

## **Various Determinants of Individual Readiness to Change and Their Effects on the Teachers' Performance (A Study on Certified Teachers in Jombang Regency East Java, Indonesia)**

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**Abstract:** Teachers play an important role to prepare students so that their students can play optimally in the society. The teachers also are required the preparation to follow the development of science and technology, including in the IT field; in order to carry out the meaningful learning activities to the students. For this purpose, the Ministry of Education and Culture of the Republic of Indonesia since 2007 certified for all teachers in Indonesia, and completed in 2015. In this era of ever-changing, teachers are required to be ready to face the changes that have competencies in line with the development of science and technology. This study examines the various factors that affect the teachers' readiness to change, and how they affect the teachers' performance. The subjects of this study is the teachers who are already certified, and implemented in August 2014 to January 2015. Data analysis was performed by using path analysis, and intended to find a variety of exogenous variables which influence dominantly on the teachers' readiness to change and the teachers' performance. The research reveals that the newness values and work climate directly affect the teachers' performance. The work climate and organizational support affect the teacher's readiness to change. The teachers' readiness to change affects the teachers' performance. This research found that a conducive work climate is an exogenous variable that most strongly affects the teachers readiness to change and together will determine the teachers' performance. Based on the research findings, it is expected that the head of the school organization is expected to continue to strengthen a conducive work climate, so that teachers can develop their creativity and innovation in working in accordance with the development of the latest science and technology.

**Key words:** newness values, work climate, organizational support, readiness to change, performance

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### **I. Introduction**

The development of information and communication technology (IT) raises new challenges in educational activities. A school is no longer a single institution as a place for learning. The development of IT, like the presence of internet, mobile phones and smart phones, allows students to access the information, knowledge and technology at any time easily and quickly. At this time, the students no longer have to wait for a teacher in the school to find out about something. They can access information through the internet network connected to the Smartphone. What schools and teacher should do to deal with this phenomenon?

Some experts claim that, in this era of IT; all people and institutions are required to act based on a new work culture to keep developing in a changing world. Barkema, et.al (2002) describes some new work cultures that must be developed by all individuals are the culture of work fast, fast to make decision, fast to learn and fast to develop job creation and innovation. Another phenomenon that occurs in a new era, as stated by Barkema et al. (2002); it is characterized by symptoms of life of the product, science and technology, and working procedures within the organization which appearing easily to be obsolete and should be quickly updated. In the book "The Lexus and the Olive Tree", Friedman (1999) has explained clearly that: "... to day there is no first world, second world, or the third world ... just the fast world and the slow world ... ". This means, in the present era and the future; anyone will be able to exist if they are fast to change based on the demands of society.

According to Lehman et al. (2002), the readiness to change that influenced by the extent of the knowledge and new technologies can be adopted by members of organizations. Furthermore, Simpson advised of the need to introduce new science and technology into organizational development programs. The leaders of the organization are expected to immediately create a program that allows members of the organization can implement new working methods with the use of new technology. The new work program will run more efficiently if it is supported by the readiness of institutions and members of the organization to implement a new work culture. In this regard the leaders of the organization need to create work climate and cultivate the values of a new work.

In the era of ever-changing, teachers have an important role to prepare the students so that they can play optimally in the society. Teachers are required to keep following the development in science and technology including in the IT field, in order to carry out learning activities that are meaningful to the students. In the present era, the teacher must be able to act as a learning inspiration. From these inspiring learning activities, it will be able to encourage students to be independent learners someday. This independence in learning will make the students continue to be motivated to update their knowledge and skills based on the changing times.

### **Research Problems**

There are seven research problems posed in this study,

1. Do the newness values developed by teachers significantly affect the teachers' performance?
2. Do the newness values developed by teachers significantly affect the teachers' readiness to change?
3. Does the conducive work climate significantly affect the teachers' readiness to change?
4. Does the perceived organizational support by teachers significantly affect the teachers' readiness to change?
5. Does the perceived organizational support by teachers significantly affect the teachers' performance?
6. Does the conducive work climate significantly affect the teachers' performance?
7. Does the teacher's readiness to change significantly affect the teachers' performance?

### **Various Determinants Of Readiness To Change**

Some researchers such as Armenakis, et.al. (1993), and Lehman, et.al. (2002) stated that individuals and organizations that have a readiness to change turned out to have more ability to exist and develop in the era of global competition. In his book "The Lexus and the Olive Tree", Friedman (1999) states that individuals and organizations will have only two choices : to be part of a fast organization or slow one. Individuals and organizations which are ready to change will be able to deliver as individuals and organizations that are fast to adjust themselves with the demands of competition. Instead, slow individuals and organizations will be determined not to be able to compete in the hard competition.

According to Lehman et al. (2002), the readiness to change that influenced by the extent of the knowledge and new technologies can be adopted by citizen of organizations. Related to this issue, Lehman (2002) stated the need to introduce new science and technology into organizational development programs, the leaders of the organizations are expected to immediately create a program that allows the members of the organization can implement new working methods with the use of new technology. The newness work program will run more efficiently if it is supported by the readiness of institutions and the members of the organization to implement a newness work culture. In this regard the leaders of the organizations need to create work climate and cultivate the values of a positive work to all members of the organization.

The availability of motivational aspects from the staffs and leaders of the organizations can be seen from the need and urgency to make changes. If this is followed by the availability of positive values possessed in every member of the organization, it will be able to grow a culture of innovation in an organization (Lehman et al, 2002). According to Kasali (2005), an organization that is able to develop a culture of innovation will be more likely to make changes for the organization. While the study conducted by Armenakis, et.al. (1993) showed that the aspect of commitment is one of the factors determining the organization's readiness to change.

A study conducted by Lewis (1998) explained that the availability of sources of funding, management supports, and values developed by the staffs are factors to determine the readiness to change. When the readiness to change has been possessed strongly in all members of the organization, it will bring a newness work culture called the culture to change (Lewis, 1998). According to Jabnoun and Sedrani (2005), the culture to change or at least having awareness to change from the members of organizations is the main prerequisite for the emergence of orientation on quality or performance. Organizations that are able to develop a work culture and oriented to the quality are authenticated to be better prepared to deal with the change and better to survive in dealing with the competition (Smith et al, 2002; Kanji and Yui, 1997).

The readiness to change, according to Lehman et al. (2002), can be detected from several variables, such as motivational variables, the availability of resources, values, positive attitudes developed by staff, and organizations climate supporting a change. From the motivational aspect, it will be seen: first whether the organization has a development program based on the analysis of weaknesses and strengths; second, whether the organization has a training program to improve the new knowledge and skills for staffs; and third, whether all members of the organization feel any encouragement to change.

According to Lehman et al. (2002), the availability of resources within the organization will include the new organizational values, the availability of working facilities, and the availability of trained staff. To evaluate whether an organization has adequate resources, it can be detected from three things: first, the availability of adequate working facilities, second; possessing trained staffs and possessing a development program with the support of adequate funding, and third, access to the information and communication technology equipment.

The availability of staffs supported by newness values and attitudes will also support the organization's readiness to change. This would include some things as follows: first, the development of the values of professionalism in the work; second, whether the staffs have high confidence in the work; third, whether the organization has a staff that is able to influence other staffs to develop new abilities and skills, and fourth, whether the organization has a staff that can adapt to the new situation. While the organizational climate that will support the organization's readiness to change will appear on: first, staffs have a clear understanding of the vision, mission, and goals of the institution; second, the availability of a strong work team; third, the availability of independent staffs in the work; Fourth, the open communication process; fifth, how the staffs encourage themselves to always show the best performance, and sixth, the readiness of all members of the organization for changes.

Dellana and Hausser (1999) identified cultural factors developed by each individual and group can support the quality improvement program of work. The cultures developed by each individual include work creativity, the courage to take risks in their work, and creative leadership, the development of solid team work and the willingness to participate working. According to Lehman et al. (2002), the creativity of work, the courage to take risks, creative leadership, the establishment of a strong teamwork, and willingness to participate working are factors which determine the organization's readiness to change as well. Thus the existence of a causality relationship between the readiness to change with the performance. Meanwhile, according to Kasali (2005), the organization which is able to survive in a climate of hard competition is an organization that is capable of displaying high-quality work.

The management of quality-oriented organization is widely believed at influencing on the achievement of performance (Handricks & Singhal, 2001). Several other researchers found a correlation between the achievement of work quality with work cultural factors (Jabnoun, 2001; Souza-poza, et.al., 2001). The research conducted by Powel (1995) showed a positive correlation between the quality-oriented culture developed by the organization with the organization's performance. Furthermore, Powel (1995) said that the development program of organization is an important factor that will release several new work cultures, such as open culture to the newness values and new trends, the availability of staff development programs, and to improve the management commitment to bring the organization's progress. Samson and Terziovski (1999), which research various private organizations in Australia and New Zealand, found a correlation between the implementation of the cultural orientation of the quality development with the organization's performance. Another study conducted by Samson and Terziovski (1999) found that quality-oriented culture and leadership model affect positively to the work quality of the staffs. Another study conducted by Dowe and Samson (1999) found that the various components of the work quality-oriented culture, such as the commitment of the staffs, the staff understanding of the vision, mission, and goals of the organization; and orientation to the customer relates positively with work quality equally.

The results of various studies as described above indicate that the various elements of the culture-oriented of the work quality impact positively on the performance and viability of the organization. It is also in line with the study of Lehman, et al. (2002) which suggested that the various elements of the culture-oriented relates positively to the quality of the organization's readiness to deal with changes. In other words, to face the changes all members of organization should have a culture to be ready to change. The members of organization owned cultures are marked with a support to develop continuously. A study conducted by Cole (2001) showed that a culture to develop continuously will help the effort of organization to develop a quality-oriented culture and will be able to prepare the organization to deal with change.

The realization of a new work culture oriented changes is also determined by the head figure of the organization. The study conducted by Campbell (2004) stated that some practitioners of management, both in public and private, such as Rudi Giuliani, the mayor of New York, Jack Welch the CEO of General Electric, and John Kotter professor of management who are interested in the study of the changes of organization culture; all of whom agreed that the transformation of the organization culture and the improvement of organization performance cannot simply be handed to subordinates. The transformation of organization culture also requires the high involvement of the leadership of the organization. Kasali (2005) also showed a number of evidences of a swift organization to make a change and it precisely kept growing and was capable to face the competition and out of a crisis situation. This study clearly shows the importance of the factors of organization readiness to change associated with the hard competition situation. In other words, the organization support is required by the staffs to face the changes.

A study conducted by Desplaces (2005) stated that individual readiness to face the changes will be the driving force that makes the changes which giving positive results. Some recent studies on the construct of variable readiness to change explained that the readiness of individuals to change can actually be identified from the positive attitude of individuals towards changes, whether work climate felt by the individual supports the changes, the perception of the overall members of organization to deal with change, organization support to change, and a sense of confidence for individuals in the deal with changes.

Individual attitudes towards the changes can be seen from the individual responses for the changes, whether they accept or reject the changes. The readiness of individuals to face the changes will affect patterns of thought, feeling, and individual attention as reflected in their attitudes and behavior. Piderit (2001) explained that as a attitude construct, the willingness of individuals to change will be seen in three dimensions, the dimensions of cognitive, affective and attention. Individual attitudes towards the changes are influenced by an individual response to the changes that are being faced. Individuals who respond positively to the changes will support the process of changes. According Desplaces (2005), to engage in a system of changing organization, it is not enough only thinking and considering positively for changes. The more important thing than that is whether the individuals are ready to involve in a process of changing for the achievement of organization goals. In addition, Desplaces (2005) required the presence of a working device which participates to accelerate the changes. The various work devices intended are as follows: *first*, whether the organization structure is sufficiently flexible to deal with changes; *secondly*, whether social factors such as patterns of relationship between a superior and subordinates are rigid or loose enough; *third*, whether the patterns of physical structures within the organization are sufficiently deal with the changes and *fourthly*, the availability of more technology in line with the changing demands developing in the society. The latest technology of the organization is assumed supporting the changes.

Another factor supporting to a change in the organization is related to the organization support perceived by staffs. Whether the organizational supports related to the developing values in the organization encourage the members of the organization to develop their careers. The developing values within the organization will support establishing the affective commitment for the members of the organization. The results of previous studies revealed that the organization support perceived by the staffs will be able to help them in adopting the values, ways of working, work culture, and the latest technology (Desplaces, 2005).

According to Rhoades and Eisenberger (2002), there are three main dimensions that indicate the support of the organization. First, the growing attitude of fairness in the organizations and it shows that all the members of the organization have the same opportunity to use a variety of resources that exist within the organization. Secondly, the supervision support of a supervisor who shows concern for the existence of the staffs. Third, the development of a system of rewards and organizational supports devoted to staffs who have a good performance. This study is in line with the ideas of Desplaces (2005), he stated when the staffs thought that work equipment in the organization, social environment and technology equipment support the changes, the staffs will also thought about an improvement of supports perceived from the organization. In other words, the organizational support perceived by staffs will help the readiness of staff to deal with changes.

The readiness of individuals to face the changes is also greatly influenced by the confidence of the staffs. According to Bandura (1977), the confidence shows on individual belief that they have the ability to achieve organization goals. Furthermore, Bandura stated that an individual's decision to involve in an activity strongly influenced by the individuals belief to make attitude decisions. Therefore, the confidence in individuals is assumed to play an important role which will deliver it to have behavior changes. Thus the individual's readiness to change is also greatly influenced by the belief where they have the ability to show new behaviors (Desplaces, 2005). The result of the previous study conducted by Silver, et.al. (1995), it was found that the confidence of the staffs relates positively with their ability to show the best performance and their willingness to adopt newness values. Thus it can be said that the organizational support perceived by staffs and the confidence of the staffs will increase an individual's readiness to change.

Based on the studies above, it can be identified numerous variables that determine the readiness of teachers to change, include: (a) the newness values developed by teachers in line with the changes in society and it is manifested by commitment, confidence, orientation on quality, proactive attitude, innovative and creative, positive attitude and spirit of renewal; (b) the work climate perceived by the teachers and it is manifested by the work atmosphere, power distance, the quality of team work, work relations, and work participation; (c) organization support perceived by the teachers and it is manifested by: fairness, supervision support, reward system, all members of the organization's readiness to change; and (d) readiness to change is manifested by the motivation to change, resources support, positive attitudes of the staffs, the knowledge and ability to adopt new technologies, the readiness to perform better work.

### **Teachers Performance**

Teacher's quality is a critical important determinant of student development and achievement (Aaronson et al., 2007; Rivkin et al., 2005). The previous researchers have noted that teacher qualifications influence students' achievement (Ferguson, 1991). In developed countries, such as in the United States; a qualified teacher plays in student achievement (National Commission on Teaching and America's Future, 1996). For that reason, many countries have enacted legislation to improve teacher recruitment, certification, and professional development (Darling-Hammond, 2007a). School institutions together with the government should provide adequate resources to achieve professional teachers (Dee & Wyckoff, October 2013).

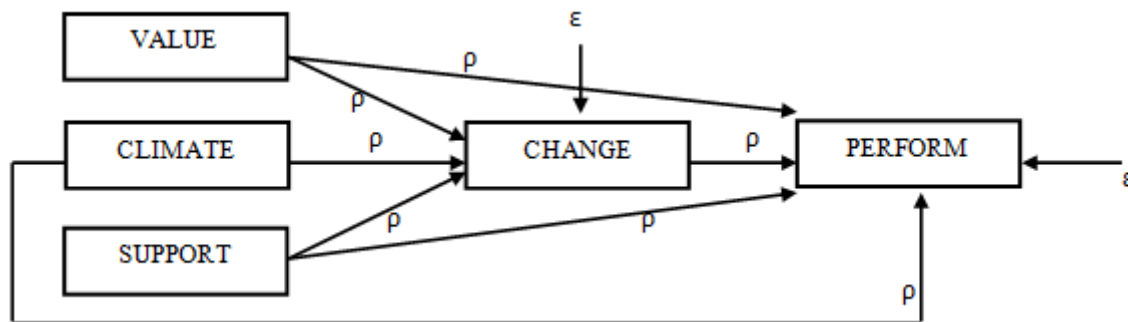
The Government of Republic of Indonesia through the Ministry of Education and Culture also realizes the importance of quality teachers in preparing a competitive generation. Therefore, in 2005 the Government of the Republic of Indonesia declared a Law No. 14/2005 about teachers and lecturers (in this paper, teachers and lecturers refer to an educator). The law requires educators to work professionally. And for their professionalism, the government provides an allowance of profession amounting one basic salary received by educators. Several previous studies have revealed that certified teachers influence the students' achievement (Fuller, 1999; Armour-Thomas et al., 1989).

To evaluate the extent of the educators' professionalism, since 2005 the Government of the Republic of Indonesia has implemented certifying educators, including various educational activities and training aimed at improving the teaching skills of educators and they deserve to be called as a professional educator and to be given an allowance of profession. Giving the profession allowance for professional educators is expected to impact positively on the professionalism of the educators. This policy is in line with the study from Hanushek (2007), he stated that such rigid and misaligned compensation system cannot adequately attract and retain a high-quality teacher. In other words, the policy of the profession allowance given to professional educators is expected to improve the performance of teachers.

Associated with the recent era marked by the development of IT and rapidly changing world, teachers are expected to inspire students to be independent learners. In line with those, in this study, the teachers' performance will be measured how far teachers are perceived by the students that they are able to present themselves as inspirational figures in front of students. To measure the ability of teachers in inspiring students, this study uses eight indicators proposed by Sammons et al (2014). Eight indicators of inspiring teacher include: (a) having and transmitting enthusiasm for teaching, (b) Cultivating positive relationship with students, (c) being flexible and adapting their practice, (d) making learning purposeful and relevant for the student, (e) promoting a safe and stimulating classroom climate, (f) establishing clear and positive classroom management, (g) being reflective about their own practice and developing collaboratively, and (h) bringing innovative to the classroom. From 8 indicators, Sammons et al (2014) stated four most important aspects to make the teacher as a figure, who is capable of inspiring students, (a) enthusiasm for teaching, (b) positive relationships with children, (c) high levels of motivation and commitment, and (d) confidence in the classroom.

Based on the study above, it can be stated there is the conceptual relationships between variables. Newness values that are relevant to the changing demands of the growing community, conducive work climate, and perceived organizational support will affect the readiness of teachers to change. The teachers who have the readiness to change will be able to inspire the students to prepare for a changing world and hard competitions. In other words, the teachers' readiness to change will affect the performance.

Figure 1 shows a conceptual framework describing the relationship between the variable of exogenous and the variable of endogenous.



**Figure 1.** The conceptual framework of the effect on the variable of exogenous to the variable of endogenous.

**Research Hypothesis**

Based on the theoretical relationship between variables stated above, it states several research hypotheses as follows:

1. The newness values significantly affect the teachers' performance.
2. The newness values developed by teachers significantly affect the teachers' readiness to change.
3. The conducive work climate significantly affects the teachers' readiness to change.
4. The perceived organizational support by teachers significantly affects the teachers' readiness to change.
5. The perceived organizational support by teachers significantly affects the teachers' performance.
6. The conducive work climate significantly affects the teachers' performance.
7. The teacher's readiness to change significantly affects the teachers' performance.

## II. Method

The respondents on this research are teachers who are already certified in Jombang, East Java, Indonesia and have received the allowance. The research was conducted in August to December 2014. The research sample are set by using multistage sampling technique (Scheaffer et al.,1995), and obtained a total sample of 95 people, consisting of 40 teachers and 55 junior high school teacher; 50 male teachers and 45 female teachers.

This research analyzed 5 variables. They are newness values, work climate, perceived organizational support, individual readiness to change, and performance. There are three variables that are placed as an exogenous variable, the variables of newness values developed by teachers, work climate perceived by teachers, and perceived organizational support. Meanwhile, the endogenous variables are teachers' readiness to change and teachers' performances. The explanation of research variables into several indicators are shown in the table below:

**Table 1:** The explanation of Research Variables

No.	Variables	Manifest Variable	Indicator	Previous Research Support
1	Newness Values	Commitments Self Confidence Quality Oriented Proactive attitude Innovative and creative Positive attitude Update desire	Involvement in the work to its completeness. Confidence to face the challenges of the job. Orientated on quality. Think ahead. The ability to create a shaking work. No prejudice to the new way of working. Have a willingness to do the better work continuously.	Cole, Robert E (2001) Dellana, SA (1999) Jabnoun, N (2001) Piderit, S.K. (2001) Silver, W.S. et al (1995) Smith, C.S. et.al (2002)
2	Work climate	Work atmosphere Power of distance The quality of teamwork Work relations Work participation	Leaders support staffs to develop. Superior and subordinate relationships. Compactness teamwork. Harmonious work relations. The willingness of staff to participate in the work process.	Hendricks and Singhal (1997) Hendricks and Singhal (2001) Souza-Poza, et.al. (2001)
3	Perceived organizational support	Fairness Supervision support Wage system Support all members of the organization to change	Justice organization Supervision activities encourage staff s to develop. Fair reward system. Readiness to change for all members of organization.	Desplaces (2005) Rhoades and Eisenberger (2002) Dean and Bowen (1994) Schein (1991)
4	Readiness to change	Motivation to change Resources support Positive attitude of the staffs Adopted knowledge and technology Update performance	There is an encouragement to move forward. Ownership of resources. Pro staff attitude towards new ways of working. The power of knowledge and the adoption of new technologies. Willingness for immediate better work based on the new working procedures.	Lehman, et.al. (2002) Armenakis, et.al. (1993) Abrahamson (2000) Rafferty and Simon (2001) De Jager (2001) Schein (1996)
5	Teacher Performance	Enthusiasm for teaching Positive relationships with children High levels of motivation Confidence in the classroom	Teaching vigorously. Interact positively with all students. teaching with full motivation. Commitment to the task. Teaching with confidence.	Sammons et al (2014)

The researcher develops a Likert questionnaire with 5-scale to collect data on the newness values, the work climate, the perceived organizational support, the readiness to change, and the teachers' performance. The reliability test of the questionnaire is carried out to ensure that the instruments used are valid and reliable. The reliability test results show the coefficient of the questionnaire reliability of Variable Value = .961; Climate variables = .952; Variable Support = .926; Variable Change = .933; and Variable Perform = .913. Thus the questionnaire developed can be used to collect data in this research.

Data analysis is performed by using path analysis (Ferdinand,2002) to determine the various variables that have a significant effect on the teachers' performance either directly or indirectly. This research is also intended to analyze how much contribution of various variables analyzed in this research to the readiness to change and the teachers' performance.

### III. Result

The description of the coefficient of various manifest variables from various research variables (scale 1-5) shown in table 2.

**Table 2:** The Mean Scores of The Manifest Variables

No.	Variables	Manifest Variable	Mean	SE
1	Newness Values	Commitment	4.30	.056
		Self Confidence	4.17	.057
		Quality oriented	4.15	.059
		Proactive attitude	4.22	.054
		Innovative and creative	4.21	.055
		Positive attitude	4.19	.058
		Update desire	4.30	.060
2	Work Climate	Work atmosphere	4.29	.058
		Power of distance	4.14	.059
		Quality of team work	4.31	.060
		Work relationship	4.25	.054
		Work participation	4.22	.056
3	Org. support	Fairness	4.17	.055
		Support supervision	4.30	.054
		The wage system	4.23	.050
		Support to change	4.23	.053
4	Change Ready	Motivation to change	4.20	.057
		Resources Support	4.08	.061
		Positive attitude of the staff	4.14	.056
		Adopted knowledge and technology	4.25	.052
		Update performance	4.18	.058
5	Performance	Enthusiasm for teaching	4.07	.063
		Positive relationships with children	4.28	.059
		High levels of motivation	4.29	.051
		Confidence in the classroom	4.18	.058

The variable of the newness values developed by teachers, the highest manifest variables are the commitment and update desire, with each score is at 4.30. Then, it is followed by the manifest variable of proactive attitude and the variable of innovative and creative attitude and each has a score of 4.22 and 4.21. This shows that the certified teachers have a strong commitment to develop new values as a professional teacher. The newness values developed by teachers are also demonstrated by the willingness of the teachers to keep updating in their profession. The teachers' commitment as professional educators is followed by being proactive, innovative and creative.

Work climate is perceived by the teachers from the dimensions of work team quality (4.31), work atmosphere (4.29), and work relationship (4.25). This shows a close relationship between the team work quality,

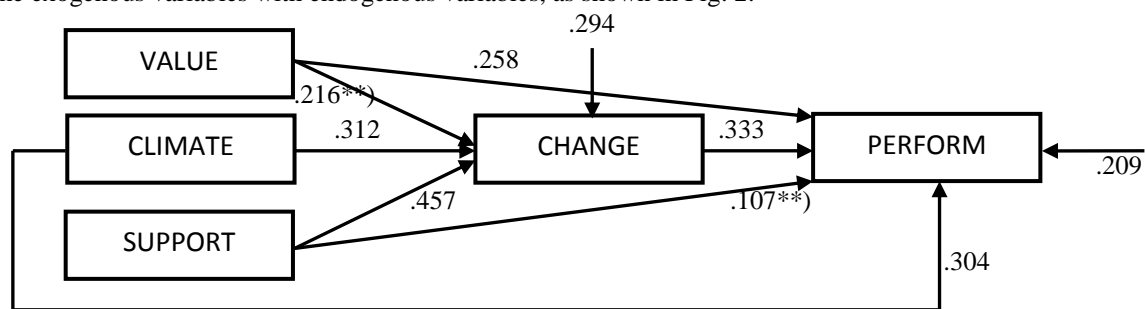
work atmosphere, and work relations. A powerful work team will be able to develop a conducive work atmosphere and to support a strong work relationship.

Perceived organizational support by the teachers is manifested by the supervision support (4.30), a wage system (4.23), and the support for teachers to change (4.23). This indicates that teachers require the supervision of the head of the organization, compensation in the form of allowances as professional educators, and organizations are expected to keep encouraging teachers to change.

The teachers' readiness to change is demonstrated by the ability of teachers to adopt new knowledge and technologies (4:25) and supported by teachers' motivation to change (4:20). The ability of the teachers adopting the latest knowledge and technology becomes the main factor that will determine the teachers' readiness to change and can motivate teachers to make changes at the same time.

The teachers' performance is manifested by the teacher attitude shown by (from the highest to the lowest) high levels of motivation (4.29), positive relationships with children (4.28), confidence in the classroom (4.18), and Enthusiasm for teaching (4.07). This data shows that teachers with a strong motivation make them capable to establish positive relationships with students, foster self-confidence, and raise the enthusiasm of the teachers teaching in the classroom.

Based on the results of path analysis, it can be shown the significance of the path connecting between the exogenous variables with endogenous variables, as shown in Fig. 2:



Note: \*\*) Not significant

**Figure 2.** The results of the analysis of the path of various exogenous variables on readiness to change and teachers' performance

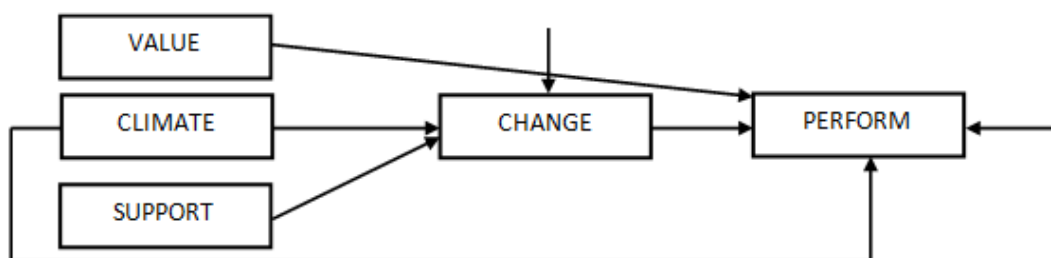
The research found two direct relationships to the readiness to change, namely: first, there is a direct relationship between work climate with readiness to change, with a coefficient  $\rho = .312$  ( $\rho^2 = .097$ ). Thus the work climate contributes for the growth of the readiness to change by 9.7%. Secondly, there is a direct relationship between organizational support with the readiness to change with a coefficient  $\rho = .457$  ( $\rho^2 = .209$ ). Thereby, organizational support contributes to the growth of the readiness to change by 20.9%. In overall, the newness values, work climate, and organizational support contribute to the readiness to change as 91% ( $F = 318.654$ ;  $\text{sig.} = .000$ ).

The research found two direct relationships to the teachers' performance, namely: first, there is a direct relationship between the newness values with teachers' performance, with a coefficient  $\rho = .258$  ( $\rho^2 = .066$ ). Thus the newness values developed by teachers contribute to the growth of the teachers' performance by 6.6%. Secondly, there is a direct relationship between the work climate with the teachers' performance, with a coefficient  $\rho = .304$  ( $\rho^2 = .092$ ). Thus the work climate contributes to the growth of the teachers' performance by 9.2%. In overall, the newness values, work climate, organizational support, and readiness to change contribute to the teachers' performance by 95.4% ( $F = 485.810$ ;  $\text{sig.} = .000$ ).

This research found an indirect relationship between the work climate on the teachers' performance through the readiness to change (climate ---> change readiness ---> teachers' performance =  $.312 * .333$ ) with a coefficient  $\rho = .103$ . Thus the total effect between work climate on teacher performance is  $\rho = .304$ , by regarding the variable of the readiness to change ( $\rho = .103$ ); so that the total coefficient is  $\rho = .407$ ,  $\rho^2 = .165$ . Thus the contribution of the work climate on the teachers' performance, by regarding the readiness to change, is 16.5%. The research also found an indirect relationship between the organizational support on the teachers' performance through the variable of the readiness to change (support ---> change readiness ---> teachers' performance =  $.457 * .333$ ) with a coefficient  $\rho = .152$ ,  $\rho^2 = .023$ . Thus the contribution of the organizational support on the teachers' performance, by regarding the variable of readiness to change, is 2.3%.

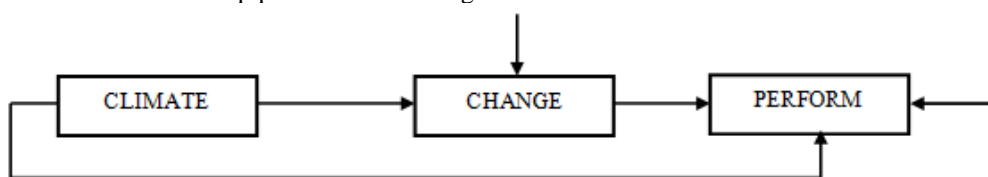
Based on the overall analysis, it was found the relationship path between exogenous variables with endogenous variables as shown in Fig.3.





**Figure 3.** The findings of the path of the relationship various variables affecting the readiness to change and the teachers' performance

This research found a path relationship that the most effectively affects on the teachers' performance; it is a combination of a direct relationship between the work climate variables on the performance of teachers and an indirect path between work climate through the readiness to change on the teachers' performance. The figure of the most effective relationship path is shown in Fig. 4.



**Figure 4.** The most effective relationship path affects the teachers' performance

#### IV. Discussion

The research reveals that newness values developed by teachers have a positive effect on the performance. This shows that the certified teachers have a strong commitment to develop new values as a professional teacher. The newness values developed by teachers are also demonstrated by the willingness of the teachers to keep updating in their profession. The commitment of teachers as professional educators is followed by being proactive, innovative, and creative. Thus the first hypothesis which states "There is an effect between the developed newness values with the teachers' performance" is accepted.

The newness values developed by teachers does not impact significantly on the teachers' readiness to change, mainly based on the manifest variables of motivation to change and ability to adopt the latest knowledge and technologies. Thus the second hypothesis which states "There is an effect between the newness values developed by the readiness to change" is rejected. This indicates that the teachers' readiness to develop new values should be supported by the dimensions of hard skills, especially related to the mastery of teachers to the latest knowledge and technologies. The respondents in this study are the teachers who participated in the teacher certification in the first period. They are senior teachers who seemed to meet obstacles when adopting the latest knowledge and technologies.

The conducive work climate proved a positive effect on the teachers' readiness to change. The conducive work climate is characterized by strong team works, work atmosphere, and a harmonious work relationship. A conducive work climate will motivate teachers to change. The strong team works and harmonious work relations which will enable teachers to share the latest knowledge and technology with other teachers. Thus the hypothesis 3 which states "There is an effect on work climate to the teachers' readiness to change" is accepted.

The organizational support perceived by the teachers is manifested from the dimensions of the supervision support, wage system in the form of allowance, and organizational support to the teachers to change. The supervision support, provision of professional allowances and the encouragement to teachers to change will encourage teachers to adopt the latest knowledge and technology, and motivate teachers to change. Thus the hypothesis 4 which states: "There is an effect on organizational support to the teachers' readiness to change" is accepted.

The organizational support, primarily based on the dimensions of supervision support, the provision of professional allowances, and provision of support to change does not significantly influence the teachers' performance which manifested by high levels of motivation, positive relationships with children, confidence in the classroom, and Enthusiasm for teaching. This shows that the teachers' performance is not always influenced by external factors, such as how much support the organization perceived by teachers. Internal factors on the teachers themselves seem more dominantly affecting on the performance. Thus the hypothesis 5, which states: "There is an effect on organizational support on teacher performance" is rejected.

A powerful team work, a conducive work atmosphere, and a harmonious work relation between teachers influence positively on the teachers' performance as manifested by high levels of motivation, positive

relationships with children, confidence in the classroom, and enthusiasm for teaching. The conducive work climate proved to motivate teachers in carrying out their duties and cultivate an attitude of enthusiasm in teaching. Thus the hypothesis 6, which states: "There is an effect on the work climate on the teachers' performance" is accepted.

The teachers' readiness to change, mainly based on the dimensions of the ability of adopting the latest knowledge and technology and the teachers' motivation to change influence positively on the teachers' performance as manifested by high levels of motivation, positive relationships with children, confidence in the classroom, and enthusiasm for teaching. The teachers who are able to adopt the latest technology and knowledge will greatly support the teaching abilities. The teachers will be more motivated in teaching, their attendance are more accepted by the students, more confident, and enthusiastic to carry out their duties. Thus the hypothesis 7 that states "There is an effect on the readiness to change to the teachers' performance" is accepted.

### **V. Conclusion And Sugestion**

Based on the findings of the research, it can be concluded: First, the newness values developed by teachers significantly influence the teachers' performance. Second, a conducive work climate significantly affects the teachers' readiness to change. Third, the organizational support perceived by teachers significantly affects the teachers' readiness to change. Fourth, a conducive work climate significantly affects on the teachers' performance. Fifth, the teachers' readiness to change significantly affects on the teachers' performance. Sixth, the work climate is a dominant exogenous variable, because it significantly affects on the teachers' readiness to change and the teachers' performance. Seventh, the work climate and the teachers' readiness are the two variables that most strongly affect the teachers' performance. The work climate is a variable that must first be prepared by the head of the organization. A conducive work climate affects the level of the teachers' readiness to change, and the teachers' readiness affects the teachers' performance. Therefore, the headmaster of schools is expected to create a conducive work climate, which is characterized by a strong team work, a comfortable work atmosphere and a harmonious work relation; which is the beginning prerequisite to improve the teachers' performance.

### **VI. Limitation**

This research has not analyzed the readiness to change and the teachers' performance based on the education level, age, and tenure of teachers which considered significantly effect on the teachers' readiness to change and the teachers' performance. However, the further research about teachers' readiness to change and the teachers' performance of certified teachers in Indonesia are expected to consider a wide range of variables.

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