This research examined how employees in Malaysian GLCs perceived employee involvement, as well as their attitude towards organizational change. In addition, the relationship between employee involvement, psychological empowerment, and attitude towards organizational change was also examined. A mediation model was derived to further test whether psychological empowerment mediated the relationship between employee involvement and attitude towards organizational change. A convenience sample of employees was attained from seven Malaysian GLCs located across the Klang Valley. These GLCs were involved in a diverse range of industries which includes banking, telecommunication, utility, construction, plantation and automotive. A survey questionnaire which consisted of a (1) demographic profile, (2) Power, Information Sharing, Performance-Based Rewards, and Training Scale (PISPT), (3) Psychological Empowerment (PE) Scale, and (4) Attitude towards Change (ATC) Scale, was used to collect data. With a usable sample size of 313, it was found through descriptive statistics that overall, the employees in Malaysian GLCs had a positive perception of employee involvement and also attitude towards organizational change. Through inferential statistics in the form of correlation, regression, and bootstrapping analysis, it is evident that employees perceived that employee involvement and psychological empowerment significantly predicted their attitude towards organizational change. Through the use of mediation analysis, it is evident that psychological empowerment mediates the relationship between employee involvement and one's attitude towards organizational change.

Today’s 21st century learning has witnessed a global shift in assessment which has observed a move from assessment of learning to assessment for learning in schools. Henceforth, beginning 2011, the Ministry of Education (MOE), Malaysia implemented the standard referenced educational system that witnessed the integration of formative assessment into teaching and learning practices. However, the implementation has been inhibited by problems such as misconception on the intention of the transformed policy, readjustment to teaching and learning approaches, alteration to assessment approaches, adopting a new reporting format and issues surrounding the validity and reliability of scorings and monitoring aspects. Moreover, research has further indicated that integrating assessment tasks into daily teaching and learning activities has been a challenge. Since, there is scant empirical evidence of significant studies conducted in Malaysia, this study aimed to investigate the implementation of standard-based performance assessment in Malaysian primary schools. Specifically, the study sought to examine teachers’ knowledge of standard-based performance assessment, their practises and challenges they faced in implementing standard-based performance assessment. Finally, the study also explored strategies to overcome these challenges. The study involved a total of 2 headmasters, 291 teachers and 530 students from two Grade A national primary schools from the state of Selangor in Malaysia. The respondents were selected based on a mixed random sampling technique. Data was collected through the use of measures such as survey, tests, students’ performance reports and interviews. The findings displayed that teachers knowledge was at the beginner level and they admitted they spend only half of their time practicing the needs of assessing student’s performance level. In essence, the findings of the study show that teachers across demographic variable were approximately undecided to define the problems they faced as challenges. Most of their problems were dominated by their belief factor. Consequently, there were many limitations on strategies undertaken by teachers and headmasters as it was confined to tasks assigned by the authority namely district and state educational offices. The findings of this study imply that better professional development and training need to be provided so that teachers can effectively adopt and implement quality standard-based performance assessment system into their 21st century classrooms.