

The Relationship Between Distributive Leadership and Organizational Change Management Strategies

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Abstract

This study explores the relationship between distributive leadership and change management strategies in Malaysian vocational colleges. Distributive leadership is vital for implementing Malaysia's Education Development Plan 2013-2025, particularly in enhancing leadership effectiveness. Effective organizational transformation depends on leaders' styles and abilities to manage changes efficiently and continuously. This research examines the extent of distributive leadership practices among vocational college leaders in Malaysia and explores variations based on demographic characteristics. Conducted with a sample of 254 vocational college teachers across nine states, data were collected through a questionnaire distributed via Google Forms. The questionnaire comprised two sections: Perceptions of Distributive Leadership Practices and Change Management Strategies. Data were analyzed using descriptive and inferential statistics with SPSS Version 26.0. Findings indicate that respondents generally agree with the principles of distributive leadership, including bounded empowerment, leadership development, shared decision-making, and collective engagement. Additionally, a positive relationship was found between distributive leadership and change management strategies. To optimize change management, leaders should engage managers, employees, and senior leaders.

1. Introduction

The rapid pace of change today in globalization and industry demand significantly impacts Technical and Vocational Education and Training (TVET). The skills required by both adults and young people to thrive in the workforce are evolving swiftly. These skills can range from foundational and job-specific to transversal and soft skills, encompassing the broader ability to adapt to change and engage with local and global communities. TVET systems must proactively adapt their training programs to benefit individuals, businesses, and communities (UNESCO, 2021). Increasing the quality of leadership in vocational colleges is one of the big agendas of the Malaysian Ministry of Education (MOE) as contained in the Malaysian Education Development Plan (MEDP) 2013-2025 (MOE, 2013). Effective leadership is a factor of success and excellence in vocational colleges under vocational

college management. a leadership foundation that is clear in the 2013-2025 MEDP "Every vocational college is ensured to have High Performance Leadership". The successful implementation of MEDP 2013-2025 is supported by one important element, namely the application of distributive leadership by vocational college leaders (Daud et al., 2015).

To effectively navigate the opportunities and challenges of the 21st century, TVET institutions must proactively influence changes within TVET systems and the broader TVET community (UNESCO-UNEVOC International Centre for TVET, 2019). Falk and Smith (2003) introduced the concept of TVET leadership, emphasizing the importance of interactive processes that foster constructive identity, knowledge acquisition, and improved relationships, networks, and group behavior. TVET leaders are essential in providing platforms and opportunities for students to receive training, establish businesses, secure capital, and find suitable locations to start their enterprises. To support TVET transformation, students should be equipped with relevant skills and career opportunities to become entrepreneurs. Additionally, TVET leaders must possess expertise in technology management— a set of disciplines that enable organizations to leverage their technology base for competitive advantage. Understanding digital transformation and technology management is crucial for TVET leaders to help organizations maintain a competitive edge.

The approach required for vocational college leadership has been significantly impacted by changes in Malaysia's TVET education system and policies. For instance, recent policy shifts in Malaysia emphasize integrating digital skills and industry partnerships into vocational training. The introduction of the *Malaysia Skills Certification System (MSCS)* aims to standardize and improve the quality of vocational training (Ministry of Education Malaysia, 2023). This policy change means that vocational college leaders must now navigate complex certification processes and ensure their programs meet new quality standards. Consequently, leaders need to focus on strategic management skills, develop closer ties with the industry, and continually adapt their programs to align with evolving certification requirements. As a result, vocational college leaders must adapt their leadership strategies to focus more on fostering collaborations with industry stakeholders and incorporating advanced technologies into their curricula. For example, with the introduction of the National Policy on Industry 4.0, vocational colleges are now expected to prepare students for careers in technology-driven sectors by updating their training programs to include automation and data analytics. This shift requires leaders to not only manage traditional educational practices but also champion innovation and strategic partnerships that align with new industry demands. To facilitate change, vocational leaders need substantial TVET expertise. Nordin and Ghani (2022) note that the MOE has tried to enhance educational institution leadership capabilities, but it has been discovered that these efforts fall short of the demands of the ever-evolving demands. They further added that a few big adjustments are required within vocational colleges especially when a school is upgraded to a college. To translate change into coordinated action, TVET-style leadership is required. The TVET education system and policy in TVET institutions were completely changed in order to increase access and enhance the vocational education pathways. It was discovered, nevertheless, that TVET leadership development presents difficulties for TVET leaders by facing challenging issues such as lack of leadership competencies, negative attitudes among leaders, policy changes, and organizational structure that does not support TVET vision.

Distributive leadership refers to a model where leadership responsibilities and tasks are shared among managers and staff to achieve the goals of a vocational college (Harris & Spillane, 2008). This approach enables leaders to distribute the increasing workload across their teams, promoting a collaborative effort to enhance institutional performance (Coban & Atasoy, 2020; Thien, 2019). Under this model, improving vocational college performance is a collective responsibility rather than solely falling on the shoulders of the leadership. To sustain or enhance educational quality in the future, vocational colleges must continually innovate and adapt to the evolving educational landscape. The labor market is getting more sophisticated and demanding, and as to how to retain competent employees to be employable, many vocational colleges are changing their educational programs to focus more on learning how to do things effectively. This type of education is where students learn how to do things effectively, not just memorize information. Professional competencies and vocational issues important to employment is to develop the curriculum to create a multidisciplinary major that combines theory and practice, teachers must work together. This is a challenging task that calls for the collaboration of teachers working in teams, followed by their leaders. According to the British Council (2018), TVET institutions must be adaptable, but they must also make sure they have enough resources to properly devolve. Policymakers are concerned about the establishment of significant disparities inside the system.

A leader is required in every TVET institution. This is true because all policies and decisions are made by a leader in places like TVET institutions. All matters about policy, management, and existing norms are completely under the authority and regulation of the TVET leadership. The success of the leadership is a key factor in the development of an institution. According to Alois Nzembe (2017), one element affecting leadership and management is the reality that different situations demand for different leadership philosophies. As a result, each person's leadership style differs based on them and the issues they are facing. There are several potential challenges or drawbacks to implementing a distributive leadership approach in vocational education institutions;

- 1) Complex decision-making processes: With many individuals involved in decision-making, the process may be

longer and more complex than if the decisions were made by a single leader; 2) Difficulty in coordinating efforts: Distributive leadership may require more coordination and communication among team members to ensure that everyone is on the same page and working toward the same goals. This could be particularly challenging in large organizations or those with multiple levels of leadership; 3) Potential for power imbalances: If some team members are given more decision-making power than others, there may be concerns about power imbalances within the team. Leaders need to be mindful of this and ensure that all team members feel heard and included in the decision-making process, and 4) Need for strong communication skills. Distributive leadership relies on effective communication and collaboration among team members. If team members lack strong communication skills or struggle to work together, it may be more challenging to implement this approach successfully.

A common viewpoint is that institutions have faced an overwhelming number of changes, which over time have led to dissatisfaction and a sense of melancholy. When an institution is overloaded with changes within a short period, its capacity to effectively absorb and implement these changes can become strained, potentially leading to counterproductive outcomes. However, attributing all issues solely to this overload is insufficient. TVET institutions can support sustainable development by ensuring that students acquire the skills and knowledge necessary to thrive in the digital economy and society (UNESCO, 2023). Research by Yisihak et al. (2021) indicates that TVET leaders often struggle to effectively inspire and engage their subordinates in the organization's change initiatives. The study also found that subordinates frequently question whether their leaders fully understand their roles and responsibilities.

Therefore, this study aims to explore the perceptions of distributive leadership from the perspective of subordinates at vocational colleges in Malaysia. It also examines the extent of change management strategies employed by these leaders. Ultimately, this research will determine whether there is a relationship between distributive leadership and the effectiveness of change management strategies in these institutions.

1.1 Change Management in TVET

Organizations worldwide place a high priority on leadership and the possible effects it can have on long-term experience and organizational performance. Therefore, in this day of globalization, all organizations—profit or nonprofit—need top-notch leadership at every level. Findings from Yisihak et al., (2021), there is mounting evidence that senior executives may make a significant contribution to the successful design of employment and service delivery to fulfill the demands of a population that is becoming more and more diverse. An efficient management plan is required for changes in education (East, 2011). Many countries have implemented educational reforms over the past 20 years to enhance equity and quality within their systems. These reforms often focus on strengthening leadership and fostering multi-level engagement as essential strategies for sustainable change management. Effective leadership is crucial for guiding and implementing these reforms, as it provides direction and ensures integration across the educational system (Fullan, 2020).

A collaborative approach, where leaders at various levels engage in permeable connectivity, is vital for improving student outcomes. When leaders work together and share responsibilities, they can collectively drive substantial systemic changes. This collective effort is essential for meaningful reform, as it requires sustained attention and commitment from all levels of the education system, including policymakers, administrators, and educators (Hargreaves & Fullan, 2022). Incorporating evidence-based practices and utilizing data-driven decision-making have become increasingly important in education reform. Schools that leverage data to inform their strategies can better identify areas for improvement and assess the impact of changes. This approach enhances accountability and ensures that reforms are effective and responsive to student needs (OECD, 2022).

Moreover, integrating technology and fostering continuous professional development is critical for adapting to the evolving educational landscape. Technology provides new tools for teaching and learning, while ongoing professional development ensures that educators remain up-to-date with best practices and emerging trends (Smith & Borko, 2023). Engaging with broader community stakeholders, such as parents, businesses, and local organizations, is also essential for comprehensive reform. This broader engagement helps align educational goals with community needs and supports the sustainability of reforms beyond the school environment (Bryk et al., 2021).

According to Sung & Kim (2021), change management is an activity that allows members within an organization to easily engage to defuse tensions and their refusal to change. Activities are done to change the behavior and perceptions of members who refuse to change. Change is a natural law that is different from the usual. However, they still maintain familiarity and comfort preventing them from changing to current habits. Factors preventing change are organizational inertia, traditional culture, response to past strategy success, cost of implementing change, and level of organizational reluctance awareness. The researchers stress that the respondents are unable to adopt new behaviors, though, since they still cling to their comfort and familiarity. The following factors can hinder change: organizational inertia; traditional culture; reaction to previous strategy success; cost of change implementation; and awareness of organizational resistance. The worldwide shifts and technological advancements have caused substantial changes in the Malaysian education system. To meet today's

demands, technical and vocational education is continuously changing (Mukhter, 2020). These modifications brought to a transition of vocational education that would affect leadership.

1.2 Distributive Leadership

Distributive leadership is a model where leadership responsibilities are shared among multiple individuals rather than being concentrated in a single leader or a small group of leaders (Spillane, Halverson, & Diamond, 2001). This approach involves distributing leadership practices and roles across various individuals and groups within the organization, fostering a culture of collaboration and shared responsibility (Leithwood, Jantzi, & Steinbach, 2014). Distributed leadership has proven effective in diverse settings, including vocational colleges. One key benefit is its ability to enhance collaboration and shared decision-making among faculty and staff, which can foster a sense of ownership and commitment to the college's goals. This increased engagement often translates into greater motivation and involvement from all stakeholders. Furthermore, distributed leadership has been associated with improved organizational performance (Day, Harris, Hadfield, & Tolbert, 2014). In vocational colleges, this can manifest as better student outcomes, such as higher retention and graduation rates. For example, a study by Kagan and Kagan (2018) found that distributed leadership was linked to increased student achievement in vocational colleges. The authors attributed this to the collaborative and supportive learning environment created by distributed leadership, which enhances student engagement and motivation.

According to Hairon and Goh (2015), distributive leadership consists of three constructs; 1) empowerment; 2) shared vision; and 3) development that is power down on limited, making joint decisions, wake up collective leadership, and collective involvement. These features will be achieved if all employees in an organization have the right to participate in making any decision that one impacts against field task (Spillane, 2006). Features- this feature has also distinguished distributive leadership from other leadership because leadership distributive give focus to increase aspect leadership inside among member that one ready there (Rabindarang et al., 2014).

According to distributed leadership theory, when the expectations are great, traditional leaders aren't always able to lead others successfully because complicated activities include various problems that need input from a wide range of experts. (Gunter et al., 2013). To get successful leadership, team members must share responsibilities. This means that leadership is something that is created because of a group effort, not just individual action. Distributed leadership is preferred when implementing complex educational innovations, but it is not clear how this can be achieved effectively. There is no blueprint for building distributed leadership. Distributed leadership will work most effectively in a team of teachers, so there needs to be a specific culture and set of values, as well as regular communication and interaction between team members.

2. Methodology

2.1 Research Design

This study employs a survey approach and uses a questionnaire tailored to the specific research requirements. A descriptive survey was used. The goal of descriptive survey research is to gather data regarding the circumstances, viewpoints, and attitudes that exist within a community or group at the time the study is undertaken (Creswell, 2014). The primary objectives of this study are to explore the perceptions of distributive leadership among subordinates at vocational colleges and to assess the change management strategies employed by leaders. A survey research design is well-suited for these objectives as it allows for the collection of quantitative data from a large sample, providing insights into the widespread attitudes and practices within the target population. Descriptive surveys are designed to capture detailed information about the current state of perceptions, attitudes, and behaviors within a community (Creswell, 2014).

2.2 Population and Sample

The population of this study comprised teaching staff at vocational colleges throughout Malaysia. This population was selected due to their direct involvement in delivering vocational education and their capacity to express their opinions and perspectives about the leadership attributes of their leaders, making them the most appropriate group to provide insights into the current state and challenges within Malaysia's vocational education sector. Their perspectives are essential in understanding the distributive and change management practices implemented by their leaders. A total of 254 respondents were selected as the sample, gathered from nine out of fourteen states in Malaysia. The teaching staff were chosen using a convenience sampling method, whereby the survey was distributed online via Google Forms, a practical tool for reaching a geographically dispersed population. The use of Google Forms allowed for easy access, data collection, and management (Dillman, Smyth, & Christian, 2014). Respondents were recruited through email invitations sent to vocational colleges, ensuring that respondents were from different regions across the country. This method aligns with established survey research practices, which emphasize the importance of obtaining a representative sample to ensure reliability and

contextualizing research findings (Creswell, 2014; Fink, 2017). The participation of respondents from most of Malaysia's states contributes to the robustness of the study by reflecting a broad spectrum of regional perspectives in vocational education.

2.3 Research Instrument

This study utilized a questionnaire as the primary research instrument for data collection on how subordinates perceive their leaders' distributive leadership practices and the effectiveness of change management strategies in Malaysian vocational colleges. The questionnaire was designed to capture a comprehensive overview of the prevailing views and experiences of teachers working in vocational education, which is essential for understanding the dynamics of leadership and change within this sector. The instrument was adapted from two established sources. The distributive leadership component was adapted from Syed Abdullah (2020) and included four key constructs: bounded empowerment, developing leadership, shared discussions, and collective engagement. These constructs were chosen to reflect various aspects of distributive leadership as practiced in vocational colleges. Additionally, the change management strategies section of the questionnaire was adapted from Philips and Klein (2023), focusing on how leadership practices align with effective change management processes.

2.4 Data Analysis

The data from this study were analyzed using descriptive and inferential statistics via the Statistical Package for the Social Sciences (SPSS) Version 26.0, a software widely used for quantitative data analysis in research. Descriptive and inferential statistics used include frequencies, percentages, means, standard deviations, and Pearson correlations. These statistical analyses enabled the researchers to provide a comprehensive understanding of the data distribution and relationships between variables (Pallant, 2021).

2.5 Demographic Profile of Respondents

The background of the respondents was divided based on gender, age, level of education, work experience, and location by state.

Table 1 Demographic characteristic

Demographic		Frequency	Percentage (%)
Gender	Male	152	59.8
	Female	102	40.2
	Total	254	100
Age (years)	21 - 30	102	40.2
	31 - 40	60	23.6
	41 - 50	48	18.9
	51 - 60	44	17.3
	Total	254	100
Work Experience (years)	≤ 5	49	19.3
	6 - 10	66	26.0
	10 - 15	87	34.3
	15 - 20	30	11.8
	≥ 21	22	8.6
	Total	254	100
Level of Education	Diploma	22	9.0
	Degree	190	74.5
	Master	42	16.5
	Total	254	100
Zone	North	88	34.6
	South	57	22.4
	East	30	11.8
	West	51	20.1
	Sabah & Sarawak	28	11.0
	Total	254	100

Table 1 presents the respondents' demographic characteristics. More than half (59.8%) of respondents were male and the rest were female. Respondents with the age between 21-30 years old were 40.2%, 23.6% were 31-40 years old, 41-50 years old 18.9% of the total respondents, and 17.3% belonged to an age range of 51-60 years. The academic qualifications of respondents were diploma (9.0%), degree (74.5%), and master (16.5%). This table also illustrates the respondents' work experiences. The highest number was 10-15 years of experience (34.3%) and the lowest was more than 21 years of experience (8.6%). The table also shows the distribution and percentage of college vocational zones. East (11.8%) and Sabah & Sarawak (11.0) contribute a smaller number of responses, meanwhile, North state vocational college academic staff contribute the largest number (34.6%).

2.6 Mean Interpretation

Table 2 provides the mean interpretation adapted from Devellis (2017). It provides theoretical and practical insights into how mean scores can be categorized and interpreted in the context of scale development and survey research.

Table 2 Mean score interpretation

Mean Score Range	Interpretation
1.00 – 2.49	Low
2.50 – 3.49	Medium
3.50 – 5.00	High

3. Findings

In this section, we present the key findings from the study, focusing on the data collected from vocational college teaching staff across Malaysia. The analysis aims to elucidate insights into the perceptions of distributive leadership, the application of change management strategies, and the demographic characteristics of the respondents. By examining these findings, we seek to understand the current state of leadership practices in vocational colleges and their impact on institutional performance and student outcomes. The results are organized to highlight significant trends, relationships, and patterns that emerged from the data, providing a comprehensive overview of the study's objectives and contributing to the broader discourse on effective leadership in vocational education.

3.1 Distributive Leadership

Researchers used descriptive analysis methods to analyze perceptions of distributive leadership practices among leaders at vocational colleges. Analysis by mean and standard deviation was used to analyze the four parts of this questionnaire. The results are shown in Table 3.

Table 3 Findings of distributive leadership

Part	Construct	Mean	Standard Deviation	Mean Score Interpretation
P1	Bounded empowerment	3.76	0.981	High
P2	Developing leadership	3.77	0.912	High
P3	Shared decisions	3.84	0.810	High
P4	Collective engagement	3.80	0.812	High
	Total	3.79	0.868	High

For the dimension of Bounded Empowerment, the analysis reveals that the highest mean score was for question item no. 4, "Institutional leader's open opportunities for staff to take initiatives to improve vocational college processes and outcomes," which received a mean value of 3.94. This suggests that respondents perceive institutional leaders as highly effective in enabling staff to initiate improvements. Following closely was question item no. 1, "The leader of my institution acts as a coordinator to ensure that decisions made by different staff are aligned," with a mean value of 3.91, indicating strong agreement that leaders effectively coordinate staff decisions.

In third place was question item no. 3, "Institutional leaders encourage staff to make decisions within the scope of their work," which scored 3.89, reflecting a positive perception of leaders' encouragement for decision-making within staff's areas of responsibility. Question item no. 5, "Institutional leaders provide opportunities for

staff to take on informal leadership responsibilities,” was rated at 3.65, showing moderate support for providing informal leadership roles. The lowest score was for question item no. 2, “Institutional leaders relinquish the task of making some key decisions related to vocational college operations to staff,” with a mean value of 3.29. This suggests that respondents perceive a lesser degree of delegation of significant decision-making tasks to staff. Overall, the average mean score of 3.76 indicates a high level of perception regarding the bounded empowerment practices of leaders. This suggests that respondents generally view the leaders’ efforts to empower staff as effective, although there is some variability in how much decision-making authority is perceived to be delegated.

For the dimension of Developing Leadership, the highest mean score was recorded for item no. 4, “Institutional leaders proactively build trusting working relationships with and among staff,” which received a mean value of 3.91. This indicates that respondents perceive institutional leaders as highly effective in fostering trust and collaborative relationships within the staff. The second highest score was for item no. 3, “Institutional leaders ensure shared leadership competencies are included in our staff development programs,” with a mean value of 3.83, suggesting strong agreement that leadership competencies are effectively integrated into staff development initiatives.

In third place was item no. 2, “Institutional leaders always strive to develop staff at all levels of the vocational college who have potential,” which scored 3.80. This reflects a positive view of leaders’ efforts to nurture and develop staff potential across the organization. Item no. 5, “Institutional leaders assure staff that as leaders, we will accept full accountability for any mutually agreed decisions,” received a mean value of 3.71, indicating a high level of confidence in leaders’ commitment to accountability for decisions made in collaboration with staff. The lowest score was for item no. 1, “Institutional leaders exploit every opportunity for my staff to gain experience in developing their leadership competencies,” which had a mean value of 3.61. This suggests that while there is some agreement, there is less perception of leaders actively creating opportunities for staff to enhance their leadership skills. With an overall average mean score of 3.77, indicating a high level of agreement, it can be concluded that respondents generally perceive the efforts of institutional leaders in developing leadership positively. This score reflects a strong overall agreement with the effectiveness of distributive leadership practices in fostering leadership development among staff.

For the Shared Decision construct, the highest mean score was for question item no. 1, “Institutional leaders always emphasize the importance of shared responsibility when making decisions,” which received a mean value of 3.94. This indicates that respondents perceive institutional leaders as strongly promoting shared responsibility in decision-making processes. Following closely was question item no. 6, “Institutional leaders provide constructive feedback to staff to help develop their leadership competencies,” with a mean value of 3.86, suggesting effective feedback practices that support leadership development.

In third place was question item no. 2, “Institutional leaders encourage their staff to consider the views of all relevant stakeholders (teachers and leaders) when making joint decisions,” which scored 3.84, reflecting a strong emphasis on inclusive decision-making. Question item no. 4, “Institutional leaders proactively build trusting working relationships with and among staff,” had a mean value of 3.83, indicating a positive perception of relationship-building efforts. Question item no. 3, “Institutional leaders go to great lengths to demonstrate the benefits of shared decision-making,” received a score of 3.79. The lowest score was for question item no. 5, “Institutional leaders ensure that decisions are communicated to all relevant parties,” with a mean value of 3.78. Overall, the construct of shared decision-making has an average mean score of 3.84, which falls into the high range, indicating strong agreement among respondents regarding the effectiveness of shared decision practices.

For the Collective Engagement construct, the highest mean score was for question item no. 5, “Institutional leaders tend to form committees for a program within the institution,” with a mean value of 3.93. This suggests that leaders are effective in organizing committees to manage institutional programs. Following this, question item no. 1, “Institutional leaders make the best use of staff talents by involving them in joint vocational college decision-making,” scored 3.85, reflecting effective utilization of staff talents.

In third place was question item no. 2, “Institutional leaders provide a platform for teachers to work in groups to improve vocational college operations,” with a mean value of 3.83, indicating support for collaborative efforts to enhance operations. Question item no. 4, “Institutional leaders always give staff space to complete tasks according to their convenience,” received a mean value of 3.80. The lowest score was for question item no. 3, “Institutional leaders encourage staff involvement in all important vocational college decisions,” with a mean value of 3.61. The overall average mean score for collective engagement is 3.80, which is considered high, demonstrating strong agreement among respondents with the practices of collective engagement in vocational colleges.

3.2 Change Management Strategies

Change management strategies items were adapted from Philips and Klein (2023). Table 4 employed the result of the strategies from leaders to subordinates.

Table 4 Findings of change management strategies

Item	Mean	Standard Deviation	Mean Interpretation
Asked members of the institution to support the change	3.60	0.943	High
Aligned an intended change with an organization’s mission	3.65	0.879	High
Listened to employees’ concerns about the change	3.42	1.033	Medium
Aligned an intended change with an organization’s vision	3.70	0.776	High
Our leaders created measurable short-term goals	3.50	0.912	High
Our leaders asked for feedback to improve the change	3.56	0.963	High
Provided verbal or written encouragement to employees about the change	3.51	0.917	High
Ensured that employees were trained for new change initiatives	3.26	1.073	Medium
Notified all members of the organization about the change	3.43	1.004	Medium
Measured the success of change initiative periodically	3.01	1.334	Medium
Provided employees with incentives to implement the change	3.10	1.285	Medium
Focused on diversity and inclusion when conducting a change	3.57	0.926	High
Adjusted the change implementation because of reactions from employees	3.04	1.302	Medium
Total	3.41	1.020	Medium

Table 4 shows that the highest meaning is “Aligned an intended change with an organization’s vision” with a score mean value is 3.70” and the lowest is “Measured the success of change initiative periodically” with a mean value is 3.01. The total mean score for change management strategies is 3.41, equal to a medium level of acceptance among the respondents.

3.3 Relationship between Distributive Leadership and Change Management Strategies

Pearson Correlation was used to analyze the relationship between distributive leadership and change management strategies. Table 5 shows the results of the test of the relationship between distributive leadership and change management strategies.

Table 5 Relationship between distributive leadership and change management

Variable	Distributive Leadership	Change Management
Pearson	1	0.53**
Distributive Leadership Sig. (2-tailed)		0.00
N	254	254

	Pearson	0.53**	1
Change Management	Sig. (2-tailed)	0.00	
	N	254	254

Change management was found to be positively correlated with distributive leadership with $r=0.53$ ($p<0.01$); these were medium correlations according to Cohen (1988). Thus, there was a significant relationship between distributive leadership and change management strategies.

4. Discussion

The results of the research that has been done; it is concluded that occurs distributive leadership against bounded empowerment. Based on research conducted by Schumacher et al., (2022), a better understanding of organizational networks by showing how an organization can enact and re-enact leadership legitimacy in terms of very limited formal and informal power in a heterarchical network of organizations. Distributive leadership is a leadership style in which leaders share power and decision-making authority with their team members, rather than centralizing it in a single individual or group. This style can be effective in promoting collaboration and ownership among team members and can lead to more innovative solutions to problems. Bounded empowerment is a term that is sometimes used to describe a situation where power and decision-making authority are distributed to a certain extent, but not fully. This might occur when a leader allows team members to have some autonomy and input but still retains ultimate control over decision-making. Bounded empowerment can be useful in situations where a leader wants to maintain some level of oversight and control, but still wants to encourage teamwork and innovation among team members.

According to research by Daud et al. (2015), effective vocational college leaders exhibit high levels of distributive leadership. The study also highlights significant variability in distributive leadership practices based on demographic factors. Data analysis reveals that the mean scores for the five survey items related to distributive leadership were rated as "high," indicating strong agreement among respondents about the substantial impact of distributive leadership on leadership development. Distributive leadership not only fosters leadership development by involving team members in decision-making but also enhances their skills through targeted training, coaching, and mentorship. Providing opportunities for team members to assume leadership roles further strengthens their abilities and contributes to a more collaborative and empowered team culture. Overall, the approach of distributive leadership is effective in cultivating leadership skills and promoting a supportive and engaged team environment.

The results of the research that has been done; it is concluded that occurs distributive leadership towards shared decision-making. Shared decision-making can help increase leadership effectiveness because it allows team members to provide their input and opinions, broaden views, and enable better decisions. It can also increase the loyalty and involvement of team members, as well as increase their sense of responsibility for the decisions made. Shared decision making i.e., in which individuals explicitly communicate their opinions until they come together towards a unanimous decision (Perret & Power, 2022).

Bahkia et al., (2020) elaborated on the importance of supportive leadership in the enhancement of work engagement of the workforce. Shared decision-making has several advantages, such as broadening views, increasing team member involvement, increasing sense of responsibility, and improving communication. However, this process also has some drawbacks, such as taking longer, often requiring compromise, and increasing the possibility of conflict between team members who have differing opinions. Therefore, decisions must be taken by considering the advantages and disadvantages of each available decision-making method.

The study's findings reveal that most institutional leaders typically establish committees to oversee programs within their institutions. According to Gronn's Theory (2002), institutional leaders cannot achieve organizational goals and excel on their own; instead, they rely on collaborative efforts from executive members and staff. Distributive leadership necessitates the use of technological tools to support task completion and to ensure that all staff members have equal opportunities to plan and implement programs effectively. However, the study also found that only a small proportion of institutional leaders actively encourage staff participation in significant decision-making processes within vocational colleges. This reluctance often stems from concerns that staff may be disempowered or make hasty decisions. Conversely, Hosni & Shahir (2021) argue that leaders who adopt a structure-oriented approach and demonstrate strong judgment are more likely to achieve high performance and enhance follower satisfaction.

Results show that there is a relationship between distributive leadership and change management strategies among college vocational leaders. Recent research investigated how environmental shifts compel companies to alter and adopt new strategies to survive (Aldhaen, 2017). These research findings are supported by Al-Ghanem et al., (2020) who stated that distributed leadership highlights the importance of having a suitable leader in a

situation that could be fulfilled by that leader regardless of his sequence in the organizational chain of command. Where organizational transformation highlights the importance of leadership in general but does not specify which leader in what situation. This intersection between distributed leadership and organizational transformation engages a series of leaders involved and this transformation initiative. As these leaders have different leadership roles and positions together, they form a network of leaders.

5. Conclusion

The results of this research indicate that distributive leadership in vocational colleges effectively meets the desired research objectives. Specifically, the approach of distributive leadership facilitates a delegation of powers that allows members to contribute freely without the burden of overly rigid constraints. This framework enables staff to provide input and constructive criticism, especially when leaders deviate from established regulations. Overall, the leadership practices observed in vocational colleges foster leadership development, experience sharing, and the cultivation of potential future leaders, while also emphasizing the competency development of all staff members.

In terms of decision-making, vocational colleges in Malaysia exhibit a participatory approach, ensuring that decisions are made with consideration for the welfare of all members while maintaining accountability for institutional goals. These decisions often involve external stakeholders, creating mutually beneficial outcomes for both the institution and its partners. Furthermore, the inclusive nature of decision-making processes, which engages all staff levels, encourages diverse perspectives and ideas. This inclusivity helps ensure that decisions are broadly accepted and effectively implemented across the institution.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of the paper.

Author Contribution

Wan Muda contributed to the study concept and design, and Wan Muda, Ab Halim, and Lai C., Sern contributed to the data collection. Meanwhile, Wan Muda, Ab Halim, and Isa contribute to the analysis and interpretation of results. Saleem and Othman contributed to the manuscript preparation and proofreading. All authors reviewed the results and approved the final version of the manuscript.

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