

District Education Department (PPD) Officials and Commitment to Change Practice

¹Azerai Azmi, ^{2*}Mohd Izham Mohd Hamzah, ³ Mohamed Yusoff Mohd Nor

ABSTRACT---Various efforts have been devised to plan educational changes such as the District Transformation Program as outlined in the Malaysian Education Development Plan 2013-2025. The District Education Department (PPD) officials are consistently committed to implementing these changes. The research is aimed to identify the level of implementation of the PPD Transformation Program, the level of commitment to change practices and to identify differences in the commitment to change practices based on the demographics of the PPD's officials. Descriptive survey method was used to gather information on the dimensions of the implementation of the PPD Transformation Program and commitment to change practices, while inferential survey was used to identify differences in commitment to change practices from the dimensions of affective commitment, continuation commitment and normative commitment based on demographics of PPD's officials. A total of 400 respondents comprising of education services personnel from 13 PPDs in Malaysia were randomly selected. The findings indicate that the level of transformation of PPD is at a very high level of implementation whereby the guidance management and mentoring dimension indicates the highest score (mean= 4.43; SD=.26), followed by the enculturation dimension (mean=4.41; SD=.23), new goal setting dimension (mean=4.38; SD=.25) and restructuring dimension (mean=4.36; SD=.22). Next, commitment to change practices for affective commitment dimension is at a very high level (mean=4.42; SD=.33), meanwhile, continuation commitment dimension (mean=4.14; SD=.42) and normative commitment (mean=4.29; SD=.35) are at a very high level. The findings also indicate that there is no significant difference between commitment to change practices based on the demographics of PPD officials. The findings of this research show that PPD officials are fully committed to change management regardless of age, academic qualifications, work experience at PPD and training attendance in relation to PPD Transformation Program.

Keywords--- District Transformation Program, Commitment to Change Practices, Age, Work Experience at PPD, Academic Qualifications and Training Attendance.

I. INTRODUCTION

Change must be implemented to ensure an organisation remains relevant although the nature of uncertainty is complex and dynamic, that often leads to difficulties and inaptness (Anuar, 2013). Changes in the education field began since the National Development Policy until the implementation of the National Vision Policy, which was aimed at solving economic, labour, and cultural, and racial issues. The change in the education is a national agenda that involves all education institution across the country. The macro-level change focused on the change

¹ Faculty of Education, National University of Malaysia, Bangi, Selangor, Malaysia,

^{2*} Faculty of Education, National University of Malaysia, Bangi, Selangor, Malaysia, izham@ukm.edu.my.

³ Faculty of Education, National University of Malaysia, Bangi, Selangor, Malaysia.

at the Ministry level, State level and District level education departments, respectively. Meanwhile, the micro-level change focuses on the management of a school.

Regardless of the type of change that is being made, the goal is the same, which is to ensure the quality of education in our country. In the context of recent changes, the Ministry of Education (MOE) has launched the District Transformation Program. The PPD is tasked to steer leaders at the school level by providing support and specific resources such as guidance, mentorship, supervision, and training to ensure that the leaders are able to overcome the challenges of change (Idris, 2014). Change can be successful if members of an organization are prepared and committed to accept and support change (Norshidah, 2011). There are a number of different situations to explain the commitment to change, such as the acceptance and support for change by a member in an organization to avoid any risk to its position. Further, acceptance and supporting change is important because it is an obligation and responsibility of the organization to succeed. Although there are different situations towards change, Anuar (2013) states in a study that the level of commitment by members of the organization towards change can be enhanced if the members understand the importance of implementing change and are knowledgeable on managing the change. Betty (2008) mentions that a commitment by members in an organization towards change is very vital because members usually have a high level a commitment, which would indirectly demonstrate high performance of work. This means that an organization is successful in implementing change because its members are committed towards the change.

II. PURPOSES OF STUDY

The purpose of this research is to identify the differences in commitment to change practices from the dimensions of affective commitment, continuation commitment, and normative commitment based on age, work experience at PPD, academic qualifications and training attendance. Meanwhile, the objectives of the research are as follows:

1. To identify the implementation of PPD transformation from the dimensions of restructuring, new goal setting, guidance management and mentoring as well as enculturation.
2. To identify the level of commitment to change practices from the dimensions of affective commitment, continuation commitment, and normative commitment.
3. To identify the difference in commitment to change practices based on age, work experience at PPD, academic qualification and training attendance.

The research hypothesis for the third objective is as follows:

H₀₁: There is no significant differences between commitment to change practices from the dimensions of affective commitment, continuation commitment and normative commitment based on age, work experience at PPD, academic qualification and training attendance.

III. METHODOLOGY

This research involved 400 education service personnel from thirteen District Education Department (PPD) in the country that were selected by random sampling method. The questionnaire included relevant items used to measure the level of implementation of PPD transformation, the level of commitment to change practices, as well

as differences in commitment to change practices from the dimensions of affective commitment, continuation commitment and normative commitment based on age, work experience in PPD, academic qualification and training attendance. The 5-point Likert scale research instrument is reliable because the overall Cronbach's alpha for this instrument was .915. In addition, the instrument has been subjected to a review of validity and content validity by three experts. The collected data were analysed using Statistical Package for Social Science (SPSS) version 23. This study uses the average mean score interpretation adapted from Jamil Ahmad (2002) to indicate the level of PPD transformation and the level of commitment to change practices. Meanwhile, the MANOVA analysis was used to identify differences in commitment to change practices based on age, work experience at PPD, academic qualification and training attendance. Prior to the MANOVA analysis, the researchers also ensured that certain conditions were observed such that the distribution of the study data was normal. In addition, the research also reviews data to determine whether covariances in homogeneous dependent variables or vice versa across all independent variables using Box's M (Box's M test of covariance) test to determine the variance-covariance matrix (homogeneity of variance-covariance). Subsequently, this research also conducted Levene's test (Levene's test of Equality of Error Variance) which aims to test the variability of the variants for each dependent variable group.

IV. RESULTS AND DISCUSSION

The descriptive analysis of this research includes mean value, frequency, and standard deviation for commitment practice construct in implementing PPD's transformation construct and the level of commitment to change practices. Next, the inferential analysis includes MANOVA analysis to determine the degree of differences in achievement of the demographic variables. The results of the analysis are discussed based on the research objectives as follows:

1) First Objective

To identify the implementation of PPD Transformation from the dimensions of restructuring, new goal setting, guidance management and mentoring as well as enculturation.

The table below illustrates the mean value, frequency, percentage, and standard deviation, which are based on the findings from analysis of respondents' feedback on the components in implementing PPD's transformation from the dimensions of restructuring, setting new goals, guidance management and mentoring, as well as enculturation.

Table 1: Mean score, frequency, percentage and standard deviation of PPD transformation implementation

<i>Components of Implementation of PPD Transformation</i>	<i>Frequency (Percentage)</i>					<i>Mean</i>	<i>Standard Deviation</i>	<i>Score Interpretation</i>
	<i>Mean Score</i>	<i>Mean Score</i>	<i>Mean Score</i>	<i>Mean Score</i>	<i>Mean Score</i>			
	<i>1.00- 1.80</i>	<i>1.81- 2.60</i>	<i>2.61- 3.20</i>	<i>3.21- 4.20</i>	<i>4.21- 5.00</i>			

Restructuring	0 (0)	0 (0)	0 (0)	103 (25.9)	297 (74.1)	4.36	.22	Very High
New Goals Setting	0 (0)	0 (0)	0 (0)	123 (30.8)	277 (69.2)	4.38	.25	Very High
Guidance management and mentoring	0 (0)	0 (0)	0 (0)	69 (17.3)	331 (82.7)	4.43	.26	Very High
Enculturation	0 (0)	0 (0)	0 (0)	64 (16.0)	336 (84.0)	4.42	.23	Very High
Overall	0 (0)	0 (0)	0 (0)	71 (17.9)	329 (82.1)	4.39	.19	Very High

Based on the findings in Table 1, implementing PPD's transformation from the dimensions of restructuring, setting new goals, guidance management and mentoring, as well as enculturation are at a very high implementation level. The guidance management and mentoring dimension indicates a high score (mean= 4.43; SD=.26), followed by the enculturation dimension (mean=4.41; SD=.23), new goal setting dimension (mean=4.38; SD=.25) and restructuring dimension (mean=4.36; SD=.22).

Specifically, the researcher identified that the level of PPD transformation in Malaysia, in general is at a very high level with a mean score of 4.39 (SD=.19). The overall analysis indicates that majority of PPD officials, 329 (82.1%) officials implement PPD transformation at a very high level (mean = 4.21 – 5.00) compared to 71 (17.9%) officials implement PPD transformation at a high level (mean = 3.21 – 4.20). This analysis indicates that the PPD officials in Malaysia implement PPD transformation.

The findings of this study are in contrast with the study by Izani (2014) who found the level of management in the education change is high. Similarly, the study by Anuar (2013) indicate the implementation of management change is high. Besides, research such as Zamri (2009), Lunenberg (2010), Davood (2011), and Ruth et al. (2012) also indicated that high overall mean for the implementation toward change management. However, other studies researched on the implementation of management change in the context of school organisation, meanwhile, the researcher researched on the implementation on management change in PPD. As the change in the PPD has only been implemented since 2013 and not many researchers have carried out the related research, thus, this research aims to fill the void.

2) *Second Objective*

To identify the level of commitment to change practices from the dimensions of affective commitment, continuation commitment, and normative commitment.

Table 2 illustrates the mean value, frequency, percentage, and standard deviation, which are based on the findings from analysis of respondents' feedback on the components in implementing PPD's transformation from the dimensions of affective commitment, continuation commitment, and normative commitment.

Table 2: Mean score, frequency, and standard deviation for affective commitment, continuation commitment, and normative commitment dimensions of commitment to change practices' standards

<i>Components of Commitment to Change Practice</i>	<i>Frequency (Percentage)</i>					<i>Mean</i>	<i>Standard Deviation</i>	<i>Score Interpretation</i>
	<i>Mean Score</i>	<i>Mean Score</i>	<i>Mean Score</i>	<i>Mean Score</i>	<i>Mean Score</i>			
	<i>1.00- 1.80</i>	<i>1.81- 2.60</i>	<i>2.61- 3.20</i>	<i>3.21- 4.20</i>	<i>4.21- 5.00</i>			
Affective Commitment	0 (0)	0 (0)	0 (0)	178 (44.6)	222 (55.4)	4.42	.33	Very High
Continuation Commitment	0 (0)	0 (0)	13 (3.3)	212 (53.1)	175 (43.6)	4.14	.42	High
Normative Commitment	0 (0)	0 (0)	0 (0)	231 (57.9)	169 (42.1)	4.29	.35	High
Overall	0 (0)	0 (0)	0 (0)	133 (33.6)	267 (66.4)	4.29	.22	High

Based on the findings in Table 2, commitment to change practices for the dimension of affective commitment, is at the highest practice level. The affective commitment dimension has the highest mean (mean=4.42; SD=.33), followed by normative commitment dimension (mean=4.29; SD=.35 and the continuation commitment dimension (mean=4.14; SD=.42).

Specifically, research indicates that the level of commitment to change in Malaysia, generally is at the high level with a mean score of 4.29 (SD=.22). Overall analysis indicates that majority of the PPD officials, 267 (66.4%) officials conduct commitment to change at a very high level (mean = 4.21 – 5.00), compared to 133 (33.6%) officials conduct commitment to change at a high level (mean = 3.21 – 4.20). This analysis indicates that PPD officials in Malaysia performs commitment to change in implementing PPD transformation.

The findings of this research are contrasting with Sii Ling and Mohammed Sani (2013), Farhana and Sailesh (2017), and Mohd Aizat et al. (2018) whereby commitment to change is at the moderate level. The researcher believes that difference is due to changes made in the PPD as a part of the national program and is a necessity as opposed to changes in the research that refer only to the schools being studied.

3) *Third Objective*

To identify the difference in commitment to change practices based on age, work experience at PPD, academic qualification and training attendance.

The research hypothesis for the third objective is as follows:

H01: There is no significant differences between commitment to change practices from the dimensions of affective commitment, continuation commitment and normative commitment based on age, work experience at PPD, academic qualification and training attendance.

In order to identify differences between the variables' dimensions on the demographic variables, the MANOVA analysis was employed. The analysis of this research presented in this section relates to differences in commitment to change practices based on age, work experience at PPD, academic qualifications and training attendance. The analysis of the findings is as in Table 3.

Table 3: MANOVA analysis of the difference of commitment to change practice dimension and commitment based on demographics

<i>Effect</i>	<i>Wilks' λ Value</i>	<i>F Value</i>	<i>DK Between Group</i>	<i>DK Within Group</i>	<i>Sig. (p)</i>
Age	.983	.762	3	396	.651
Work experience	.979	.950	3	396	.481
Academic qualification	.984	.688	3	396	.720
Training Attendance	.985	2.015	1	398	.111

significant at the level $p < .05$

Table 3 illustrates analysis findings of commitment to change for commitment to change based on the age of the PPD officials $F = .808$; $p = .490$ ($p > .05$), work experience [Wilks' $\lambda = .979$; $F(3, 396) = .950$; $p = .481$], academic qualification [Wilks' $\lambda = .984$; $F(3, 396) = .688$; $p = .720$] and attendance of PPD officials in training pertaining transformation [Wilks' $\lambda = .985$; $F(1, 398) = 2.015$; $p = .111$]. The obtained p value is greater ($p > .05$). Thus, the null hypothesis is rejected. Therefore, the results show that there are no significant differences between commitment to change practices among PPD officers based on age, work experience at PPD, academic qualification and training attendance. The findings of this research are also parallel with Sii Ling and Mohammed Sani (2013) who indicated that there is no significant difference between commitments and demographic factors such as teaching experience, status, as well as the service category. Meanwhile, Penyelidikan Jamelaa (2012) in a study conducted found significant difference between affective dimension such as age, experience, and an excellent principal position. Similarly, the study by Muna dan Atasya (2013) identified that age and work experience does not affect commitment. The findings of this research prove that PPD officers are fully committed to change management irrespective of age, academic qualifications, experience in working in PPD and attendance at DTP-related training.

V. CONCLUSION

In conclusion, as an institution which is part of the complicated and complex educational network, PPD comply to implement changes so that PPD Transformation is implemented. This research is aimed at enhancing the organisational values and professionalism of the staff as well and teachers and parents. The commitment to implement the PPD transformation program is well implemented by PPD officers irrespective of their background, academic qualifications, experience in working in PPD and attendance at relevant training. Commitment to change is essential to achieving world-class quality education goals. In this context, PPD officials are seen as positive, proactive and prepared with the knowledge and skills related to the new practices resulting from the implementation of the PPD Transformation Program.

REFERENCES

1. Anuar Salleh, (2013). Pengaruh Perubahan Organisasi Sekolah dan Komitmen Guru Terhadap Keuasan Kerja dan Tekanan Kerja. PhD thesis, Universiti Kebangsaan Malaysia, Selangor.

2. Betty Yuliani Silalahi, (2008). Kepemimpinan Transformasional, Motivasi Kerja, Budaya Organisasi, dan Komitmen Organisasi. *Jurnal Psikologi*, 2(1): 14-20.
3. Davood Sadeghi, (2011). Alignment of arganizational changes strategies and it relationships with increasing organizational performance. *Procedia Social and Behavioral Sciences*, 20: 1099-1107.
4. Farhana Mannan & Sailesh Sharma, (2017). Organizational Commitment of Secondary Schools Teachers in the Federal Territory of Kuala Lumpur. *Educational Leader (Pemimpin Pendidikan)*, 5: 75-87.
5. Idris Jusoh, (2014). Teks Ucapan Yang Berhormat Dato' Seri Idris Jusoh. *Persidangan Kebangsaan Pengurusan Pendidikan*.
6. Izani Ibrahim, (2014). Tahap Kecerdasan Emosi Pemimpin dan Kepimpinan Servant Serta Pengaruhnya Terhadap Pengurusan Perubahan di Sekolah. PhD thesis, Universiti Utara Malaysia, Kedah.
7. Jamelaa Bibi Abdullah, (2012). Amalan Kepimpinan Instruksional dan Sikap Terhadap Perubahan dalam Kalangan Pengetua Sekolah Menengah di Negeri Pahang. PhD thesis, Universiti Kebangsaan Malaysia, Selangor.
8. Jamil Ahmad, (2002). Pemupukan budaya penyelidikan di kalangan guru sekolah: Satu penilaian. PhD thesis, Universiti Kebangsaan Malaysia, Selangor.
9. Lunenberg, F.C. (2010). Forces for and Resistance to Organizational Change. *National of Educational Administration and Supervision Journal*, 27(4): 345-355.
10. Mohd Aizat Abu Hassan, Mohd Faizal Rabani, Mohamad Ekhwan Mohamad Shukor & Mohd Mastifino Abdul Majid, (2018). Sikap Guru Terhadap Perubahan dalam Sekolah di Malaysia: <https://www.researchgate.net/publication/327822043>.
11. Muna Mohd Bookeri & Atasya Osmadi, (2013). Produktiviti dan Hubungannya dengan Komitmen dan Kepuasan Kerja dalam Organisasi Pembinaan. *Komitmen dan Kepuasan Kerja*, 6: 1-15.
12. Norshidah Nordin, (2011). The Influence of Emotional Intelligence, Leaderships Behaviour and Organizational Commitment on Organizational Readiness for Change in Higher Learning Institution. *Procedia Social and Behavioral Sciences*, 29: 129-138.
13. Ruth Alas, Maris Zeanand Vilsan & Maaja Vadi, (2012). Management Techniques in Estonian Organizations: Learning Organizations and Business Process Reengineering. *Procedia-Social and Behavioral Sciences*, 62: 494-498.
14. Sii Ling Mee Ling & Mohammed Sani Ibrahim, (2013). Transformational Leadership and Teacher Commitment in Secondary Schools of Sarawak. *International Journal of Independent Research and Studies* 2(2): 51-65.
15. Zamri Kamarudin, (2009). Hubungan Antara Profil Organisasi Pembelajaran dan Kesiediaan Terhadap Perubahan. Master thesis, Universiti Utara Malaysia, Kedah.