Effect of Learning Agility on Job Satisfaction of University Teachers

Sumaira Munawar[1], Mahwish Safder[2] and Ijaz Ahmad[3]

Abstract

Research on the concept of learning agility and job satisfaction is crucial to be conducted because it assists in improving training programs, developing leadership practices, and driving organizational success. Learning agility is the willingness to learn and apply that learning to new situations. Employee satisfaction improves performance and adds to the organization's success as a whole. The objective of the study was to explore the effect of teachers learning agility on teacher's job satisfaction. The study was quantitative in nature, and a survey method was used to collect the data. The population for this study consisted of all teachers (83) of the faculty of humanities and social sciences. A census sampling technique was used to collect information from every individual within the population. A self-developed questionnaire was used for data collection. The data was analyzed through SPSS. Descriptive (mean, percentage, and standard deviation) was used to analyze the data. There was a significant positive relationship between teachers' learning agility and job satisfaction. As a result, it is recommended that the administration of the university should recognize the professors who are more dedicated to their institution. The best teacher award is one example of a monetary or nonmonetary type of such compensation. Because it will inspire instructors to be more motivated, devoted, and organized.

Keywords: Learning Agility, Job Satisfaction, University Teachers.

Introduction

Organizations need workers with great potential and sophisticated metacognitive skills to succeed in this extremely competitive climate. These people are crucial to the organization's survival, fulfillment of its changing requirements, and achievement in the future. In essence, universities understand that they cannot successfully cross the constant waves of change in the modern world, depending on the work performance of their current employees (Lee & Song, 2022).

Universities that understand that workers must offer new and valuable products or services rather than just reaching targets look for people with strong learning agility (Gravett & Caldwell, 2016). In today's globally interconnected world, a more profound comprehension of learning agility is especially important. One of the main challenges facing CEOs and corporate executives is often the quick pace of change. This dynamic factor affects many aspects of teaching operations, including recruitment, organizational frameworks, and strategic planning.

To lead, manage, and navigate through times of fast change effectively, leaders must be learning agile—that is, flexible, adaptable, and acutely aware of external influences. These characteristics are becoming increasingly important in efforts to attract and retain talent.

[1]*Assistant professor, Lahore Leads University, Lahore. Email: drsumaira.edu@leads.edu.pk*
[2]*Assistant Professor, Lahore Leads University, Lahore. Email: drmahwish.edu@leads.edu.pk*
[3]*Professor, Lahore Leads University, Lahore. Email: dr.ijaz.edu@leads.edu.pk*

Studies conducted recently, such as those by Altalhi (2018), showed a strong link between learning agility and effective leadership. Leadership and Learning Agility are deeply relevant to the university landscape and learning sectors (Allen, 2016).

Recognizing that employee performance stands as the primary determinant of goal achievement underscores its pivotal role. The extent of their contribution to the organization hinges on their performance, as described by (Canaslan, & Güçlü, 2020), who define individual performance as the documented outcomes achieved within specified job roles or tasks over a designated period. Çetinkaya et al. (2019) emphasizes that enhancing performance at the individual and group levels is a focal point in efforts to bolster organizational effectiveness. Agile people are high-potential people who can demonstrate the required skills or pick up new ones when faced with difficult circumstances for the first time, according to Lombardo and Eichinger (2000). Put differently, those who possess the ability to make decisions and respond appropriately in ambiguous circumstances are considered agile (Erdemli, 2022). The concept of learning agility consists of four main components. Human behavior has three key elements: implementing these three qualities flawlessly, assessing experiential learning, and utilizing sophisticated cognitive processes (De Rue et al., 2012). These people can readily carry out procedures that call for behavior at many levels since they can explore and learn quickly until they obtain the desired result.

The research titled "the effect of job satisfaction, learning agility, and resilience on performance with job stress as an intervening factor for sales employees at PT Bungasari, according to Erdemli (2022), the learning capacity necessitates self-awareness, entailing an examination of one's cognitive processes, strengths, and weaknesses. Individuals with learning agility exhibit keen self-awareness, utilizing acquired knowledge and actively seeking feedback for personal growth. These attributes are pivotal for agile individuals to advance in their careers, exhibit high performance, and achieve long-term success (Eksi et al., 2021). While some researchers highlight willingness as the paramount element of learning from experience (Allen, 2016; Evin, 2013), others emphasize motivation (Carette & Anseel, 2012; Day et al., 2004; Kaya & Argon, 2021). Kabal (2019) illustrates Lombardo and Eichinger's People, who have lived through many changes in human history, have used their ability to adapt to these changes to cope with each new era.

Kabal (2019) discovered a correlation between all aspects of learning agility and "job satisfaction" inside the organization. Put differently, learning agility can be used to forecast employees' success inside the organization. Employees will, therefore, be able to overcome any obstacles they may encounter with this quality (Santoso & Yuzarion, 202). Threats must be viewed as opportunities for growth and development in order to enhance resilience and one's capacity for positive change. According to Stewart et al. (1997), this resilience ability is improved by protective factors on both the individual and the environment, and it evolves.

Teachers who exemplify learning agility serve as role models for their students. By demonstrating a commitment to lifelong learning and adaptability, they can inspire students to develop these essential skills for their future careers. Research on learning agility among university teachers contributes to the broader field of educational psychology and human resource development. It adds to the knowledge base about how individuals in academic settings learn, adapt, and excel (Kaya & Argon, 2023).

Objectives of the Study
The following was the objective of the study:
- Explore the perception of teachers regarding the effect of learning agility on job satisfaction.

Research Questions
Following were the research questions:
- Explore the perceptions of university teachers about mental agility.
- Study the perceptions of university teachers about results agility.
- Know the perception of university teachers regarding people's agility.
- Study the opinions of university teachers regarding change agility.
- Understand the views of university teachers about job satisfaction.

Research Methodology
Research Design
Research was quantitative, and a survey method was used to collect data.

Population
The population for this study consisted of all teachers (83) of the faculty of humanities and social sciences at Lahore Leads University.

Sample of the Study
A census sampling technique was used to collect information from every individual within the population, as there were 83 faculty members in the humanities and social sciences at Lahore Leads University.

Research Instrument
A self-developed questionnaire was used for data collection. The questionnaire consisted of two parts; the first part of the questionnaire was related to Teachers' Learning Agility (TLA), and the second part was related to Teachers' Job Satisfaction (TJS). The researcher created an online Google form to collect the data. An online Google form was sent to all faculty members, and they were requested to fill out the form and submitted.

Data Analysis
The data were analyzed through SPSS (Statistical Packages for Social Sciences). Descriptive statistics were used to calculate the data.

Table 1: Descriptive Analysis of Teachers' Learning Agility Sub Factor Mental Agility

Sr. no.	Statements	Mean	SD
1	I am open to embracing new teaching methods and technologies.	4.14	.77
2	I am willing to modify my teaching style based on feedback and evolving student needs.	4.34	.62
3	I am comfortable adjusting my teaching approach when faced with unexpected challenges.	3.97	.87
4	I am proactive in seeking resources and training to effectively utilize new teaching tools and methods.	3.82	1.02

Table 1 shows that teachers learning agility related to mental agility have mean scores 4.34 to 3.82. Most of the teachers willing to modify my teaching style based on feedback and evolving student needs (*M=4.34, SD=.62)*. Teachers also open to embracing new teaching methods and technologies, comfortable adjusting their teaching approach when faced with unexpected challenges and proactive in seeking resources and training to effectively utilize new teaching tools and methods.

Table 2: Descriptive Analysis of Teachers' Learning Agility Sub Factor Results Agility

Sr. no.	Statements	Mean	SD
1	I actively seek out conferences, workshops, or courses to stay updated in my field.	4.10	.64
2	I regularly read educational literature and research to enhance my teaching practices.	3.94	.69
3	I am committed to lifelong learning and professional growth as a teacher.	4.17	.67

Table 2 shows that teachers learning agility related to result agility have mean scores 4.17 to 3.94. Most of the teachers committed to lifelong learning and professional growth as a teacher (*M=4.17, SD=.67).* Teachers also actively seek out conferences, workshops, or courses to stay updated in my field and regularly read educational literature and research to enhance my teaching practices.

Table 3: Descriptive Analysis of Teachers' Learning Agility Sub Factor People Agility

Sr. no.	Statements	Mean	SD
1	I enjoy collaborating with colleagues from different departments or fields.	4.21	.52
2	I am able to integrate various disciplines into my teaching to create a holistic learning experience.	4.01	.91
3	I effectively communicate and collaborate with others to develop innovative educational approaches.	4.10	.50
4	I actively participate in cross-disciplinary projects to create innovative educational experiences.	4.04	.61

Table 3 shows that teachers learning agility related to people agility have mean scores 4.21 to 4.01. Most of the teachers enjoy collaborating with colleagues from different departments or fields (*M=4.21, SD=.52).* Teachers also effectively communicate and collaborate with others to develop innovative educational approaches, actively participate in cross-disciplinary projects to create innovative educational experiences and able to integrate various disciplines into my teaching to create a holistic learning experience.

Table 4: Descriptive Analysis of Teachers' Learning Agility Sub Factor Change Agility

Sr. No.	Statements	Mean	SD
1	I can quickly adapt to changes in the learning environment, such as transitioning from in-person to online teaching.	4.03	.70
2	I effectively manage unexpected situations in the classroom to maintain a conducive learning atmosphere.	4.30	.54
3	I am resilient and remain focused on achieving learning objectives despite obstacles.	4.05	.72
4	I am confident in my ability to maintain effective communication with students in online teaching scenarios.	4.08	.73

Table 4 shows that teachers learning agility related to change agility have mean scores of 4.30 to 4.03. Most of the teachers effectively manage unexpected situations in the classroom to maintain a conducive learning atmosphere (*M=4.30, SD=.54).* Teachers also confident in their ability to maintain effective communication with students in online teaching scenarios, resilient and remain focused on achieving learning objectives despite obstacles and quickly adapt to changes in the learning environment, such as transitioning from in-person to online teaching.

Table 5: Descriptive Analysis of Scale Teachers Satisfaction Sub Factor Work Environment

Sr. No.	Statements	Mean	SD
1	I am content with the opportunities for professional growth provided by my institution.	4.36	.63
2	The work environment at my university is conducive to effective teaching.	4.35	.53
3	I feel supported by my colleagues and administration.	4.01	.50
4	I have the resources and facilities necessary to perform my job effectively.	3.65	.53
5	I am have the resources and facilities necessary to perform my job effectively.	3.60	.49

Table 5 shows that teachers' satisfaction related to the work environment has mean scores of 4.36 to 3.60. Most of the teachers are content with the opportunities for professional growth provided by my institution ($M=4.36$, $SD=.63$). Teachers also confident that the work environment at their university is conducive to effective teaching, feel supported by my colleagues and administration, have the resources and facilities necessary to perform my job effectively and have the resources and facilities necessary to perform my job effectively.

Discussion

There is a positive relationship between teacher learning agility and job satisfaction. Teachers are also open to embracing new teaching methods and technologies, comfortable adjusting their teaching approach when faced with unexpected challenges, and proactive in seeking resources. Teachers also actively attend conferences, workshops, or courses to stay updated in their field and regularly read educational literature and research to enhance their teaching practices. Teachers actively participate in cross-disciplinary projects to create innovative educational experiences and can integrate various disciplines into teaching to create a holistic learning experience. According to the findings above, the people possessing a high level of learning agility seek new things in a good manner and apply this learning to novel situations and become satisfied, the people having high learning agility perform their jobs with satisfaction. The results of this study align with those of (Yazıcı & Özgenel , 2020), discovered a correlation between all aspects of learning agility and "performance potential" inside the organization. Put differently, learning agility can be used to forecast employees' success inside the organization. Furthermore, unhappy workers perform poorly and become a roadblock to success. This finding is consistent with the findings of prior research Yazıcı (2020) states that there is a significant correlation between learning agility on performance in pre-service teachers. Sevinç and Çelebi, (2020) in his research stated that learning agility is a strong predictor in identifying high performance. Teachers were also confident in their ability to maintain effective communication with students in online teaching scenarios, resilient and remain focused on achieving learning objectives despite obstacles, and quickly adapt to changes in the learning environment, such as transitioning from in-person to online teaching. Teachers were also confident that the work environment at their university is conducive to effective teaching, feel supported by their colleagues and administration, and have the resources and facilities necessary to perform their jobs effectively. Teachers feel empowered to make decisions related to their teaching methods and strategies (Santoso & Yuzarion, 2017).

Conclusion

According to the research, teachers who possess higher degrees of learning agility—which are defined as the capacity to adjust, grow from experiences, and take on new challenges—also typically show better levels of job satisfaction. This effect emphasizes how crucial it is to create an atmosphere that promotes flexibility and ongoing professional development. Educational

institutions may be able to increase job happiness by helping teachers develop their learning agility. This could result in greater teaching performance overall and a more satisfying learning environment for students. Consequently, it is imperative that school administrators make investments in systems of support and training that foster these abilities, as this will ultimately lead to a teaching staff that is more content and engaged.

Recommendations

A teacher with a high level of learning agility would be more committed to his job. The primary recommendations are stated below and are based on the results of this research.

1. Teachers should receive training to improve their learning agility and they need to participate in ongoing professional development programs to increase learning agility.
2. The administration of the university should recognize the professors who are more dedicated to their institution. The best teacher award is one example of a monetary or nonmonetary type of such compensation. Because it will inspire instructors to be more motivated, devoted, and organized

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