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INFLUENCE OF CHANGE LEADERSHIP ON TEACHERS' READINESS FOR CURRICULUM REFORM

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Abstract
The study is quantitative in nature and it aims to explore the effect of change leadership on teachers' readiness for curriculum change in public and private secondary schools. Responding to three change-readiness dimensions change appropriateness, management support, and change-specific self-efficacy and one personal valence dimension, the study explores the relationships among the five-core change-leadership behaviours articulating a vision for reform, communicating the change, building a guiding coalition, empowering and supporting teachers, and celebrating short-term wins and the four dimensions of teacher readiness to change. The instruments used were validated instrument and the data collected from a stratified random sample of 360 secondary-school teachers where each analysis directly addressed one of four research objectives and analysed using descriptive statistics, Pearson correlation and multiple regression. The findings indicate that teacher readiness is strongly positively affected by change leadership with $R^2 = 0.58$ and $p < .001$. Empower and support teachers ($\beta = 0.41$) and articulate clear vision for reform ($\beta = 0.34$) are the strongest predictors. The study adds to an increasing body of evidence that successful curriculum reform is, first and foremost, a leadership endeavour that takes place at the school level.

Keywords: *change leadership, teacher readiness, curriculum reform, school leadership, transformational leadership.*

Introduction

Schools throughout the world have entered that which could be called a permanent state of reform of the curriculum. Over the past few years, new competency frameworks, digital integration requirements, inclusive-education policies and post-pandemic recovery plans, to name a few, have cascaded into classrooms, sometimes on top of one another (OECD, 2024; RAND Corporation, 2025). But what is most often consistently noted in the educational change literature is also most uncomfortable for policymakers: educational change often fails to produce the intended results at the moment of implementation, and it fails because the teachers who are supposed to implement it are not ready (Cong-Lem, 2024; Kilag et al., 2024; Yang & Chang, 2024).

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

Readiness is not an "add-on. It is the most up-stream precondition for all downstream implementations outcomes. Teachers' prospects of meaningful classroom enactment are significantly increased when they see support from the school leadership; feel they have the capacity to make the change; and believe that the change will be advantageous to them. In the absence of any of these conditions, however well designed is the reform document, it is a paper exercise (Holt et al., 2007; Frans & Wahani, 2025). This divide is particularly pronounced in Pakistan's middle-income environment, where national policies are often ambitious, and teachers' capacity to implement them is frequently not ready or even willing to do so (Khoso, Oad, & Ahmad, 2023; Pakistan STEM Readiness Study, 2025).

Change Leadership at the school level is the variable that connects the policy ambition to the classroom reality. Change leadership is a set of behaviors that can be used by school leaders, including principals, heads of department, and lead teachers, to mobilize their staff to engage in a change: create a sense of urgency, develop a vision, build coalitions of early adopters, communicate the message, empower others to act, and protect early wins (Kotter, 1996, 2012; Yu & Jang, 2024). Change leadership is not as generic as transformational leadership, which refers to a leaders' ongoing style, but is rather related to the change process itself, and to a specific reform. Leadership as experienced by the staff in a specific curricular transition (Abrahamsen, 2024).

Although there is an extensive body of literature regarding each of these constructs, few studies have been conducted that have empirically modelled an active curriculum-reform context in which teachers' readiness is a multidimensional construct that is directly impacted by school-level change-leadership behaviours. The current study fills this gap.

Research Gap and Problem Statement

Teachers are not yet prepared or supported in the change. Previous research typically sees readiness as a result of generic leadership style or the generic organizational climate, but not as a product of specific change-leadership behaviors that can be trained, audited and improved at the school level. Thus, a quantitative study is required that identifies the leadership behaviors most likely to enhance readiness to guide the implementation of reform.

Research Objectives

1. To identify the amount of change-leadership behaviour reported by secondary-school teachers during the ongoing curriculum change,
2. To assess teacher readiness for curriculum change as per four teacher readiness dimensions of appropriateness, management support, self-efficacy, and personal valence;
3. To explore how change-leadership behaviours relate to teacher readiness; and
4. To determine the most important predictors of teachers' readiness for curriculum change.

Research Questions

1. What is the level of teachers' perceptions of change-leadership behaviors of their school leaders in relation to the ongoing curriculum reform in secondary schools?
2. What is the level of teachers' readiness for curriculum reform?
3. Do change leadership and teacher readiness for curriculum reform have a statistically significant relationship?
4. What aspects of change leadership are the best predictors of teacher readiness?

Significance of the study

The results are aimed to be practical for three groups. For school principals and middle leaders, they pinpoint which behaviors affect the readiness needle the most. They make the case for the inclusion of change-leadership content in both pre-service and in-service preparation programs for

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JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

policymakers and teacher educators (RAND Corporation, 2025). The study contributes to the literature on readiness for change by combining Lewin, Kotter, and Holt et al. into a single empirically tested model for researchers.

Literature Review

Change Leadership in Education

Planned organizational change, transformational leadership, and school improvement are three older traditions converging in change leadership in schools. Change leadership is defined as a unique set of behaviours that a leader performs in specific situations involving change, such as a curriculum change, while transformational leadership is the style of a leader over time; the leader who inspires, intellectually stimulates and considers followers individually. Empirical research over the last few years has again lent credence to the role of change leadership in school outcomes. Based on the results of the study on principal transformational leadership in the context of reform philosophy in Independent Curriculum in Indonesia, this study reveals that the role of principal transformational leadership in improving teacher motivation and adaptive readiness is high, meaning that principal transformational leadership that actively implements reform philosophy into an instructional process has significantly increased teacher motivation and adaptive readiness. In OECD countries, the TALIS 2024 results also reveal that teachers who report being more involved in school decision-making – a key change-leadership skill – are more satisfied with their jobs and engaged in education reform, across over forty education systems (OECD, 2024). Similar trends have been reported in the Pakistani secondary-school setting, finding that teachers value supportive, communicative, and empowering behaviors of principals as the most significant predictors of teacher engagement with reform (Khoso, Oad, & Ahmad, 2023).

The overall construct of teacher leadership has also been associated with school-level change leadership. With principals purposefully sharing leadership and establishing what some scholars have termed "small-scale parallel structures" to develop curriculum, teachers challenge the notion of being passive in the reform and instead become curriculum leaders (Wan, 2024; Wenner & Campbell, 2017). This change is essential because ultimately the decision of whether or not to implement reform rests with what each teacher does behind the classroom door.

Teacher readiness for change

The most prevalent conceptualisation of readiness for organisational change is found in Holt et al. (2007) who posited that readiness is not a unitary attitude but a multidimensional cognitive state consisting of the following beliefs: The change is appropriate to the needs of the organisation (appropriateness); Management is really committed to the change (management support); The individual is able to make the change (change-specific self-efficacy); The change will be good for the person (personal valence). A person that has all four beliefs is "ready" in a real (behaviour-predictive) sense.

The framework has been applied successfully in the field of education. Recent studies conducted on teacher readiness for the Enhanced K-10 curriculum in the Philippines revealed that, consistently, teachers indicated gaps in training, resources, and clarity of leadership support, which align with Holt et al.'s dimensions of self-efficacy and management support (Kilag et al., 2024). In Pakistan, the readiness study for integrating STEM curricula also revealed that teacher readiness, policy clarity, and resource accessibility are the main challenges to STEM integration (Pakistan STEM Readiness Study, 2025).

Key is that readiness is pliable. This is determined by the social and managerial context in which the reform is declared and implemented (Cong-Lem, 2024). That's why the change-leadership

ISSN E: 2709-8273
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JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

behavior of a school is important; this is the most immediate lever with which a school can influence the readiness of its teaching staff.

Curriculum Reform Implementation

Curriculum change is one of the most challenging types of change that a school can take on as it affects the formal content of their learning, the practice of the teachers, and the assessment system. Critiques of school leadership and school curriculum change indicate that the effectiveness of a curricular transition is less about the quality of the policy document and more about whether and how the school leadership is ready and able to support the transition locally, that is, how able they are to 'translate' national or system level intentions into local operating plans, professional learning opportunities and supportive daily practices (Abrahamsen, 2024; Fullan, 2010). In other words, what RAND's recent commentary on the curriculum policy of the United States has to say is that classroom instruction won't get better until teacher preparation and ongoing support catch up to the reforms that have already happened (RAND Corporation, 2025).The main idea of this study is supported by three types of evidence. First, the teacher's attitudes to reform are influenced by the leadership behavior (Frans & Wahani, 2025; Yu & Jang, 2024). Second, those attitudes (expressed as readiness) in turn influence behaviour with regard to implementation (Holt et al., 2007; Kilag et al., 2024). Third, that change-leadership behaviours in schools are observable, learnable and trainable; that is, the relationship is not a descriptive one, but actionable (RSIS, 2025; OECD, 2024). What is not fully explored in literature is the question of which specific change-leadership behaviors are doing the most work on a dimension-by-dimension basis. This is the empirical contribution that this study aims at.

Theoretical framework

The study draws on three overlapping theoretical streams which together address the entire process of teacher readiness to implement curriculum change, effected by change leadership.

Lewin's Three-Stage Model of Change (1947) is a theory that explains how change can be managed.The three stage model of Kurt Lewin: unfreeze, change (or move), and refreeze, is the basic sociological explanation of how human systems can be deliberately changed. During the unfreezing stage, leaders need to expose the problem with the current practice, and build the motivation to learn something new. Change stage involves introducing and practicing new behaviors and practices. During the refreezing stage, the changes emerge as the new practices are stabilized, institutionalized and become part of the organization's normal culture (Lewin, 1947). These stages fit into the early communication of the need for the curriculum change, the active professional learning and pedagogical change period, and the embedding of the change in practice, assessment, and school culture later in the school-based change process.

Kotter's 8 step change process (1996)

John Kotter's eight-step change model is a more detailed breakdown of the Lewinian model that includes the more specific tasks required of a leader in the change process: creating a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating the vision, empowering broad-based action, securing short-term wins, consolidating gains, and anchoring the change in the culture (Kotter, 1996, 2012).Specifically the model has been applied in higher education and school-curriculum change. The systematic review of Kotter's model in the context of curriculum change, published recently, found that the steps that have the greatest pay-off for implementation are urgency-setting, coalition-building, and empowering frontline staff in a visible way (RSIS, 2025). The model's focus on the behaviour of leaders rather than the style of leaders

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

makes it easy for the principal to directly operationalize in a school context, as each step lays out a behavior that the principal can perform.

Holt et al.'s Readiness for Change Framework (2007)

Holt et al. (2007) created a theoretically derived and systematic validated instrument based on four cognitive dimensions: appropriateness, management support, self-efficacy with respect to the change, and personal valence. This framework has become the prevailing way of operationalizing readiness in the change-management literature and has been widely adapted for the educational context. The four-dimensional structure has the added benefit of each dimension reflecting a different kind of leadership interventions: vision and urgency communication shape appropriateness; visible commitment and resourcing shape management support; professional learning and empowerment shape self-efficacy; and aligning reform goals with teachers' own professional values shape personal valence.

Integration

The three theories have been combined into figure 2 below. Lewin's three stages deliver the temporal framework of the reform; Kotter's 8 steps outline the leadership behaviors that propel the organization through the framework; and Holt et al.'s four dimensions outline the cognitive readiness that is intended to be created through the use of the leadership behaviors. Teacher readiness for curriculum reform, thus, is the proximal outcome of effective change leadership, and the distal precondition for successful reform implementation.

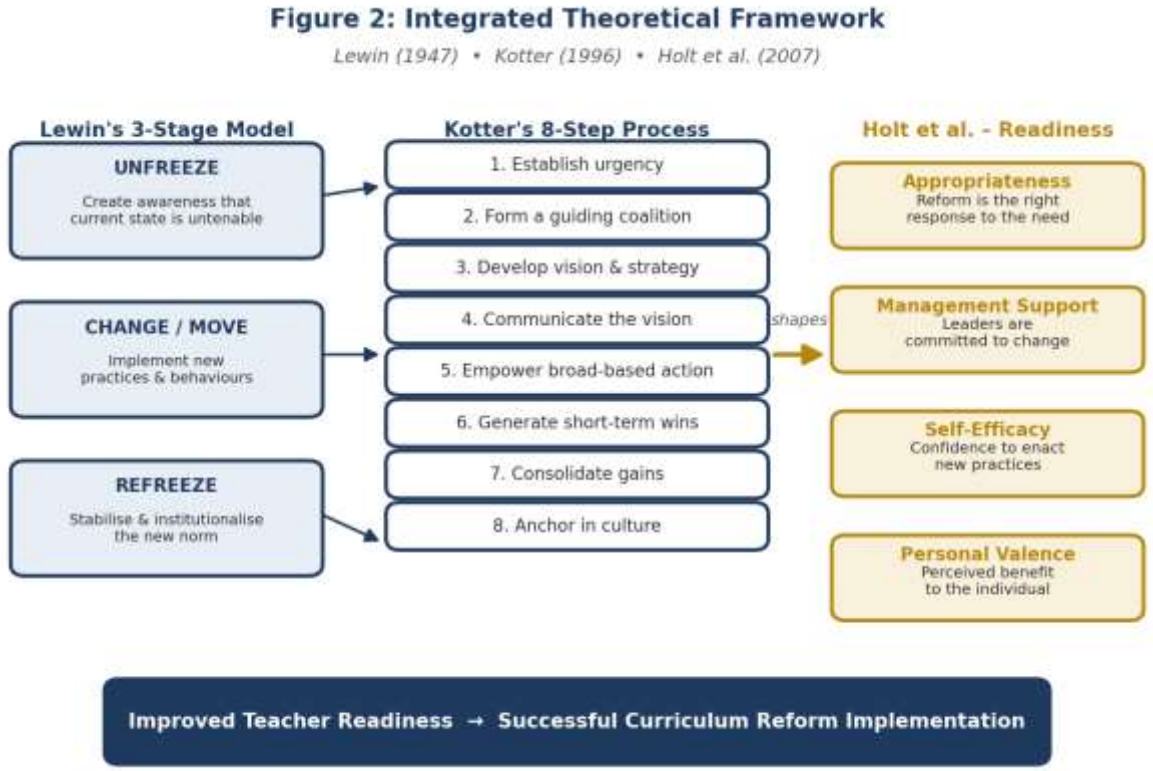

Figure 2. Integrated theoretical framework drawing on Lewin (1947), Kotter (1996), and Holt et al. (2007).

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

Conceptual framework

Based on the literature reviewed above, the conceptual framework of the study (Figure 1) is that change leadership is an independent variable, while teacher readiness for curriculum reform is a dependent variable. Change leadership is understood as five behavioural dimensions (adapted from Kotter, 1996) and translated for the school context as follows: (i) establishing a vision for change; (ii) communicating the change; (iii) forming a coalition of leadership; (iv) empowering and supporting teachers; and (v) celebrating short-term accomplishments. Teacher readiness is measured by four dimensions of Holt et al. (2007) – change appropriateness, management support, change-specific self-efficacy, personal valence. Additional contextual variables – years of teaching experience, subject area, type of school, gender, highest qualification, and size of school – that previous studies have identified as affecting both variables are included in the model.

Figure 1: Conceptual Framework of the Study

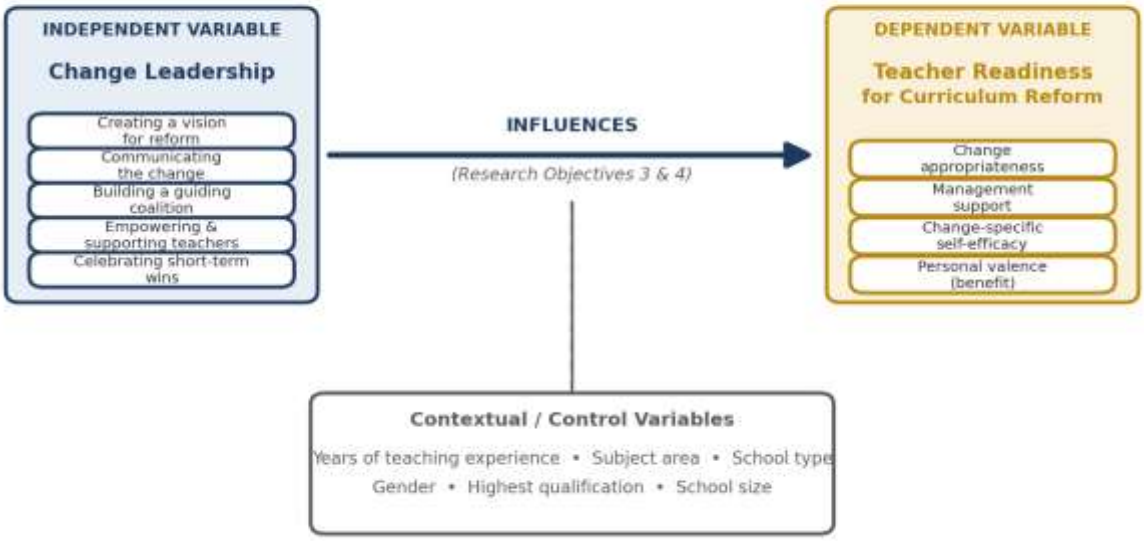

Figure 1. Conceptual framework of the study showing the direct effect of change leadership on teacher readiness for curriculum reform.

Methodology

Research Design

A quantitative survey non-experimental cross-sectional design was used. The design is suitable as the study is focused on analysing the directional relationship between two latent constructs in their natural environment, in line with each of the four objectives.

Population and Sample

The target population were secondary-school teachers who were involved in the implementation of a curriculum change. A stratified random sample of 360 teachers was selected from public and private secondary schools with both school types and gender stratified to provide proportional representation. Using Krejcie & Morgan's (1970) sampling tables, the sample size was determined at 95% confidence level with a 5% margin of error from the estimated population of around 6000 teachers. The overall response rate was 90% (324 usable returns from 360 instruments distributed).

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

Instrumentation

Instrument was used and validated. A scale of 25 items was used to measure change leadership, based on the eight-step model of Kotter (1996) and other studies that operationalized change leadership in the school context (RSIS, 2025; Yu & Jang, 2024). To narrow the scope and adapt the scale to the local context, an expert review process was used, with a focus on the five dimensions outlined in the conceptual framework. Teacher readiness was assessed using a 20 item scale adapted from Holt et al.'s (2007) Readiness for Organizational Change scale and revised to focus on the current curriculum change. Instrument have a 5-point Likert response scale (1 = Strongly Disagree to 5 = Strongly Agree).

Validity and Reliability

Content validity was obtained from the five experts of educational leadership. Exploratory factor analysis was performed on a pilot sample of 50 teachers to examine the construct validity, with all items loading on the factors in which they were intended to load with loadings above. 50. Cronbach's alpha was used to measure reliability (see Results Table 2) and all subscales met the .70 criterion.

Data Collection

Paper-based and electronic survey instrument were used to gather data for four weeks. This was a voluntary sample, anonymous, based on regular research ethics procedures. All respondents gave informed consent.

Data Analysis

SPSS was used to analyze the data. The sample was described and the central tendency of the variables was obtained by descriptive statistics (mean, SD). Bivariate relations were tested using Pearson product-moment correlation. Joint and individual effects of the five dimensions of change-leadership on teacher readiness were tested using multiple linear regression. Before performing regression analysis, the assumptions of linearity, normality of residuals, homoscedasticity, and no multicollinearity (VIF values < 5 for all predictors) were tested**.**

Results and Analysis

The results are reported in five parts: Each subsection following the description of the respondent profile reports the analysis directly related to one of the four research objectives.

Respondent Profile

The demographic profile of the 324 teachers who returned the questionnaire is summarized in Table 1 below. The sample is roughly split by gender and represents a mix of school types, levels of experience and qualifications. Table 1. Demographic Profile of Respondents (N = 324)

Variable	Category	Frequency	Percentage
Gender	Male	156	48.1%
	Female	168	51.9%
School Type	Public	198	61.1%
	Private	126	38.9%
Experience	< 5 years	78	24.1%
	5–10 years	121	37.3%

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

Variable	Category	Frequency	Percentage
	11–20 years	89	27.5%
	> 20 years	36	11.1%
Qualification	Bachelor's	142	43.8%
	Master's	162	50.0%
	M.Phil/PhD	20	6.2%

Objective 1 – Level of Change-Leadership Behaviour

Objective 1 was to gauge the extent of change-leadership behavior among teachers in the current reform. Overall, the mean of change leadership was 3.82 (SD = 0.61) on a 5-Likert scale, reflecting a moderately high level of perceived change-leadership practice (as shown in the upper half of Table 2). The mean scores highest are for vision for reform (M = 3.91) and empowering teachers (M = 3.88). Building a guiding coalition (M = 3.65) had the lowest mean score. Cronbach's alpha values for all subscales were acceptable (α > .80).

Objective 2 – Level of Teacher Readiness for Curriculum Reform

The aim of Objective 2 was to assess the teachers' readiness in the four dimensions of the framework proposed by Holt et al. (2007). Table 2 below demonstrates that the overall mean for teacher readiness was also moderately high at 3.74 (SD = 0.64). In terms of sub-dimensions, change appropriateness (M = 3.81) and change-specific self-efficacy (M = 3.79) were the weakest, whereas the personal valence (M = 3.67) and management support (M = 3.69) were comparatively lower. All of the sub-dimensions had reliability greater than .80.

Table 2. Descriptive Statistics and Reliability for Objectives 1 and 2 (N = 324)

Variable / Dimension	Items	Mean	SD	α
Change Leadership (overall)	25	3.82	0.61	.92
Vision for reform	5	3.91	0.66	.84
Communicating the change	5	3.78	0.71	.87
Guiding coalition	5	3.65	0.74	.81
Empowering teachers	5	3.88	0.68	.89
Short-term wins	5	3.71	0.72	.82
Teacher Readiness (overall)	20	3.74	0.64	.91
Appropriateness	5	3.81	0.70	.83
Management support	5	3.69	0.75	.85
Self-efficacy	5	3.79	0.69	.86
Personal valence	5	3.67	0.73	.80

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

Objective 3 – Relationship between Change Leadership and Teacher Readiness

The relationship between change leadership and teacher readiness was examined in Objective 3. A Pearson product-moment correlation was performed and the correlation matrix is shown in table 3. Teacher readiness exhibited positive and significant ($p < .01$) relationships with all five dimensions of change-leadership; these relationships ranged from .52 (guiding coalition) to .69 (empowering teachers). The five dimensions also correlate moderately with each other (r between .49 and .64), which is theoretically expected since they describe related aspects of the same construct, but the absence of any correlation above. 70 verifies that they are still empirically differentiable. The outcome directly responds to Objective 3; that change leadership and teacher readiness for curriculum change are strongly and significantly related.

Table 3. Pearson Correlation Matrix of Study Variables

Variable	1	2	3	4	5	6
1. Vision for reform	1.00	—	—	—	—	—
2. Communicating	.62**	1.00	—	—	—	—
3. Guiding coalition	.55**	.58**	1.00	—	—	—
4. Empowering teachers	.60**	.64**	.59**	1.00	—	—
5. Short-term wins	.51**	.53**	.49**	.57**	1.00	—
6. Teacher readiness	.64**	.61**	.52**	.69**	.55**	1.00

*Note. ** Correlation is significant at p < .01 (two-tailed). N = 324.*

Objective 4 – Predictive Effect of Change-Leadership Dimensions on Teacher Readiness

Objective 4 was to determine which aspects of change leadership were most predictive of teacher readiness. Using the five dimensions of change-leadership as predictors, a multiple linear regression was run with teacher readiness as the dependent variable. The overall model was statistically significant, $F(5, 318) = 87.40$, $p < .001$, and accounted for 58% of the variance in teacher readiness ($R^2 = .58$, adjusted $R^2 = .57$). No multicollinearity was an issue (all VIF < 2.4). The individual coefficients are given in Table 4.

Table 4. Multiple Regression Predicting Teacher Readiness from Change-Leadership Dimensions

Predictor	B	SE B	β	t	p
(Constant)	0.42	0.18	—	2.33	.020
Vision for reform	0.31	0.06	0.34	5.17	< .001
Communicating the change	0.25	0.07	0.29	3.57	< .001
Guiding coalition	0.16	0.07	0.18	2.29	.023
Empowering teachers	**0.38**	**0.06**	**0.41**	**6.33**	**< .001**
Short-term wins	0.19	0.07	0.22	2.71	.007

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

The five dimensions all exerted a statistically significant influence on teacher readiness, even when the other dimensions were taken into account. In descending order of predictive strength, the dimensions were: empowering teachers ($\beta = 0.41$, $p < .001$), vision for reform ($\beta = 0.34$, $p < .001$), communicating the change ($\beta = 0.29$, $p < .001$), short-term wins ($\beta = 0.22$, $p = .007$), and guiding coalition ($\beta = 0.18$, $p = .023$). These are standardized coefficients and were visualized in Figure 3. Objective 4 is consequently met: the two best predictors of teachers' readiness for curriculum reform are empowerment of teachers and articulating a vision for reform.

Discussion

Discuss Objective 1 – Level of Change-Leadership Behaviour

Overall, the mean for change-leadership behavior ($M = 3.82$) suggests that teachers rate their change leaders as exhibiting moderately high levels of reform-supportive behavior, but there is still a long way to go. The relatively low scores on the guiding-coalition dimension ($M = 3.65$) are aligned with findings from the TALIS 2024 (OECD, 2024), which show that distributed leadership practices are not consistently in place across systems, and with the experiences of field-mediators with teacher curriculum leadership, where some of the most supportive structural arrangements, such as a visible reform team are often absent at the school level (Wan, 2024). That is, the aspect of change leadership that relies most on organizational structure (not a single principal's behaviour), is the one that lags. In contrast, the comparatively high vision for reform and empowering teachers scores suggest a higher level of consistency in practicing the more individual, behavioral aspects of change leadership.

Objective 2 – Level of Teacher Readiness is discussed.

The overall level of teacher readiness for curriculum reform was also moderate ($M = 3.74$) with instructive variation across the four dimensions. The most positive attributes were change appropriateness and self-efficacy, which indicated a majority of teachers in the sample were generally supportive of the rationale behind the change and felt relatively prepared to implement new practices. The somewhat lower scores for management support ($M = 3.69$) and personal valence ($M = 3.67$) indicate two specific areas of weakness: teachers do not feel that the school leadership is fully committed to the reform and teachers do not feel that the reform will benefit them personally. These findings align with the results of Kilag et al. (2024) on teachers' readiness for the Enhanced K-10 curriculum in the Philippines and the STEM Readiness Study in Pakistan (2025) which point out perceived commitment of leadership and personally meaningful benefits as key missing elements in teacher readiness.

Discussion of Objective 3 – Relationship between Change Leadership and Teacher Readiness

The results of the correlational evidence (Table 3) clearly answer this question: Change leadership and teacher readiness are strongly and significantly related. All five dimensions of change-leadership are significantly related with teacher readiness at the $p < .01$ level. This discovery puts a different light on readiness and how it can be shaped by a leadership culture that is created within a school. It also aligns with the recent research that has found a link between transformational behaviors of principals and teachers' motivation and readiness to adapt in reform contexts (Frans & Wahani, 2025; Yu & Jang, 2024), and with the broader research literature that has found a link between school-level mediation and whether national curriculum intentions reach the classroom (Abrahamsen, 2024; Fullan, 2010).

Discuss Objective 4 - Strongest predictors of teacher readiness

The major findings of this study is the regression evidence presented in Table 4 and illustrated in Figure 3 that directly accomplishes Objective 4. Leadership, as a whole, has a large effect on

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

teacher readiness, and it explains nearly 60% of the variance in teacher readiness. The more theory-laden result, however, is the dimension-by-dimension pattern. The two strongest predictors—the empowering of teachers (β = 0.41) and articulating a vision for reform (β = 0.34)—are, of course, on opposite ends of Kotter's process, with empowering teachers coming at the end of the process when action is being enabled and articulating a vision for reform coming at the beginning of the process when urgency is being created. The pattern suggests that readiness is not achieved by a single leadership action at one moment: leaders must enable teachers to throw out a 'credible why', at the same time giving them permission, resources and confidence to actually take the plunge. This cascade of two mechanisms is a natural fit with Lewin's (1947) unfreeze–change pairing and Kotter's point that early-stage and mid-stage steps are mutually dependent (RSIS, 2025).

The comparatively low impact of the guiding coalition (β = 0.18) is similar to the descriptive results from Objective 1, indicating that this is the least well implemented dimension of the model. Without robust coalitions of reform champions or even a clear presence of coalitions to the teaching workforce, the potential impact on readiness can't be realized. This does not mean that coalitions are not important, but that they should be more visible and functional in the schools studied. Lastly, the modest but statistically significant effect (β = 0.22) of short-term wins, as Kotter argues, may be a helpful psychological grease for change but is not likely to be a replacement for vision and empowerment.

Conclusion and Recommendation

This study aimed at quantitatively examining the relationship between change leadership and teachers' readiness for curriculum reform. The study findings are clear: that a change in leadership makes a difference and that the difference lies in the specific behaviors: empowering teachers and articulating a vision for the reform that is clear and credible. The result has three implications.

For School Leaders

Principals and middle leaders should consider readiness as a product, not a prerequisite. Practical actions involve starting each reform with a clear vision, explicitly communicated and visibly shared with teachers, that connects the reform to teachers' professional values; building a group of early adopter teachers and making them visible; ensuring time and resources for professional learning; acknowledging and disseminating early successes in implementing the reform; and providing for teachers to have agency in implementing the reform.

For Policy Makers and Teacher Educators

There is a need to explicitly integrate the skills of change leadership—both theoretical and practical in initial teacher education and in-service leadership preparation programs. However, the present results bear out the recent observation that teacher-preparation programs have not kept up with the rate of policy changes (RAND Corporation, 2025) and extend that to leadership-preparation programs. National reform implementation plans also need to have specific, funded readiness-building aspects, not readiness as an assumed by-product of curriculum documents.

For Researchers

Future research needs on the model should include a longitudinal study to capture the temporal aspects of Lewin's 3 stages, a replication of the model in other types of reform and education systems, and an investigation of organizational climate as a mediating variable, and contextual factors such as resource availability and school size as moderators.

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

Limitation and Researcher

Some limitations of the study, which limited the conclusions, are as follows. First, the design is cross sectional, which means that it can only conclude that change leadership is strongly connected with teacher readiness, but not in the strict sense. Second, teacher self-report is used for both variables, and there is a risk for common-method bias. Third, the sample comes from one reform context; this makes it difficult to extrapolate the absolute magnitude of the coefficients to other contexts of reform and other systems. Fourth, unlike other authors who argue that affective or cultural aspects like emotional climate, trust, or identity are relevant for change processes (Cong-Lem, 2024), this model is limited to observable leadership behaviors. These gaps can be filled in future research with longitudinal designs, multi-source data (teachers, principals, and reform observers), as well as mediator and moderator variables.

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