



The Role and Challenges of Education Leaders Facing Change

Noor Syahida Abdullah¹(✉) and Muhammad Hussin²

¹ Gemang Primary School, Ayer Lanas, Kelantan, Malaysia
noorsyahidansa@gmail.com

² Faculty of Education, UKM, Bangi, Selangor, Malaysia

Abstract. This concept paper aims to discuss the role and challenges of education leaders facing change. The findings of previous studies indicate that effective change management for educational institutions can change with appropriate change implementation characteristics. However, its effectiveness will be difficult if their critical tendencies change. The latest challenge is the implementation of the COVID-19 Movement Control Order (PKP). Findings on the relationship between John P. Kotter's model of leadership change and the theory of planned behavior could have significant implications in change planning. The implications of this concept paper are expected to help the Ministry of Education Malaysia (MOE), State Education Department (JPN), District Education Office (PPD) and schools in the implementation of curriculum teaching planning in education planning. Findings of the study show that change management can achieve not only member behavior innovation but also member innovation. In conclusion, educators will face various challenges and issues in particular to provide a uniform curriculum education planning centrally. Changes in educational planning need to be made for improvement and to help improve learning performance in line with global change. The education system also needs to be improved to further strengthen learning in our country.

Keywords: Leadership change · Theory of planned behavior · Covid-19

1 Introduction

The practice of centralized education applied in Malaysia today is due to every decision related to policies and policies and the direction of their goals that have been planned by the Ministry of Education Malaysia (MOE). Therefore, to ensure that every planned aspiration can be implemented, then the leader is the most important individual who will ensure the success of its implementation. The leadership skills possessed by the leader teacher will be able to guarantee the success of the led organization.

Malaysia is one of the countries in the western Asia Pacific continent that has undergone many educational reforms and restructuring towards efficient education and school development (MacKinley, 2005). Therefore, the government always strives in planning,

designing and improving the national education system through the Ministry of Education. Education is also a key *critical success factor* to make Malaysia a rapidly developing country by 2020.

Today’s increasingly challenging and complex world has led to change and its planning needs to have a flexible nature. This means that every education leader has to play a role to change according to the current needs known as the millennium.

Today, the whole world has been shocked by the outbreak of the COVID-19 pandemic that is causing the whole daily routine to change. It starts from the basic aspects of personal and environmental hygiene, adhering to the *Standard Operating Procedure*, (SOP) to the Movement Control Order (PKP) which is enforced immediately worldwide. The changing role of education as an information agent and the basis for forming a smart society poses great challenges to the teaching profession (Abd. Rahim Abd Rashid, 2001). Therefore, leaders need to always be prepared in all aspects to face the changing world in order to act according to the real atmosphere and situation (Drucker, 2017).

2 Theory and Model

A. Theory of Planned Behavior (TPB), Agent 1991 Planned

Behavior is human behavior that is said to be a level of desire and behavior change to perform a certain action on a particular thing depending on a particular situation (Ajzen, 1991) (Fig. 1).

The theory of planned behavior (TPB) is a hypothesis that links a person’s beliefs to their actions. Individual intentions and behaviors are shaped by attitudes, subject norms, and perceived control over conduct, according to this idea. Icek Ajzen introduced this theory to increase the power of reasoned action theory predictions by introducing perceived behavioral control. This theory has been used to examine the link between beliefs, attitudes, behavioral intentions, and actions in disciplines ranging from advertising to healthcare, sports management, and sustainability.

Normative Beliefs and Subjective Norms

Individuals’ views of social norms pressures or related beliefs toward others that they should or should not engage in such actions are referred to as normative beliefs. Then, subjective norms are personal preconceptions about particular actions that are impacted

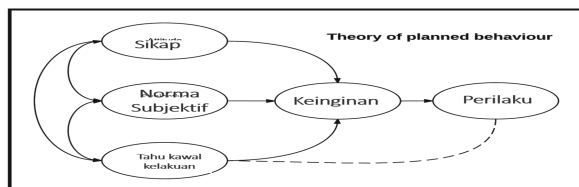


Fig. 1. Theory of Planned Behavior (TPB), Agent 1991 Planned

by the perceptions of significant individuals such as parents, spouses, friends, and instructors.

Control of Beliefs and Control of Perceived Behavior

Individual beliefs under the presence of variables that might assist or hinder behavior performance are referred to as beliefs under control.

Self-efficacy is philosophically linked to the idea of perceived behavioral control. Perceived behavioral control: the perceived ease or difficulty of doing a certain activity by an individual. Predicts that a collection of available control beliefs determines perceived control of actions.

Behavioral Intentions and Behaviors Behavioral

Intentions: markers of a person’s willingness to engage in a given conduct. It is seen as a precursor of imminent conduct. It is based on attitudes toward perceived behavior of subjective norms, and behavior control, with each predictor taking into account the relevance of the activity and hence the population of interest.

Behavior: an individual’s response to a certain target that may be seen in a specific scenario. According to Ajzen, behavior may be a function of intention and perception of behavioral control that is compatible in the control of perceived behavior, which is expected to reduce the influence of intention on behavior, so that good intentions only produce behavior when perceived behavioral control is strong.

B. John P. Kotter’s Model, 1996

Kotter’s Eight-Stage Process - A model that focuses on leadership change is the Eight-Stage Process by John Kotter (1996). The process begins with creating needs and ends by integrating change into the culture of an organization (Fig. 2).

The first step begins with identifying the need for change that is sufficient to generate the need. The need may come from a crisis. As such, a leader must build a team that has the influence and power to generate and drive change plans. The vision and strategy are formed for by the team and subsequently implement that vision.

Each member must understand the vision, after which, the leader and his team must deal with the roots that hinder every change. Once each obstacle has been removed, a thorough implementation will begin. In this move, leaders need to continue to achieve victories to boost confidence and provide opportunities for performance rewards. The next step the leader needs to produce is the overall change of the organization to realize

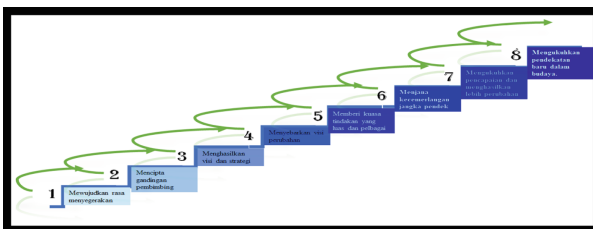


Fig. 2. John P.Kotter Model (1996). Source: Mohammed Sani I. and Mohd Izham MH Macro Change Management in Education.

the vision. When change is acceptable as part of the organizational culture, the steps of change are complete and perfect (Izham, 2012).

3 Literature Review

The threat of the COVID-19 pandemic has triggered a new historical shift, PKP. It is a major cause of learning disabilities worldwide. The teaching process has been affected causing learning goals not to be achieved as intended, because learning disruptions have occurred (Azlin, 2020).

A leader who consistently practices transformational leadership is a leader who has vision, is a catalyst, is motivated and goal -motivated, is far -sighted with his or her members, and creates better practices (Rolfe, 2011). This demonstrates that the leader is always prepared to deal with any changes that arise in the realm of education.

Organizational change is intended as a process of modifying sub-levels of the organization—the operating system—to meet organizational goals, such as organizational climate, technology, structure, decision-making processes, and management systems (Brown and Morberg, 1986).

Change is defined as a broad and multidimensional phenomenon that alters the organizational paradigm itself beyond a gradual level of improvement, with the change process modeled as a level of change in factors such as triggering change, planned changing strategies and techniques, confusion processes, and paradigms (Levy, 1988).

4 Discussion

From the study of the findings, it are often stated that leadership change drives organizational trust and improves organizational performance through stimulation and consideration (Kuhnert and Lewis, 1987). Conger (1999) defines transformational leadership as motivating members of a corporation to work and perform beyond expectations and emphasizes the need for high order. The role of innovative leader behaviors is critical with a fast -paced environment. Change leadership competencies are the actions, structures and effectiveness of leaders implementing change. Leaders have to ensure self -competence can change the organization in the process (Tai & Omar, 2013). In short, leaders are often defined as the transformation of leaders if they convey the vision of the organization to members and positively convert members of the organization through seamless interaction with members.

5 Issues in Malaysia

During the PKP period, working from home has become a new norm and the work culture has changed 360°. Home Teaching and Learning (PdPR) must also be passed by all teachers and students. The spiritual stability of a leader is very important and has been tested so that resilience and drastic action prove a leader of caliber. This is because the situation of PKP and the implementation of PdPR requires a leader who is competent

in performing tasks remotely, the supply of appropriate facilities and equipment, time management, and therefore the integrity of each individual.

Technology that's in line with current developments must always be mastered by every individual today. Online skills requirements are highly demanded like Google Meet, Google Classroom, Whatsapp, Youtube and therefore the like. It's a necessity in a new culture towards the digitization of society. Each individual should develop self-competence in the use of the most recent communication skills by exhibiting the appropriate attitude and characteristics, allowing the individual to overcome any obstacles and obstacles that may arise, allowing the communication process to be implemented effectively in any situation (Kapur, 2018). The necessity for digital skills has made online education contagious across the globe of education, including Malaysia, which is not immune to the COVID-19 pandemic's issues. Educators are encouraged to fully use these abilities by offering suitable online learning resources.

The examination culture has also changed with the implementation of PKP. KPM has decided to abolish the Primary School Assessment Test (UPSR) from 2021, while the Form Three Assessment (PT3) for 2021 has been canceled. This is to ensure that the MOE will comprehensively strengthen School -Based Assessment (PBS) and Classroom Assessment (PBD).

The implementation of PKP has changed the phenomenon of teaching and learning. The main challenge in facing this COVID-19 pandemic situation is how education leaders are able to act to motivate, facilitate and provide guidance to school people to continue to perform the task of educating their students online. Leaders who are able to act drastically are needed so that the motivation of educators is always at a normal level or higher than conventional methods. Therefore, the Malaysian Education Quality Standard 16 (SKPM) which contains four dimensions, namely the direction of leadership, organizational management, management of educational programs and student development must be applied according to current needs in future planning.

6 Implications on the Malaysian Education System

- I) **Policies** Education must be far -sighted, beyond the PKP. It should ensure that students from poor families, indigenous children, and special children are not marginalized from the learning process because they are among the students affected by the pandemic.
- II) **KPM** Provides appropriate learning portal platforms such as Webinars and Eduweb TV. Educational objectives and changes towards beyond examinations should be re -evaluated.
- III) **Training** Guidance in building a planning model based on the Malaysian context and culture. Various uses of ICT applications such as *Google Classroom*, *Whatsapp*, *Telegram*, *Google Meet*, *Video Conferencing* and more shall be expanded.
- IV) **Practice** Teachers and students should strive to develop knowledge independently in their mental structure and strengthen the knowledge of digital.

7 Conclusion

Trials and challenges within the world of education come one after another. The COVID-19 pandemic may be a global crisis that must be faced by today's leaders. Every leader must be serious about tackling every problem by implementing strategies appropriate to this crisis. The findings of this study on the relationship between the determinants of leadership change, inventive behavior, and innovation are likely to have policy implications in the Ministry of Education's formulation and implementation of an innovation policy (program). This research also claims to scientifically validate the usefulness of change management approaches in marketing organizational innovation and inventive behavior. As a result, leaders must be flexible in order to meet present and future demands. Leaders also have to make solid preparations to ensure that every change that is made transcends the boundaries of Education and human civilization. The cooperation and support of all stakeholders is needed to help the success of every change made. In addition, risk management must be implemented so that all levels of MOE can be prepared and act more effectively.

References

- Bahtiar, R. A., Ibrahim, S., Ariffin, H., Ismail, N. H., & Isa, W. M. K. W. (2020). Peranan Dan Cabaran Pemimpin Pendidikan Dalam Memastikan Matlamat Dan Agenda Pendidikan Dilestari Dalam Tempoh Perintah Kawalan Pergerakan (Pkp) Covid-19. <https://iab.moe.edu.my/bahanportal/pemberitahuan/2020/2>
- Ajzen, I. (1991). Teori tingkah laku terancang. *Tingkah Laku Organisasi dan Proses Keputusan Manusia*, 50(2), 179–211.
- Sung, W., & Kim, C. (2021). A study on the effect of change management on organizational innovation: Focusing on the mediating effect of members' innovative behavior. *Sustainability*, 13, 2079. <https://doi.org/10.3390/su13042079>
- Mattar, D. M. (2021). An organizational change with quarantined members. *SAGE Open*. <https://doi.org/10.1177/2158244020988851>
- Fauziah, Md. Y. (2020). Kerangka Konseptual Teori Tingkah Laku Terancang Sebagai Model Mengkaji Hubungan Tingkah Laku Aktiviti Fizikal Dalam Kalangan Guru Sekolah Rendah. <https://www.academia.edu/35563431/>
- Hamzah, M. I. M., & Hussin, S. (2010). Pengurusan Perubahan Terancang dalam Pembastarian Sekolah Proses Pelaksanaan Polisi Kuala Lumpur Universiti Malaya.
- Kementerian Pendidikan Malaysia. (2017). Dasar Pendidikan Kebangsaan Edisi Keempat Bahagian Perancangan dan Penyelidikan Dasar Pendidikan.
- Ibrahim, M. S., & Hamzah, M. I. M. (2012). *Pengurusan Perubahan Makro dalam Pendidikan*, Universiti Kebangsaan Malaysia. Accessed 8 April 2020. <https://www.ideas.org.my/pendidikan-sepanjang-krisis-covid-19/>. Accessed 8 April 2020
- <https://bernama.com/bm/tintaminda/news.php?id=1909566>. Accessed 9 Disember 2020
- <https://www.astroawani.com/berita-malaysia/upsr-mansuh-sepenuhnya-pt3-dibatalkan-295484>. Accessed 28 April 2021
- <http://www.astroawani.com/berita-malaysia/akses-komunikasi-tersedia-sepanjang-tempoh-perintahkawalan-pergerakan-234239>. Accessed 6 April 2020

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

