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Three Components of Readiness to Change: Communication of Change and Change-Efficacy as Antecedents

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Nowadays, change is something that cannot be avoided, and with technological development, organizations are forced to adjust themselves through change. On the other hand, not a few organizations devise to make changes but fail in the implementation process, and it becomes a serious problem for the organization to consider and overcome. In order to fulfill the planned change, organizations should seriously consider its members' perceptions toward change, in which positive perceptions of change can lead the individuals to effective change implementation by their act. This study aims to investigate the attitude of readiness to change based on the multidimensional concept, with the communication of change and change-efficacy as antecedents. This study involved shariah rural bank, located in East Java, as a research object. Furthermore, a quantitative approach was employed in this study, in which survey as a procedure for collecting data through questionnaires. In addition, PLS-SEM was employed as an analysis of the research method. The results exhibit that communication of change contribute to develop of almost all forms attitude of readiness to change and change-efficacy can predict all forms of readiness to change. Finally, this study offers several implications, both theoretically and practically.

Keywords: Cognitive readiness to change, Affective readiness to change, Intentional readiness to change, Communication of change, Change-efficacy

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INTRODUCTION

Nothing stays still in this world, as well as the business environment. However, no doubt about that change is an unavoidable part of life, not least for the organizations. With changing, an organization can adjust to the conditions it faces. Currently, OECD (2017) reported that technology becomes the major proponent in the dynamic business environment by implementing digital transformation. In the business context, digital transformation can be understood as a technological utilization for performance improvement purpose Heavin and Power (2018), in which that phenomenon is driven by two technological factors, namely digitalization, and interconnection (OECD, 2017). In addition, many organizations from almost all business industries have been to scrutinize a new digital technology idea and then utilize its advantage Matt et al. (2015), including the Islamic banking industry.

With massive technological developments, Islamic banks can use it as an effort to achieve a competitive advantage, such as expanding the availability of Islamic banking services, developing services that in line with the needs of Muslim communities, and etc. On the other hand, internally, organizations can improve their quality of business operations activities to be more effective and efficient by technological utilization. With the technological utilization, Islamic banking can develop their services that tie in with market needs, offer them to market, and then gain competitive advantage. Thus, technological innovation and utilization in banking activities have encouraged the bank to transform their manual system operation into technology-based banking. This is also in line with one of the missions that proposed by Otoritas Jasa Keuangan, in which the Islamic banking industry is encouraged to make a technological utilization in an effort to provide sharia financial services Keuangan (2017).

However, organizational change by digital transformation is tricky, and then, challenges exist Heavin and Power (2018). Not a few organizations devise to make changes but fail in the implementation process, and it becomes a serious problem for the organization to consider and overcome. One of the most problems that often faced by organizations in implementing change comes from individuals, in which individuals do not have the readiness attitude to accept and support the change. the lack of positive response by an individual toward the planned change can bother the change process, such as postponement, resistance, additional cost, and etc. Furthermore, the problem of implement process related-change and its consequences, of course, also could occur to Islamic banks as organizations that try to implement change. On the other hand, in order to fulfill planned change effectively, Armenakis et al. (1993) suggested that organization should motivate and encourage its members to be ready and willing to accept and support the planned change. This statement is based on the explanation that the change in individual behavior as organization members is the core of organizational change Choi and Ruona (2011). Hence, individual readiness to change becomes crucial in the change process Armenakis et al. (1993).

Moreover, several studies mentioned readiness to change as a unidimensional construct (e.g Armenakis et al. (1993); Jones et al. (2005)) while the others emphasized as a multidimensional construct (e.g Bouckenooghe et al. (2009); Choi (2011); Holt et al. (2007); Holt and Vardaman (2013)). Basically, the multidimensional concept refers to the tripartite concept of attitude, which contains the three components of attitudes held by an individual (i.e. cognition, affection, and intention). So, with the multidimensional concept of attitude, the different response toward certain event is reasonable to occur by individuals (Festinger (1957); Piderit (2000)). Hence, increasing of each component of readiness to change attitude becomes important for organizations to fulfill the planned change effectively. Furthermore, in order to encourage the readiness to change attitude, several studies argued that communication of change (e.g Choi and Ruona (2011); Goodman and Truss (2004); Holt et al. (2007); Russ (2008)) and change-efficacy (e.g McKay et al. (2013); Wanberg and Banas (2000); Weiner (2009)) were able to become significant predictors for individual readiness to change.

Given that organizational change is a disrupt situation for *status quo* Choi and Ruona (2011), then, transmitting information related-change become crucial. An individual will actively look for further information related-change, try to understand it, and then creating assumptions, expectations, and impressions about the change Ford et al. (2008). Of course, Islamic banks that plan to realize change do not want the implementation process to be constrained, and thus, Islamic bank management is needed to convey information related-change to their employees. In addition, communication of change also encourage willingness of organizational members to implement the planned change (Goodman and Truss (2004); Russ (2008)), generate understandings of potential benefit that turn out by the change (Goodman and Truss (2004) ; Holt et al. (2007)), and stimulate perceptions of self-confidence to deal with the change (McKay et al. (2013) ; Weiner (2009)). For that reason, it is important for management to implement communication of change practice that contains specific information about the fundamental idea of planned change (*why?*), the way to implement (*how?*), and the implications (*what's next?*), as an effective change process Erwin and Garman (2010).

No doubt about that individuals have a pivotal role in the change process Eby et al. (2000) and organizations should be aware to individual perceptions toward change Armenakis et al. (1999). Wanberg and Banas (2000) suggested that the perception of self-confidence to deal with change event take part in an important role in achieving the change goal or also known as change-efficacy. Basically, change-efficacy is an extension concept of social learning theory (Bandura (1977); Weiner (2009)) and specifically focused on change event as a contextual aspect. Of course, Islamic bank management urges the change plan to be realized effectively and successfully, and thus, employees as drivers of change need to have the efficacy to deal with change event. In addition, several works of literature mentioned that perception of self-confidence to deal with change event can be a significant antecedent to encourage a response of readiness to change (e.g. Holt et al. (2007); McKay et al. (2013); Wanberg and Banas (2000); Weiner (2009)).

Based on previous explanation, this study attempts to analyze the effect of (a) communication of change toward readiness to change based on the multidimensional concept (i.e. cognition, affection, and intention), (b) change efficacy toward readiness to change based on the multidimensional concept (i.e. cognition, affection, and intention), and (c) communica-

tion of change towards change-efficacy.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Individual Readiness to Change

In general, individual readiness to change is an attitude of willingness to accept and support a change plan. In Lewin's 3-step model, the first step is the '*unfreezing*' phase, in which an individual feels discomfort with the old behavior and identifies a need for change. This is the stage of readiness perceptions to change. Individuals with higher levels of readiness would be more committed to change and show more supportive behaviors Holt et al. (2007). Besides that, Bernerth (2004) suggested that readiness to change is more than understanding and believing in the change, but readiness is a collection of thoughts and intentions toward the specific change effort. Thus, it shows that readiness to change is an important aspect for individuals and organizations to deal with and implement change at an early stage that called the unfreezing phase.

Specifically, several researchers offer definitions of readiness to change (such as Armenakis et al. (1993); Holt et al. (2007); Jones et al. (2005)). Armenakis et al. (1993) define readiness to change as a rational evaluation about to the extent to which change is needed and the organizational capacity to successfully carry out the change. Jones et al. (2005) define readiness to change as a perception to what extent individuals have a positive outlook to the urgency for change and the extent to which these changes tend to make positive implications for themselves and the organization. Holt et al. (2007) define readiness to change as a perception of the extent to which individuals rationally and emotionally accept, embrace, and will to adopt certain plans to intentionally change the *status quo*.

However, previous definitions only emphasized the role of cognition and affection to denote an attitude of readiness to change. Given that readiness to change is a form of attitude, which according to Robbins and Judge (2017) that an individual attitude is directly related to the three components (i.e. cognition, affection, and intention, then, it is important to identify in detail of each readiness attitude component. Furthermore, several researchers (e.g Bouckenooghe et al. (2009); Holt and Vardaman (2013)) proposed a more comprehensive concept of readiness to change, which emphasized the role of cognition, affection, and intention. Consequently, the definition of readiness to change as "*the beliefs, feelings, and intentions of individuals regarding the extent to which change is needed and the capacity of organizations to successfully implement change*" was considered to be more suitable with the multidimensional concept (e.g Bouckenooghe et al. (2009); Choi (2011); Holt and Vardaman (2013)) Nevertheless, those researchers still concurred that individual readiness for change is the concern to an individual evaluation about their and organizational capacity for implement a successful change, the urgency for a change, and the benefits that turn out by the change Choi and Ruona (2011).

More specifically, Piderit (2000) explained that cognition is a response of thoughts or opinions toward an object or event (eg, belief, do not believe, etc.), affection is an emotional response toward an object or event (eg happy, disappointed, anxious, etc), and intention is the desire to act in a certain way toward an object or event (for example supporting, resisting, etc.). Furthermore, according to cognitive dissonance theory, an individual may make different responses from each component of attitudes or also known as ambivalence attitude Festinger (1957). Thus, it is important for management to increase each readiness to change component as an effort to realize an effective planned change.

Communication of Change

Communication has a vital role in the effective implementation of organizational change (Armenakis and Harris (2002); Lewis (1999)), in which that without communication, the idea of change is just a plan. Bernerth (2004) explained that communication is an initial effort to start the momentum of change to be realized. The organization's ability to make changes is determined, first of all, by the ability of the organization to encourage its members to be willing to accept and be involved in the process of implementing change. It is based on the explanation that changing individual behavior is the core for the ability of an organization to implement change

In the context of organizational change, communication can be understood as a process in which management send, announce, or explain information about the change to individuals Lewis (1999). So, the information related-change that is given by the organization usually comes from management as the sender and employees as the receiver. Basically, information is an abstract entity that has content that able to stimulate one's thoughts and feelings. With communication, someone will receive the information contained content that specifies an event, try to understand it through the process of cognitive evaluation, and then produce a response, whether it is thought or feeling. Furthermore, with these responses, someone will have foundations for making a decision, whether to agree and accept the information-content, or vice versa. In addition, self-concept has an important role in conducting the evaluation process.

In addition, the quality of information and the way to deliver information Russ (2008) become important determinants to build good communication. Consequently, communication should be an integrative part of the change efforts and strategies on the change process. Furthermore, Russ (2008) explained that management is necessary to implement a programmatic change communication strategy, in which this strategy focused on how to "telling and selling" the idea of change. This strategy emphasizes top-down information dissemination about the idea of change, which aims to convince individuals or groups to obey the idea of planned change.

Communication of change also encourage willingness of organizational members to implement planned change (Goodman and Truss (2004); Russ (2008)), create understandings of potential benefits that turn out by change (Goodman and Truss (2004); Holt et al. (2007)), and shaping perceptions of self-confidence to deal with change McKay et al. (2013). In addition, several studies proved empirically that communication of change is able to be a significant predictor of individuals' willingness to implement planned change (e.g. McKay et al. (2013); Wanberg and Banas (2000)) and of individual perception of self-confidence to deal with change events (e.g. McKay et al. (2013)). Based on that, this study proposes that:

H1: Communication of change has a positive and significant effect on (a) cognitive, (b) affective, and (c) intentional readiness to change.

H2: Communication of change has a positive and significant effect on change-efficacy.

Change-Efficacy

Change-efficacy is a contextual concept of self-efficacy that focused on change event. Basically, self-efficacy is an extension concept of social learning theory (Bandura (1977); Robbins and Judge (2017); Weiner (2009)), which refers to one's belief in his ability to perform certain tasks Bernerth (2004). Specifically, Schermerhorn et al. (2010) explained that individuals with high self-efficacy will believe that they have the needed abilities for a particular job, able to make the necessary effort and no significant things that will prevent them from achieving the desired level of performance. Conversely, individuals with low self-efficacy will believe that no matter how hard they try, they cannot manage their environment well enough to be successful. So, while creating readiness for change, one should reinforce employee's feelings of self-efficacy in order to reduce discrepancy Armenakis et al. (1993). Thus, when a new technological innovation is introduced, potential adopters consider their ability to contribute to the change implementation stage.

In the context of organizational change, change-efficacy defined as the perception of self-confidence on self-capability to deal with change event (Bandura (1977); Holt et al. (2007); Wanberg and Banas (2000); Weiner (2009)). That confidence comes from both past experience and the persuasive communication of change. Bernerth (2004) proposed that during pressured times, such as organizational change, low self-efficacy reveals that individual will judge themselves as incapable one of coping with environmental demands and will tend to remain on personal deficiencies and enhance the severity and difficulty of the change, thus making it more difficult to change their own behaviors. With self-efficacy, a person has a tendency to be eager and enthusiastic about an event, try to solve it well, and then expect optimal results. Self-efficacy, of course, is driven by self-concept that is formed from the experience of past success, self-motivation to eagerly face challenges, enthusiasm to face something new and different, and etc. Cunningham et al. (2002) explained that individuals with high change-efficacy should be more able to contribute to the implementation process of change. So, it is necessary for management to bolster the confidence of organizational members, reinforcing that they can successfully make the change.

In addition, several works of literature explained that change-efficacy is a significant predictor towards individual perceptions of willingness to accept and support to change initiatives (e.g. Holt et al. (2007); McKay et al. (2013); Wanberg and Banas (2000); Weiner (2009)). Based on that, this study proposes that:

H3: Change-efficacy has a positive and significant effect on (a) cognitive, (b) affective, and (c) intentional readiness to change.

RESEARCH METHODS

This section attempts to explain research methods specifically related to research type, samples, and procedures for collecting data. Then, it is also attempted to explain the measurement of research constructs. Finally, the discussion of the analysis results is presented.

Samples and Data Collection Procedures

According to hypothesis development, this study employed a causality concept, in which there are relationships on each construct that have been hypothesized. Also, this study employed a quantitative approach. Furthermore, this study was conducted at PT BPRS Lantabur Tebuireng, located in East Java, which is currently on the change process of digital transformation. Thus, the population was all employees of PT BPRS Lantabur Tebuireng, using a census as a sampling method.

Before designing these surveys, semi-structured interviews were conducted with company managers and employees in order to get a better feel of the particular change context and to help design context-specific survey items. Through interviews, managers and employees revealed that they had a change plan in the form of digital transformation, both providing banking services and banking operations. Several of them, also, shared their experiences of uncertainty and fears of what will follow.

Predetermined sample, then, was given a questionnaire as a technique of collecting data, with a survey as a method of data collection. Designed questionnaire intended to obtain employee perceptions regarding their perceptions of readiness to deal with digital transformation with a number of antecedent constructs (ie communication of change and change-efficacy). So, primary data obtained. Finally, all questionnaires that have been distributed are returned with the same number as before (i.e. 65 copies), or in other words, this study has a 100% response rate.

Measurement

Constructs measurement utilized indicator items that have been designed and spread on each construct. In addition, indicator items were measured using five Likert scales with gradations *strongly disagree* (1) to *strongly agree* (5). First, communication of communication measured by eight indicator items adapted from several studies (i.e Bouckenooghe et al. (2009); Gaertner (1989); Wanberg and Banas (2000)). Second, change-efficacy measured by seven indicator items adapted from several studies (i.e Armenakis et al. (2007); Wanberg and Banas (2000)). Third, cognitive, affective, and intentional readiness to change measured by three indicators spread over each construct. the used indicator items adapted from Bouckenooghe et al. (2009).

Results

PLS-SEM employed as an analytical method and SmartPLS 3.0 as statistical software, in which specifically possible to test the inner model (the relationship between each construct) and the outer model (reliability and validity of indicators) in simultaneously way.

Inner Model: Reliability and Validity

Reflective indicator items were employed for all constructs in this study. Based on results of reliability and validity test, it was found that there were several indicator items that did not comply the requirement of reliability (such as (1) composite reliability value ^{3} 0.70 and (2) outer loadings value ^{3} 0.70, but ^{3} 0.60 can still be considered) and validity test (such as average variance extracted (AVE) value ^{3} 0.5) Hair et al. (2014). Consequently, in order to increase the reliability and validity of remaining indicator items, then, all non-reliable and non-valid indicator items were eliminated. In addition, Table 1 exhibits the final results of a reliable and valid test of each indicator item.

[Table 1 about here.]

Source: PLS Algorithm Result – SmartPLS 3.0, 2019

In summary, based on Table 1 Reliability and Validity Test Results, it can be seen that all indicator items comply the requirements of validity (average variance extracted (AVE) value) and reliability (composite reliability value). Specifically, first, communication of change has an average variance extracted (AVE) value of 0.562 (^{3} 0.50) and composite reliability value of 0.885 (^{3} 0.70). Second, change-efficacy has an average variance extracted (AVE) value of 0.673 (^{3} 0.50) and composite reliability value of 0.911 (^{3} 0.70). Third, cognitive readiness to change has an average variance extracted (AVE) value of 0.693 (^{3} 0.50) and composite reliability value of 0.870 (^{3} 0.70). Fourth, affective readiness to change has an average variance extracted (AVE) value of 0.704 (^{3} 0.50) and composite reliability value of 0.877 (^{3} 0.70). Finally, intentional readiness to change has an average variance extracted (AVE) value of 0.870 (^{3} 0.50) and composite reliability value of 0.952 (^{3} 0.70).

Outer Model: Hypothesis Testing

As shown in Figure 1, analysis results exhibit that antecedents and consequences of hypothesizes are mostly confirmed. For instance, hypotheses 1a and 1b are supported, in which statistically could be inferred that communication of change has a positive and significant effect toward cognitive readiness to change (β = 0.263; t-value = 2.148) and affective readiness to change (β = 0.252; t-value = 2.083). Hypothesis 1c is not supported, in which statistically could be inferred that communication of change is able to provide a positive effect toward intentional readiness to change (β = 0.171; t-value = 1.412), but not significant.

[Figure 1 about here.]

Notes: n = 65; * = significant at t-statistics value ^{3} 1.96, or p-value ^{3} 0.05.

Hypothesis 2 is supported, in which statistically could be inferred that communication of change is able to provide a positive and significant effect toward change-efficacy (β = 0.484; t-value = 3.848). Hypotheses 3a, 3b, and 3c, are supported, in which statistically could be inferred that change-efficacy provide a positive and significant effect on all components of readiness to change, namely cognitive readiness to change (β = 0.406; t-value = 3.114), affective readiness to change (β = 0.437; t-value = 3.449), and intentional readiness to change (β = 0.299; t-value = 2.319). In addition, Figure 1 exhibits a thick line that reflects a positive and significant relationship as statistically. Likewise, on the contrary, thin lines indicate there is no positive and significant relationship as statistically. Specifically, path coefficients and significance level are presented in Table 2.

[Table 2 about here.]

Source: PLS Bootstrapping Result – SmartPLS 3.0, 2019

In addition, according to Figure 1, it exhibits the coefficient of determinant (R^2) value for each endogenous construct. First, cognitive readiness to change have a coefficient of determinant value (R^2) as 0,337, and according to Hair et al. (2014), that value categorized as a weak predictive accuracy. In the other hand, that value means that communication of change and change-efficacy have predictive accuracy toward cognitive readiness to change as 33,7% (and another 66,3% is explained by other constructs outside research model).

Second, affective readiness to change have the highest coefficient of determinant value (R^2) as 0,361, and according to Hair et al., (2014), that value still be categorized as a weak predictive accuracy. In the other hand, that value means that communication of change and change-efficacy have predictive accuracy toward affective readiness to change as 36,1% (and another 63,9% is explained by other constructs outside research model).

Third, intentional readiness to change has the lowest coefficient of determinant value (R^2) as 0,168, and according to Hair et al. (2014), that value categorized as a weak predictive accuracy. In the other hand, that value means that communication of change and change-efficacy have predictive accuracy toward intentional readiness to change as 16,8% (and another 83,2% is explained by other constructs outside research model).

Finally, change efficacy have a coefficient of determinant value (R^2) as 0,234, and according to Hair et al. (2014), that value categorized as a weak predictive accuracy. In the other hand, that value means that communication of change have predictive accuracy toward change-efficacy as 23,4% (and another 76,6% is explained by other constructs outside research model).

DISCUSSION

Findings

Based on analysis results, it reveals that transmitting information related-change was able to predict positive evaluations of cognition and affection of readiness to deal with and implement change, but not able to encourage individual intention to act to support and succeed change. It is explained that the better organization to transmit the information related-change, the greater individual's thoughts and feelings to accept and support the change. However, it does not happen to the intention to support change, in which the better organization to transmit the information related-change does not necessarily promote individual intentions to support change. According to cognitive dissonance theory (Festinger (1957); Piderit (2000)), the differences in attitudes are reasonable.

In addition, communication of change is able to create individual change-efficacy perception. It shows that transmit-

ting information related-change can lead to the emergence of individual perceptions that he/she is able to deal with change events. In addition, previous literature (e.g. McKay et al. (2013); Wanberg and Banas (2000)) also explained that communication of information related-change that provided by management was able to trigger the perceptions of self-confidence that he/she are able to deal with and do well the change.

Finally, it exhibits that change-efficacy is capable to form positive evaluations of cognition, affection, and intentions to support and succeed the change. It shows that individuals with high self-confidence to deal with change will be better able to have thoughts, feelings, and intentions to be ready to deal with and support change. This statement in line with previous literature (e.g. McKay et al. (2013); Wanberg and Banas (2000)) which explained that change-efficacy can increase the individual perception of readiness to deal with and do well the change. In addition, social learning theory Bandura (1977) also explains that individuals with high self-confidence are considered to be more open and able to conform themselves for new circumstances that are different from the *status quo*.

Theoretical Implications

This research, at least, offers three theoretical implications. First, based on empirical evidence, this study confirms that communicating information related-change becomes pivotal one on the change process, in which the adequacy and the way to deliver information related-change are able to stimulate positive evaluation of cognitive and affective about change, and also encourage perceptions of self-confidence to deal with change event. Conversely, the adequacy and the way to deliver information related-change are not able to stimulate an individual's intention to support change. So, it is expected that there are other constructs that are able to positively moderate the relationship between the communication of change and intentional readiness to change, particularly related to psychological constructs.

Second, the adequacy and the way to deliver information related-change are not fully able to encourage individual intentions to act to support and succeed change. So, it is guessed that there are other constructs that can moderate the relationship between the communication of change and intention to support change, which specifically focused on psychological aspects. Third, perceptions of self-confidence to deal with change event can encourage an individual perception of readiness to change, indicates that psychological aspect is a pivotal factor for both individuals and organizations in an effort to deal with a new situation that is different from *status quo*.

Practical Implications

This study provides some noteworthy implications for both managers and HRD practitioners, especially for HR managers of PT BPRS Lantabur Tebuireng. Our results may prove valuable for managers and HRD practitioners by increasing awareness of individual role in the change process.

First, a special focus here lied on the role of communication strategy toward individual attitudes, in which particularly related to readiness attitude to make a change in digital transformation form. Based on this, managers are expected to pay close attention to the content of information and how to transmit it to employees as effective stimuli.

Second, according to the multidimensional concept and cognitive dissonance theory, individuals feel uncomfortable when they experienced inconsistencies, such difference in the state between thought and feeling. For instance, one employee of PT BPRS Lantabur Tebuireng revealed that he was enthusiastic about change but was still confused about how to deal with change. Therefore, HR managers and practitioners suggested acting intentionally and separately to give stimuli to the three forms of readiness to change attitudes (i.e. cognitive, affective, and intention). In addition, HR managers and practitioners should provide information related-change that adequately received by employees during the change process, devotes moral support, offers training and development programs, and etc. Thus, avoidance of cognitive dissonance state by individuals is suggested to management for an effective change process.

Third, given that digital transformation only utilizes a few people in operations, then, managers and HRD practitioners, should be considering about how to empower employees without overburdening them, redesign structures, create new tasks, new occupational categories, new groups, and new routines. Therefore, the change process can be well-passed.

Limitations And Further Research

This study has a number of limitations. First, cross-sectional design, self-report bias, and geographic scope, in which that limits the ability to generalize on other contexts. So, it is suggested for further study to utilize data related to another context. Second, the research sample is small. For further study suggested to be able to utilize a large sample, maybe 200 - 300 samples. Finally, according to empirical evidence, it is expected that further study can develop broader concepts and research frameworks.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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TABLE 1 | Reliabilityand Validity Test Results

Indicator Items	Mean	Standard Deviation	Composite Reliability	Outer Loadings	AVE
Communication for Change					
CC1	3,554	0,571		0,798	
CC2	3,769	0,541		0,792	
CC3	3,523	0,532	0,885	0,714	0,562
CC4	3,662	0,659		0,785	
CC5	3,462	0,622		0,740	
CC6	3,615	0,554		0,659	
Change-Efficacy					
CE1	3,877	0,463		0,831	
CE2	3,385	0,593		0,748	
CE3	4,092	0,497	0,911	0,805	0,673
CE4	3,831	0,465		0,900	
CE5	3,738	0,476		0,809	
Cognitive Readiness to Change					
CRC1	3,600	1,035		0,915	
CRC2	3,769	0,554	0,870	0,719	0.693
CRC3	3,754	0,609		0,852	
Affective Readiness to Change					
ARC1	3,585	0,677		0,797	
ARC2	3,892	0,622	0,877	0,888	0,704
ARC3	3,692	0,643		0,830	
Intentional Readiness to Change					
IRC1	3,785	0,661		0,961	
IRC2	3,738	0,692	0,952	0,970	0,870
IRC3	3,846	0,599		0,863	

TABLE 2 | Path Coefficient and Significance Level

Hypothesis	β	Significance Level		Status
		T-Statistics	P Values	
H1a	0,263	2,148	0,032	Supported
H1b	0,252	2,083	0,038	Supported
H1c	0,171	1,412	0,159	Not Supported
H2	0,484	3,848	0,000	Supported
H3a	0,406	3,114	0,002	Supported
H3b	0,437	3,449	0,001	Supported
H3c	0,299	2,319	0,021	Supported

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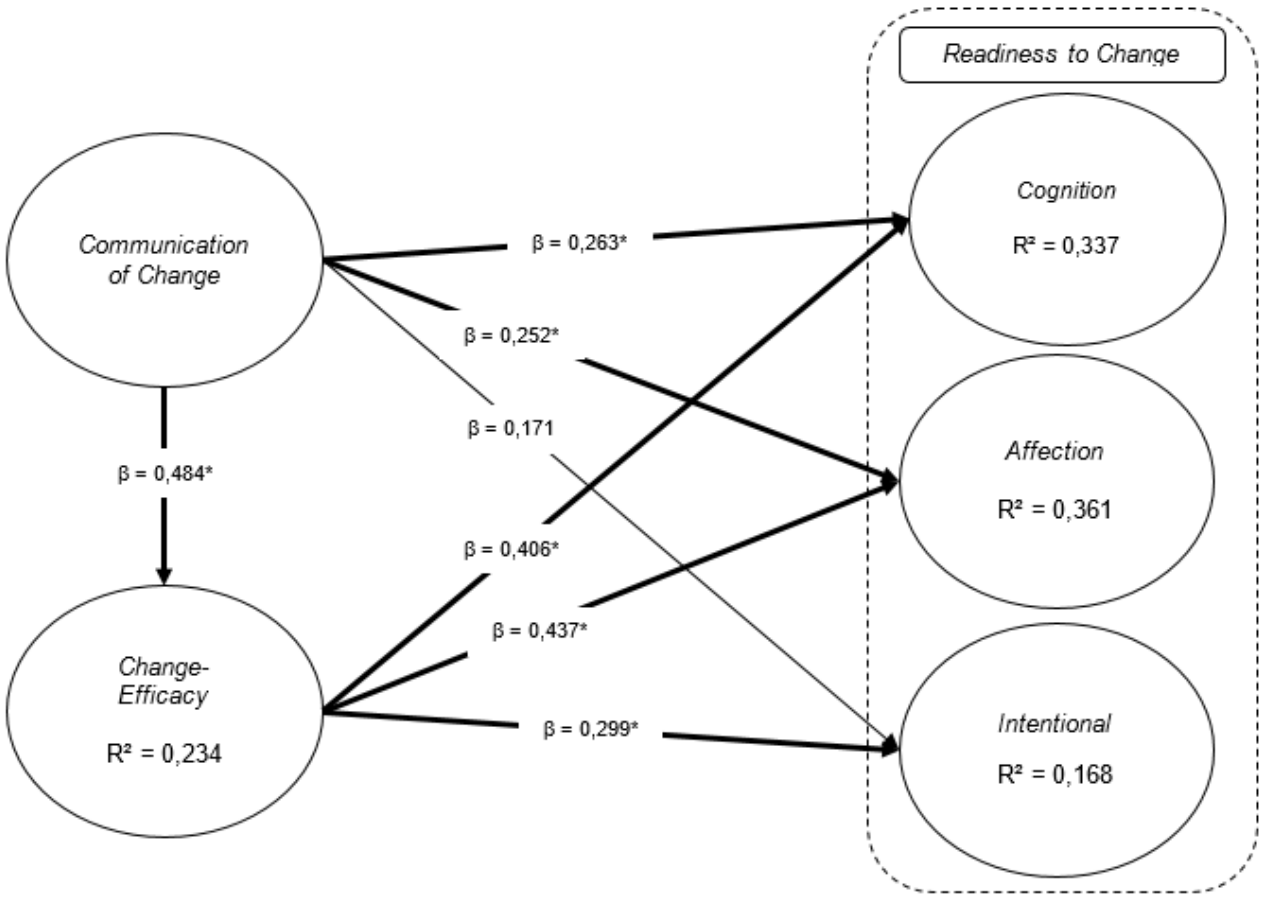

FIGURE 1 | Research Model and Analysis Results