made their teaching more effective and these changes were refreshing ($n=3$, 1.5%). The 29.4% of the teachers ($n=58$) thought that changes were fruitful but gave some other complaints. Two teachers (1.0%) answered that advantages would be more if teaching aids were supported. And eight teachers (4.02%) said it would be time-consuming to teach with new

approaches, (n=6, 3.02%) they would have little time for their personal affairs and family, (n=6, 3.02%) there would be bad things like limiting their socio-economics status and income, (n=6, 3.02%). Some (n=20, 10.1%) described that they could not decide with regard to that question because advantages usually came with disadvantages.

Affective Emotional

Most of the participants (n=116, 59.5%) expressed their satisfaction with the pending changes. Among them, 46.7% of teachers (n=91) had the feeling of satisfaction with the changes. However, certain number of teachers (n=25, 12.8%) had both feeling satisfaction and some negative feelings towards changes. Some of teachers (n=5, 2.6%) said that although they felt stressed and anxious a bit, they were much satisfied with the changes. Conversely, two teachers answered that although there could be good outcomes, they were stressed (n=2, 1.02%). There were 76 teachers (39%) who developed only negative feelings about changes. Forty teachers (20.4%) expressed that they felt stressed. Some teachers (n=15, 7.7%) described that they had some feeling of anxiety and stress because of the burden of workloads and paper work. Some participants expressed that they got stressed because it was more time-consuming and the amount of teachers was insufficient (n=3, 1.5%). Seven teachers (3.6%) said they had no stress for the work of teaching but they felt very annoyed with the unnecessary paperwork.

Findings on Principals' Transformational Leadership Practices from Open-ended Questions

Among seven schools under the study, the transformational leadership practices of principals of only three schools – school E which had lowest mean scores in transformational leadership, school F, which had lowest mean scores in readiness for change, and school G, which had the high mean values in both, will be presented in brief.

Q-(1) How does the principal inspire teachers to do more than they think they can?

The principal of the School E explained in that she used persuasion method in order to make them able to perform for the better results. Thirteen of the teachers (31.7%) replied that she provided all necessary facilities for them to exert their effort to be able to do more than they could. The 22% (n=9) of the teachers remarked that she sometimes motivated them to do so. Four teachers (9.8%) observed that she instructed them to report to her if they had any requisites. One of teachers (2.4%) said that she discussed with each individual and gave encouragement to him. And she provided books and equipment necessary for the subjects taught. One teacher (2.4%) added that she allowed her to teach using teaching methods she liked while providing teaching aids as much as possible. One teacher (2.4%) boasted that she was grateful to her because she did not enforce the elderly like them other than the young. Two teachers (4.9%) complained that she was weak at providing facilities for their teaching. Five teachers (12.2%) told that she did nothing of that kind.

The principal of the School F explained in that she provided the necessary things for them. She counselled them to sharpen their personalities. She especially supported facilities for their teaching. Seven teachers (38.9%) also agreed that she gave guidance and other necessary facilities. The 16.7% (n=3) of the teachers also added that she motivated them through encouragement. Another three teachers (16.7%) replied that she provided necessary support and advice. Two of teachers (11%) said that she shared them general knowledge and she made teachers to have good communications between each other and she also provided guidance and necessary helps. A teacher (5.6%) also replied that she shared knowledge on the internet and asked teachers to imitate other smart schools. Another one's answered was that she asked him to read books (5.6%). Another one (5.6%) reported that she increased teachers' desire to be successful and she provided enough teaching aids.

The principal of the School G answered in that he motivated his teachers and asked them to do the tasks only after having them understand the nature of these tasks and also inspired them to always have the positive sign in their capabilities. The 41% (n=7) of the teachers in his school also agreed that he always encouraged them and shared the inspirational or motivational thoughts, and ideas. Two teachers (12%) said as well that he frequently holds the discussion and talks. Another two teachers (12%) replied that he supervised the teaching methods and gave directions for the necessary things. One of the teachers (6%) said he delegated tasks and made him take charge of them followed by encouragement. Another one (6%) also replied that he gave the necessary support to him. Another teacher (6%) said that he gave both advice and necessary supports to her. Another one (6%) also added that he encouraged her to try harder and better. A teacher (6%) also described that he worked by consulting and cooperating with teachers. One the teachers (6%) remarked that he modelled how to work as an exemplary figure while giving guidance to them.

Q-(2) How does the principal help teachers to be innovative and creative?

The principal of the School E did not reply to this question. But thirteen teachers in this school (31.7%) answered in that with regard to this, she frequently discussed with them and provided necessary things to create and innovate teaching aids. Nine of the teachers (22%) said that she gave them helpful advice. Three teachers (7.3%) added that she sometimes encouraged them to do so. A teacher remarked that she provided teachers with knowledgeable books. Another one (2.4%) replied that she trained her to be creative and innovative by giving her chance to do tasks she thought she could do well. Another one (2.4%) said that she held exhibition and competition. One teacher (2.4%) said that she trusted her to do everything good for the successful teaching and high achievement of students. But contrary to this, one teacher said that she was weak in doing so. And similarly, seven teachers (17.1%) reported that she did nothing concerning with that matter. Moreover, one teacher (2.4%) said that they all had no time for such things as being innovative and creative because they had to teach in order to finish in time, and examinations and the process of scrutiny were really wasting their time.

The principal of the School F answered that she encouraged teachers to do life-long learning and to be investigative in new things and she facilitated them providing necessary information. Five of teachers (27.8%) added that she shared new technologies, knowledge and new teaching methods found on the internet. Three teachers (16.7%) replied that she gave good advice, new ways and necessary things for them. Another three teachers (16.7%) also answered that she asked them to read books and she provided enough facilities for teaching aids. Another two teachers (11%) also commented that she gave supports and new ideas based on her experiences, study and knowledge. Two teachers (11%) replied that she helped them in creating teaching aids by giving helpful advice. One of the teachers (5.6%) said that she helped her develop her strengths and gave advice for her development. Another teacher (5.6%) remarked that she gave guidance with good examples.

The principal of the School G gave the answer to this question in that for that purpose, he got them to look at problems from different perspectives, got them to accept difficulties as challenges to overcome, held talk-giving ceremonies, consolidated old thoughts and visions for developing new ones and shared new thoughts and visions gained from the books and social networks and also asking them to explore. The 53% of the teachers in his school (n=9) reported that he advised and gave necessary supports for having desire to create and innovate. The 35% of the teachers (n=6) also recounted that he always urged them to read many books, and to do learning and he gave encouragement for what they have created. A teacher (6%) replied that he often held school meeting to help solve the problems of teachers and school affairs together. Another one (6%) also said that he first gave teachers the things to think and if some new and good ideas were given rise, he encouraged them to do them actually happen.

Q-(3) Does the principal know the strengths and weaknesses of teachers? If teachers have some weaknesses, how does the principal address them?

The principal of the School E replied that she knew theirs but she was understanding for their weaknesses and help them to correct their weaknesses. The 78.4% of teachers (n=29) in this school also agreed with that. She addressed their weaknesses in different ways (n=8, 19.5%), was very understanding and helped them solve their weaknesses (n=8, 19.5%), tried to give advice for their weaknesses (n=3, 7.3%), and tried to solve in a family-like manner (n=1, 2.4%). But seven teachers (17.1%) denied that she did not know their strengths and weaknesses. In the same manner, a teacher (2.4%) admitted that she did not know much about her.

The principal of the School F replied that she knew their strengths and weaknesses. For their weaknesses, she tried to help them correct theirs and she also discussed with them about their difficulties openly. Almost all teachers (94.4%) agreed with the principal's effort to know their strengths and weaknesses. She explained and discussed their weaknesses and asked them to correct them (n=8, 44%), gave advice for correcting them (n=2, 11%), tried to address their weaknesses by sharing her experiences and knowledge (n=2, 11%), and delegated tasks for her which were suitable with her strengths and weaknesses praised her strengths and gave guidance for her weaknesses (n=1, 5.6%). But one teacher said that she knew her weaknesses rather than her strengths and she gave advice regarding to correct them.

The principal of the School G answered that he knew their strengths and weaknesses very well. So he praised their strengths and encouraged them to develop those strengths. For weaknesses, they found solutions by discussion and helping and he asked them to see weaknesses as things to overcome but not as problems. All teachers (n=17) had the same opinion on the principal's knowledge about the strengths and weaknesses. He delegated tasks for them which were suitable with them and he helped solve their difficulties (n=5, 29%), discussed with them and gave encouragement for their weaknesses (n=4, 24%), helped with their weaknesses in different ways; sometimes by discussing, sometimes by giving guidance and sometimes by intervening in person (n=2, 12%), and he helped and sometimes intervened in person to address them (e.g. in teaching) (n=1, 6%), he might know but he never announced them publicly (n=1, 6%). One of the teachers remarked that the principal knew her strengths and weaknesses and helped with her weaknesses cooperatively and by giving guidance to her.

Findings from the Interview

When the teachers and principals were interviewed, their responses were found to be reflecting the open-ended answers. The teachers in the school E were found to have moderately high level of readiness and the transformational leadership practices of the principal in this school were also generally weak. The teachers in the school F could be evaluated as moderately ready for changes while the principal in that school was found to be weakly practising the transformational leadership as some of the major attributes of a transformational leader were missing. Finally, the teachers in the school G were found to have developed the high level of readiness for change and active to embrace the changes. Moreover, the principal of the school G was practising the transformational leadership quite highly compared to other principals in the study although some features of a really transformational leader could not be vividly found.

Therefore, according to the quantitative and qualitative findings, the teachers' readiness in the present study were found to be ready for changes although there are some objections because of the certain reasons. The transformational leadership practices were also found to be weak in general in the leadership of all principals in the present study. Moreover, as there is a positive correlation between the teachers' readiness for change and the principals' transformational leadership practices in their school, the findings also support the research objectives of the study.

Conclusion

Discussion

Teachers' background variables are weak predictors of the readiness for change, except total experience of teachers (Kondakci et al., 2017). Weak supports by the Ministry undermines the reciprocal relationship between change agents and change recipients. There is little access to the exact, sufficient, and effective high-quality communication and information about changes. Change recipients have the fear of the uncertainty, the unknown about what to expect about changes. Moreover, there is intense emotion of teachers working in the conditions of insufficient teachers and heavy burden of paper work. In addition to this, we had long decade without genuine changes or with the negative past experience about changes. Some teachers have self-doubt about their personal competencies. Additionally, the perception on the content of changes and value congruence between change agents and recipients will also play some roles in teachers' readiness. Moreover, principals do not have direct and feasible authority and responsibility to make changes to the ongoing processes of changes. They cannot participate in making decisions about changes. Challenges in the workplace aggravate the existing positive attitudes towards changes. There are vague preoccupied attitudes of change recipients towards change. In addition, the education system is still a centralized rigid organization where hard to accustomed to change culture. Finally, it is the cultural gap which makes the transformational leadership practices of the principals weak and different.

Recommendations

- Research on change readiness should always be done before implementing a big planned change and the investigation into the change readiness should always be done in order to enhance the effectiveness of the changes.
- Teachers having fewer years of service should be particularly given more encouragement of various forms so that they feel more confident that they can successfully perform the change processes.
- Feeling of the uncertainty and concern should be undermined through quality-communication and sufficient information and by providing the sufficient and timely supports including teaching aids and enough teachers with the respective specialization for co-curriculum subjects should be given.
- Principals need to address the above problems by intervening through the transformational leadership practices, be dependable, reliable companions for teachers for teachers in the long journey of change.
- As affective emotion of teachers is one of the major attributes of the change readiness, any conditions that make teachers feel something bad towards change should be eliminated or suppressed as soon as possible. The pleasant atmosphere in the workplace of teachers should be given considerable attention.
- The heavy workload of teachers should be reduced and burden of paperwork ought to be lessened. Otherwise the intense working conditions will create the certain resistance to changes however appropriate they are, however confident they are on their efficacy and however much supports are provided and however beneficial they are for them. Nonetheless, principals are the solely responsible persons for creating a pleasant atmosphere for teachers to work in.
- Principals should be equipped with the skills necessary to create the conditions conducive to the changes and to act accordingly with changes and to act in accordance with and to respond properly to the changes.

- The competencies of the principals should be sharpened through the most possible ways, especially, for the *intellectual stimulation* as it is positively correlated with the teachers' readiness for change and receptivity to change. The system should be mended to be flexible enough for the principals to have conditions in which they can practise them well.
- It is advisable that principals should practise the transformational leadership especially in the time of change while boosting the *inspirational motivation* as it was also positively correlated with the teachers' readiness for change.
- Kotter's eight steps of transforming an organization should be followed in order to have successful change process especially in the second step of forming a powerful guiding coalition, and the third step of creating the vision. Consequently, the loose management in the mechanism should be lessened by building a powerful guiding coalition.

Need for Further Study

It is advisable for the future researchers who would like to study the similar content with the present study that the readiness for change should be measured at different levels i.e. at organizational and workgroup levels by using different measuring instruments. Moreover, it is suggested to do this kind of study in primary and middle schools run by the government and other private schools in other parts of the country as the present study was done in high schools in Theagone Township, Bago Region. Besides, the future study ought to focus to find the factors which are affecting the teachers' readiness for change and which can boost the readiness for change. Last, according to the related findings and results sought by the present study, it would also be interesting to investigate the readiness for change or other change-related attitudes of the change recipients and other types of leaderships.

Acknowledgements

Firstly, I would like to pay my respectful thanks to Dr. Pyone Pyone Aung and Dr. Kay Thwe Hlaing (Pro-Rectors, Yangon University of Education) for their permission to carry out this study. I would like to express my heartfelt gratitude to Dr. Khin Mar Ni (Professor and Head, Department of Educational Theory, Yangon University of Education) and Dr. Phyu Phyu Yin (Professor, Department of Educational Theory, Yangon University of Education) and Dr. San San Hla (Retired Lecturer, Department of Educational Theory, Yangon University of Education) for their invaluable support and continuous encouragement for the completion of M.Ed. programme. I would also like to express my sincere and deep thanks to my supervisor, Dr. Su Su Hlaing (Assistant Lecturer, Department of Educational Theory, Yangon University of Education) and my co-supervisor, Dr. Su Chan Myae (Lecturer, Department of Educational Theory, Yangon University of Education) for their precious advices and expert guidance, encouragement, great kindness and critical remarks throughout the study.

References

- Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993). Creating readiness for organizational change. *Human Relations, 46*: 681-704
- Armenakis, A. A., Bernerth, J. B., Pitts, J. P., & Walker, H. J. (2007). Organizational Change Recipients' Beliefs Scale. *Journal of Applied Behavioral Science, 43*: 481-505
- Avolio, B. J. & Bass, B. M. (2004). Multifactor Leadership Questionnaire. Manual and sampler set. (3rd ed.). Redwood City, CA: Mind Garden
- Bass, B.M. & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: SAGE Publication
- Bernerth, J. (2004). Expanding our understanding of the change message. *Human Resource Development Review, 3*: 36-52
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Cartwright, S., & Schoenberg, R. (2006). Thirty years of mergers and acquisitions research: Recent advances and future opportunities. *British Journal of Management, 17*(S1): S1-S5
- Clegg, C. & Walsh, S. (2004). Change management: Time for a change. *European Journal of Work and Organizational Psychology, 13*(2): 217-239
- Hallinger, P. & Bryant, D. B. (2013). Synthesis of findings from 15 years of educational reform in Thailand: Lessons on leading educational change in East Asia. *International Journal of Leadership in Education, 16*: 399-418 doi:10.101080/13603124.2013.770076
- Holt, D., Armenakis, A. A., Feild, H.S., & Harris, S. G. (2007). Readiness for organizational change: The systematic development of a scale. *The Journal of Applied Behavioral Science, 43*(2): 232-255. doi:10.1177/0021886306295295
- Kondakci, Y., Beycioglu, K., Sincar, M., & Ugurlu C. T. (2017) Readiness of teachers for change in schools. *International Journal of Leadership in Education, 20*(2): 176-197, doi:10.1080/13603124.2015.1023361
- Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review, 73*: 59-67
- Mayner, W., S. (2017). Transformational Leadership and Organizational Change During Agile and Devops Initiatives. ProQuest LLC.
- Rafferty, A. E., Jimmieson, N. L., & Armenakis, A. A. (2013). Change readiness: A multilevel review. *Journal of Management, 39*(1): 110-135 doi:10.1177/0149206312457417
- Self, D. R., Armenakis, A. A., & Schraeder, M. (2007). Organizational change content, process, and context: A simultaneous analysis of employee reactions. *Journal of Change Management, 7*: 211-229