THE INFLUENCING FACTORS OF TRANSFORMATIONAL CHANGE
ACCEPTANCE

ABDILLAHI ABDIRAHMAN AAREH

A dissertation submitted in partial fulfillment of the

requirement for the award of the degree of

Master of Science (Human Resource Development)

Faculty of Management and Human Resource Development

Universiti Teknologi Malaysia

FEBRUARY 2012

This dissertation is dedicated to my beloved family and friends, without their understanding, support, and most of all love, the completion of this work would not have been possible.

ACKNOWLEDGEMENT

ABSTRACT

Change in organizations has become unavoidable due to the unprecedented environmental complexity, market competition and technological eruptions. Also, it became a fascinating area of research and as a result of this, previous studies have explored wide range of organizational change aspects; mainly change resistance, change communication, change impacts and leading change. However, it has been less considered to investigate organizational change acceptance from the perspectives of the individual employee and more importantly, the underlying factors that may lead to this acceptance behavior. The purpose of this study is to probe whether factors i.e., attitude, subjective norm and personal inclination to knowledge are significant influencing factors for employees' transformational change acceptance behavior. Hypotheses were tested among 170 academic employees selected from a higher learning institution in Malaysia (Universiti Teknologi Malaysia). Results from regression analysis indicate that employees' positive attitude and personal inclination to knowledge behaviors are significant influencing factors of transformational change acceptance behavior. However, the influence of employees' subjective norms on transformational change acceptance was not found significant in this study.

ABSTRAK

Perubahan dalam organisasi merupakan sesuatu yang tidak dapat dielakkan kerana dipengaruhi oleh beberapa faktor seperti; keadaan persekitaran organisasi yang kompleks, persaingan yang hebat dalam pasaran dan pembangunan arus teknologi yang pesat. Sebagai kesannya, isu ini telah menjadi bidang yang menarik untuk dikaji dan banyak kajian lepas telah dijalankan dalam meneroka aspek-aspek yang menyumbang kepada perubahan dalam sesebuah organisasi seperti; perubahan terhadap halangan, perubahan terhadap komunikasi, perubahan terhadap kesan-kesan dan perubahan terhadap aspek kepimpinan. Walau bagaimanapun secara perbandingannya, pengkaji mendapati kurangnya kajian-kajian lepas dalam meneliti penerimaan perubahan dalam organisasi dari perspektif individu dan meneliti faktor-faktor yang menyumbang kepada tingkah laku penerimaan terhadap perubahan dalam organisasi. Kajian ini bertujuan untuk menyelidik sama ada faktor-faktor sikap, norma dan kecenderungan peribadi terhadap ilmu pengetahuan adalah signifikan dalam mempengaruhi sikap penerimaan pekerja terhadap perubahan. Hipotesis kajian telah diuji di kalangan 170 kakitangan akademik yang terpilih daripada institusi pengajian tinggi di Malaysia (Universiti Teknologi Malaysia). Hasil daripada analisis regrasi menunjukkan sikap positif dan kecenderungan peribadi pekerja terhadap ilmu pengetahuan adalah sangat signifikan dalam mempengaruhi sikap penerimaan pekerja terhadap perubahan dalam organisasi. Bagaimanapun, faktor norma pekerja dilihat tidak signifikan dalam mempengaruhi sikap pekerja untuk menerima perubahan dalam sesebuah organisasi.

TABLE OF CONTENTS

3   METHODOLOGY

4 DATA ANALYSIS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Implementing transformational change program successfully is very crucial and requires significant attention to be given to the keystone issues and elements, approaches and strategies that contribute to the ease and successful transformational change process. Bititci (2008) writes a case study of a company that engaged in successful transformational change effort, Highland Spring. Emphasizing on the significant roles of leadership and performance in facilitating this successful transformation process, the researcher mentions that value streams, strategy, organization, people, systems, resources and processes are all changed in the company. One of the key issues that have been transformed in Highland Spring includes people. Unlike the other organizational components, people need to perceive the usefulness and the positive returns of the change effort, so that they can accept it (Bititci, 2008).

The employees' major contribution to the success of transformational change process has been described by many researchers (Kotter 1996; Kouzes and Posner 1987). These researchers argue that creating a clear vision which is properly communicated and understood by the organization's members is very important in the aspect of change. Jeffress (2003) studied a US military organization and has drawn a conclusion that "underlying all of these theoretical points is the concept that change

involves not just systems, but people, and that it is these people upon whom leaders must focus in order to achieve successful transformation."

In order for the employees to be empowered and guided within the transformational change process, these researchers emphasize on leading change rather than managing change only. Kouzes (1987) suggests that managers control systems and procedures while leaders control over the organization's vision by empowering employees. Kotter (1996) describes more strongly and states that good management is not enough. He introduces an eight step model emphasizing the role of leadership in transformational change process and he acknowledges that transforming business is painful and full of frustration. However, he believes that most of these challenges can be avoided by practicing a qualified leadership through his eight-step model (Jeffress 2003).

From the above discussion, it is obvious that successful organizational change process depends more or less on the employees regardless of the other organizational infrastructure. Based on this notion, many studies have widely investigated on employee-related issues, behaviors or strategies that either may hinder or facilitate successful change implementation. As a result, large amount of literature has focused on employees' resistance to change that arises prior to the implementation of the change program and acts as an obstacle. Different theoretical perspectives of the resistance behavior have found various factors for it and the most common factors include that employees feel afraid of losing something of value; they misunderstand the change and its implications; they believe that the change does not make sense; or simply, they have a low tolerance for change (Kotter and Schlesinger, 1979). Employees' emotional fatigue was also highlighted to constitute as a reason resulting in employees' resistance to change (Eriksson, 2003). Eriksson (2003) argues that the change programs normally will create an emotional history and the coming or newly proposed programs will be valued according to that history. Expressing this phenomenon he states, "The findings indicate that the change programs had left a residue of emotions, often expressed as

fatigue and general lethargy. We could even characterize the studied working place as depressed as the emotions that were expressed were unpleasant and low activated."

1.2 Problem Background

In order to exist or remain competitive, organizations completely reshuffle their mission, goals, structure and culture (Hampel and Martinsons, 2009; Susanto, 2008, Drucker, 1999; Levy and Merry, 1986). Before 1990s, the predominant perspective of change was that change is an incremental process; however, some recent studies refer change as radical and transformational in nature rather than incremental. Transformational change has been defined as a radical process (Romanelli and Tushman, 1994; Pascale, 1997), and sequential process (Leifer, 1989). Leger et al. (1994) describes that transformational change is a mid-range process that is neither too drastic nor too subtle (Conners and Webster, 2001). Transformational change radically redefines the future organizational strategy and structure, and it is associated with high risk and high expected return (Damanpour 1991).

Some theoretical perspectives describe transformational change in its broad social essence include Neo-Marxian perspective firstly applied to social systems by Dahrendorf (1959), Order through Fluctuation by Prigogine (1984), Growth perspective (organizational theory), and Futuristic perspective. Almost all of these perspectives share the concepts that organizations are in constant change, evolution takes place by dramatic jumps rather than gradual and, the process is facilitated by human creativity, thoughts, decisions and actions. Humans are themselves shaped by this evolutionary process (Levy and Merry, 1986).

At organizational context, the previous literature has recognized that embracing change initiative is a fundamental matter for organizations to survive (Van de Ven, and

Poole, 1995). As a result of this, many researchers have investigated different issues that are thought to be helpful or an obstacle to the successful change implementation. These issues include resistance to change (Foster, 2010; Herscovitch and Meyer 2002; Coghlan 1993; Steinburg 1992; Myers and Robbins 1991; Nadler 1981; Zaltman and Duncan 1977; Ansoff 1990; Maurer 1996; Rumelt 1995; Zaltman and Duncan 1977; Jones 2001), impacts of change (Worral et al., 2000; Huy, 2002; Frederickson & Perry 1998; Culverson 2002; Bateman & Strasser 1984; Mowday et al. 1982; Clegg 1983; Begley & Czajka 1993; Bennett & Durkin 2000), communicating change (Barnett, 2005; Kramer et al. 2004; Marrow, Bowers, et.al, 1967; Kotter and Schlesinger 1979; Kirkpatrick 1985), and leading change (Foster, 2010; MacGregor 1978; Jeffress, 2003; Kotter, 1995). The common thread of the above literature is its emphasis on the significant role that employees play in implementing the change effort successfully. For example, resistance to change comes from the employees, likewise, communication and leading change also relate to the organization's human capital not to the artifacts. In addition to this, another stream of researchers expressed the importance of employees for implementing change successfully more clearly. Bititci (2008) notes that employees need to perceive the usefulness and the positive returns of the change program. Schein (1970) describes that change in organization always entails changing the individual people.

As discussed above, studies on organizational change are abundant; however, the literature that have investigated in employees' acceptance of transformational change efforts and the influence of personal factors (e.g. attitude, subjective norms) that may lead to this acceptance are notably limited. Based on the review of the literature, there is an indication that personal factors significantly influence employees' change acceptance behavior. For instance, Armenakis *et al.* `(1993) suggested that in order employees to develop an intention behavior and to accept organizational change efforts, the employees' desires and expectations need to be settled down. The researchers continued to note that beliefs, perceptions and attitudes are critical in successful change. Unless top management does able to create positive attitude of change, then, the change will

become a stressful experience. And in turn, the stressful experience will result in creating negative attitude and therefore, it will become an inhibitor to change.

Additionally, another group of researchers have also investigated the internal element i.e., attitude, as a predictor of employees' behavior of accepting change effort. Lau and Woodman (1995) describe that each person filters his or her perception and finally decides whether the change is a threat or benefit. Arnold *et al.* (1995) expresses it more clearly and notes that "attitudes reflect a person's tendency to feel, think or behave in a positive or negative manner towards the object of the attitude". These researches emphasize the effects of people's attitudinal elements on their acceptance of the change process. The decision of individual's acceptance could also be achieved by means of providing financial incentives, prominent opportunity that is perceived and associated with change initiative, or as a result of social interactions and influences (Bercovitz & Feldman, 2008).

The importance of external influence on individual's acceptance of change has also been indicated by previous studies. Bercovitz and Feldman (2008), studied about the influences of social interaction on individuals to accept and adopt on organizational change initiatives. The researchers conducted their study on a newly initiated program called Technology Transfer which was intended to commercialize the scientific academic inventions to the business industry. This is to say that the faculty members are supposed to disclose their invention to the technology transfer office for the purpose of commercializing the invention. The program was initiated in two American research universities, the Duke University and the Johns Hopkins University. Their findings indicate that social interactions influenced on individual's decision to disclose the invention to the technology transfer office through three categories of social interaction and organizational learning. They termed the first category, the training effect and they concluded that individuals who have been trained in institutions that previously implemented and adopted the technology transfer program, are more likely to accept the program in the current institutions. Secondly, they mentioned that leadership influences

the individuals' decisions to disclose their inventions. The researchers argued that if the leaders of the departments are actively participating in the new initiative; the other staff of the department demonstrated their acceptance and participation in the technology transfer program. Finally, they say that the third socially influencing factor on individual's decision to disclose inventions is peer effect. They argued that if individuals recognize others of the same cohort or characteristics disclosing their inventions and participating in the technology transfer program, they were more likely to accept the initiative too (Bercovitz & Feldman, 2008).

In addition to that, Bercovitz and Feldman (2008) claim that there is an abundant literature that supports their findings providing relatively similar assumptions to their findings such as: individuals are molded by their social institutions (Schein, 1985; Locke, 1985; Haas, 1992; Calori et al., 1997; Biglaiser, 2002), and leaders influence behavior by building culture and acting role models (House, 1977; Schein, 1985, Bandura, 1977; 1986; Bandura, 1986).

In summary, from the discussion of the above literature and the review of previous studies in the area, there is an indication that internal and external factors determine individual's acceptance behavior. However, there are a number of shortcomings for these literatures. Firstly, the studies have investigated these personal factors (attitude and subjective norm) were conducted separately and in different situations or places. Secondly, most of the studies were focused on small and developmental programs rather than major or transformational change program, hence, the employees' acceptance behavior is perceived to be achieved more readily than the later program. So there is a need for a study to investigate the influence of personal factors together (not separately) on the individual's behavioral intention of change acceptance in a real transformational change context.

The first step in addressing this gap is to find a well established theory that can be used to predict intention behavior. Keeping in mind that the study postulates attitude and subjective norm as the main predictors of the employees' intention of a change program acceptance behavior, an appropriate model in predicting the intent behavior of the individuals is the Theory of Reasoned Action (TRA) (Fishbein and Ajzen, 1975; Ajzen and Fishbein, 1980). TRA proposes that the constructs of attitude and the subjective norms are the basic determinants of an individual's intention behavior. The theory is a widely accepted and adopted model when describing the aspects regarding attitude-behavior relations (Litchfield and White, 2006). Figure 1.1 shows TRA model

Source: Fishbein and Ajzen (1975)
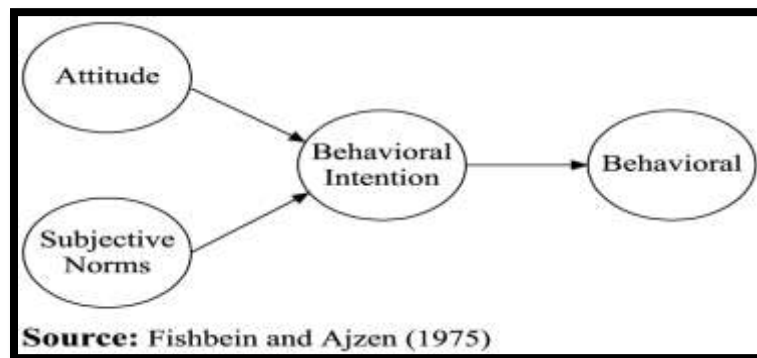
Figure 1.1: *The Theory Reasoned Action Model*

Adopted from Ya-Yueh Shih & Kwoting Fang, 2005

In addition to the attitude toward behavior and the subjective norm and based on the review of the literature, the current study proposes another construct and regards it as a personal factor that will determine an employee's intention of accepting change programs. The additional construct is the personal inclination to knowledge (PIK) which can be defined as an innate ability that enables an individual to consistently seek new information and become knowledgeable person as a result. The role of personal inclination to knowledge (PIK) on change acceptance is widely supported by previous studies.

Past literature depicted that personal inclination to knowledge and information seeking behaviors possess a decreasing effect for the uncertainty created by the change programs. Morrison (2002) describes information seeking behavior (a relatively similar concept to personal inclination to knowledge) as an individual's inherent information seeking behavior, and mentions more importantly, it is a significant way in which employees can cope with the ambiguity and uncertainty. Given that change involves moving from known to unknown, employees usually experience high levels of uncertainty (Coghlan, 1993; Steinburg, 1992; Myers and Robbins, 1991; Nadler, 1981). On the other hand, Personal inclination to knowledge behavior (PIK) enables employees to gain new information making them knowledgeable and hence, diluting and most probably invalidating the unknown situation that change programs create. Therefore, the researcher believes logically that PIK will make individuals more knowledgeable and as a result, will influence the employees' intentions of change acceptance. Based on this notion, in this study PIK is added to the previously discussed constructs of TRA.

1.2.1 Organizational Background: Universiti Teknologi Malaysia

Universiti Teknologi Malaysia has been established in 1904 as a technical college, and since then the university has improved from college to technical school (Kuala Lumpur) in 1925, to degree provider in engineering courses in 1960, to institute of technology in 1967, to normal university in 1969, to Research University in 2010. The university prides itself as being the oldest public engineering university in Malaysia. In spite other disciplines such as technology, management and education are offered in the university, it specializes in technical studies (Al-amdi, 2010).

The university owns two campuses. UTM Skudai in Johor Bahru is its main campus in addition to KL International campus. The university hosts about 30,000 students including local and international students. During 1990s, the university started

to receive international students from Asia, Africa and the Middle East and still encourages accommodating the talented foreign students as part of the university's oriented and overwhelming strategy of being global institution as well as achieving its vision of being world Class University (Al-amdi, 2010).

Recently, Universiti Teknologi Malaysia has attempted to implement major changes in its management and academic streams, organizational structure and research activities in order to transform or rebrand the university from the normal and national academic university to World Class University as stated in its mission. And since then, these transformational initiatives enabled UTM to be recognized in June, 2010 as a Research University (www.utm.my/vc/speeches, accessed March, 2011). Considering the interest of the study which is to investigate the individual employee's attributes that predict his or her behavioral intent of accepting change effort, these attempts of rebranding and transforming the university provide good opportunity for the study to use UTM as the case study.

Universiti Teknologi Malaysia is not alone in this championship of being World Class center of technology and academic excellence, but it is part of the country's higher education strategic transformation plan. The plan aims that Malaysian higher education sector should be able to play a major and competitive role in global education market (Arokiasamy, 2010).

1.3   Problem Statement

As discussed in the problem background section, the literature of organizational change management notably acknowledged that embracing change initiative is a fundamental as well as inevitable aspect for organizations to survive (Hampel and Martinsons, 2009; Susanto, 2008; Drucker, 1999; Van de Ven & Poole, 1995). However,

the perceived underpinning complexity of implementing change programs successfully involves some issues that remarkably emerge during the implementation process. For instance, large number of organizations attempted to implement change programs for the last two decades. Unfortunately, the largest portion of these change programs were not implemented successfully and none of these organizations achieved their expected objectives of these programs. In contrast, embracing change programs successfully enables organizations to survive as well as to remain competitive.

In Malaysian context and especially its higher education sector is an outstanding example of such institutions that have inevitably embraced transformational change programs for the last five decades. One of the main triggering issues of this transformation effort was primarily shifts in Malaysian economy from agriculturally-based to industrially-based during late eighties and early nineties. At the moment, the country's national economy is experiencing transformation process so as to develop knowledge-based economy through which high income nation could be achieved. Due to this prolonged progress and transforming efforts of the country's economy, it became inevitable and overwhelmingly apparent that Malaysia's higher education sector should be transformed continually so as to provide professional and skilled workforce that could and will be able to support each of these different phases of the country's economic reforms (Singh et al. 2010).

As result, many researchers have studied in both successful and failed change programs in order to highlight the underlying issues that are either helping or acting as hindrance to the change programs. Almost, nearly all of the studies the researcher has reviewed emphasize the significant role of the employees in implementing change programs successfully. By further exploring the employees' role in change programs, some employees' related attributes or behaviors emerged. These include employees' acceptance of change, employees' resistance to change, change impacts on employees, communicating and leading change. Additionally, employees' demographic factors such age, gender and education were also found to affect the above described behaviors of the

employees (Aluri and Palakurthi, 2011, Im et al. 2003, Lee et al. 2010, Porter and Donthu, 2006).

As discussed before and based on the review of the literature, most of the above mentioned employees' behaviors have been widely researched and discussed except that the employees' behavior of change acceptance is inadequately studied. The researcher noticed that there is a gap in the literature concerning employees' acceptance of change as an underpinning issue for successful implementation of organizational change program. Based on the review of the literature, the study also acknowledges that attitude, subjective norm and personal inclination to knowledge as personal factors that may significantly lead to this acceptance behavior.

Although large amount of the organizational change literature has devoted to illustrate the importance of people and their crucial involvement in the change process, most of these researchers did not give attention to some individual and personal factors that can lead varied levels of employees' change acceptance behavior. Therefore, the current study intends to investigate the personal factors (attitude, subjective norms and personal inclination to knowledge) that influence and predict the employees' behavioral intention of accepting transformational change program.

1.4 Research Questions

The study intends to answer the following main questions:

1. What are the factors (Attitude, Subjective norms and Personal inclination to knowledge) that significantly influence individual's behavioral intent of change acceptance during organizational change processes
2. Which of the factors most strongly contribute to the intention of change acceptance

3. Do employees demonstrate different levels of personal inclination to knowledge (PIK) behavior based on individual's demographic factors (Age, Gender and Education)

1.5 Aims, Objectives

1.5.1 Aims

The study intends to investigate the influence of attitudes, subjective norms and personal inclination to knowledge (PIK) on employees' behavioral intention to accept organizational change effort.

1.5.2 Objectives

Specifically, the study seeks to determine whether:

1. The personal factors of attitude, subjective norm and personal inclination to knowledge will affect individuals' behavioral intention of organizational change acceptance, and

2. Which of these factors influences the most in individuals' behavioral intention of organizational change acceptance

3. There is any differences in the respondents' levels of personal inclination to knowledge (PIK) according to demographic factors (Age, Gender and Education)

1.6 Hypotheses

The study hypothesizes the following three hypotheses:

H_1:   The individual employee's attitude has a significant influence on his or her behavioral intention of organizational change acceptance.

H_2:   The subjective norms from the individual employee's friends, colleagues, leaders or managers have a significant influence on his or her behavioral intention of organizational change acceptance.

H_3:   The individual employee's personal inclination to knowledge (PIK) has a significant influence on his or her behavioral intention of organizational change acceptance.

1.7   Scope of the Study

The study intends to investigate the influence of attitude, subjective norms and the personal inclination to knowledge on employees' behavior of change acceptance.

As usual, organizations consider change programs due to the changes in environment and technology. Universiti Teknologi Malaysia is one of these organizations and since its inception, the university was continually changing until the currently existing institution that hosts about 30,000 of both local, international, undergraduate and graduate students was built.

Currently, the university is committed for excellence and for the sake of this; the present management team has ignited a change program. Some of the initiatives proposed by the executives include changes in structure, strategy culture, research and

publication incentive or rewarding system. The underlying objective of this effort was to transform or rebrand the university and moving it from good to great. As a result of this, the university has been recognized as a Research University in June, 2010 (www.utm.my/vc/speeches, accessed in March, 2011). Taking the advantage of the transformational change program that Universiti Teknologi Malaysia is currently experiencing, a sample of academicians from academic units in UTM Skudai campus will be selected to represent for the respondents of the study.

1.8   Significance of the Study

It is widely accepted in the literature of organizational change management that change is full of stress and frustration unless employees receive a proper and supportive mechanisms (Armenakis *et al.* 1993). Moreover, resistance to change is a natural response that needs to be expected by the management and the organizational change advocates (Coghlan, 1993; Steinburg, 1992; Zaltman and Duncan, 1977). Therefore, this study is highly essential in the essence of its exploration through the factors that contribute to employees' intent behavior of transformational change acceptance. Generally, the contributions of this study could be classified into practical and theoretical streams.

Practically, as mentioned above resistance is thought to be a major determinant to the recurrent failures of change efforts. Therefore, if the findings of the study demonstrate that the previously discussed personal factors significantly influence employees' acceptance behavior, then, this will be regarded as a valuable contribution to the organizational change management practices. The managerial implication involved is that when organizations are to consider some sort of change initiative, then these personal factors will be addressed and nurtured before the change program implementation is initiated. As a result, employees with high levels of PIK and positive

attitudes could be determined and empowered to form a powerful guiding coalition and advocates of the change program initiative.

Theoretically, the study provides three major contributions to the knowledge and literature of the organizational change management. Firstly, the study focuses on change acceptance as its area of study. Through the review of the related literature, the researcher perceived that the studies that have looked in this area are scarce in number or very limited. Therefore, an important contribution of this study is to expand the existing knowledge in the area of employees' acceptance of change. Secondly, the study could be regarded one of the first studies that have investigated and combined together three personal factors of the individual employee: attitude, subjective norms and personal inclination to knowledge as predictors of the employee's behavioral intention of change acceptance. Thirdly, it has been recognized from the literature review that, none of the previously conducted studies on change acceptance have employed the Theory of Reasoned Action (TRA) as their foundation model or theory. More importantly, the study goes beyond the two basic constructs of TRA: attitudes and the subjective norms. It adds one more construct: personal inclination to knowledge (PIK), as a predictor of the employees' intent behavior of organizational change acceptance. PIK is introduced to the basic constructs of TRA due to its preventive effect of the ambiguity and uncertainty that employees may experience during the change programs (Morrison, 2002). Combining together all these three constructs, the study significantly puts forward important contributions to the organizational change management research and practice.

Taking it as a whole, the contributions of the current study are in high value for institutions that consider transformational change efforts. The findings of the study will constitute as a tool for University Teknologi Malaysia (UTM) and the Malaysian higher education sector in general that is currently experiencing transformational change efforts. This tool is helpful in the essence of utilizing it as an assessing platform of

employees' attitudes, subjective norm and personal inclination to knowledge through which employees' change acceptance behavior could be nurtured.

1.9   Conceptual Framework

The study focuses on elements that can predict the employees' behavioral intention of accepting organizational change effort. Fishbein and Ajzen (1975) proposed the theory of reasoned action assuming that attitude and subjective norm are important determinants of the individual's intent behavior (Ajzen and Fishbein, 1980; Fishbein and Ajzen, 1975). Therefore, the theory of reasoned action (TRA) is considered to be a suitable model that could be used as a foundation for the development of the conceptual framework for this study. As mentioned above, TRA posits two elements to be the influencing factors for the individual's behavioral intention: attitude toward behavior and the subjective norm.

In addition to these two elements, this study adds one more element that could be a determinant of the individual's behavioral intention. The element is the personal inclination to knowledge (PIK), and it refers to the individual's innate ability of being more inclined to getting or seeking new knowledge and information.

The conceptual framework of this study will modify the original model of the Theory of Reasoned Action (TRA) in the following way: See figure 1.2
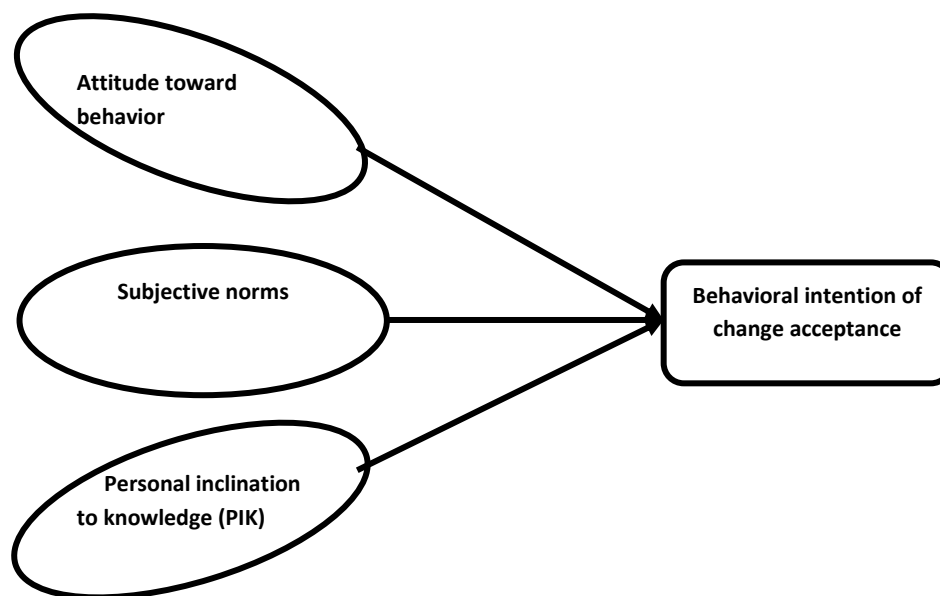
Figure 1.2: *The conceptual framework of the study*

1.10 Conceptual Definition

The study postulates that attitude, subjective norms and personal inclination to knowledge are three personal factors that will influence the employees' intention behavior of accepting organizational change effort. The previous literature has defined these terms conceptually:

1.10.1 Attitude

The first term is attitude which is about the individual's decision of performing or not performing according to the perceived positivity or the negativity of acting on a

given behavior. Fishbein and Ajzen (1975) described that attitude is the "individual's positive or negative belief about performing a specific behavior."

1.10.2 Subjective Norms

It entails that the individual is going to perform the behavior as a result of an influence from others who are important for him or her. It is defined that "An individual will intend to perform a certain behavior when he or she perceives that important others think he or she should" Fishbein and Ajzen (1975).

1.10.3 Personal Inclination to Knowledge (PIK)

Finally, personal inclination to knowledge behavior (PIK) is defined as the personal behavior of continuously acquiring and gaining new knowledge and information. It is the innate tendency of acquiring knowledge. For example, some people usually strive for learning new knowledge by engaging continuously in learning events such as training courses and continuous education programs.

1.11 Operational Definition

In the context of this study, the terms of Attitude (A), Subjective norms (SN) and Personal Inclination to Knowledge (PIK) are operationalized as follows:

1.11.1 Attitude

Attitude is defined as an individual's positive or negative belief about organizational change initiative.

1.11.2 Subjective Norms

Subjective norm is defined as an individual's perception of the social pressure to accept organizational change initiative.

1.11.3 Personal Inclination to Knowledge Behavior (PIK)

Personal Inclination to Knowledge (PIK) is defined as the individual's innate tendency of knowledge acquiring behavior.

REFERENCES

Abdullah, H. S. & Othman, S. (2008). The public university governance: The missing parameters. In M. Shuib, S. Kaur & R. Jamaludin (Eds.), *Governance and Leadership in Higher Education* (pp. 17–34). Penang, Malaysia: Penerbit Unversiti Sains Malaysia.

Ajzen, I. & Fishbein, M. (1980). *Understanding Attitudes and Predicting Social Behavior*. Englewood Cliffs, NJ: Prentice-Hall

Al-Amdi, S. A. H. (2010). *The Relationship between Leadership Style and Job Satisfaction among Academic Staff in Universiti Teknologi Malaysia*, Master Thesis, Universiti Teknologi Malaysia (UTM).

Altbach, P. G. (2002). Knowledge and education as international commodities. *International Higher Education*, *28* (Summer), 2–5.

Altbach, P. G. & Knight, J. (2006). The internationalization of higher education: Motivations and realities. *The NEA 2006 Almanac of Higher Education*, *Washington, DC: National Education Association,* 1–11.

Aluri, A. & Palakurthi, R. (2011). The influence of demographic factors on consumer attitudes and intentions to use rfid technologies in the U.S. hotel industry, *Journal of Hospitality and Tourism Technology*, 2(3). 188-203.

Amour, St. D. (2000). Navigating through organizational change, *CMA Management,* 74(5), 16-17.

Ansoff, I.H. (1990). *Implanting Strategic Management*, Prentice Hall International, Ltd. London

Armenakis, A.A., Harris, S.G. & Mossholder, K.W. (1993). Creating readiness for organizational change, *Human Relations*, 46 (6), 681-702.

Armitage, C. J. & Conner, M. (2001). Efficacy of the theory of planned behaviour: A meta-analytic review, *British Journal of Social Psychology*, 40(4), 471–499 Printed in Great Britain.

Arnold, J., Cooper, C. & Robertson, I.T. (1995). *Work Psychology: Understanding Human Behaviour in the Workplace*, Pitman Publishing, London

Arokiasamy, A. R. A. (2010). The impact of globalization on higher education in Malaysia. 7(2), 1-13

Ashford, S. J. (1988). Individual strategies for coping with stress during organizational transitions, *Journal of Applied Behavioral Science*, 24(1), 19-36.

Ashford, S. J., & Tsui, A. S. (1991). Self-regulation for managerial effectiveness: The role of active feedback seeking. *Academy of Management Journal*, 34(2), 251–280.

B. Burnes (2004). Kurt Lewin and the Planned Approach to Change: A Re-appraisal, *Journal of Management Studies* 41(6), 977-1002.

Bakar, R. (2008). Prior empirical research on redistributional effects of public subsidisation of higher education: Perspectives of selected countries In S. Kaur, M. Sirat & N. Azman (Eds.), *Globalisation and Internationalisation of Higher Education in Malaysia* (pp. 140–157). Penang, Malaysia Penerbit Universiti Sains Malaysia.

Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1986), *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bareil, C., Savoie, A., & Meunier, S. (2007). Patterns of discomfort with organizational change, *Journal of Change Management*, 7(1), 13-24.

Bartlett, M. S. (1954). A note on the multiplying factors for various chi square approximations. *Journal of the Royal Statistical Society, 16* (Series B), 296–298.

Barnett K. (2005). *Creating Meaning in Organizational Change: A Case in Higher Education*, Louisiana State University and Agricultural and Mechanical College

Bartunek, J. M., Greenberg, D. N. & Davidson, B. (1999). Consistent and inconsistent impacts of a teacher-led empowerment initiative in a federation of schools. *The Journal of Applied Behavioral Science*, 35 (4), 457-478.

Bateman, T. & Strasser, S. (1984). A longitudinal analysis of the antecedents of organizational commitment, *Academy of Management Journal*, 27(1), 95-112.

Beckhard, R. and W. Pritchard (1992). *Changing the Essence: The Art of Creating and Leading Fundamental Change in Organizations*, CA: Jossey-Bass Inc.

Begley, T. M. & Czajka, J. M. (1993). Panel analysis of the moderating effects of commitment on job satisfaction, intent to quit, and health following organizational change. *Journal of Applied Psychology, 78*(4), 552-556.

Bennett, H. & Durkin, M. (2000). The effects of organizational change on employee psychological attachment: An exploratory study. *Journal of Managerial Psychology*, 15(2), 126-147.

Bercovitz, J. & Feldman, M. (2008). Academic entrepreneurs: organizational change at the individual level, *Organization Science*, 19(1), 69-89.

Berger, C. R. & Calabrese, R. J. (1975). Some explorations in initial interaction and beyond: Toward a developmental theory of interpersonal communication, *Human Communication Research*, 1(2), 99-112.

Berger, C.R. (1979). Beyond initial interaction: Uncertainty, understanding, and the development of interpersonal relationships. In H. Giles & R. St. Clair (eds.), *Language and Social Psychology* (pp. 122-144), Oxford: Blackwell.

Bernerth, J. (2004). Expanding our understanding of the change message, *Human Resource Development Review*, 3(1), 36-52.

Biglaiser, G. (2002), *Guardians of the Nation? Economists, Generals, and Economic Reform in Latin America*, Notre Dame: University of Notre Dame Press.

Bititci (2008). Organisational transformation: The highland spring story, *SIOM Research Paper Series*, Jun. 17 2008, 002, www.strath.ac.uk/siom/research/papers.

Blake, R. & Mouton J. (1968). *Corporate Excellence through Grid Organizational Development*, Houston, Gulf Publishing Co

Bovey, W. H. & Hede, A. (2001). Resistance to organizational change: the role of an affective processes, *Leadership & Organization Development Journal*, 22 (8), 372- 382.

Calori, R., M. Lubatkin, P. V. & J. Veiga (1997). Modelling the origins of nationally -bound administrative heritages: A historical institutional analysis of French and British firms, *Organization Science*, 18(6), 681-696.

Catell, R. B. (1966). The scree test for number of factors, *Multivariate Behavioral Research*, 1(2), 245–276.

Chang, Ch.-Ch. & Chin, Y.-Ch. (2011). Comparing consumer complaint responses to online and offline environment, *Internet Research* 21(2), 124-137.

Clegg, C.W. (1983). Psychology of employee lateness, absence and turnover: A methodological critique and an empirical study, *Journal of Applied Psychology*, 68(1), 88-101.

Coghlan, D. (1993). A person-centred approach to dealing with resistance to change, *Leadership and Organization Development Journal*, 14 (4), 10-4.

Conner, M. & Armitage, C. J. (1998). Extending the theory of planned behavior: A review and avenues for further research, *Journal of Applied Social Psychology*, 28(15), 1429–1464.

Connors, E. & Webster, B. (2001). *Transforming the Law Enforcement Organization to Community Policing*, National Institute of Justice, USA

Culverson, Dawn Elizabeth (2002). *Exploring Organizational Commitment Following Radical Change: A Case Study within the Parks Canada Agency,* Master of Arts in Recreation and Leisure Studies. Waterloo, Ontario, Canada.

Cummings, T. G. & Worley, C. G. (2009). *Organization Development and Change* (9th edition), South Western, Cengage Learning.

Cushman, C. & King, S. S. (1995). *Communication and High-Speed Management*, Albany: State University of New York Press.

Daft, R. L. (2001). *Organization Theory and Design* (7th ed.), Cincinnati, OH: South-Western College Publishing.

Dahrendorf, R. (1959). *Class and Class Conflict in Industrial Society*. Stanford, California: Stanford University Press.

Damanpour, F. (1991). Organizational innovation: a meta-analysis of effects of determinants and moderators, *Academy of Management Journal,* 34 (3), 555-590.

Deetz, S. & Mumby, D. K. (1990). *Power, Discourse, and the Workplace: Reclaiming the Critical Tradition*, In J. A. Anderson (Ed.), Communication Yearbook 13, (pp. 18-47), Newbury Park, CA: Sage.

Douglass, J. A. (2007). The global higher education race, *International Higher Education*, 49 (6), (pp. 4–6). In Ho-Abdullah, I., & Yahaya, M. (2007). Institutional Benchmarking: Some Reflections on the Operational Definitions of Indicators. Paper presented at the Knowledge for Development: *Assessing the Capacity, Quality and Relevance of Universities in Asia*.

Drucker, P.F. (1999). *Management Challenges for the 21st Century*. New York: Harper Business.

Eby, L.T., Adams, D.M., Russell, J.E.A. & Gaby, S.H. (2000). Perceptions of organizational readiness for change: Factors related to employees' reactions to the implementation of team based selling, *Human Relations*, 53(3), 419-442.

Elaine R. N., Maria R. & Maria d. G. T. d. P. (2005). Attitudes towards organizational change: Validation of a scale, *Psychology in Spain* 9(1), 81-90.

Eriksson, Carin B. (2003). The effects of change programs on employees' emotions, *Personnel Review* 33 (1), 110-126.

Festinger L. (1957). *A Theory of Cognitive Dissonance Evanston*, IL: Row Peterson

Fishbein, M., & Ajzen, I. (1975). *Belief, Attitude, Intention and Behavior*, Boston: Addison-Wesley.

Ford, J.D. & Ford, L.W. (1995). The role of conversations in producing intentional change in organizations. *Academy of Management Review*, 20(3), 541–570.

Foster (2010). Resistance, justice, and commitment to change, *Human Resource Development Quarterly*, 21(1), 3-39.

Frederickson, D.G. & Perry, J.L. (1998). Overcoming employee resistance to change, In P.W. Ingraham, J. R. Thompson, & R. P. Sanders (Eds.) *Transforming Government: Lessons from the Reinvention Laboratories* (pp. 125-146). San Francisco: Jossey-Bass Publishers.

Gagne, M., Richarkdo E. & Mironz U. (2000). Facilitating acceptance of organizational change: The importance of self-determination, *Journal of Applied Social Psychology*, 30(9), 1843-1852.

Grabow, S., and Heskin, A. (1973). Foundations for a radical concept of planning, *Journal of the American Institute of Planners,* 392 (March), 472-4.

Greenwood, R. & C. R. Hinings (1996). Understanding radical organizational change: bringing together the old and the new institutionalism, *Academy of Management Review*, 21(4), 1002–1054.

Greiner, L. (1972). Evolution and revolution as organizations grow, *Harvard Business Review* 50, 39-46.

Haas, P. (1992). Epistemic communities and international policy coordination, *International Organization* 46(1), 1-35.

Hambrick, D. C. & Finkelstein, S. (1987). Managerial discretion: a bridge between polar views of organizational outcomes, In: L. L. Cummings & B. M. Staw (eds.), *Research in Organizational Behavior*, 9(pp. 369-406). Greenwich, C. T.: JAI Press.

Hambrick, D. C. & D'Aveni, R. A. (1988). Large corporate failures as downward spirals, *Administrative Science Quarterly*, 33 (1), 1-23.

Hampel P. S & Maris G. Martinsons (2009). Developing international organizational change theory using cases from China, *Human Relations*, 62(4), 459-499.

Henderson, Gregory M. (2002). Transformative learning as a condition for transformational change in organizations, *Human Resource Development Review* 1(2), 186-214

Hernes, G. (1976). Structural change in social processes, *American Journal of Sociology* 82(1), 513-547.

Herscovitch, L. and Meyer, J.P. (2002). Commitment to organizational change: extension of a three-component model, *Journal of Applied Psychology*, 87 (3), 474-87.

House, R. J. (1977). *A 1976 Theory of Charismatic Leadership*, in J.G. Hunt and L.L. Larson (Eds.), Leadership: The Cutting Edge. Carbondale: Southern Illinois University Press.

Huy, Q. N. (2002). Emotional balancing of organizational continuity and radical change: The contribution of middle managers, *Administrative Science Quarterly*, 47 (1), 31-69.

Im, S., Bayus, B.L., & Mason, C.H. (2003). An empirical study of innate consumer innovativeness, personal characteristics, and new-product adoption behavior, *Journal of the Academy of Marketing Science*, 31(1), 61-73.

Islam Md. A., Ali, A. J., & Wafi, Sh. M.S. (2010). Resistance to change among first line managers in multinational organizations In Malaysia, *International Review of Business Research Papers* 6(4), 232 – 245.

Jablin, F. M. (1984). *Assimilating New Members into Organizations*, In R. N. Bostrom (Ed.), Communication yearbook 8 (pp. 594–626), Beverly Hills, CA: Sage.

James, M. St & Christodoulidou, N. (2011). Factors influencing wine consumption in Southern California consumers, *International Journal of Wine Business Research,* 23(1), 2011.

Jeffress, M. R. S. (2003). *Leading Change*: *A Model for Transformation Initiatives In Today's U.S. Army*, Master Thesis, Fort Leavenworth, Kansas

Jennifer M. G. & Gareth R. J. (2001). Towards a process model of individual change in organizations, *Human Relations*, 54(4), 419–444.

Jie, F. & Idris, A. (2009). Education management: Perception of TQM and its effect on attractiveness of place of study, *E-leader Kuala Lumpur,* 2009.

Johnstone, D., Bonner, M. & Tate, M. (2004). Bringing human information behaviour into information systems research: an application of systems modelling, *Information Research* 9(4).

Jones, Gareth R. (2001). *Organizational Theory: Text and Cases* (3rd Edition). New Jersey: Prentice Hall.

Kaiser, H. (1974). *An Index of Factorial Simplicity*, Psychometrika, 39(1), 31–36.

Kaiser, H. (1970). *A Second Generation Little Jiffy,* Psychometrika, 35(1), 401–415

Kaur, S., Sirat, M., & Azman, N. (2008). The scenario of internationlisation and globalisation of higher education in Malaysia, In S. Kaur, M. Sirat & N. Azman (Eds.), *Globalisation and Internationlisation of Higher Education in Malaysia* (pp. 3–21). Penang, Malaysia: Penerbit Universiti Sains Malaysia.

Kindler, H. S. (1979a). The effects of meditation relaxation techniques on group problem solving effectiveness, *Journal of Applied Behavioral Science* 75(1), 527-534.

Kip Flock (2006). *Communication in Organizational Change*, accessed on April 10 2011, from http://www.changecommblog.com.

Kirkpatrick, D. (1985). *How to manage change effectively,* San Francisco, CA: Jossey-Bass.

Kotter, J. & Schlesinger, L. (1979). Choosing Strategies for Change, *Harvard Business Review*, 57(2), 106-114.

Kotter, J. P., Schlesinger, L. A., & Sathe, V. (1979). *Organization Text, Cases, and Readings on the Management of Organizational Design and Change*, Homewood, IL: Irwin.

Kotter, John P. (1995). *Leading Change: Why Transformation Efforts Fail*, 73(2), Harvard Business School Publication Corp

Kotter, John P. (1996). *Leading Change*, Boston: Harvard Business School Press.

Kouzes, J.M., & Posner, B.Z. (1987). *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*, San Francisco: Jossey-Bass Publishers.

Kramer, M. W., Dougherty, D. S., & Pierce, T. A. (2004), Managing uncertainty during a corporate acquisition, *Human Communication Research*, 30(1), 71-101

Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities, *Educational and Psychological Measurement*, 30(1970), 607-610.

Kuhlthau, C.C. (1993). *Seeking Meaning: A process Approach To Library and Information Services*, Norwood, NJ: Ablex.

Lawler, E. E. (1986). *High-involvement management*, San Francisco. CA: Jossey-Bass.

Lee, H., Cho, J. J., Xu, W., & Fairhurst, A. (2010). The influence of consumer traits and demographics on intention to use retail self-service checkouts, *Marketing Intelligence and Planning*, 28(1), 46-58.

Lee, M. H., & Gopinathan, S. (2007). Internationalizing university education in Singapore: Future directions. *Higher Education Forum*, 4 (February), 87–112.

Lee, M. N. N. (2004a), Global trends, national policies and institutional responses: Restructuring higher education in Malaysia, *Educational Research for Policy and Practice*, 3(1), 31–46.

Lee, M. N. N. (2004b). *Restructuring Higher Education in Malaysia* 4(2004) Penang: Universiti Sains Malaysia, School of Educational Studies.

Leifer, R., (1989). Understanding organizational transformation using a dissipative structure model, *Human Relations*. 42(10), 899-916.

Leonard A, (2005). *Transformational Change Management and Change Communication*, University of Pretoria.

Levy, A., and Merry, U. (1986). *Organizational Transformation: Approaches, Strategies, Theories*, New York: Praeger.

Lewin, K. (1951). *Field Theory in Social Science*, New York: Harper & Row.

Lewis, L. K. (2000). Communicating change: Four cases of quality programs, *Journal of Business Communication* 37(2), 128-155

Lewis, L. K., & Seibold, D. R. (1996). Communication during intraorganizational innovation adoption: Predicting users behavioral coping responses to innovations in organizations, *Communication Monographs*, 63(2), 131-157.

Lewis, L. K. & Seibold, D. R. (1998). Reconceptualizing organizational change: Sage. implementation as a communication problem*: A* review of literature and research agenda, In M. E. Roloff (Ed.), *Communication Yearbook*, 21 (pp. 93-151). Thousand Oaks, CA.

Lisa R. (2006). *Social Influence*, In The Blackwell Encyclopedia of Sociology 9, (pp.4426-4429). George Ritzer and J. Michael Ryan, editors. Oxford: Blackwell Publishing.

Litchfield, R. & White, K. M (2006). Young adults' willingness and intentions to use amphetamines: An application of the theory of reasoned action, *E-Journal of Applied Psychology* 2(1), 45-5.

Locke, R. (1985). The relationship between higher educational management cultures in Britain and West Germany: A comparative analysis of higher education from a historical perspective, In P. Joynt and M. Warner (Eds.), *Managing in Different Cultures*, Norwich: Page Bros. Ltd., (pp.96-127).

Louis, M. R. (1980). Surprise and sense making: What newcomers experience in entering unfamiliar organizational settings, *Administrative Science Quarterly*, 25, 226–251.

MacGregor, J. B.. (1978). *Leadership*. New York: Harper & Row, Publishers, Inc

Madsen, S.R., Miller, D. & John, C.R. (2005). Readiness for organizational change: Do organizational commitment and social relationships in the workplace make a difference? *Human Resource Development Quarterly*, 16(2): 213.

Marimuthu, T. (2008). The role of the private sector in higher education in Malaysia. In D. Johnson & R. Maclean (Eds.), *Teaching: Professionalization, Development and Leadership*. The Netherlands: Springer.

Marrow, A. J., Bowers, D. G., & Seashore, S. E. (1967). *Management by participation*. New York, NY: Harper & Row.

Maurer, R. (1996). Using resistance to build support for change, *The Journal for Quality and Participation*, 19 (3), 56-66.

May, S., & Zorn, T. (2003). Forum: Communication and corporate social responsibility – forum introduction, *Management Communication Quarterly*, 16(4), 594-597.

Miller, D., & Friesen, P. H. (1984). *Organizations: A Quantum View*, Englewood Cliffs, NJ: Prentice Hall.

Miller, D., Johnson, J., & Grau, J. (1994). Antecedents to willingness to participate in a planned organizational change, *Journal of Applied Communication Research*, 22(1), 59-80.

Miller, K. I., & Monge, P. R. (1985). Social information and employee anxiety about organizational change, *Human Communication Research*, 11(3), 365-386.

Miller, V. D., & Jablin, F. M. (1991). Information seeking during organizational entry Influences, tactics, and a model of the process, *Academy of Management Review*, 16(1), 92–120.

Mohamedbhai, G. (2002). Globalisation and its implications on universities in developing countries. http://www.bi.ulaval.ca/Globalisation-niversities/pages/actes/MohamedbhaiGoolam2.pdf, accessed, September 2, 2011

Mok, K. H. (2007). Changing governance in higher education incorporation, marketisation and other reforms: A comparative study. *RIHE International Publication Series*, *29* (March), 37–60.

Morgan, J. M. (2001). Are we "out of the box" yet? A case study and critique of managerial metaphors of change, *Communication Studies*, 52(1), 85-102.

Morrison, E. W. (2002). Information seeking within organizations, *Human Communication Research*, 28 (2), 229–242.

Mowday, R., Porter, L. & Steers, R. (1982). *Employee-Organization Linkages: The Psychology of Commitment, Absenteeism and Turnover*, Academic Press, New York, NY.

Myers, K. & Robbins, M. (1991). 10 rules for change, *Executive Excellence*, 8 (5), 9-10.

Nadler, D.A. (1981). Managing organizational change: an integrative perspective, *The Journal of Applied Behavioural Science*, 17 (2), 191-211.

Nichol, B., & Nichol, L. R. (2003). The psychodynamics of an organizational change initiative. *Management Communication Quarterly*, 16(4), 446-452.

Niemand, C.J.P., (2010). Information seeking habits of information and knowledge management students: A University of Johannesburg case study, *SA Journal of Information Management* 12(1), 1-6.

Oliver E. W. (1991). Comparative economic organization: The analysis of discrete structural alternatives, *Administrative Science Quarterly*, 36, (2), 269-296.

Oluyomi, A. (2010). *Dimensions of Transformational Leadership and Perceptions of Online Learning Tools*, PhD Thesis, UMI 3426440, ProQuest LLC.

Pallant, J. F. (2005). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows (Version 12)*, (2nd Edition), National Library of Australia

Porter, C.E., & Donthu, N. (2006). Using the technology acceptance model to explain how attitudes determine Internet usage: The role of perceived access barriers and demographics, *Journal of Business Research,* 59(9), 999-1007.

Porter, P., & Vidovich, L. (2000). Globalization and higher education policy. *Educational Theory*, *50*(4), 449–465.

Prigogine, (1984). *Order Out of Chaos*, New York: Bantam Books Rafferty, A.E.

Romanelli, E. & M. L. Tushman. (1994). Organizational transformation as punctuated equilibrium: An empirical test, *Academy of Management Journal*. 37(5), 1141–1166.

Schein, E. H. (1970). *Organizational Psychology*, (2nd edition), Englewood Cliffs, NJ: Prince-Hall.

Schein, E. H. (1985). *Organizational Culture and Leadership: A Dynamic View*, San Francisco

Schepers, J.J.L. & Wetzels, M.G.M. (2007). A meta-analysis of the technology acceptance model: investigating subjective norm and moderation effects. *Information & Management*, 44 (1), 90-103.

Shah, N. & Irani, Z. (2010). Examining employee attitudes and behaviours towards organisational change using supervisor and peer relations, *European, Mediterranean & Middle Eastern Conference on Information Systems* 2010 (EMCIS2010), April 12-13 2010, Abu Dhabi, UAE.

Sato, M. (2005). Education, ethnicity and economics: Higher education reforms in Malaysia 1957–2003. *NUCB Journal of Language, Culture and Communication*, *7*(1), 73–88.

Sheppard, B. H., Hartwick, J., & Warshaw, P. R. (1988). The theory of reasoned action: A meta-analysis of past research with recommendations for modifications and future research, *Journal of Consumer Research*, 15(3), 325-343.

Sias, P. M., & Wyers, T. D. (2001). Employee uncertainty and information-seeking in newly formed expansion organizations, *Management Communication Quarterly*, 14(4), 549-573.

Singh, J.K.N., Schapper, J. & Mayson, S. (2010). The impact of economic policy on reshaping higher education in Malaysia, In M. Devlin, J. Nagy and A. Lichtenberg (Eds.) *Research and Development in Higher Education: Reshaping Higher Education*, 33 (pp. 585–595). Melbourne.

Singh JV, House R. & Tucker D. (1986). Organizational change and organizational Mortality, *Administrative Science Quarterly* 31(1), 587-611.

Sirat, M. (2008a). Corporatisation of state-controlled universities in Malaysia*, 1996–2008, Paper presented at the Comparative study on marketisation policy of higher education in Asia and the Pacific Area meeting, *Centre for the Advancement of Higher Education (CAHE)*, Tohoku University, Sendai.

Sirat, M. (2008b). Strategic planning directions of Malaysia's higher education: University autonomy in a politcally turbulent time, *Paper presented at the Research Institute for Higher Education Seminar*, Hiroshima University, Higashi-Hiroshima.

Sohail, M. S., Rajadurai, J., & Rahman, N. A. A. (2003). Managing quality in higher education: A Malaysian case study. *International Journal of Educational Management, 17*(4), 141–146.

Spink, A. & Cole, C., (2006). Human Information Behavior: Integrating Diverse Approaches and Information Use, *Journal of the American Society for Information Science and Technology* 57(1), 25–35.

Steinburg, C. (1992). Taking charge of change, *Training and Development*, 46 (3), 26-32.

Steinerová, J. & Šušol, J. (2007). Users' information behaviour - a gender perspective, *Information Research*, 12(3), 320,

Stevens, J. (1996). *Applied Multivariate Statistics for the Social Sciences* (3rd edition). Mahway, NJ: Lawrence Erlbaum.

Stickland, F. (1998). *The Dynamics of Change: Insights into Organizational Transition from the Natural World* London: Routledge.

Susanto, A. B. (2008). Organizational readiness for change: A case study on change readiness in a manufacturing company in Indonesia, *International Journal of Management Perspectives,* 2(1), 50-61

Tabachnick, B. G., & Fidell, L. S. (2001). *Using Multivariate Statistics* (4th editionn). New York: HarperCollins.

Todd, Ross J (2003). Adolescents of the information age: Patterns of information seeking and use, and implications for information professionals, *School Libraries Worldwide* 9(2), 27-46.

Valley, K. L. & Thompson, T. A. (1998). Sticky ties and bad attitudes, In: Kramer, R.M. & Neagle, M. A. *Power and Influence in Organizations*, (pp. 39-66) London: Sage Publication.

Van de Ven, A. H., & Poole, M. S. (1995). Explaining development and change in Organizations, *Academy of Management Review*, 20(3), 510–540.

Waddell, D. & Sohal, A.S. (1998). Resistance: A constructive tool for change management, *Management Decision*, 36 (8), 543-548.

Watkins, K. E., & Marsick, V. J. (1993). *Sculpting the Learning Organization: Lessons in the Art and Science of Systemic Change*, San Francisco: Jossey-Bass.

Watzlawick, P., Weakland, J., & Fisch, R. (1974). *Change*, New York: W. W. Norton.

Wilson, T.D., (2000). Human information behaviour, *Informing Science* 3(2), 49–56.

Worrall, L., Cooper, C.L., & Campbell-Jamison, F. (2000). The impact of organizational change on the work experiences and perceptions of public sector managers, *Personnel Review, 29(5),* 613-636.

Yang, Watkins K. E. & Marsick V. J. (2004). The construct of the learning organization: Dimensions, measurement and validation*, Human Resource Development Quarterly*, 15(1), 1-124.

Zaltman, G. and Duncan, R. (1977). *Strategies for Planned Change*, John Wiley & Sons, New York, NY.