

The Role of Transformational Leadership and Self-Efficacy on Readiness to Change Through Work Engagement

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Abstract

Readiness to change is a basic thing that teachers must have to be able to adapt to technology and scientific developments. This study aims to determine the effect of self-efficacy and transformational leadership on work engagement. Then to determine the effect of self-efficacy and transformational leadership on readiness to change. This research is a descriptive and quantitative research conducted on 124 junior high school teachers in Pringsewu Lampung using the Partial Least Square-Structural Equation Modeling (PLS-SEM) method. The results showed that self-efficacy and transformational leadership had a positive effect on work engagement. Transformational leadership also has a positive effect on readiness to change, but self-efficacy does not directly affect readiness to change. Furthermore, work engagement mediates the effect of self-efficacy and transformational leadership on readiness to change. This research contribution is being applied to teachers during the process of being more open to accepting change.

Keywords: Self-efficacy, Transformational leadership, work engagement, Readiness for change.

1. Introduction

Change is something that organizations must face in order to survive and face any new challenges that arise from inside and outside the organization in order to be sustainable [1]. Organizations that have a readiness to change will find it easier to adapt and adjust their organizational goals according to existing developments and needs. Change or transformation is a major problem that will be faced by all organizations [2]. Organizations are required to have a strategy for transformation and innovation to deal with change. This is necessary so that existing organizations still exist and are not hampered by the times [3]. To deal with any change, an important factor to have in order to be successful is the readiness to change [4]. The Covid-19 pandemic that occurred in all parts of the world, including in Indonesia resulted in changes in the situation and conditions in organizations. This of course becomes a whip for management to make strategic efforts to get out of the crisis by getting better prepared [5].



Organizational readiness to change is closely related to the readiness of its employees to adapt, although in practice each of these changes will lead to pros and cons from employees. The attitude is in the form of acceptance or rejection. The attitude of acceptance of change is shown by the willingness to cooperate and provide support in the change process. Then, the attitude of rejection is shown by not defending oneself, giving unnecessary advice, and openly refusing to change [6]. Managing organizational change largely refers to how to manage individuals. This is because employees cannot accept these changes instantly or without being pushed through a change program [7].

In several studies and literature on organizational change, the thing that can affect readiness to change is transformational leadership [8]. Transformational leadership refers to a leadership style that aims to change employees to pay more attention to the success of the organization [9]. This leadership style can foster a vision that inspires and stimulates employees to think in new ways and increases positive attitudes towards organizational change [10].

To realize readiness for change, one of the important factors that organizations must pay attention to is work engagement. Employee perceptions and organizational support and management commitment are important in shaping employee readiness to change [11]. The key to positive change is if management continues to engage its employees well at the organizational level [12]. When organizational change is unavoidable, employees with high engagement become more adaptable when compared to employees with lower engagement [13]. Thus, it is important for organizations to be able to create work engagement. Work engagement is a condition where employees provide more potential and ability to implement changes by conveying innovative ideas and providing optimal performance.

The COVID-19 pandemic, which is still happening today, forces all elements of life to change and adapt. Readiness to change is a mental attitude that must be possessed in order to be able to adapt to the new normal life. This research was conducted on junior high school teachers in the Pringsewu area, Pesawaran, Lampung which aims to see the effect of transformational leadership and self-efficacy on readiness to change through employee engagement.

2. Literature Review

A. Transformational

Transformational leadership is one of the traditional leadership theories. Transformational leadership encourages employees to value alignment with the organization and inspires employees to excel [14]. According to [15] transformational leadership is a process in which a person engages with others, and creates relationships that can motivate and motivate leaders and employees. So that it can increase the morale of pure transformational leadership. Meanwhile, according to [16] transformational leaders are leaders who stimulate and inspire subordinates to achieve extraordinary results. Therefore, transformational leadership is essentially leadership that motivates subordinates to work better than what they usually do. In addition, this leadership style can have an effect on employee attitudes and behavior such as increasing employee productivity so that they are more proactive and creative, identified four dimensions of transformational leadership, namely, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration [17].

B. Self Efficacy

Self-efficacy is a person's belief that he or she can master the situation and produce positive outcomes [18] [19] suggests that self-efficacy is an individual's assessment of his ability or competence to perform a task, achieve a goal, and produce something. Self-efficacy is influenced by a number of factors, including the amount of individual trusting himself in achieving the level of difficulty in his duties, the magnitude of his strengths and weaknesses

regarding his belief in his abilities, the extent of hope in all general situations he faces [20]. Then, self-efficacy can be interpreted as a person's belief in his ability to complete a job, based on the condition of a person's motivation which is based more on what they believe than what is objectively true [21].

Based on some of the definitions above, it can be concluded that self-efficacy is a person's assessment of himself or the level of belief about how much he is capable of doing a task to achieve certain results.

C. Work Engagement

According to Istyarini research [22] defines that work engagement is a psychological phenomenon characterized by satisfying, positive work-related well-being, and effective motivation. According to Li research [23] work engagement refers to the acceptance of organizational goals and values, and the attitude of doing the best for an organization or company. Can also be interpreted in terms of dedication, satisfaction, passion related to work.

Work engagement is a positive, satisfying, and work-related state of mind that can be measured using the criteria of vigor, dedication, and absorption [24]. Vigor refers to the level of energy, mental endurance, and perseverance. Dedication is a mental and emotional state associated with experiencing a sense of significance, enthusiasm, inspiration, and pride. Lastly, absorption refers to being completely concentrated on one's work [25]. According to Bailey research [26] employees with high work engagement will view their work more accurately, be enthusiastic about doing a job, participate more actively in doing a job, and set challenging goals. Work engagement plays an important role in increasing the enthusiasm of an employee and creating a quality work atmosphere, because Those who have enthusiasm and attachment to their work can contribute to organizational performance.

D. Readiness to Change

Readiness to change is the beliefs, attitudes and intentions of organizational members regarding the extent to which change is required by the organization and the capacity of the organization to carry out the change successfully [27]. According to Henricks research [28] readiness to change indicates the extent to which individuals are cognitively and emotionally inclined to accept and adopt certain plans that aim to change. Individual readiness to change is defined as a willingness to be open to change [29]. An individual's readiness to change reflects the thoughts, feelings and intentions of the individual, which may or may not lead to certain behaviors related to his or her attitude.

Based on some of the definitions above, it can be concluded that readiness to change is a mental attitude possessed by individuals to accept change which is reflected in behavior that is ready to participate in organizational development activities.

3. Relationship Between Variables

- Relationship of Self-Efficacy and Readiness to Change

Self-efficacy is the belief that individuals have to take action in order to achieve goals. This self-efficacy will have a long-term effect on employee mentality that affects the level of readiness to change [30]. Employees with good self-efficacy will be more open to accepting change.

Many researchers have explored the relationship between self-efficacy and readiness to change. From this study it was found that there is a positive influence between self-efficacy and readiness to change in employees. Employees with managerial level have higher self-efficacy than staff level, so managerial level employees are said to be more ready to change [31]. This is in line with the results of research which states that self-efficacy has a positive and significant influence on the level of readiness to change in teachers and employees [32]. Based on previous research, the following hypotheses can be developed:

H1: Self-efficacy has a positive effect and on readiness to change.

- Relationship of Self-Efficacy and Job

Self-efficacy is a key related to individual beliefs about his ability to produce a job performance. While work engagement is a positive condition experienced by employees in their work and is indicated by the nature of workforce involvement in carrying out their duties. Generally, employees who believe in their abilities will have a positive attachment and attitude towards their work. The relationship between self-efficacy and work engagement has been revealed in several previous studies which state that self-efficacy can affect employee work engagement either directly or by mediating other variables [33] [34] [35] [36]. Based on previous research, the following hypotheses can be developed:

H2: Self-efficacy has a positive effect on work engagement.

- Relationship between Transformational Leadership and Readiness to Change

The success of an organization to change is highly dependent on the readiness of its employees. One of the factors that influence employee readiness to change is transformational leadership. Leaders with transformational characteristics are positive change agents and can cope with complex and rapidly changing work environments. This is in accordance with research conducted by [37] [38] [39] [40] which states that transformational leadership has a positive and significant effect on readiness to change. However, other studies also state that transformational leadership does not affect readiness to change [41] [42] [43]. Based on previous research, the following hypotheses can be developed:

H3 : Transformational leadership has a positive effect on readiness to change.

- Relationship between Transformational Leadership and work engagement

Transformational leadership stimulates employees to do the best of their abilities in carrying out tasks so that they are more enthusiastic and dedicated to work. This type of leadership can reduce employees who have low work engagement which is characterized by feelings of pressure with work. Previous research suggests that transformational leadership can positively and significantly affect work engagement [44] [45] [46] [47] [48]. Based on previous research, the following hypotheses can be developed:

H4 : Transformational leadership has a positive effect on work engagement.

- Relationship between work engagement and Readiness to Change

Psychological factors are important for implementing change [49]. High work engagement can reduce resistance to organizational change efforts. Research on the effect of work engagement on readiness to change more or less proves that work engagement has a positive effect or in other words can increase employee readiness to change. Previous research predicts that the role of change agent, appropriate process, participation, belief, environment, fairness and commitment are closely related to employee readiness to change [50] [51] [52] [53]. Based on previous research, the following hypotheses can be developed:

H5: work engagement has a positive effect on readiness to change

Based on the literature that underlies the submission of H1 and H2, it can be suspected that there is an effect of self-efficacy on readiness to change through work engagement. In line with the things that underlie the submissions of H3 and H4, it can be suspected that there is an influence of transformational leadership on readiness to change through work engagement. So that the following hypotheses can be developed:

H6 : work engagement mediates the effect of self-efficacy on readiness to change.

H7 : work engagement mediates the effect of transformational leadership on readiness to change.

Based on the hypothesis above, the research model can be described as follows:

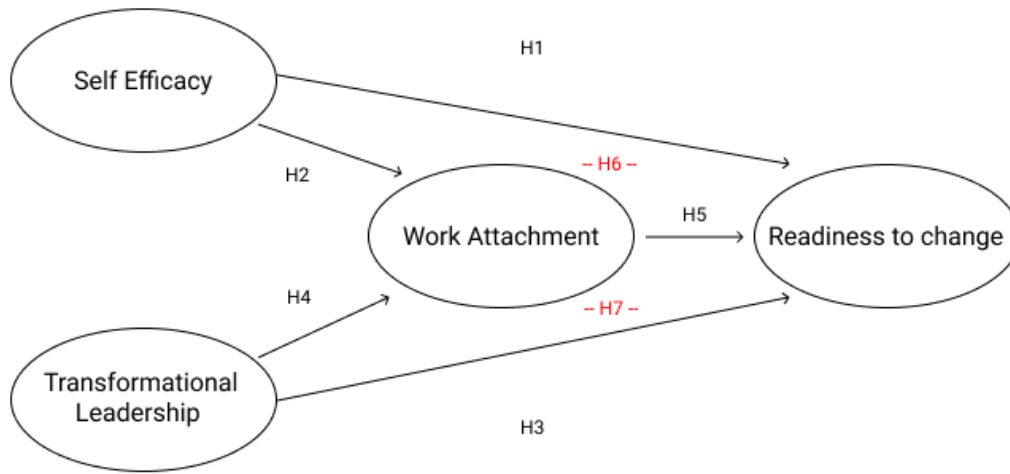


Figure 1. Research Method

3. Research Methods

This research approach is quantitative, with two independent variables (exogenous) namely self-efficacy and transformational leadership and two dependent variables (endogenous) namely job attachment and readiness to change. The measurement of the self-efficacy variable was adopted from the *General Self-Efficacy Scale* developed by [54] which consists of 8. The transformational leadership variable was adopted from [55] which consists of 5 statements. Variable readiness to change adopted from [56] which consists of 7 questions. The work engagement variable was adopted from the *Utrecht work engagement Scale* (UWES) which consists of 9 statements. Measurement using a Likert scale of 1 – 5 (1 = strongly disagree and 5 = strongly agree). The data processing method uses Structural Equation Model (SEM) using SmartPLS tools.

4. Research Result

The population in this study were teachers from 3 junior high schools. Collecting data using an online questionnaire where the total number of valid and sampled is 124 teachers. The number of respondents consisted of 90 respondents (72.6%) were female and 34 respondents (27.4%) were male. The most recent education is S1 with 116 respondents (93.5%) and S2 education with 8 respondents (6.5%). Then from age, there are 52 respondents (41.9%) aged 51-60, 32 respondents (25.8%) aged 20-30 years, 24 respondents (19.4%) aged 31-40 and 16 respondents (12, 9%) aged 41-50 years. Based on employment status, there are 80 respondents (64.5%) are civil servant teachers, 30 respondents (24.2%) are contract/honorary teachers and 13 respondents (11.3%) are foundation teachers. Then, there were 82 respondents (66.1%) who had more than 10 years of service, 18 respondents (14.5%) with 2-5 years of service, 14 respondents (11.3%) with less than 2 years of service. and 10 respondents (8.1%) with 5-10 years of service.

The construct validity test uses convergent validity, namely loading factor and average variance extracted (AVE). and discriminant validity, namely the Fornell larcker criterion or HTMT and cross loading. In measuring construct validity there are 6 indicators that are declared invalid because they have a loading factor of less than 0.7 so that the remaining 23 instruments are valid. All of the AVE values are above 0.5. testing discriminatory validity, the correlation value between variables and variables (the value on the diagonal) is greater than the correlation value between variables and other variables [57]. The test results show that all constructs have a correlation value with the construct itself that is greater than the correlation

value with other constructs (through the Fornell-Larcker criteria). Furthermore, the cross-loading value shows that all items from an indicator are larger than other indicator items so it can be concluded that the model has met discriminatory validity [58] [59].

The reliability test used composite reliability and Cronbach's alpha from each construct. The recommended value is more than 0.7. The results of the reliability test showed that all constructs had composite reliability and Cronbach's alpha greater than 0.7 (> 0.7). So, it can be concluded that all constructs have met reliability, transformational leadership and work engagement. While the remaining 59% can be explained by other variables not examined in this study.

Testing the hypothesis or testing the inner model to see the significance of the direct and indirect effects and the magnitude of the influence between exogenous variables on endogenous variables. To determine the effect of self-efficacy and transformational leadership on readiness to change through work engagement as a mediating variable, direct and indirect influence tests are needed. The effect test was carried out using the t-statistical test in the partial least squared (PLS) analysis model with the bootstrapping technique. The results of the study are as described in Table 1 and Figure 2 below:

Table 1. Hypothesis Test Results

Hypothesis	Connection	T Statistics	P Values	Information
H1	ED → KUB	1.321	0.187	Not Supporting the Hypothesis
H2	ED → KP	5.692	0.000	Support the Hypothesis
H3	KT → KUB	4.876	0.000	Support the Hypothesis
H4	KT → KP	4.821	0.000	Support the Hypothesis
H5	KP → KUB	3.883	0.000	Support the Hypothesis
H6	ED → KP → KUB	2.934	0.004	Support the Hypothesis
H7	KT → KP → KUB	3.051	0.002	Support the Hypothesis

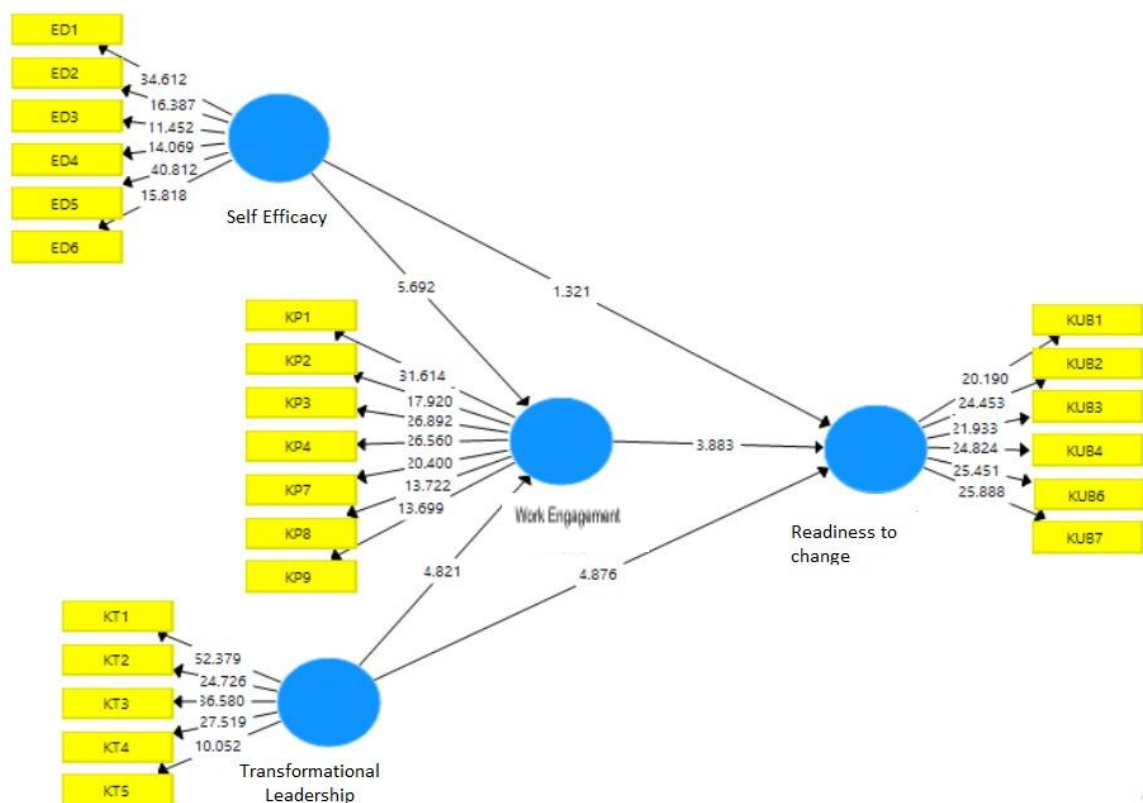


Figure 2. T-Value Diagram

5. Discussion

This study aims to examine the effect of self-efficacy and transformational leadership on readiness to change mediated by work engagement. **The results** of testing the first hypothesis (H_1), show that self-efficacy does not affect readiness to change. This states that the level of teacher confidence and confidence in their abilities in completing work does not necessarily increase readiness to face changes in the organization. Based on the results of the analysis, it was found that teachers only believed in their ability to teach and educate students, but they did not have the confidence to use facilities and infrastructure and learning technology in the context of change, so it could be said that they did not have full readiness to face organizational change. The results of this study are different from the results of previous studies which stated that self-efficacy has a positive effect on readiness to change, which means that the higher self-efficacy, the more ready employees are to change and better. Hypothesis ($H_{2\text{second}}$), it shows that the results of the analysis support the hypothesis H_2 , namely that there is an influence between self-efficacy on work engagement. This shows that the teacher's confidence in his ability to teach and educate students affects the level of work engagement. This trust makes teachers feel more responsible and committed to their work. High self-efficacy makes teachers feel that educating is an obligation that they must do as a form of commitment to their profession. The higher the self-efficacy, the more commitment and responsibility to work. The results of this study confirm previous research which says that self-efficacy has a positive effect on work engagement, which means that the higher the self-efficacy, the stronger the work engagement and conversely, the lower the self-efficacy, the lower the work engagement.

The results of testing the third hypothesis (H_3), show that transformational leadership affects readiness to change. This shows that the transformational leadership style possessed by the principal is able to increase work motivation, inspire and stimulate teachers to learn and be willing and ready to face change. The results of this study strengthen and confirm previous

research which says that transformational leadership has a positive and significant effect on readiness to change, which means that the better the transformational leadership style, the more ready employees are to change and better. In the results of testing the fourth hypothesis (H4), it shows that the results of the analysis support the H4 hypothesis, namely that transformational leadership has an effect on work engagement. This shows that the work engagement of teachers is influenced by the transformational leadership style of their superiors, in this case the principal. The attitude of the principal who provides motivation, provides inspiration and direction also helps teachers in making innovations in teaching and learning activities, being able to build teacher attachment to their work for the better. Thus, teachers are increasingly enthusiastic to produce teaching materials and provide the best service and education for their students. The results of this study confirm previous research which says that transformational leadership has a positive and significant effect on work engagement.

In the results of testing the fifth hypothesis (H5), it shows that the results of the analysis support the hypothesis H3, namely that there is an influence between job attachment and readiness to change. This shows that the readiness of teachers to change is influenced by the work engagement they have. The results of this study are increasingly solid and are in accordance with research conducted by Matthyssen research, which states that work engagement has a positive influence on readiness to change. The stronger the bond with the teacher's work, the easier it will be to accept changes, be it policy changes, technological changes or changes in the work system. Teachers who have a strong work attachment will quickly adapt to new things. Quick adaptability will help teachers be better prepared to face changes in the way of learning and government policies that require online learning activities.

Work engagement mediation analysis uses coefficient differences. The results of the analysis support the hypothesis. The results of testing the difference between the coefficients on the research model show that self-efficacy affects readiness to change through work engagement. So it can be concluded that work engagement can mediate the relationship between self-efficacy and readiness to change. Hypothesis H5 is supported. In this case there is a perfect mediation effect, meaning that **self-efficacy will affect readiness to change only if it is through work engagement** because there is no direct influence from self-efficacy to readiness to change. The next mediation test shows that transformational leadership has an effect on readiness to change through work engagement. Hypothesis H6 is supported. So it can be concluded that work engagement can mediate the relationship between transformational leadership and readiness to change. This is commonly called a partial mediation analysis because it can affect both directly and indirectly.

5. Conclusions and Recommendations

Work engagement mediation analysis uses coefficient differences. The results of the analysis support the hypothesis. The results of testing the difference between the coefficients on the research model show that self-efficacy affects readiness to change through work engagement. So it can be concluded that work engagement can mediate the relationship between self-efficacy and readiness to change. Hypothesis H5 is supported. In this case there is a perfect mediation effect, meaning that self-efficacy will affect readiness to change only if it is through work engagement because there is no direct influence from self-efficacy to readiness to change. The next mediation test shows that transformational leadership has an effect on readiness to change through work engagement. Hypothesis H6 is supported. So it can be concluded that work engagement can mediate the relationship between transformational leadership and readiness to change. This is commonly called a partial mediation analysis because it can affect both directly and indirectly.

There are still limitations in this study, among others, the instrument only uses a questionnaire which is very likely to be biased. Then the respondents who were only taken from public junior high schools, need to be researched also for private high schools in order to obtain more representative results in general. In addition, it is necessary to further investigate other factors that influence readiness to change such as learning innovation, organizational learning and some theories of change management.

Based on the results of this study, the managerial implications that can be proposed

are the need for training programs and improving employee competencies, so that employees can feel more confident in their abilities to face new things and are trained to be ready to face change.

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