

## **MANAGEMENT'S READINESS FOR CHANGE IN IMPLEMENTATION OF PRODUCTION-ORIENTED APPROACH: AN ANALYSIS IN CHINA'S HIGHER VOCATIONAL COLLEGES**

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**ABSTRACT-** This study seeks to analyse the extent of management's readiness for change in implementing the production-oriented approach within China's higher vocational colleges. By exploring change commitment and change efficacy, the aim is to provide valuable insights that can inform successful integration strategies for this innovative educational paradigm. The research is guided by the theoretical framework of organisational readiness for change, facilitating a comprehensive assessment of the factors influencing management's readiness. A quantitative research design is employed; data was collected through questionnaires from management staff in higher vocational colleges and analysed using Bright Please for structural equation modelling. The study rigorously tested for reliability and validity, ensuring the robustness of its findings. FINDING unveils change commitment that impacts the production-oriented approach's successful implementation, while change efficacy does not. The implications of this study extend beyond the confines of higher vocational colleges in China, providing valuable insights for educational practitioners, policymakers, and researchers seeking to enhance change initiatives within the broader context of organisational transformation.

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## **INTRODUCTION**

Reforms have been made to English classrooms in Chinese universities over the past few decades. Task-based learning, project-based learning, outcome-based education, flipped classes, blended teaching and other effective teaching methods have been introduced to Chinese colleges and universities to help students improve their proficiency in English. Nevertheless, it is essential to note that these techniques, primarily grounded in theories of Second Language Acquisition (SLA), have encountered limitations within the specific context of China despite their partial contributions to the advancement of English language instruction in China at various times. Therefore, there is an increasing recognition of the need to adapt second language acquisition (SLA) approaches to align with China's specific English learning environment (Yu, 2019). The Production-oriented Approach (POA) attempts to modify conventional SLA educational ideas to align them with the social, cultural, and historical circumstances of English instruction in China.

Hence, since the establishment of a complete theoretical system of production-oriented approach, it has garnered significant attention and recognition within the realm of education in

China (Chen, 2023; Miao, 2023). While numerous studies have shown the positive impact of the POA in teaching English (Ren & Wang, 2018; Zhou, 2021), there is a conspicuous absence of studies that focus specifically on management's readiness for change within the context of HVCs in China.

The successful implementation of the Production-Oriented Approach at China's Higher Vocational Colleges relies on the readiness of organisational management to adopt significant transformative measures. While the advantages of this novel instructional approach are well recognised, there is still a significant information gap concerning the impact of management's readiness to change on the efficient implementation of the Production-Oriented Approach. The main issue is to thoroughly evaluate and deal with the different aspects of management's readiness, using the theory of organisational readiness for change as a guide so the switch to this hands-on teaching method goes smoothly. Consequently, this study attempts to solve the following questions:

1. Does Change Commitment in the Theory of Organizational Readiness for change positively influence the implementation of changes to the POA teaching method?

2. Does Change Efficacy in the Theory of Organizational Readiness for change positively influence the implementation of changes to the POA teaching method?

## **LITERATURE REVIEW**

### **Production-Oriented Approach (POA)**

The Production-oriented Approach (POA) is based on the Output Driven hypothesis (Wen, 2007). The production-oriented Approach is a new teaching method with Chinese characteristics proposed by Professor Wen Qiufang to solve the dilemma of separating English learning and use in China.

Introduced as an alternative to challenges in English instruction, POA differs from traditional methods by emphasising "output" at the start and end of lessons. This encourages students to actively engage in class activities actively, seamlessly integrating learning with practical application since its inception in 2007 (Wen, 2018).

POA aims to create an environment fostering comprehensive language development. By promoting language production early on, students become more aware of gaps in their knowledge, enhancing efficient learning (Matsuda, 2017). With a solid theoretical foundation, POA enhances Chinese higher education's teaching and learning experience (Ellis, 2017).

Initially, Wen Qiufang's "output-driven hypothesis", influenced by Swain, sparked the idea of reforming the English curriculum. Refined to be "output-driven and input-facilitated," it became the "Production-oriented Approach" (Wen, 2014). Over time, the framework evolved to integrate global academic theories, cultural context, and interactive teaching phases, highlighting its adaptability (Wen, 2018).

Four pedagogical philosophies form the core of POA: learning centre theory, learning and using integration, cultural exchange perspective, and the critical capability framework (Bu & Li, 2020). These philosophies bridge teacher-centric and learner-centric ideologies, integrate learning with practical application, navigate target and native cultures, and equip students to tackle complex issues.

The teaching philosophy shapes a four-pronged hypothesis in POA: output-driven, input-facilitation emphasising input about output tasks, selective learning for desired output, and learning through assessment (Bi, 2020). This hypothesis guides the instructional process, involving initiation,

facilitation, and evaluation in a cyclical progression. Immediate and subsequent assessments focus on collaborative teacher-student efforts (Wen, 2016), aligning with the teaching ideology and hypothesis and serving as a gauge of real-world efficacy (Wen, 2018).

The teaching procedure consists of a sequence of iterative processes, including motivation, facilitation, and assessment. The primary purpose of the motivating link is to use the output task to bring students' attention to their deficiencies and stimulate their passion. The facilitating connection serves the function of providing scaffolding for students' work. Both real-time and delayed assessments are used in the assessment procedure. Concurrently, a new assessment method that relies on "teacher-student cooperation" is proposed (Wen, 2016). The teaching process should not only accurately embody the teaching philosophy and hypothesis but also function as a basis for assessing the effectiveness of the teaching hypothesis in practical application (Wen, 2018).

### **The implementation statute of POA**

The way that teaching methods change over time and are used in various educational systems shows that learning is constantly changing. The POA is one of these methodologies that has received much attention recently. Its implementation at Chinese universities has received various reactions, from enthusiastic support to cautious hesitance to outright rejection. Several things have led to this hesitation (Barratt-Pugh et al., 2018; Han & Mills, 2020; Hu et al., 2014).

Cultural and conventional methods of instruction are the first consideration. Traditions dating back hundreds of years form the foundation of educational practises in China. Traditional ways of teaching have changed how education works in the country by affecting teachers' methods and techniques. A relatively new method like POA can be seen as a change from these conventional approaches. So, teachers who are very used to standard ways of teaching might be sceptical of POA, which could make them not want to use it (Barratt-Pugh et al., 2018).

One additional aspect contributing to the issue is the insufficiency of training and resources. The efficacy of introducing a novel pedagogical approach heavily relies on the level of readiness shown by educators. In order to ensure the successful integration of POA into the curriculum, teachers must get thorough training. Nevertheless, there may be a lack of resources and training programmes to provide educators with the necessary skills to implement the production-oriented approach (POA).

The third component pertains to the problems posed by policies and institutional frameworks. The comprehensive policy and institutional framework governing higher education in China significantly influences the approaches used within the system. The complex administrative issues and potential regulatory limits may challenge the widespread adoption of POA. These problems may hinder the acceptance of the choice mentioned above among educators (Han & Mills, 2020).

Despite its virtues, POA suffers various obstacles in its acceptance inside Chinese higher education. Cultural and customary practices, legislation, and structural issues are all contributing factors. The future of POA in China's ever-changing higher education system is still up for discussion and investigation.

### **Management and POA teaching**

The significance of management in influencing instructional practices should be considered within the dynamic field of education. The interplay between administrative choices and classroom approaches exemplifies the mutually beneficial connection underpinning the educational system's fundamental components. The introduction of novel teaching approaches has historically been impacted by a wide range of elements, from institutional vision and mission statements to the more general organisational and environmental traits that are precursors to these adoptions (Işeri-Say et al., 2008).

Often seen as representing the more prominent educational environment, the classroom is crucial for practical implementation and application. In this context, teachers face the complex task of effectively regulating their instructional environments while simultaneously assuring the successful dissemination of subject matter. As a result, their approaches are closely related to their classroom management techniques rather than just educational decisions (Spahiu & Spahiu, 2015). The emergence of the POA is significant within this particular setting.

### **The Importance of Management Influence For Teachers To Adopt POA Teaching**

It is necessary to recognise supporters' role inside educational institutions in driving the acceptance of various techniques. Their ability to detect and react to new pedagogical strategies, in conjunction with the breadth of their knowledge of these techniques, may substantially affect the pace at which these methods are spread and the amount to which they are spread. In addition, the approaches taken to implement such processes inside an organisation are critical. Previous studies have demonstrated that the perceived changes in organisational processes that follow from the employment of a particular teaching approach may either improve or hamper its future adoption (Burn et al., 2021; Goodyear & Casey, 2015; Maher & Rubenstein, 1974; Vowles et al., 2011). This has been proven to be the case (Burn et al., 2021; Vowles et al., 2011).

Management must be essential in bringing attention to teachers' leadership function in the classroom. The POA incorporates teaching methods developed in China and the research of various language and educational experts. It places a strong focus on the indispensable role that teachers play in creating productive educational environments. According to Bu and Li's research from 2020, "Input Enabling" is a term best understood as "Overall Enabling," which emphasises teachers' entire role in assisting student learning. The backing of management can guarantee that teachers are given the authority necessary to assume this leadership position correctly.

According to Spahiu and Spahiu (2015), the most critical factor in obtaining outstanding outcomes in teaching and learning is the role that teachers play in the administration of their classrooms. The management may guarantee that teachers combine this approach with traditional methods by approving and encouraging POA, which results in favourable learning and teaching methodologies. This allows the management to ensure that teachers incorporate both approaches. In addition to this, when seen from a practitioner's viewpoint, management can deploy specific processes in conjunction with customer orientation to develop radical product innovations (Maher & Rubenstein, 1974). Management may encourage instructors to embrace new teaching approaches, such as POA, by giving organisational benefits and incentives, such as points of accountability.

In addition, the impact of management is critical in delivering individualised Teacher Training Programmes. According to Sanchez-Mena et al. (2017), these programmes might focus on the perceived effectiveness of a teaching approach and on ensuring that teachers are well-equipped and have the confidence needed to implement a new teaching method in their classes. Finally, there are several obstacles that teachers and schools must overcome in order to implement a production-oriented approach to education. Bolhuis (2003) and Li & Wu (2020) state that with the support of the administration, it is possible to overcome these obstacles and ensure a seamless transition to a production-oriented approach teaching methodology.

### **Management Readiness to Change**

Management readiness is crucial in effectively implementing new language teaching methods (LTM) and English teaching methods (ELTM). The construct in question is multidimensional, including both administrative and strategic elements. Management readiness involves several components: communication, culture, capability, and resources (Chau et al., 2021; Dunworth, 2008; Hosny et al.,

2021). In order to guarantee the successful implementation of new approaches, it is essential to build effective communication channels that facilitate alignment among all stakeholders, including teachers, administrators, and students (Dunworth, 2008; Keramati et al., 2011). Furthermore, it is essential to note that the readiness of management goes beyond the early phases of implementation to include the ongoing monitoring and assessment of the newly adopted approaches (Dubow & Gundermann, 2017; Luh et al., 2020; Mafenya, 2013; Zamani & Ahangari, 2016).

The readiness of management to embrace change extends beyond the simple adoption of new technology or methodologies. The focus of this discussion is on the establishment of a cultural environment that is amenable to embracing and accommodating change. This necessitates thoroughly comprehending the current pedagogical approaches, their constraints, and the prospective benefits of novel methodologies (Salahuddin et al., 2020). Learning Management Systems (LMS) have shown efficacy in English language instruction, resulting in time savings.

The responsibilities of management about preparedness for change beyond mere decision-making and resource allocation. Additionally, providing a conducive atmosphere that fosters teacher support and empowerment is essential to facilitate their ability to adapt to novel instructional approaches. This encompasses the provision of ongoing chances for professional growth and establishing channels for receiving feedback (Chan, 2019; Smith & Erdoğan, 2008). For example, previous studies have shown that teacher autonomy and empowerment are crucial in effectively executing novel English Language Teaching Methods (ELTM) (Chan, 2019; Smith & Erdoğan, 2008).

In conclusion, the readiness of management to adapt is a multifaceted but pivotal element in the effective execution of novel teaching methods, particularly within the domains of LTM and ELTM. The process is a comprehensive strategy encompassing strategic planning, resource allocation, and establishing a conducive atmosphere for teachers. The influence of management readiness for change extends far, including not just the realm of language instruction but also several other domains within the field of education. Hence, it is an area that necessitates further investigation and attention from educational leaders (Ababneh, 2012; Badiozaman, 2021; Dangol & Shrestha, n.d.; Domlyn et al., 2021; Du & Chaaban, 2020; Edrees, 2013; Hosny et al., 2021; İnceçay & Dollar, 2013; Karatas et al., 2016; Minsih & AnindaGalih, 2018; Rusdin, 2018; Spahiu & Spahiu, 2015; Sundayana, 2015).

### **Organisational Readiness for Change: The Right Theory for Research**

In the continuously expanding realm of organisational management, it has become crucial to comprehend the intricacies of change readiness dynamics. Recent scholarly investigations have extensively explored the theoretical foundations that underlie the readiness of management for change, illuminating this phenomenon's intricate and diverse character. The need for proficient change management techniques inside organisations has become more urgent in light of accelerated technology progress, worldwide market fluctuations, and changing worker demographics. An in-depth analysis of the theories about the readiness of management for change offers significant insights into the strategies organisations may use to effectively handle the challenges posed by volatile circumstances (Holt et al., 2007).

According to Holt et al. (2007), the notion of "Readiness for Organizational Change" is considered one of the fundamental theories in this field. The concept of readiness for change is not a unitary construct but is shaped by many elements. The readiness of employees to embrace a proposed change is influenced by many factors, including their perceptions about their abilities to implement the change, their perception of the change's suitability for the organisation, the amount of commitment

shown by leadership, and the perceived advantages associated with the change (Holt et al., 2007).

The researcher elaborated on the subject by presenting the "Theory of Organizational Readiness for Change." Based on the theoretical framework proposed by Weiner (2009), it is posited that organisational readiness for change is characterised as a shared psychological state. Organisational members at this stage exhibit a solid commitment to the proposed change and a high confidence level in their collective capabilities to execute it effectively.

Recent studies have also emphasised the significance of middle managers in the change process. Middle managers have a crucial role in enabling or impeding the process of organisational transformation. The success of change initiatives may be strongly impacted by individuals' readiness for change, shaped by both individual variables and organisational dynamics (Austin et al., 2020).

The theory of organisational readiness for change is relevant for researching this field due to several compelling factors. First and foremost, this study includes both change commitment and change efficacy as crucial characteristics. The concept of change commitment pertains to the inclination of employees to participate in actions that promote the implementation of change. In contrast, change efficacy pertains to the shared belief among employees about their competence to carry out activities associated with change (Weiner, 2009).

Furthermore, this idea is substantiated by actual data. For example, research conducted by Iqbal and Asrar-ul-Haq (2018) discovered that the readiness of individuals to embrace change acts as a mediator in the relationship between the implementation of Total Quality Management practises and the performance of employees. The significance of middle management preparedness for change was underscored in a study conducted by Austin et al. (2020) and Iqbal and Asrar-ul-Haq (2018).

Within the theory of organisational readiness for change, the variables of change commitment and change efficacy are essential. Commitment to change is often impacted by how suitable individuals believe the change to be and how much management support they get. Conversely, change efficacy is directly tied to the workers' conviction in their capabilities, which may be strengthened via adequate training and resource allocation. Change efficacy is closely related to the employees' belief in their capabilities. According to Weiner (2009),

## **Hypothesis Development**

### **Change Commitment & Implementing Change**

Integrating techniques like the POA requires a thorough grasp of the many aspects that affect an institution's adaptability (Alam et al., 2016). The effectiveness of transformational efforts depends on organisational psychology, which is typically defined by its commitment to change (Botham, 2018).

A fundamental paradigm for understanding institutional dynamics, the Theory of Organizational Readiness for Change, states that an organisation's 'change commitment' affects its readiness (Parsons & Fidler, 2005). The concept examines an institution's commitment to change. It represents the organisation's views on the transition (Feinstein & Mach, 2020). Change commitment fuels an organisation's transition, providing energy, passion, and resolve (Díaz-Noguera et al., 2022).

This theoretical underpinning supports the premise that change commitment variables positively affect change implementation (Mughal et al., 2019). It argues that when an institution is committed to change, it is more likely to employ new methods like the POA (Schulze-Cleven & Olson, 2017). This hypothesis states that an organisation's collaborative commitment drives innovation and excellence (Valdés et al., 2021).

An institution's transformation commitment depends on several factors. Past achievements and failures shape an institution's culture (Pallas et al., 1994). Change successes may boost confidence and trust in the institution (Carey, 2013). Setbacks might cause caution but can provide essential lessons for future attempts (Jongbloed, 2002).

The availability of material and intangible resources affects transformation commitment (Fish & Syed, 2018). Tool-equipped institutions with training modules and supportive leadership are more likely to adapt (Chau, 2010). In this conversation, leadership is crucial. Through their inspiration, motivation, and guidance, visionary leaders may boost the organisation's transformation commitment (Mitter et al., 2018).

Understanding that change commitment is not static is crucial. It changes with internal dynamics, stakeholder input, and external environmental changes (Xie et al., 2020). A leadership transition, new regulatory rules, or significant educational landscape changes might affect an institution's commitment to change (Mok & Jiang, 2016).

The hypothesis emphasises the need for management change commitment when incorporating the POA in education (Bennett, 2003). The institution's history with pedagogical innovations, the POA's alignment with its educational vision, and its perceived benefits in improving educational outcomes will determine its ability to assimilate the POA seamlessly (Barnett, 2000).

provides a multidimensional view of educational transformation's complex dynamics (Hannan & Silver, 2000). It emphasises how an organisation's determination and commitment shape transformation activities (Trowler, 2008). Change commitment becomes more critical as technology and pedagogy change, directing institutions in their quest for excellence (Kehm & Teichler, 2013). The hypothesis is constructed as follows:

H1: There is a positive influence of change commitment factors on implementing a change of POA teaching method.

### **Change Efficacy & Implementing Change**

The management's readiness to adapt and evolve is paramount in ensuring the successful integration of such methodologies. This readiness is not merely a function of intent but is deeply influenced by the underlying organisational structures, beliefs, and, most importantly, the perceived efficacy of the change (Corsi, 2020).

The Theory of Organizational Readiness for Change is a thorough framework for comprehending this phenomenon (Mason, 2008). At the core of this theoretical framework lies the concept of 'change efficacy,' denoting the shared conviction inside an institution about its capacity to participate in a transformative endeavour effectively (Spillane et al., 2019). According to Parsons and Fidler (2005), it involves the collective understanding of resources, knowledge, and competencies required to implement the change plan successfully. Essentially, change efficacy The hypothesis building for change commitment components in implementing change indicates an organisation's confidence level in its ability to effectively traverse the many challenges associated with transformation (Hopkins, 1984).

Considering the context mentioned earlier, the hypothesis posits a direct correlation between change efficacy variables and the implementation of change (Pedersen, 1979). According

to Zhao (2011), the research indicates a favourable correlation between change efficacy factors and the successful implementation of change. The hypothesis above is based on the premise that when an organisation perceives the high efficacy of a change initiative, it is inclined to devote resources, time, and effort towards its effective execution (Valdés et al., 2021).

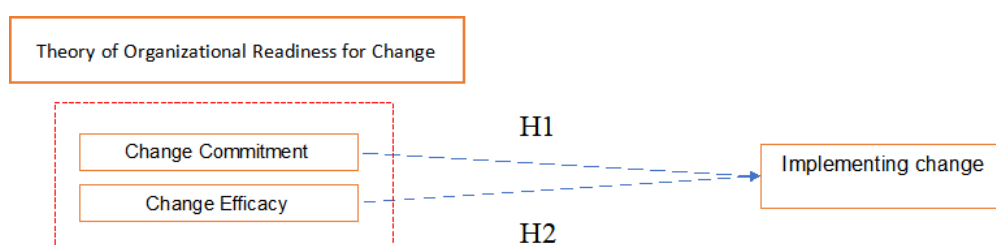
Multiple factors contribute to the change efficacy (Higgins & Thomas, 2016). First and foremost, it is essential to acknowledge the significant importance of prior experiences (Bowl, 2001). According to Roberts (2015), institutions that have effectively managed change are more likely to exhibit more significant self-assurance in their capacity to navigate future changes. The historical achievement establishes a valuable collection of information, tactics, and optimal approaches that may be used in future undertakings (O'Connor, 2014). Furthermore, the presence of resources, including tangible and intangible assets, contributes to the change efficacy (Oldroyd & Tiller, 1987). According to Conner and Rabovsky (2011), an organisation with the essential technology tools, financial resources, and human capital is more inclined to have confidence in its capacity to enact change initiatives. In addition, it is crucial to acknowledge the vital function of leadership, as highlighted by Middlehurst (1997). According to Khamis and Sammons (2007), leaders who effectively communicate a distinct vision, provide consistent and steadfast support, and demonstrate exemplary behaviour have the potential to enhance the overall trust of the organisation significantly.

Within educational institutions, the hypothesis posits that implementing the POA is contingent upon cultivating a robust perception of change efficacy among management personnel (Mason, 2008). According to Spillane et al. (2019), the extent to which individuals believe they can effectively incorporate the POA into their teaching practices will be impacted by various factors. These factors include their previous encounters with inventive teaching approaches, the accessibility of training and resources for educators, and the congruence between the POA and the institution's overarching educational objectives.

The hypothesis development for change efficacy factors in implementing change offers an understanding of the dynamics at play. It emphasises the importance of collective belief in an organisation's capabilities. It suggests that this belief, shaped by various internal and external factors, can significantly influence the trajectory of change initiatives. As institutions grapple with the challenges and opportunities presented by innovative methodologies like POA, a deep understanding of change efficacy becomes indispensable (Hopkins, 1984; Parsons & Fidler, 2005; Pedersen, 1979; Spillane et al., 2019). The hypothesis is constructed as follows:

H2: There is a positive influence of change efficacy factors on implementing the change POA teaching method.

Therefore, In the management domain, the conceptual framework is anchored in the theory of readiness for change, as shown in Figure 1. This theory posits that for change to be effectively implemented, organisations must exhibit readiness or preparedness, both in terms of commitment to the change and the belief in their efficacy to execute the change. The subsequent phase, implementing change, is the practical application of this readiness, where strategies are executed.





**Figure 1.** Conceptual Framework

Source: Weiner (2009); Rahi et al. (2022), researcher's work.

## **METHODOLOGY**

The selection and implementation of a research technique play a pivotal role in guaranteeing the precision and reliability of the findings, particularly in educational research. The theoretical framework influences the formulation of research questions and guides data collection and analysis (Creswell & Creswell, 2017; Tierney, 2002). The study design has significant importance in quantitative research. The research methodology is a guiding framework, delineating several designs tailored to address different research inquiries. This is paramount to accurately comprehend and implement the research results (AbuShanab et al., 2010). Experimental designs are often used in research to demonstrate causal linkages by altering an independent variable and observing its influence on a dependent variable. Control groups are frequently utilised to provide a basis for comparison.

Using single-case experimental designs (SCEDs) in quantitative analysis is controversial (AbuShanab et al., 2010). Observational designs are often used in situations when the manipulation of variables is not feasible. They possess utility in analysing preexisting correlations among variables without inducing any alterations to the prevailing settings.

The selection of a research strategy has substantial importance in educational research since it exerts a considerable influence on the results and contributions of the study. The deductive research technique, which focuses on the readiness for change in implementing the production-oriented technique (POA) at higher vocational institutions in China, was deliberately selected for this study. This theoretical-driven technique is well-suited for examining established ideas or hypotheses in novel circumstances. Quantitative approaches are often used since they are recognised for their robustness and dependability (Taherdoost, 2018).

The selected research strategy for this study is the causal research design, which aims to comprehend the cause-and-effect connections between variables (Erickson, 2017). This study aims to investigate the impact of the Theory of Organizational Change, specifically change commitment and change efficacy, on the practical implementation of a Production-Oriented Approach (POA) among management personnel. Nevertheless, using controlled settings in this context may potentially lead to excluding other patterns within the data (Erickson, 2017; Oppewal, 2010).

Using questionnaires as a survey research approach effectively gathers data from a large population, enhancing the potential for generalising the obtained results (Beyer & Sendhoff, 2007; Forza, 2002; Mackey & Gass, 2012). The research employs a cross-sectional survey methodology, often used in social sciences, to depict the characteristics of a population at a certain point in time (Bryman, 2008, 2016a; Mahfar et al., 2014). Cross-sectional research design is considered an efficient and cost-effective method well-suited for gaining insights into a particular community's prevailing attitudes and behaviours (Bryman, 2016a, 2016b). This method enables comparing many groups, although it cannot analyse temporal changes. Notwithstanding this, the efficacy and appropriateness of the chosen method align well with the research aims.

### **Population and Sampling**

This study's population comprises management personnel employed in China's higher vocational colleges. A representative sample is utilised to derive conclusions that can be extrapolated to the entire group, as it is impractical to examine everyone in this enormous population. The validity and dependability of the study are significantly impacted by the choice of sampling method and the calculation of the ideal sample size.

Many sampling techniques are considered, including purposive and random sampling, each with its own benefits. The framework and circumstances of the research determine the sampling technique utilised. The sample size is crucial, which must be moderately sizable to prevent the amplification of insignificant effects or the needless expenditure of resources while still producing dependable outcomes.

To ensure the reliability of the findings, particularly when utilising complex statistical methods such as Structural Equation Modelling (SEM), a minimum sample size of 146 instructors has been stipulated for this investigation. The objective of this approach is to ensure that the study results possess practical significance in the educational sphere of China while also being scientifically solid.

### **Data Collection**

The data-collecting procedure for this research, which investigates the organisational readiness for change in implementing the Production-Oriented Approach (POA) in Chinese Higher Vocational Colleges, is a well-planned two-phase endeavour. The first stage is creating a questionnaire specifically tailored to capture the nuanced opinions of those in management positions. The instrument used in this study is not just a collection of inquiries but rather a meticulously designed instrument that aligns with the research aims. It has undergone thorough pre-testing procedures to ascertain its validity and relevancy. The pre-test is a vital measure of the questionnaire's efficacy in collecting data. After the validation process, the research progresses to its subsequent phase, which involves collecting empirical data. This research employs a hybrid data-collecting methodology, which combines online distribution with in-person collection conducted by enumerators at specific universities. This technique is designed to enhance response rates within the distinct cultural environment of China. The questionnaires specifically target a meticulously selected sample of 253 participants from 150 vocational institutions. This sample size has been determined to be enough to obtain a thorough and nuanced grasp of the opinions held by the subjects.

### **Data Analysis**

This study segment on management personnel in the Production-Oriented Approach (POA) uses sophisticated data analysis to verify structures and evaluate hypotheses. Data Screening is essential to guarantee that management replies are accurate and consistent. After that, Descriptive Statistics give a crucial overview of the management sample for further study. Reliability analysis confirms the consistency of the measurements, an essential part of educational research.

Factor Analysis helps simplify instructor data in the research. This stage is crucial for studying Change commitment and Efficacy in the Theory of Organizational Change. Hypothesis

testing in the context of managerial preparation for POA change requires correlation analysis, which examines complex correlations between variables.

The Bootstrapping test in SmartPLS 4.0 software is used for mediation analysis. This technique handles the study's complicated models well and fits the data. This thorough and complete data analysis technique aims to generate informative and valid conclusions focused on research management.

## RESULTS

### Reliability and Validity

Each construct in Table 1 has good reliability ratings across all three indices, demonstrating internal consistency and stability. Cronbach's Alpha: All constructions have scores over 0.7, from 0.845 for Change Commitment to 0.901 for Implementation, suggesting that elements within each construct are strongly connected. Rho\_A: Like Cronbach's Alpha, Rho\_A values range from 0.848 (Change Commitment) to 0.903 (Implementation), confirming the constructions' internal consistency. Composite reliability: All constructs exceed the standard with composite reliability scores from 0.889 (Change Commitment) to 0.926 (Implementation). It seems that the construct indicators assess latent variables reliably and consistently. Based on these values, the measurement model has high internal consistency for each construct, suggesting reliable measurement.

**Table 1** Construct Reliability and Validity

	<b>Cronbach's Alpha</b>	<b>Rho_A</b>	<b>Composite Reliability</b>
Change Commitment	0.845	0.848	0.889
Change Efficacy	0.861	0.883	0.899
Implementation	0.901	0.903	0.926

### Hypothesis Testing

The primary objective of this study is to examine the association between two critical components of the Theory of Organizational Readiness for Change, namely Change Commitment and Change Efficacy, and management's preparedness for using the POA training approach. The investigation of the components of the Theory of Organizational Readiness for Change.

The outcomes of the Partial Least Squares (PLS) study yielded intriguing results. Hypothesis Hypothesis 1 posited a correlation between Change Commitment and the implementation of change. The beta value 0.52 suggests a robust and positive association between the variables. The obtained T value 8.448 indicates a statistically significant association between the variables under investigation. In addition, the obtained P value of 0.000, below the commonly accepted threshold of 0.05, provides evidence supporting the importance of the observed association. This finding substantiates that a more significant commitment to change within an organisation is positively associated with a better probability of successfully executing these changes.

Hypothesis 2 investigated the correlation between Change Efficacy and the successful implementation of change. The beta coefficient 0.034 indicates a weak positive association

between the two variables. Nevertheless, the obtained T value of 0.576 and the corresponding P value of 0.282, above the commonly accepted threshold of 0.05, suggest no statistically significant evidence to support a link between the variables in question. This implies that while there may be some suggestion that increased change effectiveness might impact the execution of changes, the available data does not provide sufficient evidence to substantiate this correlation definitively.

In conclusion, as mentioned earlier, the results provide a nuanced viewpoint. The idea of organisational readiness for change postulates many aspects that may impact the readiness of management. However, the available research indicates that these components do not exert equal effect levels. The concept of 'Change Commitment' is identified as a pivotal component in adequately equipping managers for organisational transformation. This finding is the research question's aim since it identifies certain variables organisations can prioritise to enhance the effectiveness of change projects.

However, the available evidence indicates that the significance of 'Change Efficacy' may be less pronounced in this scenario. This finding is a thought-provoking insight, as it poses a challenge to the prevailing assumption that an organisation's confidence in its capacity to implement change is inherently tied to the preparedness of its management for change.

In conclusion, this research supports the significance of change commitment as a predictor of management's preparedness for change in adopting the POA teaching technique. Nevertheless, it seems that changes in efficacy do not substantially impact the preparedness of the group being studied. The specific information about the research question (RQ) and hypothesis testing may be found in Table 2.

**Table 2** Hypotheses Testing

Hypothesis	Relationship	Beta	T value	P Values	Supported
H1	Change Commitment -> Implementing Change	0.52	8.448	0.000	YES
H2	Change Efficacy-> Implementing Change	0.034	0.576	0.282	NO

**Note:**  $p < 0.05$  (1-tailed)

## DISCUSSION

This research aimed to examine the impact of elements derived from the Theory of Organizational Readiness for Change, namely Change Commitment and Change Efficacy, on the successful implementation of organisational reforms.

Based on the findings of the hypothesis, it is evident that Change Commitment substantially influences the implementation of changes. This implies that when individuals within an organisation are genuinely dedicated to the proposed change, they are more inclined to engage in and endorse implementing the change actively. Commitment indicates the readiness of individuals within an organisation to dedicate their efforts towards a change project. A positive correlation between commitment and successful implementation implies that workers' emotional and psychological support and involvement are essential for successfully implementing the change. Hence, it is vital for organisations seeking to adopt changes to emphasise cultivating and fostering

this sense of dedication among their members. This entails ensuring that individuals comprehend the rationale behind the proposed change and agree with its objectives.

Conversely, the absence of a substantial correlation between Change Efficacy and the execution of modifications is a subject of interest. Efficacy refers to the organisational conviction in its capacity to implement the desired change effectively. The findings indicate that despite individuals' confidence in their abilities and resources to enact the change, there is no guarantee of its successful execution. Other factors might contribute to this phenomenon. The change process may encounter external hurdles or restrictions that impede its progress. Additionally, the conviction in one's competence to effect change may not necessarily lead to action unless accompanied by the requisite commitment. It is conceivable that despite the members' belief in the organisation's overall capacity, the change process may encounter obstacles due to individual uncertainties or departmental difficulties.

Based on the research objective, it is apparent that commitment to change plays a crucial role in facilitating effective implementation. However, it is essential to note that believing in one's capacity to execute the change, known as change efficacy, is not enough. Organisations must cultivate an authentic dedication to change while simultaneously addressing external and internal obstacles that may impede the transformation of efficacy beliefs into tangible actions for change.

## **CONCLUSION AND IMPLICATIONS**

This study has significantly contributed to understanding the relationship between the organisational readiness for change and implementing change within the higher vocational colleges in China. It aims to show how organisational readiness for change factors (change commitment and change efficacy) influences management's implementation of the POA teaching method changes.

The finding identifies that change commitment significantly influences the implementation of the POA teaching method changes. This shows that organisation members committed to change are more likely to actively engage in and support it. Its positive association with implementation demonstrates that workers' emotional and psychological buy-in is essential for change implementation. Nevertheless, the study also unveiled that change efficacy did not substantially influence the implementation of the change. Perhaps some external barriers or constraints hinder the change process, or the belief in capability does not translate to action without the necessary commitment. It is also possible that while members believe in the organisation's overall capability, individual doubts or departmental challenges might impede the change process.

From the theoretical perspective, the study offers valuable theoretical insights into the Theory of Organizational Readiness for Change. The findings related to change commitment factors influencing implementation provide a new perspective on how readiness for change can be operationalised and measured, thereby contributing to the theory's development (Henseler, 2017). Practically, the study offers valuable insights for policymakers and educational stakeholders. The emphasis on change commitment points to the need for management that prioritises building and nurturing this aspect.

In conclusion, this study lays the groundwork for future research in this domain. Its limitations aside, its contributions to the research and practical implications for organisational

change techniques are substantial. These complicated phenomena may be understood and improved by emphasising organisational dynamics.

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