

UNIVERSITI TEKNOLOGI MARA

**THE INFLUENCE OF RESISTANCE
TO CHANGE ANTECEDENTS,
DIALOGIC COMMUNICATION AND
ATTITUDE TOWARDS CHANGE ON
EDUCATION TRANSFORMATION
PROGRAMME**

AHMAD SYAHMI BIN AHMAD FADZIL

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of the requirements for the degree of
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AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student : Ahmad Syahmi bin Ahmad Fadzil

Student I.D. No. : 2015607204

Programme : Doctor of Philosophy (Business Management) –
BM950

Faculty : Business and Management

Thesis Title : The Influence of Resistance to Change Antecedents,
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Change on Education Transformation Programme

Signature of Student :

Date : February 2020

ABSTRACT

The current evolving landscape of education calls for a better change management. Nonetheless, the lack of valid and effective framework for managing change particularly in managing education transformation programme is a growing concern. The change failure rate still persists dominantly as any change event will likely to fail rather than to triumph. Among the key contributors to change failures are resistance to change and communication fiasco. Change resistance can manifest through many forms and additionally, there are numerous methods of communication that can influence individual attitude on organizational change. Consequently, there is an urgent need for better understanding these crucial variables of change. This research thus proposed a new conceptual framework in organizational change study by validated the antecedents of change resistance through taxonomical perspectives and have tested the mediation effect of dialogic communication between the resistance taxonomies and attitude towards change. The population of this study is narrowed-down to the primary and secondary public-school teachers residing in Selangor. Pre-test and pilot test were conducted to establish face validity and construct measurement validation. Data collection was then made via 400 self-distributed questionnaires in the parent study through multistage sampling technique. A total of 333 usable questionnaires were subsequently analyzed by using the current PLS-SEM technique and reporting procedures. The result showed that all the antecedents of change resistance were positively significant according to their respective taxonomies and dialogic communication was found to mediate change programme resistance taxonomy. The results suggested that the framework used in this study may provide a wider view of managing resistance to change and have provided additional insight of how dialogic communication can mediate change. This study is optimistic that the findings can contribute to the improvement of managing change, particularly on the education transformation programme.

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TABLE OF CONTENTS

	Page
CONFIRMATION BY PANEL OF EXAMINERS	ii
AUTHOR'S DECLARATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xiii
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvii
CHAPTER ONE: INTRODUCTION	1
1.1 Preamble	1
1.2 Introduction	1
1.3 Current Situation of Education In Malaysia	5
1.3.1 Government Transformation Program (GTP)	8
1.3.2 Education Transformation In Malaysia	8
1.3.3 Initiation of School Based Assessment (SBA)	13
1.3.4 Background of School Based Assessment (SBA)	14
1.3.5 The Importance of School Based Assessment (SBA)	16
1.4 Problem Statement	17
1.5 Research Gaps	19
1.5.1 Antecedents of Resistance To Change Taxonomy	19
1.5.2 Dialogic Communication	23
1.5.3 Attitude Towards Change	25
1.6 Research Objectives	28
1.7 Research Questions	28
1.8 Significance of Research	29
1.8.1 To The Government	29
1.8.2 To The Ministry of Education (MOE)	30
1.8.3 To The School Administrators	30
1.8.4 To The Teachers	31