

Schools' Readiness towards Change

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ABSTRACT This paper reports the results of a confirmatory analysis of the Readiness Towards Change Scale (RTC), which uses a four-factor structure to assess schools' readiness towards change. Moreover, it investigates schools' readiness towards change in four dimensions and the effect of teachers' teaching experience and gender on each dimension. A survey method was used because it can describe a large group of people's opinions about a topic or issue. To begin, the four-factor structure of the 5-point Likert scale used in the RTC was confirmed. Data were collected from teachers ($N = 257$) in different fields. To answer the research questions, a multivariate analysis of variance (MANOVA) were conducted, and the findings confirmed the four-factor structure of the scale. Items with factor loadings less than .40 were deleted and were not considered in the confirmatory factor analysis (CFA). The model fit indices yielded a good fit to the four-factor structured model (comparative fit index (CFI) = .89; root mean square error of approximation (RMSEA)=.07; adjusted goodness-of-fit index (AGFI)=.90; standardised root mean square residual (SRMR)=.03). The findings of MANOVA showed that gender and teaching experience did not have a statistically significant effect on readiness towards change. Finally, a descriptive analysis was used to examine the readiness towards change displayed by teachers, administrators, school infrastructure, and parents.