

**TRANSFORMATIONAL LEADERSHIP,
MINDFULNESS, READINESS FOR CHANGE
AND LECTURERS' COMMITMENT TO
TEACHING ENTREPRENEURSHIP IN
MALAYSIAN POLYTECHNICS**

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TEACHING ENTREPRENEURSHIP IN
MALAYSIAN POLYTECHNICS**

by

YEAP SOCK BEEI

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
ABSTRAK....	xv
ABSTRACT.....	xvii
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Study	2
1.2.1 The Emerging Transformation of Entrepreneurship in Malaysian Polytechnics	2
1.2.2 Transformational Leadership.....	4
1.2.3 Mindfulness	4
1.2.4 Readiness for Change	5
1.2.5 Commitment to Teaching	5
1.2.6 Entrepreneurship Subjects in Malaysian Polytechnics	6
1.3 Problem Statements.....	6
1.4 Research Objectives	9
1.5 Research Questions	10
1.6 Research Hypothesis	11
1.7 Significance of the Study	12
1.7.1 Theoretical Significance	12
1.7.2 Practical Significance	12
1.7.2(a) Lecturers	12

	1.7.2(b) Management of Polytechnics	13
	1.7.2(c) Policy Makers	13
1.8	Delimitation of the study	13
1.9	Operational Definition.....	14
1.9.1	Transformational Leadership.....	14
	1.9.1(a) Idealised Attributes	15
	1.9.1(b) Idealised Behaviours	15
	1.9.1(c) Inspirational Motivation.....	15
	1.9.1(d) Intellectual Stimulation	15
	1.9.1(e) Individualised Consideration	15
1.9.2	Mindfulness	16
1.9.3	Readiness for Change	16
	1.9.3(a) Change Self-Efficacy	17
	1.9.3(b) Appropriateness	17
	1.9.3(c) Management Support	17
	1.9.3(d) Personal Valence.....	17
1.9.4	Commitment to Teaching	17
	1.9.4(a) Teaching Identification	18
	1.9.4(b) Teaching Involvement	18
	1.9.4(c) Teaching Objectives.....	18
	1.9.4(d) Tendency towards Work Continuation	18
1.10	Organisation of Thesis	18
	CHAPTER 2 LITERATURE REVIEW	20
2.1	Introduction	20
2.2	Leadership	20
2.2.1	The Concept of Leadership in the Higher Educational Institutions .	20
2.2.2	The Nature of Transformational Leadership Behaviour.....	22

2.2.3	Definition of Transformational Leadership	24
2.2.4	Transformational Leadership in Higher Educational Institution	27
2.2.5	Transformational Leadership Theory	30
	2.2.5(a) Idealised Attributes	31
	2.2.5(b) Idealised Behaviours	31
	2.2.5(c) Inspirational Motivation.....	32
	2.2.5(d) Intellectual Stimulation.....	32
	2.2.5(e) Individualised Consideration	33
2.3	Readiness for Change	34
	2.3.1 Definition of Readiness for Change	34
	2.3.2 Level of Analysis of Readiness for Change	36
	2.3.3 Review of Theories of Readiness for Change	38
	2.3.3(a) Kurt Lewin's (1947) Change Model.....	38
	2.3.3(b) Model Readiness for Change by Holt et al. (2007)	39
2.4	Mindfulness	42
	2.4.1 Definition of Mindfulness	42
	2.4.2 Role of Mindfulness	45
	2.4.3 Mindfulness in Education.....	47
	2.4.4 Theories of Mindfulness	49
	2.4.4(a) Shapiro, Carlson, Astin, and Freedman (2006).....	49
	2.4.4(b) Bishop et al. (2004).....	49
	2.4.4(c) Brown and Ryan (2003).....	50
2.5	Commitment to Teaching.....	51
	2.5.1 Definition of Commitment to Teaching	51
	2.5.2 Theories of Commitment to Teaching.....	54
	2.5.2(a) Meyer and Allen (1997).....	54
	2.5.2(b) Pan et al. (2012)	55

2.6	Entrepreneurship	56
2.6.1	Definition of Entrepreneurship Education.....	56
2.6.2	Higher Education Entrepreneurship Development Policy.....	57
2.6.3	Higher Education Entrepreneurship Action Plan (2016- 2020)	58
2.6.4	Entrepreneurship Subjects in Malaysian Polytechnics.....	59
2.7	Previous Studies of Transformational Leadership, Commitment to Teaching Entrepreneurship, Mindfulness, and Readiness for Change	61
2.7.1	Transformational Leadership and Commitment to Teaching Entrepreneurship.....	62
2.7.2	Mindfulness and Commitment to Teaching Entrepreneurship.....	68
2.7.3	Mediating Role of Readiness for Change on the Relationship between Transformational Leadership and Commitment to Teaching Entrepreneurship.....	72
2.7.4	Mediating Role of Readiness for Change on the Relationship between Mindfulness and Commitment to Teaching Entrepreneurship.....	74
2.8	Research Gaps	77
2.9	Social Exchange Theory.....	78
2.10	Proposed Research Framework.....	81
2.11	Summary	84
	CHAPTER 3 RESEARCH METHODOLOGY	85
3.1	Introduction	85
3.2	Research Philosophy Consideration.....	85
3.3	Research Design.....	87
3.4	Research Variables	91
3.4.1	Independent Variables	92
3.4.2	Dependent Variable	92
3.4.3	Mediating Variable	92
3.5	Research Population	92
3.6	Phase One: Quantitative Method.....	93

3.6.1	Sample Size	93
3.6.2	Sampling Design.....	96
3.6.3	Instrumentation	97
	3.6.3(a) Transformational Leadership.....	98
	3.6.3(b) Readiness for Change	99
	3.6.3(c) Mindfulness.....	100
	3.6.3(d) Commitment to Teaching	101
3.6.4	Pre Test.....	101
3.6.5	Pilot Study	102
3.6.6	Validity of the Pilot Study	103
	3.6.6(a) Content Validity.....	103
	3.6.6(b) Construct Validity.....	104
3.6.7	Reliability of the Pilot Study	112
3.6.8	Procedures of Data Collection.....	113
3.6.9	Data Analysis Techniques	114
	3.6.9(a) Statistical Analysis.....	114
	3.6.9(b) Partial Least Square Structural Equation Modeling (PLS-SEM).....	115
3.7	Phase Two: Qualitative Method.....	122
	3.7.1 Sampling Design.....	122
	3.7.2 Sample Size	123
	3.7.3 Interview Protocol Development.....	124
	3.7.4 Pilot Study	124
	3.7.5 Trustworthiness	125
	3.7.6 Procedures of Data Collection.....	126
	3.7.7 Data Analysis.....	127
3.8	Ethical Consideration	128
3.9	Summary	129

CHAPTER 4 DATA ANALYSIS AND FINDINGS	130
4.1 Introduction	130
4.2 Phase One: Quantitative Research Findings	130
4.2.1 Response Rate.....	130
4.2.2 Profile of Participants	131
4.2.3 Descriptive Statistics	132
4.2.3(a) Transformational Leadership.....	133
4.2.3(b) Readiness for Change	133
4.2.3(c) Mindfulness.....	134
4.2.3(d) Commitment to Teaching	134
4.2.4 Common Method Variance (CMV).....	135
4.2.5 Assessment of Measurement Model.....	135
4.2.5(a) Assessment of Reflective Measurement Model.....	136
4.2.5(b) Assessment of Formative Second Order Construct	146
4.2.5(c) Testing of Second Order Construct.....	148
4.2.6 Assessment of Structural Model.....	150
4.2.6(a) Direct Effect.....	150
4.2.6(b) Mediating Effect	152
4.2.7 Summary of Hypotheses.....	153
4.3 Phase Two: Qualitative Research Findings.....	154
4.3.1 The Profile of Participants	154
4.3.2 Findings	155
4.3.2(a) Research Question 1	155
4.3.2(b) Research Question 2	160
4.3.2(c) Research Question 3	166
4.3.2(d) Research Question 4	172

CHAPTER 5 DISCUSSION AND CONCLUSIONS.....	177
5.1 Introduction	177
5.2 Overview	177
5.3 Discussion of Findings	178
5.3.1 The Influence of Transformational Leadership on Lecturers’ Commitment to Teaching Entrepreneurship.....	178
5.3.2 The Influence of Mindfulness on Lecturers’ Commitment to Teaching Entrepreneurship.....	182
5.3.3 The Mediating Role of Readiness for Change on the Relationship between Transformational Leadership and Commitment to Teaching Entrepreneurship.....	185
5.3.4 The Mediating Role of Readiness for Change on the Relationship between Mindfulness and Commitment to Teaching Entrepreneurship.....	188
5.4 Findings Implications	192
5.4.1 Theoretical Implications	192
5.4.2 Managerial Implications	193
5.5 Limitations	194
5.6 Recommendation of Future Studies	195
5.7 Conclusion.....	196
REFERENCES.....	198

APPENDICES

APPENDIX A: MODIFICATION ITEMS OF QUESTIONNAIRE

APPENDIX B: CONSENT FORM

APPENDIX C: INTERVIEW PROTOCOL

APPENDIX D: COMMON METHOD VARIANCE (HARMAN’S SINGLE-
FACTOR TEST)

APPENIDX E: PERMISSION LETTER FROM CENTRE OF RESEARCH AND
INNOVATION POLYTECHNIC

APPENDIX F: LETTER FROM HUMAN RESEARCH ETHNICS

APPENDIX G: PERMISSION LETTER OF USING INSTRUMENTS

APPENDIX H: QUESTIONNAIRE

APPENDIX I: SPSS RESULTS

APPENDIX J: OUTPUT OF MEASUREMENT MODEL AND STRUCTURAL

LIST OF TABLES

		Page
Table 3.1	Research Population Based on Polytechnics in Northern Region	93
Table 3.2	Population and Sample of the Study	94
Table 3.3	Items of MLQ Form 5X-Short	99
Table 3.4	Items of Readiness for Change Questionnaire	99
Table 3.5	Items of Commitment to Teaching	101
Table 3.6	Results of Exploratory Factor Analysis (EFA) for Transformational Leadership	106
Table 3.7	Results of Exploratory Factor Analysis (EFA) for Readiness for change	108
Table 3.8	Results of Exploratory Factor Analysis (EFA) for Commitment to Teaching	110
Table 3.9	Results of Exploratory Factor Analysis (EFA) for mindfulness	111
Table 3.10	Reliability Analysis of the Research Instruments	112
Table 4.1	Participants' Response Rate	131
Table 4.2	Profile of Participants	132
Table 4.3	Descriptive Statistics of Transformational Leadership (n=171).....	133
Table 4.4	Descriptive Statistics of Readiness for Change (n=171)	133
Table 4.5	Descriptive Statistics of Mindfulness (n=171)	134
Table 4.6	Descriptive Statistics of Commitment to Teaching (n=171)	134
Table 4.7	Results of the Assessment of Measurement Model	137
Table 4.8	Item Cross Loadings	141
Table 4.9	Discriminant Validity (Fornell-Larcker Criterion)	145
Table 4.10	Result of Formative Second Order Construct	147

Table 4.11	Results of Path Coefficient and Hypothesis Testing for Direct Path	151
Table 4.12	Effect Sizes for the Direct Effect	152
Table 4.13	Results of Path Coefficient and Hypothesis Testing for Mediating Effect	153
Table 4.14	Effect Sizes for the Mediating Effect	153
Table 4.15	Summary of the Hypotheses Results	154
Table 4.16	Profile of Participants	155
Table 4.17	Presentation of Theme, Categories, and Sub Categories	155
Table 4.18	Presentation of Theme, Categories, and Sub Categories	161
Table 4.19	Presentation of Theme, Categories, and Sub Categories	166
Table 4.20	Presentation of Theme, Categories, and Sub Categories	173

LIST OF FIGURES

	Page
Figure 2.1	Proposed Research Framework82
Figure 3.1	Visual Display for the Explanatory Sequential Study Design Procedure89
Figure 3.2	G*Power 3.1.9.2 configuration for linear multiple regression96
Figure 4.1	Redundancy Analysis Formative Second Order (Transformational Leadership).....146
Figure 4.2	Redundancy Analysis Formative Second Order (Readiness for Change)..... 147
Figure 4.3	Redundancy Analysis Formative Second Order (Commitment to Teaching).....147
Figure 4.4	Structural Model of Study 150
Figure 4.5	Thematic Map of Research Question 1 160
Figure 4.6	Thematic Map of Research Question 2 165
Figure 4.7	Thematic Map of Research Question 3172
Figure 4.8	Thematic Map of Research Question 4176

LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
CB-SEM	Co-Variance Based Structured Equation Modelling
CFA	Confirmatory Factor Analysis
CMV	Common Method Variance
CR	Composite Reliability
EEPs	Entrepreneurship Education Programs
EFA	Exploratory Factor Analysis
GLOBE	Global Leadership and Organizational Effectiveness
HREC	Human Research Ethics Committee
KMO	Kaiser-Meyer-Olkin
LMX	Leader-Member Exchange
MAAS	Mindful Attention Awareness Scale
MBSR	Mindfulness Based Stress Reduction
MLQ	Multifactor Leadership Questionnaire
MOHE	Ministry of Higher Education
MPEC	Malaysian Polytechnics Entrepreneurship Centre
MSA	Measure of Sampling Adequacy
PAF	Principal Axis Factoring
PCA	Principal Components Analysis
PLS-SEM	Partial Least Square Structural Equation Modelling
RFCQ	Readiness for Change Questionnaire
SEM	Structural Equation Modelling
SmartPLS	Smart Partial Least Squares
SPSS	Statistical Package for Social Sciences
TOT	Training of Trainers
TQM	Total Quality Management
TVET	Technical and Vocational Education and Training
Uitm	Universiti Teknologi MARA
USM	Universiti Sains Malaysia
VIF	Variance Inflation Factor

**KEPIMPINAN TRANSFORMASIONAL, KETARASEDAR,
KESEDIAAN UNTUK BERUBAH DAN KOMITMEN PENSYARAH UNTUK
MENGAJAR KEUSAHAWANAN DI POLITEKNIK MALAYSIA**

ABSTRAK

Kemasukan dan pengekatan pendidik dalam profesion pengajaran adalah berkaitan dengan komitmen untuk mengajar. Tujuan kajian dijalankan adalah untuk mengkaji pengaruh kepimpinan transformasional dan ketarasedar terhadap komitmen pensyarah untuk mengajar keusahawanan dengan pengantar kesediaan untuk berubah di politeknik Malaysia. Kajian ini menggunakan *explanatory sequential design* yang mana data kuantitatif akan dikumpulkan terlebih dahulu dan diikuti dengan pengumpulan data kualitatif untuk menghuraikan atau menjelaskan hasil kuantitatif. Data yang diperoleh melalui soal selidik akan dianalisis dengan menggunakan SPSS dan SmartPLS version 3.2.8 pada fasa kuantitatif. Manakala, analisis tematik dilakukan dengan menggunakan Atlas.ti versi 8 pada fasa kualitatif. Hasil kajian menunjukkan bahawa kesediaan untuk berubah merupakan pengantara kepemimpinan transformasional dan komitmen untuk mengajar keusahawanan. Walau bagaimanapun, hasil kajian tidak menyokong tiga hipotesis termasuk (1) pengaruh kepimpinan transformasional terhadap komitmen pensyarah untuk mengajar keusahawanan, (2) pengaruh ketarasedar terhadap komitmen pensyarah untuk mengajar keusahawanan; dan (3) peranan pengantar kesediaan untuk berubah di antara ketarasedar dan komitmen pensyarah untuk mengajar keusahawanan. Pada fasa kualitatif, tema-tema komitmen profesional pensyarah, komitmen untuk mengajar, penyediaan profesional untuk mengajar, dan kepentingan mengajar keusahawanan telah muncul dalam analisis tematik. Hasil penyelidikan

menyumbang kepada literatur sedia ada seperti kepemimpinan transformasional, ketarasedar, kesediaan untuk berubah, dan komitmen pensyarah untuk mengajar keusahawanan di politeknik Malaysia. Kedua, ia menyediakan beberapa maklumat pengurusan untuk ketua jabatan dan institusi supaya meningkatkan komitmen untuk mengajar keusahawanan. Oleh itu, penyelidikan yang berkaitan dengan pendidikan keusahawanan perlu dikaji secara kerap supaya pembuat dasar, pengurusan politeknik, dan pensyarah dapat menambahbaik kekurangan yang berkaitan dengan komitmen untuk mengajar keusahawanan.

**TRANSFORMATIONAL LEADERSHIP, MINDFULNESS, READINESS
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ABSTRACT

Educators' entrance and retention in the teaching profession are related to their commitment to teaching. The study aimed to examine the influence of transformational leadership and mindfulness on lecturers' commitment to teaching entrepreneurship with the mediating effect of readiness for change in Malaysian polytechnics. The study employed explanatory sequential design, which the quantitative data would collect first and it followed by the collection of qualitative data to elaborate or explain the results of quantitative. Data were collected by using questionnaires and analysing by Statistical Package for Social Sciences (SPSS) and SmartPLS version 3.2.8 in the quantitative phase. Meanwhile, thematic analysis was performed by using Atlas.ti version 8.0 in the qualitative phase. Findings in quantitative phase showed that readiness for change mediated the relationship between transformational leadership and commitment to teaching entrepreneurship. However, findings did not support three hypotheses, which included (1) influence of transformational leadership on lecturers' commitment to teaching entrepreneurship, (2) influence of mindfulness on lecturers' commitment to teaching entrepreneurship; and (3) mediating role of readiness for change on the relationship between mindfulness and commitment to teaching entrepreneurship. In the second qualitative phase, themes of lecturers' professional commitment, commitment to teaching, professional preparation for teaching, and the significance of teaching entrepreneurship emerged to explain the quantitative results. Research contributed to

the existing literature about transformational leadership, mindfulness, readiness for change, and the commitment to teaching entrepreneurship in Malaysian polytechnics. Second, it provides some managerial information to head of the departments and institutions to increase lecturers' commitment to teaching entrepreneurship. Therefore, further research related to entrepreneurship education need to be frequently carried out, where policy makers, management of polytechnics, and the lecturers can improve the relevant shortcomings.

CHAPTER 1

INTRODUCTION

1.1 Introduction

A large numbers of higher educational institutions around the world are offering the entrepreneurship courses to promote entrepreneurship as a job among students (Trivedi, 2014). However, most of the professors from non-commerce faculties experience the challenge of teaching entrepreneurship (Martina & Iucu, 2014).

Research by Moses (2017) stated that commitment to teaching is an interesting topic among the scholars in the field of education. This is because commitment to teaching contributes to the educators' entrance and retention in the profession of teaching. Since the year of 2003, numerous programs of entrepreneurship have begun in higher educational institutions to prepare students to involve in entrepreneurship (Norfadhilah Nasrudin & Norasmah Othman, 2012). All polytechnic students need to acquire entrepreneurial knowledge, skills, and experiences. Therefore, educators especially those teaching entrepreneurship play a crucial role in guiding students in entrepreneurship subject.

Furthermore, the influence of transformational leadership and lecturers' readiness for change are important in relationship to commitment of teaching entrepreneurship. According to Barber (2010), transformational leadership becomes effective to enhance the readiness for change among the employees during the organisational changes. In other words, lecturers' readiness for change to teach entrepreneurship influences by transformational leadership. In addition, lecturers' mindfulness is another way to enhance readiness for change and consequently

increase their commitment to teaching entrepreneurship. A study by Gartner (2013) showed that mindfulness affects several affective, cognitive, and behavioural factors on the individual level, which establishes to enhance individual readiness for change. As a result, readiness for change would enhance the lecturers' commitment to teaching entrepreneurship. Therefore, the main purpose of the study was to examine the influence of transformational leadership and mindfulness on lecturers' commitment to teaching entrepreneurship with the mediating effect of readiness for change in Malaysian polytechnics.

In addition, this chapter explains background, problem statements, research objectives and questions, research hypothesis, significance, delimitations, operational definitions of study, and provides a preview of organisation of thesis.

1.2 Background of the Study

The following section describes the emerging transformation of entrepreneurship in Malaysian polytechnics, background of transformational leadership, mindfulness, readiness for change, commitment to teaching, and entrepreneurship subjects in Malaysian polytechnics.

1.2.1 The Emerging Transformation of Entrepreneurship in Malaysian Polytechnics

Establishing Malaysian polytechnics in general concentrates on technical education where Malaysian polytechnics are estimated to create skilled and semi-skilled employees in the field of commerce and engineering (*Jabatan Pengajian Politeknik*, 2009). In accordance with the Polytechnic Transformation Plan launched in February 25, 2010, Ministry of Higher Education has officially announced the

establishment of three premier polytechnics, namely Ungku Omar Polytechnic in Perak, Sultan Salahuddin Abdul Aziz Shah Polytechnic in Selangor, and Ibrahim Sultan Polytechnic in Johor Bharu. It is believed that premier polytechnics will lead the niche area of programs and particular technology, which will produce holistic graduates with the entrepreneurial skills. Therefore, to survive in the relevant industries, all polytechnic students must possess the entrepreneurial skills. Furthermore, Shahul Hamid Abdul Wahab, Mohd Amin, and Mohd Ali (2010) stated that Malaysian polytechnics would become the option of students for tertiary education if Malaysian polytechnics are well known in Technical and Vocational Education and Training (TVET) and develop a global reputation.

Minister of Higher Education established Malaysian Polytechnics Entrepreneurship Center (MPEC) on October 30, 2011. The role of MPEC includes decides the direction and policy of entrepreneurship education in Malaysian polytechnics to improve polytechnics students' entrepreneurial skills and marketability. To obtain the accomplishment of MPEC's objective, developments of entrepreneurial programs are integrated across the curriculum and co-curriculum. Furthermore, Mohamad Isa (2008) mentioned entrepreneurship education has nurtured the culture of entrepreneurship. Hence, Ministry of Higher Education offered the resources of finance, research and innovation; and prepared necessary infrastructures for lifelong learning in entrepreneurship education (Ministry of Higher Education Malaysia, 2007). Moreover, awareness of significance towards entrepreneurship education in co-curricular activities and academic has raised the number of entrepreneurship training programs in higher educational institutions (Mohd Khairuddin & Syed Azizi, 2002).

In sum, transformation entrepreneurship in Malaysian polytechnics has developed through courses, programs, and collaboration with related organisers and bodies of entrepreneurship.

1.2.2 Transformational Leadership

Transformational leadership becomes an appropriate type of leadership to practise in higher education because it is change-oriented (Bass & Avolio, 1993). It means that during the implementation of change, transformational leaders will concentrate on achieving the success of organisations in time of environmental interruptions and they will make an initiative change to solve the major threats and opportunities. Transformational leaders sacrifice for their followers and go beyond the transactional leadership style. This sacrifice involves an approach of leaders to motivate their followers in accomplishing their performance objectives (Bass, 1985). It is believed that transformational leaders will use the change leadership strategies to inspire the organisations and previous study has described that transformational leadership can work synergistically to influence followers' outcomes (Herold, Fedor, Caldwell, & Liu, 2008).

1.2.3 Mindfulness

Mindfulness is a constant quality that being possessed by an individual. Some individual exhibits naturally a higher mindfulness characteristic compared to others (Gartner, 2013; Hindman, Glass, Arnkoff, & Maron, 2014). Previous study by Hoy and Sweetland (2001) stated that the individual mindfulness whether happened naturally or developed intentionally, would assist a principal to become more effective in developing skills to lead a school successfully. Findings showed that a mindful management, namely consideration to the alternative perceptions, openness

to new information, and observing problems is enhancing the possibility of success for a principal and school.

1.2.4 Readiness for Change

Readiness for change is employees' emotion, beliefs, and intension towards necessary of change efforts (Armenakis, Harris, & Mossholder, 1993). Moreover, employees develop their beliefs based on the promising value and appropriateness of the change efforts (Armenakis & Bedeian, 1999; Neves, 2009). According to Samir and Abdenour (2016), when readiness for change exists in the organisation, change efforts will achieve successfully. In contrast, if readiness for change has decreased, the chance of achieving success in the change initiative will reduce. Therefore, it points out that readiness for change among lecturers is crucial to make sure the accomplishment of teaching entrepreneurship and entrepreneurship programs.

1.2.5 Commitment to Teaching

Commitment to teaching is crucial to influence teachers' work satisfaction and retention (Klassen & Chiu, 2011). Additionally, commitment to teaching refers to individual who has an affective and positive feeling to his/ her teaching's work (Coladarci, 1992; Firestone & Pennell, 1993). Based on the research by Firestone and Pennell (1993), individual will experience high level of commitment to teaching when there is a perception of importance in the work. In other words, if a lecturer has no perception of importance towards his/ her teaching, he/ she will not have high level of commitment to teaching.

1.2.6 Entrepreneurship Subjects in Malaysian Polytechnics

In general, the main reason of teaching entrepreneurship in Malaysian polytechnics is to expose polytechnic students to develop their responsiveness and interest about business. Hence, polytechnic students can seize or explore the business opportunities after their graduation (Mazura Mansor & Norasmah Othman, 2011).

All students in Malaysian polytechnics have to take entrepreneurship subject or subjects, which have embedded the elements of entrepreneurial skills during their studies (Syed Zamberi Ahmad, Mohd Zahari Ismail, & Buchanan, 2014). For example, polytechnic students from Diploma in Accountancy have to enrol the subjects of DPA5023-Cost and Management Accounting, DPA5043-Audit and Assurance, and DPB2012-Entrepreneurship during their studies. These three subjects have the Programme Learning Outcomes (PLOs), which emphasises in developing the entrepreneurial skills in the related discipline. Therefore, entrepreneurship subject is compulsory for the students who enrol in the Diploma in Accountancy.

1.3 Problem Statements

Entrepreneurship education is the mechanism to increase the entrepreneurial behaviour of an entrepreneur (Syed Zamberi Ahmad, 2013). It is an alternative for polytechnic graduates to change from a job seeker to a job creator. Mission of Malaysian polytechnic is producing the holistic graduates with the entrepreneurial skills via the dynamic and internationally recognised TVET programmes that are consistent with the needs of industry. Therefore, a number of entrepreneurship programs and activities have implemented and developed either in the Ministry of

Higher Education (MOHE) or in the Department of Polytechnic Education (*Jabatan Pengajian Politeknik*, 2009).

However, based on the report of Graduates Tracer Study of Malaysian polytechnics in 2016, polytechnics graduates who were self-employed had only generated 5.2 per cent (*Jabatan Pendidikan Politeknik*, 2016) compared to the year of 2015 with 3.7 per cent (*Jabatan Pendidikan Politeknik*, 2015). Although there is a slight growth of 1.5 per cent self-employed polytechnics graduates, it still indicates that entrepreneurship is not a main career alternative for polytechnics graduates. Thus, there is a query about the failure in producing holistic graduates with entrepreneurial skills since that the duration of implementation of entrepreneurship programs by government have more than five years.

Many studies were concentrated on polytechnic students related to entrepreneurship. For example, Amran Awang, Ima Ilyani Ibrahim, and Siti Azreena Ayub (2013) examined the factors influencing the Malaysian polytechnic students' decision to become an entrepreneur after their graduation. Furthermore, previous study conducted by Mohd Zahari Ismail and Syed Zamberi Ahmad (2013) showed that there was a low intention of polytechnic students to be involved in entrepreneurship due to the reason of less awareness among students towards entrepreneurship programs in polytechnics. Therefore, it showed that commitment of teaching entrepreneurship becomes necessary to increase students' awareness in entrepreneurship. Besides, researchers claimed that lecturers have less commitment to teach entrepreneurship courses and programs (Norfadhilah Nasrudin & Norasmah Othman, 2012a, b). As such, considering the minimal research has focused on

lecturers' commitment to teaching entrepreneurship, this limitation served as rational to conduct this study.

One of the antecedents that influence the commitment to teaching entrepreneurship is the leaders' behaviour and their capability to improve the level of confidence among employees in the accomplishment mission in an organisation (Wright, Moynihan, & Pandey, 2012). Transformational leadership for the present study refers to the leadership style practised by head of the department. Bass and Avolio (1993) stated transformational leadership is change-oriented and it is suitable to practise in higher education. Furthermore, to increase the lecturers' commitment to teaching, transformational leaders should motivate lecturers on the tasks given and accept that the vision and mission in organisation represent the factor to increase the commitment among the lecturers (Shamkir, Zakay, Brenien, & Popper, 1998). Besides, lecturers' mindfulness is able to influence them to adapt in the change environment (Fiol & O'Connor, 2003). While, Samir and Abdenour (2016) explained that accomplishment of change efforts will achieve when readiness for change exists in an organisation. Therefore, it mentioned that lecturers' readiness for change and mindfulness are crucial to enhance the commitment to teaching entrepreneurship.

In conclusion, this study was conducted due to the low percentage of self-employed among polytechnic graduates and insufficiency of researches on lecturers' commitment to teaching entrepreneurship.

1.4 Research Objectives

The main objective of the present study was to examine the influence of transformational leadership and mindfulness on lecturers' commitment to teaching entrepreneurship with the mediating effect of readiness for change in polytechnics of Penang, Kedah, Perlis, and Perak.

Furthermore, the current study aimed to achieve the specific objectives, as follows:

For the first quantitative phase, the research objectives were:

1. To examine the influence of transformational leadership on lecturers' commitment to teaching entrepreneurship
2. To examine the influence of mindfulness on lecturers' commitment to teaching entrepreneurship
3. To evaluate the mediating effect of readiness for change on the relationship between transformational leadership and commitment to teaching entrepreneurship
4. To evaluate the mediating effect of readiness for change on the relationship between mindfulness and commitment to teaching entrepreneurship

For the second qualitative phase, the overarching research objectives were:

1. To explore the influence of transformational leadership on lecturers' commitment to teaching entrepreneurship

2. To explore the influence of mindfulness on lecturers' commitment to teaching entrepreneurship
3. To explore the mediating effect of readiness for change on the relationship between transformational leadership and commitment to teaching entrepreneurship
4. To explore the mediating effect of readiness for change on the relationship between mindfulness and commitment to teaching entrepreneurship

1.5 Research Questions

With the objective of achieving the main and specific objectives above, this study answered to the following questions:

For the first, quantitative phase, the research questions were:

1. Did transformational leadership have any significant influence on lecturers' commitment to teaching entrepreneurship?
2. Did mindfulness have any significant influence on lecturers' commitment to teaching entrepreneurship?
3. Did readiness for change mediate the relationship between transformational leadership and commitment to teaching entrepreneurship?
4. Did readiness for change mediate the relationship between mindfulness and commitment to teaching entrepreneurship?

For the second qualitative phase, the overarching research questions were:

1. How did the transformational leadership influence lecturers' commitment to teaching entrepreneurship?
2. How did the mindfulness influence lecturers' commitment to teaching entrepreneurship?
3. How did the readiness for change mediate the relationship between transformational leadership and commitment to teaching entrepreneurship?
4. How did the readiness for change mediate the relationship between mindfulness and commitment to teaching entrepreneurship?

1.6 Research Hypothesis

Based on the research questions, the hypotheses proposed as following:

- H1: Transformational leadership was significantly influenced commitment to teaching entrepreneurship.
- H2: Mindfulness was significantly influenced commitment to teaching entrepreneurship.
- H3: Readiness for change mediated the relationship between transformational leadership and commitment to teaching entrepreneurship.
- H4: Readiness for change mediated the relationship between mindfulness and commitment to teaching entrepreneurship.

1.7 Significance of the Study

The following section describes the importance of theoretical and practical purposes of study.

1.7.1 Theoretical Significance

The present study significantly contributed to the most recent knowledge of transformational leadership, mindfulness, readiness for change, and commitment to teaching entrepreneurship. In details, the findings showed that how transformational leadership behaviour and mindfulness within the polytechnics context played an essential role to influence lecturers' readiness for change and commitment to teaching entrepreneurship or subjects, which have embedded the elements of entrepreneurial skills.

1.7.2 Practical Significance

The present study would be significant to lecturers, management of polytechnics, and policy makers.

1.7.2(a) Lecturers

The influence of transformational leadership and mindfulness served as a guideline to improve lecturers' readiness for change, which subsequently enhanced the commitment to teaching entrepreneurship. As mentioned in the Pellettiere's (2006) research, there were around 70–80 per cent of implementation change in organisation that failed because employees were not ready for the change. Therefore, it is crucial to increase the readiness for change among lecturers.

1.7.2(b) Management of Polytechnics

The present study provided the managerial information to enhance the commitment to teaching among lecturers in polytechnic through the improvement of transformational leadership and mindfulness. Specifically, findings of the study have helped management especially head of the department to understand the importance of transformational leadership, which could influence lecturers' readiness for change on lecturers' commitment to teaching entrepreneurship.

1.7.2(c) Policy Makers

The study provided the Ministry of Education especially the policy makers of polytechnics a clearer picture about the importance of transformational leadership. Furthermore, this study enabled the policy makers of polytechnics to understand the importance of influence of transformational leadership practised by head of the department, which could enhance lecturers' readiness for change and their commitment to teaching entrepreneurship in Malaysian polytechnics.

1.8 Delimitation of the study

Firstly, the samples of this study narrowed down to the lecturers who are teaching entrepreneurship or subjects, which have embedded the entrepreneurial skills. Thus, the findings lacked of accurate information to represent all the lecturers' commitment to teaching in Malaysian polytechnics.

Secondly, this study examined how transformational leadership of head of the department influenced the commitment to teaching entrepreneurship among lecturers. Participants selected from northern polytechnics and the perception of

lecturers to their head of the department could not be generalised as the result for the transformational leadership behaviour practised in Malaysian polytechnics.

Thirdly, this study was restricted only to the Malaysian polytechnics and entrepreneurship subject or subjects, which have embedded with the entrepreneurial skills. Hence, the context of the study is difficult to replicate exactly in another context, namely other higher educational institutions.

1.9 Operational Definition

The following section describes the operational definition of transformational leadership, mindfulness, readiness for change, and commitment to teaching.

1.9.1 Transformational Leadership

Transformational leadership is defined as a leader influences and motivates his/ her followers through leader's behaviours, namely idealised attributes, idealised behaviours, inspirational motivation, intellectual stimulation, and individualised consideration to exceed his/ her own self-interests for advantages of organisation or group instead of working in the simple exchange relationship (Bass & Avolio, 1995).

In the present study, transformational leadership refers to transformational leadership practised by head of the department in Malaysian polytechnics who influences and motivates lecturers through leader's behaviours, such as idealised attributes, idealised behaviours, inspirational motivation, intellectual stimulation, and individualised consideration.

This construct measured by Multifactor Leadership Questionnaire (MLQ) Form 5X-Short (Bass & Avolio, 1995), which included five dimensions as below:

1.9.1(a) Idealised Attributes

Idealised attributes refer to emotional elements that instill pride and power among followers and look beyond their personal interest (Bass & Avolio, 1995).

1.9.1(b) Idealised Behaviours

Idealised behaviours refer to specific behaviours of how a leader acts and how he/ she displays the actions that followers can see directly (Bass & Avolio, 1995).

1.9.1(c) Inspirational Motivation

Inspirational motivation is an ability of leader to create the sense of mission and vision in an organisation (Bass & Avolio, 1995).

1.9.1(d) Intellectual Stimulation

Intellectual stimulation happens during leader inspires his/ her followers to think creatively and critically during the problem solving (Bass & Avolio, 1995).

1.9.1(e) Individualised Consideration

Individualised consideration concentrates on the consideration of humanity. It means that transformational leader will listen actively to the followers' needs and accept the reality that each individual is different (Bass & Avolio, 1995).

1.9.2 Mindfulness

Mindfulness is a state of awareness when an individual pays attention to what is going on; while he/ she adjusts the concentration and content of consciousness to reveal on reality accurately (Brown & Ryan, 2003).

In this present study, mindfulness is a state of awareness when lecturer pays attention to what is going on; while he/ she adjusts the concentration and content of consciousness to reveal on reality accurately (Brown & Ryan, 2003).

Mindfulness measured by Mindful Attention Awareness Scale (MAAS) (Brown & Ryan, 2003), which is unidimensional.

1.9.3 Readiness for Change

Readiness for change is the level of individual's cognitive and emotion to get ready to accept, involve, and implement a special plan to change the existing condition deliberately (Holt, Armenakis, Feild, & Harris, 2007).

In the present study, readiness for change is the level of lecturer's cognitive and emotion to get ready to accept, involve, and implement a special plan to change the existing condition deliberately.

This construct measured by Readiness for Change Questionnaire (Holt et al., 2007), which included four dimensions as below:

1.9.3(a) Change Self-Efficacy

Sense of simply to deal with the change is an ability to make changes, learn the necessities for changes, and experience to increase confidence for success are the elements of efficacy (Holt et al., 2007).

1.9.3(b) Appropriateness

Appropriateness is the combination of content or known as characteristics of changes and the context where the changes are occurring (Holt et al, 2007).

1.9.3(c) Management Support

Encouragement and commitment from the senior leaders to accept changes, support from top management in emphasising the importance of changes, and clarification from management about the changes initiatives (Holt et al., 2007).

1.9.3(d) Personal Valence

When an individual thinks the changes are appropriate, believes the changes will have the management support, being confident that he/ she is able to implement the changes successfully, and believes the changes will benefit them; these beliefs will affect his/ her in change efforts (Holt et al., 2007).

1.9.4 Commitment to Teaching

Commitment to teaching refers to a belief that influences the behaviour of teachers, their performance, and the learning performance of students (Pan, Hsu, & Lin, 2012).

In this study, commitment to teaching refers to the belief that influences the behaviour of lecturers, their performance, and the learning performance of students.

This construct adapted the Teaching Commitment Scale of Health and Physical Education (TCS-HPE) by Pan et al. (2012), which included four dimensions as below:

1.9.4(a) Teaching Identification

Teaching identification signifies that lecturers consider the subjects they teach as an important subject (Pan et al., 2012).

1.9.4(b) Teaching Involvement

Teaching involvement is time and efforts that lecturers put into a teaching practical (Pan et al., 2012).

1.9.4(c) Teaching Objectives

Teaching objectives refer to the willingness of lecturers to try their best to guide the students (Pan et al., 2012).

1.9.4(d) Tendency towards Work Continuation

Tendency towards work continuation refers to lecturers' intention to remain teaching now and in the future (Pan et al., 2012).

1.10 Organisation of Thesis

This study divided into five chapters. Chapter 1 explored the background of study and problem statements. Based on the research objectives, researcher framed

and proposed the hypotheses. Furthermore, Chapter 1 discussed significance of the study, delimitation, and operational definition.

Chapter 2 discussed the previous studies and theories of transformational leadership, mindfulness, readiness for change, and commitment to teaching. In addition, it explained the relationship between the variables, research gaps, social exchange theory, and research framework.

Chapter 3 explained the research methodology used in the present study. Moreover, it discussed the quantitative and qualitative phase of research design, population of the study, sample size, sampling design, instrumentation, reliability, and the validity of the instruments for the pilot test. Besides, it explained the procedures of data collection and data analysis techniques of both quantitative and qualitative phases.

Chapter 4 presented findings of study, relevance of data collected, and analyses from the data collection of quantitative and qualitative phases.

Chapter 5 reported the discussion and conclusion of the study by relating them to earlier literature review. It also discussed the results of the findings, drew conclusions and made recommendation for improvement, and the future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter explores the relevant definitions, theories about transformational leadership, mindfulness, readiness for change, and commitment to teaching. Furthermore, this chapter discusses the previous researches on how the transformational leadership and mindfulness influenced commitment to teaching. It explains the mediating role of readiness for change between the dependent and independent variables. Finally, this study expounds the theoretical discussion on social exchange theory and the proposed research framework.

2.2 Leadership

The following section reviews various aspects, which in relation to the concept of leadership in higher educational institutions, the nature of transformational leadership behaviour, definition of transformational leadership, transformational leadership in higher educational institutions, and transformational leadership theory.

2.2.1 The Concept of Leadership in the Higher Educational Institutions

Leadership becomes an important topic in the development of quality in higher educational institutions. In reviewing the literature of the higher education, leadership always links with the descriptors such as transformational, shared, situational, distributed, and so on. Many researchers believed that leadership's concentration is on change. They indicated that transformational leaders play a

crucial role in the context of higher educational institutions (Bass, 1998; Leithwood & Jantzi, 2005).

Leadership is concerning the change in an organisation. It means that leaders look inward and forward to ensure that organisation stays align with the change implementation. Leadership is about creating direction, doing the right things, ensuring individuals to adapt to, to work with, and ready for change (Ramsden, 1998). This is in consonance with the study by Osseo-Assare, Longbottom, and Murphy (2005), who stated that leader is someone who does the correct things; while manager is someone who does the things correct.

Besides, Kouzes and Pozner (2002) and House (2004) explained that leadership is a process to inspire, to model, to question the recognised norms, to encourage, and to empower followers. This is similar to De Charon's (2003) research, which defined leadership is a process of creating a convincing view in the future, inspiring individuals towards the goal, creating the challenges for motivation, and providing the personal encouragement to empower followers.

Roles of leaders and followers become more difficult and it exists numerous perspectives on how the leadership is theorised (Stewart, 2006). According to Scott, Coates, and Anderson (2008), the concept of leadership in the higher education refers to a process of involving followers in the implementation of change, to lead them, to achieve the voluntary followership, to identify, and to make sure the important tasks are completed. Leadership of higher educational institutions represents a special set of potentials or capabilities. For instance, a leader who aspires and inspires, motivates, and empowers others according to their potential and objectives of the

institutions; a leader who is a pathfinder, makes decision, and establishes a framework for what is occurring (Scott et al., 2008).

In sum, leadership in higher educational institutions relates to win the followers and to lead them. As mentioned by Scott et al. (2008), concept of leadership in the higher educational institutions is commonly to know where the best place to head for the ship and the leaders must ensure that the ship arrives there regardless of the situation happen. This is because leadership in higher educational institutions is more complex than the industries. Higher educational institutions work under the timetable and pressure of politics, which relate to the funding issue and key performance indicators. The outcomes of higher educational institutions are more difficult to measure compared to the industries. This is because the outcomes are mostly focus on teaching and learning compared to the industries, which focus is on profitability (Scott et al., 2008).

2.2.2 The Nature of Transformational Leadership Behaviour

Study on leadership focuses on democratic versus autocratic approaches; job to be done versus human relations to be maintained; participative versus directive in making decision; or consideration versus initiation of behaviour of a leader (Bass, 1985). Leaders need to consider whom the followers are when they encourage their followers to change and deal with resistance to change. If the followers are inexperienced, more task-orientation, more guidelines, and initiation are needed to lead the followers more effectively (Bass, 1985).

The primary concept of the transformational leadership theory is introduced by Burns (1978), who extended work of theorists, for instance, Berlew (1974), House (1977), and Weber (1947), who linked with the case studies of respected public

leaders; for example, President John F. Kennedy. Following that, Bass (1985) improved the transformational leadership theory and presented it into organisational background. Furthermore, the theories of leadership, which comprise transactional, laissez-faire, transformational, and augmentation effects have extended by Bass and Avolio (1994). Transactional leaders promise rewards when the followers' performances have measured up their contracts with the leaders. While, transformational leadership goes apart from transactional leadership by energizing, motivating, stimulating, and satisfying their followers' needs (Bass, 1985). Furthermore, Bass (1985) stated that transformational leaders increase followers' awareness to a higher level in accomplishing the goal of the organisation rather than self-interest.

In details, Bass (1985) described five characteristics of transformational leadership: charismatic leader, idealised influence, inspirational motivation, intellectual stimulation, and individual consideration. More frequent of leaders adopt the transformational leadership behaviour, the greater the influence of transformational leadership on employees. Firstly, charismatic leader offers a vision and mission. At the same time, he/ she will establish a meaning of pride and will obtain trustworthy and respect. Second, idealised influence means leaders act as role model to followers. Following that, followers respect, admire, and trust their leaders. While, inspirational motivation shows transformational leaders inspire and motivate their followers. Intellectual stimulation shows that leaders stimulate followers' awareness and promote followers' intelligence and wisdom in problem solving. Finally yet importantly, individualised consideration means leaders pay attention to individual, concern employees individually, and give advices to them.

2.2.3 Definition of Transformational Leadership

Transformational leadership creates a supportive relationship between a leader and followers. They fulfil their work duties together for the implementation of changes to achieve the mission and vision in an organisation (Burns, 1978). Furthermore, Burns (1978) explained transformational leaders increase, satisfy followers' necessity, and engage followers. In this situation, Burns (1978) expounded that transformational leaders try to promote the influence from a low level to a greater level of necessity based on the Maslow's (1954) pyramid of necessity. Moreover, Burns (1978) emphasised that transformational leadership will only exist when the society benefits from the action of leaders. However, Bass (1985) has a different opinion with Burns. Bass (1985) defined that transformational leadership certainly is not a favourable leadership. Nevertheless, the action of the leaders can be pricey to all concerns instead of profitable.

Besides, transformational leaders motivate their followers to perform apart from expectations (Bass, 1985). In other words, transformational leaders arouse the followers' level of confidence and awareness through the role modelling. The improving of awareness needs the leaders who have the vision, inner strength, and confidence. Transformational leaders will be able to see what is correct and not for what is popular based on the established knowledge of the time. Therefore, followers are able to perform more than the desired outcomes (Bass, 1985). This is in consonance with the studies done by Conger and Kanungo (1988), House (1977), Podsakoff, MacKenzie, Moorman, and Fetter (1990), Yukl (1999), and Yukl and Howell (1999), who stated that transformational leaders create vision by motivating