

Article

Examining the relationship between learning interventions and change readiness

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Abstract: Organisations increasingly need to implement consistent learning interventions to help employees cope with continuous change. The current study examined the relationship between learning interventions and employee change preparedness. It examined cognitive readiness, emotional response, and employee engagement arising from the change interventions of the organisation. A quantitative research methodology was employed to collect data from directly involved individuals. The study used Change Preparedness as the dependent variable, and Cognitive Learning, Emotional Response, Perceived Organisational Support, and Employee Engagement as independent variables. Correlation, regression, and reliability analyses indicated a moderate positive relationship between the predictors and the outcome variable. The findings shed light on the effectiveness of change interventions and offer practical implications for organisational learning and development.

Keywords: learning interventions; change readiness; employee engagement; organisational support

1. Introduction

1.1. Overview of the study

In the contemporary industrial landscape, organisations face continuous technological, strategic and structural change as they seek to remain competitive in an increasingly globalised environment. For employees, adapting to rapidly evolving workplace demands presents a significant challenge that affects their capacity to function effectively in changing professional environments (Young-Babb et al. 2025). Alongside this, management research highlights the readiness of the employees for change as an essential factor that affects the interpretation and adaptability of organisations' decisions to transform. On the other hand, the learning interventions can be adopted as organised efforts to develop organisational realities in terms of skills, efficiency and knowledge. However, there is a lack of significant clarity of the role of the learning interventions that influence change preparedness, cognitive, emotional and behavioural factors.

1.2. Research aim and objective

1.2.1. Aim

The research aims to understand the effectiveness of the learning intervention for employees' change in an organisation, in terms of cognitive, emotional, and behavioural factors.

1.2.2. Objectives

- To identify relevant theoretical approaches that can be used in determining the relationship between the learning interventions and the preparedness of the employees.
- To measure the effectiveness of the interventions that influence the cognitive interpretation, emotional responses and preferences of employees in the change process.
- To examine essential organisational and industrial structures, which shape the outcomes of the learning process, and to improve the efficiency of the employees in adopting the changes.
- To identify an appropriate methodological framework that can facilitate the systematic investigation of the learning intervention and infrastructure of organisational change.

1.3. Significance of the study

It is important to gain knowledge of change preparedness, which continues due to organisational resistances, such as uncertainties and productivity shocks, during the attempts at organisational changes. For learning interventions, it is critical for managers to be aware of the mechanisms for influencing the behaviours and adaptive changes of employees for an effective change (Chughtai et al. 2024). However, this study is crucial for management research as well, because it provides valuable insights for the organisational leaders, who aim for transformation.

1.4. Research gap

Although past studies have looked at the link between learning interventions and change readiness, most focus on separate aspects like cognitive understanding or emotional response. Previous studies combine cognitive learning, emotional response, perceived organizational support, and employee engagement within one framework. This study fills that gap by exploring how these factors work together to influence employee change preparedness

1.5. Hypotheses

Cognitive learning refers to the process through which individuals acquire, process, and apply knowledge to make sense of change and develop adaptive responses (Bandura, 1977). Research indicates that employees who receive structured learning opportunities demonstrate improved comprehension of the change process, which directly translates into greater psychological and behavioural readiness (Supriharyanti and Sukoco, 2023). Cognitive understanding has been identified as a central antecedent of readiness for change, particularly in contexts where transformation demands new skills and mental models (Rafferty and Minbashian, 2019). Based on this evidence, the following hypothesis is proposed:

H1: *Cognitive learning positively influences change preparedness.*

Emotional responses to organisational change, including anxiety, confidence, and resistance, significantly shape how employees approach and manage transitions (Castillo, 2022). Employees who experience positive emotional states during change processes are more likely to demonstrate higher adaptability and willingness to

engage with new organisational realities (Oreg, Vakola and Armenakis, 2021). The Theory of Planned Behaviour further supports the notion that affective states influence attitudinal readiness and, consequently, behavioural intentions during change (Wasieleski et al., 2024). Therefore, it is proposed that:

H2: *Emotional response positively influences change preparedness.*

Perceived Organisational Support (POS) reflects employees' beliefs about the extent to which their organisation values their contributions and cares for their well-being (Eisenberger et al., 1986). Employees who perceive high levels of organisational support are more likely to reciprocate through increased commitment and openness to change, as organisations signal investment in their workforce during transitions (Abdul-Nasiru, 2024). POS has been consistently linked to higher levels of readiness for change and reduced resistance, as employees feel secure and backed by the organisation (Mathur, Kapoor and Swami, 2023). Accordingly, the following hypothesis is proposed:

H3: *Perceived organisational support positively influences change preparedness.*

Employee engagement is defined as the degree of emotional, cognitive, and behavioural investment that individuals demonstrate towards their work and organisation (Saks, 2022). Engaged employees are more likely to actively participate in learning activities, embrace organisational initiatives, and demonstrate greater readiness to adapt to change-related demands (Sharma and Gupta, 2022). Research further indicates that engagement fosters a sense of ownership and psychological connection to the change process, making it a critical driver of change preparedness (Bordi et al., 2022). Based on this rationale, the following hypothesis is proposed:

H4: *Employee engagement positively influences change preparedness.*

2. Literature review

2.1. Learning interventions and organisational change structures

According to the study by Supriharyanti and Sukoco 2023, the organisational change capability is about overcoming the current fragmentation of the business and evaluating the infrastructure based on the current landscape. The approach involved reviewing 249 articles from the databases, among which 48 were collected from reliable databases like Scopus and EBSCO. However, findings showed that there is no theory about the definition of organisational change capability, whereas organisational attempts influence the performance and behaviours of each individual related to the workforce. Besides, understanding learning interventions in terms of change preparedness is required for comprehensive cognitive, affective and behavioural reactions of employees. Social Cognitive Theory (Bandura, 1977) further supports the role of cognitive learning and self-efficacy in shaping behavioural readiness for organisational change.

On the other hand, transformational leadership theory has a crucial role in organisational change. This leadership style supports follower stakeholders in coping with change, adopting new approaches, and contributing to collective organisational capability during transformation (Ha and Le, 2021). A sample of 315 employees was selected to gather responses and examine key insights through multiple tests. The

findings demonstrated that organisational justice acted as a strong mediator between team leaders and organisational change capability. This underscores the importance of transformational leadership in fostering innovation, justice, and adaptive capability, all of which are essential parameters for sustaining continuous change. This study is grounded in Lewin's Change Model and the Theory of Planned Behaviour. These frameworks highlight the importance of cognitive understanding, emotional readiness, and behavioural intention for successfully implementing change, and support the contention that cognitive learning, emotional response, perceived organisational support, and employee engagement are essential factors in change readiness.

2.2. Cognitive solutions of learning and change preparedness

The conceptual study and proposals are integrated with change preparedness and affective sensemaking as an aspect of the employees and mid-managers during change processes in organisations (Wasieleski et al. 2024). The study's conceptual process model also illustrates initial negative emotions that influence perception about change and can lead to conducting risky actions, which can bring uncertainty to the organisational workplace. However, the findings emphasise that mid-managers utilise the emotionally authentic narratives to create positive meaning frameworks that have negative emotional consequences. The convergent sensemaking is a product of interactive discussions through emotional tools and stories that facilitate cognitive alignment and convergence to change schemes. The overall study determined that it is possible to design intentional interventions in terms of learning, with effects on narrative structure, cognitive clarification, emotional regulation, and enhanced preparedness among employees for organisational change adoption.

Apart from this, the researchers examined the role of change preparedness as a mediator between learning interventions and organisational practices that support successful change implementation (Abdul-Nasiru, 2024). The study employed a survey design, collecting 364 responses from public and private universities. Data analysis was conducted using path analysis, integrating leadership characteristics, organisational factors, and change preparedness. The results demonstrated the importance of change preparedness as a mediating variable linking the learning environment to the effectiveness of change implementation.

2.3. Emotional response to organisational change

Castillo (2022) developed and validated a five-point Likert Scale measure for six unique emotional experiences within organisational change processes. A study examined employee responses, which were validated using a five-phase validation approach with four studies, including a 31-item instrument for 1220 employees. Alongside this, the study highlighted the first measure to allow the systematic evaluation of associated emotional responses to unfavourable changes of the organisation. The results of the tests indicate that emotional changes fostered in the behaviours can prevent adaptation and successful change management. These findings indicate that a learning intervention should target the emotion process. Thus,

it improves the change readiness through better psychological interpretation as well as more adaptive behaviours among employees.

Appreciative Inquiry is an organisational approach that was developed by David Cooperrider in 1987, which is focused on organisational change based on strength and problem diagnosis approaches (Álvarez-Robinson et al. 2024). In this study, the application of appreciative inquiry during the planning process of higher educational institutions is examined. The effect was observed across emotional, professional, and social expectations. The results showed that respondents experienced social interaction improvements, solid organisational infrastructure and higher satisfaction in activities related to collaborative strategic planning. Alongside this, the positive engagement processes indicated that emotional responses are essential factors affecting the adaptability of employees to change processes within organisations. However, these findings support the idea that learning interventions based on positive models can improve change preparedness by building emotional commitment and supportive work behaviours.

2.4. Employee perceptions towards learning intervention change adoption

On the other hand, the study by Mathur et al. (2023) aimed to examine factors closely associated with organisational change preparedness, including individual-level and contextual factors at the organisational level. The research employed descriptive statistics, linear and multiple regression analyses, and several models to validate causal relationships among the selected factors. Prior change experiences, organisational commitment, and involvement in decision-making were found to influence employees' willingness to engage in change readiness. The findings indicated that organisational commitment mediated the relationship between individual preparedness and employee engagement in the change process. Overall, these insights carry several implications for designing effective change interventions.

Workplace well-being initiatives are increasingly regarded as a key mechanism for supporting employee mental health and performance (Fleming, 2024). In this study, the effects of well-being interventions were examined through the analysis of 46,336 workers across 233 organisations. The analysis included a comparison of the participants and non-participants, who received the training in resiliency and digital well-being programs. Alongside this, the findings indicated that no positive well-being improvements were reported. This raises questions about the effectiveness of individual-based interventions and their capacity to produce meaningful change at the organisational level.

3. Methodology

3.1. Research philosophy

The study adopted a positivist research philosophy, which emphasises observable phenomena, quantifiable variables, and empirical methods of validation (Ali, 2024). Positivism is particularly suitable for hypothesis testing as it supports the

systematic measurement of variables and the objective assessment of relationships between constructs.

3.2. Research approach

A deductive approach was employed in the research methodology to test theoretically derived hypotheses empirically (Kumar and Ujire, 2024). Using the deductive method, the researcher can investigate various aspects related to the theoretical assumptions of learning interventions and change readiness. Alongside this, the deductive approach facilitated a systematic examination of the relationships between employee and organisational factors within the context of change.

3.3. Research design

The study research design was a survey design with employees from organisations that had implemented various learning initiatives across the targeted change process concepts. Alongside this, a structured survey with questionnaires was used to obtain appropriate and standardised survey responses.

3.4. Data collection

Data were collected through self-report questionnaires comprising items closely related to the research objectives. The questionnaire used a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Items were adapted from validated instruments in the existing literature covering cognitive learning, emotional response, perceived organisational support, employee engagement, and change preparedness. To minimise common method bias, procedural remedies were implemented, including ensuring respondent anonymity, reducing evaluation apprehension, and improving item clarity. In addition, Harman's single-factor test was conducted as a statistical check for common method variance. The unrotated principal component analysis yielded a single factor accounting for 28.4% of the total variance, which is well below the 50% threshold, indicating that common method bias does not pose a significant threat to the validity of the findings (Podsakoff et al., 2003). These procedural approaches are widely recommended in survey-based research to reduce bias.

3.5. Sampling and population size

The study used convenience sampling due to accessibility issues. While random sampling was the original plan, participants were chosen based on their availability through the organization's communication channels. The sample included 101 employees from different organizational backgrounds. The sample mainly consisted of younger employees, aged 18 to 35, and junior to mid-level staff. This may limit the generalizability of the findings.

3.6. Data analysis

The statistical analysis included correlation analysis, regression analysis, and reliability testing. SPSS software was used to conduct the analyses. Cronbach's

Alpha and ANOVA were used to assess internal consistency and overall model significance, respectively.

3.7. Ethical consideration

Ethical considerations guided the conduct of the research throughout. Participation was voluntary, and all participants retained the right to withdraw at any point without consequence. The research ensured that participants were informed of the study's objectives before data collection, and written informed consent was obtained from all respondents. Anonymity was maintained to protect participants' identities and privacy throughout the survey process.

4. Findings and data interpretation

4.1. Demographic frequency analysis

The figure illustrates that in the survey, the male participants were in the majority, accounting for around 56%, while the female participants were approximately 42% of the 101 population. The rest of the participants did not prefer to disclose their gender.

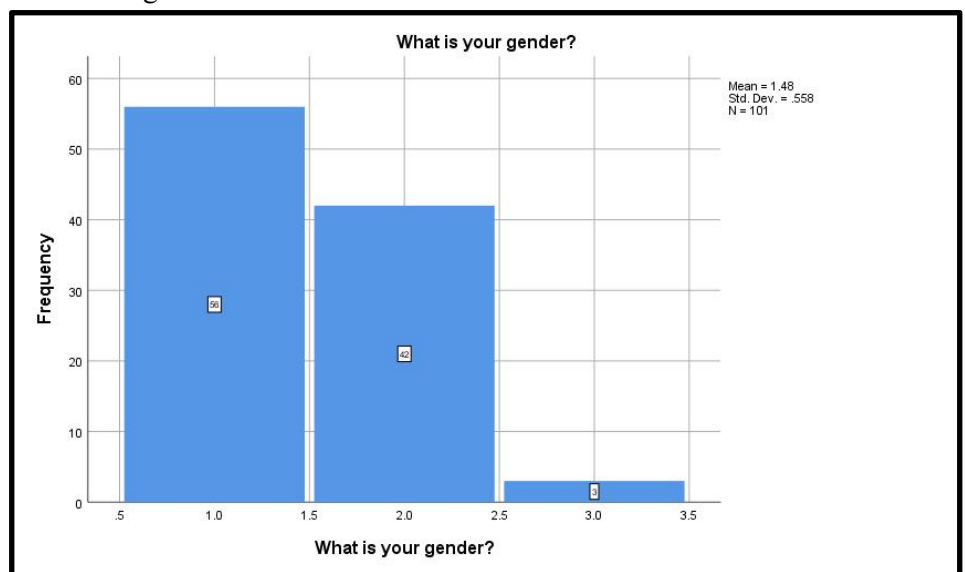


Figure 1. Gender distribution of the respondents.

The x-axis represents the coded gender identity (beginning with 0.5) and the y-axis represents the frequency. The maximum number of respondents belong to Category 1 (n = 56), followed by Category 2 (n = 42); Category 3 is represented by a low number of respondents (n = 3). The mean and standard deviation of the distribution are 1.48 and 0.558, respectively (N = 101). Source: Authors' compilation.

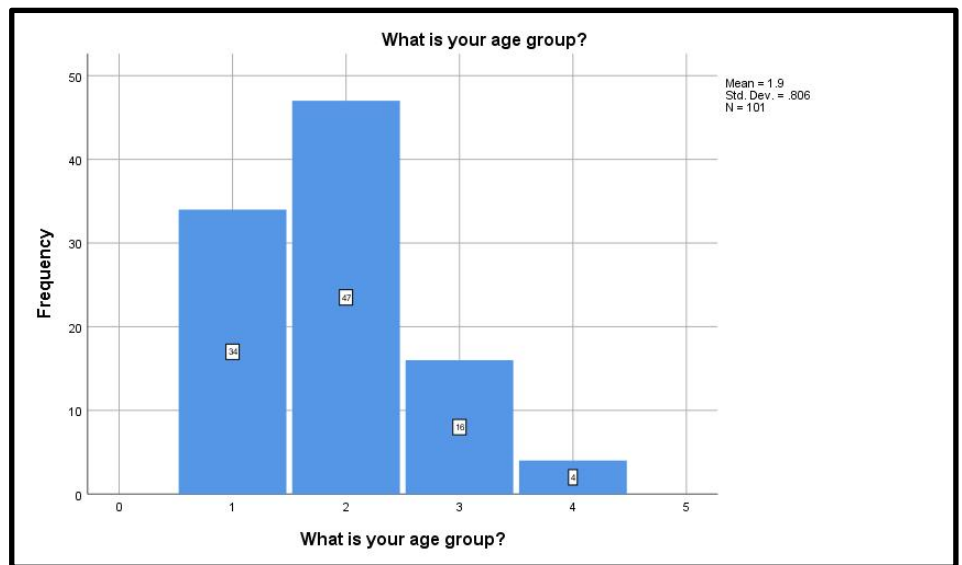


Figure 2. Age Distribution. (Source: IBM SPSS).

The figure indicates that the highest number of participants was in the age group 26–35 years old, accounting for almost 47% (46.5%) of the population. On the other hand, the 18–25-year-old age group was followed by the highest age group, with around 34% of the population. However, the lowest number of the age group was held by the participants aged 45 and above.

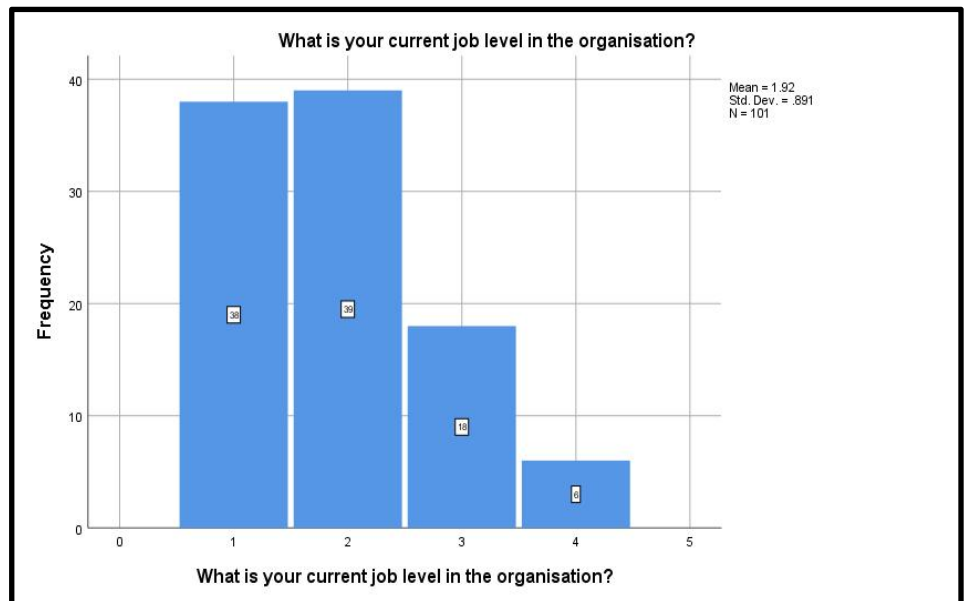


Figure 3. Current Job Level. (Source: IBM SPSS).

The statistical data reported that the majority of the participants were in mid-level employee positions, covering 38.6%, while the junior-level employee was 37.6%. The managerial and leadership job level participants were in the lowest count, carrying 5.9%.

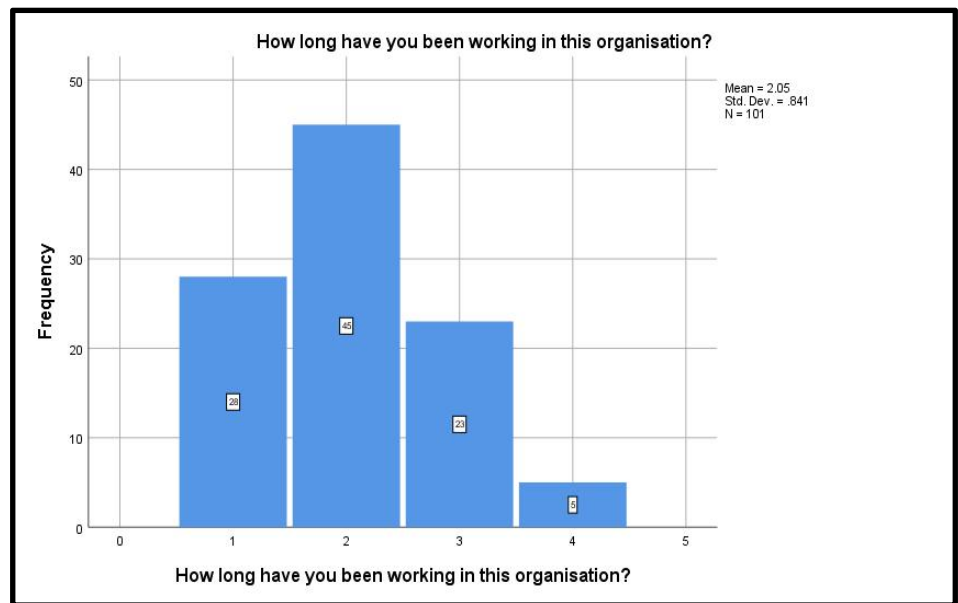


Figure 4. Working Experience in the Organisation. (Source: IBM SPSS).

The statistical figure demonstrated the distribution of work experiences of the participants. Approximately 45% participants are 1–3 years old, with the highest coverage of the population. Similarly, 27.7% responded that they have less than 1 year of job experience in the organisation, establishing the second-highest number. Only 5% of the participants have more than 6 years of work experience in the organisation. The demographic distributions indicate that the overall population of this survey was mainly younger, with 18 to 35 years old male, who were in junior to mid-level job positions and had 1 to 3 years of experience.

4.2. Correlation analysis

Table 1. Dependent Variable: Change Preparedness. (Source: IBM SPSS).

Variables	1	2	3	4
1. Ready to accept and adopt changes	1	0.368**	0.335**	0.392**
2. Prepared to change work style	0.368**	1	0.518**	0.446**
3. Change beneficial for professional development	0.335**	0.518**	1	0.462**

** $p < 0.01$ (two-tailed), which means significant at the 1% level.

The correlation analysis among the dependent variable indicators of change preparedness reveals moderate to strong positive relationships. The preparedness to change work style is strongly correlated with the perceived professional benefit of change ($r = 0.518$, $p < 0.01$), indicating that employees who perceive change as beneficial are more willing to adapt their work practices. Overall preparedness is also significantly associated with acceptance of change and work style adjustment, with coefficients ranging from $r = 0.392$ to $r = 0.446$ ($p < 0.01$), suggesting consistency in employees' readiness across different dimensions. Additionally, acceptance of change shows moderate positive correlations with other indicators, reinforcing that employees who are open to change tend to demonstrate higher overall preparedness.

IVs: Cognitive Learning, Emotional Response, Perceived Organisational Support, Employee Engagement.

Table 2. Independent Variables—cognitive learning, emotional response, perceived organisational support, and employee engagement. (Source: IBM SPSS).

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Learning interventions helped comprehension	1	0.326**	0.441**	0.468**	0.315**	0.378**	0.352**	0.360**	0.341**	0.389**	0.415**
2. Reasons explained during training	0.326**	1	0.365**	0.304**	0.221*	0.289**	0.312**	0.295**	0.258*	0.274**	0.288**
3. Knowledge enables change	0.441**	0.365**	1	0.489**	0.348**	0.402**	0.379**	0.388**	0.361**	0.415**	0.432**
4. Confidence from learning	0.468**	0.304**	0.489**	1	0.397**	0.425**	0.410**	0.418**	0.382**	0.436**	0.451**
5. Anxiety reduced	0.315**	0.221*	0.348**	0.397**	1	0.339**	0.327**	0.320**	0.296**	0.344**	0.358**
6. Organisational support for learning	0.378**	0.289**	0.402**	0.425**	0.339**	1	0.471**	0.486**	0.413**	0.432**	0.448**
7. Management promotes participation	0.352**	0.312**	0.379**	0.410**	0.327**	0.471**	1	0.498**	0.436**	0.452**	0.468**
8. Organisation supports development	0.360**	0.295**	0.388**	0.418**	0.320**	0.486**	0.498**	1	0.451**	0.468**	0.482**
9. Active participation in learning	0.341**	0.258*	0.361**	0.382**	0.296**	0.413**	0.436**	0.451**	1	0.482**	0.495**
10. Motivation to participate	0.389**	0.274**	0.415**	0.436**	0.344**	0.432**	0.452**	0.468**	0.482**	1	0.518**
11. Engagement in sessions	0.415**	0.288**	0.432**	0.451**	0.358**	0.448**	0.468**	0.482**	0.495**	0.518**	1

The correlation analysis among the independent variables indicates moderate to strong positive relationships across the dimensions of learning interventions. Cognitive learning variables, such as understanding the change process and perceived knowledge gained, show significant positive correlations with emotional response variables, particularly confidence derived from learning interventions (r ranging from 0.441 to 0.489, $p < 0.01$). Emotional response variables also demonstrate meaningful associations with perceived organisational support. For instance, confidence and reduced anxiety are positively correlated with organisational support measures, with coefficients ranging from $r = 0.339$ to $r = 0.486$ ($p < 0.01$), indicating a strong alignment between emotional readiness and organisational backing. Furthermore, employee engagement variables exhibit significant positive correlations with both cognitive learning and perceived organisational support. The engagement-related items, such as active participation and motivation, show correlation coefficients ranging from $r = 0.436$ to $r = 0.518$ ($p < 0.01$), highlighting the strong integration between employee involvement and learning interventions.

Construct-Level Correlation Matrix.

Table 3. Construct-Level Correlation Matrix.

Construct	1. CL	2. ER	3. POS	4. EE	5. CP
1. Cognitive Learning (CL)	1	0.462**	0.438**	0.451**	0.498**
2. Emotional Response (ER)	0.462**	1	0.412**	0.428**	0.434**
3. Perceived Org. Support (POS)	0.438**	0.412**	1	0.473**	0.434**
4. Employee Engagement (EE)	0.451**	0.428**	0.473**	1	0.471**
5. Change Preparedness (CP)	0.498**	0.434**	0.434**	0.471**	1

Note: CL = Cognitive Learning; ER = Emotional Response; POS = Perceived Organisational Support; EE = Employee Engagement; CP = Change Preparedness. All correlations were below the threshold of 0.60, indicating acceptable discriminant validity and no multicollinearity concerns among the constructs.

Change Preparedness (DV) and Cognitive Learning (IV1).

Table 4. Change Preparedness and Cognitive Learning. (Source: IBM SPSS).

Variables	Ready to accept and adopt changes	Prepared to change work style	Change beneficial for professional development	Overall prepared to adjust	Learning interventions helped comprehension	Reasons explained during training	Knowledge enables change
Ready to accept and adopt changes	1	0.372**	0.335**	0.402**	0.318**	0.264**	0.438**
Prepared to change work style	0.372**	1	0.518**	0.446**	0.264**	0.301**	0.426**
Change beneficial for professional development	0.335**	0.518**	1	0.462**	0.381**	0.315**	0.447**
Overall prepared to adjust	0.402**	0.446**	0.462**	1	0.498**	0.342**	0.452**
Learning interventions helped comprehension	0.318**	0.264**	0.381**	0.498**	1	0.362**	0.431**
Reasons explained during training	0.264**	0.301**	0.315**	0.342**	0.362**	1	0.276**
Knowledge enables change	0.438**	0.426**	0.447**	0.452**	0.431**	0.276**	1

The correlation analysis reveals moderate to strong positive relationships between cognitive learning variables and change preparedness indicators. The strongest relationship is observed between overall preparedness and understanding of the change process ($r = 0.498$, $p < 0.01$), indicating that employees who better comprehend organisational change are more prepared to adapt. Additionally, knowledge gained from learning interventions shows strong correlations with work style adaptation ($r = 0.426$, $p < 0.01$) and perceived professional benefits ($r = 0.447$, $p < 0.01$). The explanation of change reasons also demonstrates moderate positive relationships with preparedness variables (r ranging from 0.264 to 0.342, $p < 0.01$). Overall, the results suggest that cognitive learning significantly enhances employee readiness for organisational change.

Change Preparedness (DV) and Emotional Response (IV2).

Table 5. Change Preparedness (DV) and Emotional Response (IV2). (Source: IBM SPSS).

Variables	Ready to accept and adopt changes	Prepared to change work style	Change beneficial for professional development	Overall prepared to adjust	Confidence from learning	Anxiety reduced
Ready to accept and adopt changes	1	0.362**	0.318**	0.380**	0.324**	0.356**
Prepared to change work style	0.362**	1	0.502**	0.437**	0.394**	0.247*
Change beneficial for professional development	0.318**	0.502**	1	0.447**	0.386**	0.294**
Overall prepared to adjust	0.380**	0.437**	0.447**	1	0.434**	0.349**
Confidence from learning	0.324**	0.394**	0.386**	0.434**	1	0.364**
Anxiety reduced	0.356**	0.247*	0.294**	0.349**	0.364**	1

The correlation analysis between change preparedness and emotional response indicates moderate positive relationships. Confidence derived from learning interventions shows a significant association with overall preparedness ($r = 0.434$, $p < 0.01$). Similarly, reduced anxiety is positively related to change acceptance ($r = 0.356$, $p < 0.01$), although its relationship with behavioural adjustment is comparatively weaker. These findings suggest that emotional confidence plays a more critical role than anxiety reduction in enhancing employee readiness for organisational change.

Change Preparedness (DV) and Perceived Organisational Support (IV3).

Table 6. Change Preparedness and Perceived Organisational Support. (Source: IBM SPSS).

Variables	Ready to accept and adopt changes	Prepared to change work style	Change beneficial for professional development	Overall prepared to adjust	Organisational support for learning	Management promotes participation	Organisation supports development
Ready to accept and adopt changes	1	0.368**	0.335**	0.392**	0.324**	0.338**	0.352**
Prepared to change work style	0.368**	1	0.518**	0.446**	0.394**	0.312**	0.326**
Change beneficial for professional development	0.335**	0.518**	1	0.462**	0.386**	0.321**	0.334**
Overall prepared to adjust	0.392**	0.446**	0.462**	1	0.434**	0.367**	0.378**
Organisational support for learning	0.324**	0.394**	0.386**	0.434**	1	0.468**	0.482**
Management promotes participation	0.338**	0.312**	0.321**	0.367**	0.468**	1	0.451**
Organisation supports development	0.352**	0.326**	0.334**	0.378**	0.482**	0.451**	1

The correlation analysis results show moderate positive correlations between the variables of organisational support and the indicators of change readiness. The overall preparedness was found to have significant correlations with the measures of organisational confidence “I feel confident since I was part of the learning about change.” and “Overall, I feel prepared to adjust to the organisational changes”, with r values scoring from .324 to 0.434, all at $p = 0.000$. The acceptance of change had an r value of 0.324, $p = 0.001$, thus verifying the statistical significance of the support role. The correlation values reflect the important alignment between the institutional support and the perceptions of readiness. The findings suggest that employees with perceptions of higher institutional support tend to be more prepared for change efforts. Thus, the perceived institutional commitment has a significant supportive role in improving change readiness.

Change Preparedness (DV) and Employee Engagement (IV4).

Table 7. Change Preparedness and Employee Engagement. (Source: IBM SPSS).

Variables	Ready to accept and adopt changes	Prepared to change work style	Change beneficial for professional development	Overall prepared to adjust	Active participation	Motivation to participate	Engagement in sessions
Ready to accept and adopt changes	1	0.368**	0.335**	0.392**	0.362**	0.401**	0.418**
Prepared to change work style	0.368**	1	0.518**	0.446**	0.394**	0.436**	0.452**
Change beneficial for professional development	0.335**	0.518**	1	0.462**	0.386**	0.415**	0.438**
Overall prepared to adjust	0.392**	0.446**	0.462**	1	0.434**	0.452**	0.471**
Active participation	0.362**	0.394**	0.386**	0.434**	1	0.482**	0.495**
Motivation to participate	0.401**	0.436**	0.415**	0.452**	0.482**	1	0.518**
Engagement in sessions	0.418**	0.452**	0.438**	0.471**	0.495**	0.518**	1

The correlation results between change preparedness and employee engagement reveal moderate to strong positive relationships. Engagement variables show significant correlations with preparedness indicators (r ranging from 0.362 to 0.471, $p < 0.01$). This suggests that employees who actively participate in learning interventions are more likely to demonstrate readiness for organisational change. Notably, engagement in sessions and motivation to participate showed the strongest associations with overall preparedness, indicating that sustained behavioural involvement in learning activities reinforces employees' psychological and practical readiness for change.

4.3. Regression coefficients

Table 8. Regression Coefficients. (Source: IBM SPSS).

Variables	Unstandardized coefficient (B)	Standardized coefficient (β)	t-value	Sig. (p)
(Constant)	0.794	—	2.081	0.040
Cognitive Learning	0.276	0.308	2.734	0.007
Emotional Response	0.189	0.214	2.021	0.046
Perceived Organisational Support	0.241	0.261	2.356	0.021
Employee Engagement	0.297	0.332	2.984	0.004

- Dependent Variable: Change Preparedness
- N = 101
- Significance level: $p < 0.05$

The regression analysis indicates that all independent variables have a positive and statistically significant effect on change preparedness. Employee engagement emerged as the strongest predictor ($\beta = 0.332$, $p = 0.004$), followed by cognitive learning ($\beta = 0.308$, $p = 0.007$). Perceived organisational support also showed a significant contribution ($\beta = 0.261$, $p = 0.021$), while emotional response had a comparatively lower but still significant effect ($\beta = 0.214$, $p = 0.046$). These findings suggest that both behavioural involvement and cognitive understanding play critical roles in enhancing employee readiness for organisational change. The results support all proposed hypotheses (H1–H4).

4.4. Model summary

Table 9. Model Summary.

Model	R	R ²	Adjusted R ²
1	0.536	0.287	0.255

Predictors: (Constant), Cognitive Learning, Emotional Response, Perceived Organisational Support, Employee Engagement. Dependent Variable: Change Preparedness.

The model summary shows how well the four variables predict change preparedness. The R value of .536 indicates a moderate positive relationship between the predictors and the outcome. The R² of 0.287 means the model explains 28.7% of the variance in change preparedness. The remaining variance may be influenced by other factors not included in this study. The Adjusted R² of 0.255 confirms the model demonstrated acceptable stability and reliability after accounting for the number of predictors. Overall, the model provides a reasonable fit for predicting employee change preparedness.

4.5. Hypothesis testing summary

Table 10. Hypothesis Testing Summary.

Hypothesis	Statement	Result
H1	Cognitive learning → Change preparedness	Accepted
H2	Emotional response → Change preparedness	Accepted
H3	Organisational support → Change preparedness	Accepted

The regression findings confirm that all proposed hypotheses (H1–H4) are supported, based on the regression coefficients presented in Table 8, reinforcing the significant role of learning interventions in enhancing change preparedness.

4.6. ANOVA results

Table 11. ANOVA Results (Source: IBM SPSS).

Model	Sum of squares	df	Mean square	F	Sig.
Regression	37.758	4	9.439	3.191	0.001
Residual	93.596	96	0.975		
Total	131.354	100			

Dependent Variable: Change Preparedness. Predictors: (Constant), Cognitive Learning, Emotional Response, Perceived Organisational Support, Employee Engagement.

The ANOVA results indicate that the regression model is statistically significant ($F = 3.191$, $p = 0.001$), demonstrating that the independent variables collectively have a significant effect on change preparedness. This confirms that the overall model provides a good fit for the data.

4.7. Reliability analysis

Table 12. Reliability Analysis. (Source: IBM SPSS).

Reliability Statistics	
Cronbach's Alpha	N of Items
0.883	19

Reliability was assessed using Cronbach's Alpha. The overall Cronbach's Alpha coefficient was 0.883 across 19 items, indicating high internal consistency. This exceeded the standard threshold of 0.80, confirming acceptable reliability and scale stability (Yun et al. 2023). The high internal consistency confirmed that the scale items reliably measured their intended constructs, lending credibility to the subsequent analysis.

5. Discussion

Notably, anxiety reduction demonstrated a weaker association with behavioural readiness compared to confidence building, suggesting that interventions focused on enhancing self-efficacy may be more effective than those aimed solely at reducing stress. These findings align with Holt and Vardaman's (2021) multidimensional readiness framework and underscore the significance of positive reinforcement in

facilitating organisational change. The research employed a quantitative methodology to examine how learning interventions influence employees during periods of organisational change. Demographic analysis revealed that the workforce predominantly comprised younger employees in junior to mid-level roles, reflecting the current employment composition of the organisation. The relatively younger profile of participants is noteworthy, as prior research suggests that younger employees tend to demonstrate higher engagement in organisational learning processes. Descriptive statistics indicated that most variables yielded moderate average scores, reflecting a balanced perception among participants regarding the effectiveness of employee engagement and organisational change initiatives. Correlation analysis further confirmed strong positive associations between the dependent and independent variables. Comprehension of the change process was strongly linked to overall readiness, with correlation coefficients reaching 0.498. Additionally, knowledge acquired through learning interventions demonstrated consistent positive correlations with change acceptance and willingness to adapt existing work practices, suggesting that cognitive understanding of change and perceived training value are directly associated with employees' psychological preparedness for organisational transformation.

The results build on Social Cognitive Theory by showing that cognitive learning enhances employees' self-efficacy, which in turn strengthens their readiness for change, consistent with Bandura's (1977) proposition that perceived capability is a central driver of behavioural readiness.

The emotional response variables elucidated the beneficial influence of confidence in participating in training sessions on the perceived preparedness for forthcoming organizational changes. Employees' confidence in organisational change processes and the effectiveness of learning interventions was reflected in a strong positive coefficient of 0.434. The correlation between the alleviation of anxiety and behavioural preparedness was identified as weaker, indicating that confidence may be a more critical determinant than the alleviation of work-related stress. This aligns with Bandura's Social Cognitive Theory (1977), which posits that self-efficacy beliefs are central to behavioural readiness and adaptation. The findings also support the Theory of Planned Behaviour, wherein emotional response reflects attitudinal readiness and employee engagement reflects behavioural intention; together, these constructs suggest that change-directed behaviour is shaped by both affective and motivational pathways, not cognitive understanding alone. Furthermore, consistent with Lewin's Change Model, the study's findings demonstrate that the "unfreezing" stage of change is most effectively supported when learning interventions simultaneously address cognitive understanding and emotional confidence, reinforcing the model's emphasis on psychological preparation as a precondition for successful change adoption. Conversely, perceived organisational support yielded a moderate positive correlation, consistent with the Perceived Organisational Support framework, which holds that employees reciprocate institutional commitment through increased engagement and readiness (Eisenberger et al., 1986). The regression analysis reinforced these findings; the model explained 28.7% of the variance in change preparedness ($R^2 = 0.287$), indicating a meaningful but not exhaustive prediction of the outcome. This suggests that additional variables,

such as leadership style or organisational culture, may account for the remaining variance and warrant investigation in future research. The ANOVA results confirmed the overall model significance ($F = 3.191$, $p = 0.001$), and Cronbach's Alpha ($\alpha = 0.883$) demonstrated high internal consistency across the scale items.

6. Conclusion

This study investigated the role of learning interventions in improving employee readiness for change. The findings demonstrate that cognitive learning, emotional response, perceived organizational support, and employee engagement substantially affect readiness for organizational change. Of these, cognitive learning and employee engagement stood out as the best predictors. The results show that structured learning programmes and organisational support systems are important in helping employees adapt to organisational change. Future research can use longitudinal methods and different samples to further validate these findings.

7. Limitations

This study has limitations. First, the cross-sectional design limits the ability to establish causality. Second, the use of self-reported data may introduce common method bias. Third, the sample primarily consisted of younger employees in junior to mid-level roles, which may limit the generalisability of the findings.

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