ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

LINKING COLLEGE TEACHERS' LEARNING AGILITY WITH THEIR JOB PERFORMANCE

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ABSTRACT
The present study was designed to find out relationship between learning agility and job performance of teachers at college level, This study was quantitative in nature and correlation research design was used for this research ..The population consisted of teachers serving at public colleges in Lahore. Multistage sampling technique was used. The sample was consisted of twelve public colleges. Data were collected from a sample of 400 college teachers through adopted questionnaire that was developed by Gravett and Caldwell (2016) for learning agility and. job performance scale developed by Koopmans et al. (2014). learning agility had four factors people agility, mental agility, result agility, and change agility while job performance had three factors task performance,contextual performance and counterproductive work behaviore. The cronbach alpha coefficient of relability for learning agility scale was 0.83 while for job performance scale was 0.87. Correlation analysis showed that significant moderate positive relationship exists between learning agility and job performance of college teachers. It is suggested Colleges should support instructors in developing their learning agility skills as employment performance is favourably correlated with learning agility.

KEYWORDS: *Learning Agility, Job Performance*

INTRODUCTION

Learning agility is the willingness and aptitude to learn from experience and apply it to new situations (Lombardo & Eichinger, 2000). The term agility implies a person's capacity to move swiftly and effortlessly, change course or approach, and adjust to complex or dynamic situations. Skilled learners, from this point of view, are able to glean meaningful insights from past experiences and then apply those insights to novel and difficult contexts.It also includes the ability of a person learn quickly within the framework of a given experience and be flexible in moving from one idea to another, so that be able to maximize the value of learning the potential of a particular experience. Learning requires identification and understanding of different patterns inside and between experiences (Matlin, 2002). Learning goal orientated people view feedback as a chance to strengthen their areas of strength and to improve their areas of weakness (Maxwell, 2005).

Today, competition, globalization, and technology all cause things to change quickly. This has led to a skills shift that will likely offer both opportunities and risks to businesses. In order to keep up with the changing needs of the market, the company has to make changes that may make re-engineering its actions more difficult (Mack, 2016). Job performance has been widely discussed and conceptualized in different ways.Employees who are able to adjust to changing work environments are more satisfied with their jobs, which translates into better job performance (Lin & Huang, 2021). Learning agility is a skill that involves having real-world experience, learning from mistakes, and being willing to use one's greater potential in order to improve job performance and increase chances of career success (Kaiser & Craig, 2011).

Learning agility is essential for assisting in the enhancement of teacher performance, competence, and accomplishment. Determination and the ability to apply lessons learnt from

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past experiences to new challenges in the next responsibility role (DeMeuse, 2017). Teacher's job performance is the accomplishment of a teacher's work both in terms of quantity and quality with indicators: professionalism, pedagogy, personal growth, social interaction, and learning outcomes. A teacher's job performance is often evaluated by their student's achievements of learning outcomes (Shrestha, 2019).

Learning agility deals with the human behavior, cognitive processes and application of lessons learned from past experiences in uniquely a different way According to Van van Heijden et al. (2016), in today's dynamic work environment, which is defined by rapid change and uncertainty, it is vital for employees to be able to adapt to the environment and continue to learn in order to work at firms that are in this position.Traditional education is unable to keep up with the demands of the ever-increasing changes that are occurring in the workplace; hence, it is essential to instill the abilities of learning agility and adaptability in employees (Blume et al., 2010).

LITERATURE REVIEW

Learning agility is essential for assisting in the enhancement of teacher performance, competence, and accomplishment. Determination and the ability to apply lessons learnt from past experiences to new challenges in the next responsibility role (DeMeuse, 2017). Researchers have trouble defining "learning agility" because it lacks theoretical basis. This also makes it hard for practitioners to use the idea in their own fields. Because organizational success is multidimensional (Colquitt et al., 2011Additionally, it is essential to take into consideration the multilevel mechanisms that are present in individuals, groups, and organizations. This study aims to fill these gaps, thus contributing to a more comprehensive understanding of its role in the workplace.

It takes a lot of different skills to learn something new in one place and then use what you've learnt somewhere else, in a totally different setting. When people don't know how to learn, they often use old answers to current problems instead of seeking out new ones. Businesses today need to be able to adapt quickly to the unsure and unclear market conditions (Yukl & Mahsud, 2010). This is becoming more and clearer. It also means being open to new ideas and innovations instead of sticking to old facts. Agile learners are always looking for new challenges and comments from others in order to improve. Furthermore, they possess a mentality that enables them to continue their education, develop their skills, and apply the new approaches they have acquired along the way to the resolution of any issues that may arise in the future.When it comes to strategically employing individuals in today's global economy, one of the most critical aspects is locating the accessible talent that is capable of adjusting to the ever-changing business landscape.Learning new things and getting better at the ones you already have are big parts of becoming effective and successful in your career (Silzer & Church, 2009).

By fostering a culture of knowledge and providing a supportive work environment, an organization can make employees agile to adapt to change and bring innovation to the organization through their new ideas, allowing them to grow constructive and to thrive in organizational transformation (Sidani & Reese, 2018).

In today's highly advanced workplace, you need employees who are flexible, knowledgeable, and able to handle change (Miles, 2013).

Models of learning agility and job performance demonstrates the relationship between these two variables

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Conceptual Framework

Learning Agility

The ability to change to a job that is always changing shows how much a person can learn from their experiences, which includes a wide range of traits and differences (Van Velsor, Moxley, & Bunker, 2004). Learning agility is the ability to quickly adapt to new situations, learn from setbacks, and unleash one's full potential in order to achieve better results at work and advance one's career (Kaiser & Craig, 2011). The individual differences in work performance are related to individual differences between people and interests and strategies for achieving and progressing. Lombardo and Eichinger (2000) define learning agility as "the willingness and ability to acquire new skills to perform in new, challenging or different conditions," which underpins most of the research.Lombardo and Eichinger model 2000 follows. Lombardo and Eichinger (2000) define learning agility as mental, results, people, and change agility. Mental agility is the ability to handle difficult situations. When we say "people agility," we imply working well with diverse groups. How well someone handles new situations and how often they try new things until they find what works shows their change-agility. We define result agility as the ability to achieve results in varied settings. This is "the willingness and ability to learn from experience and then apply that learning to succeed even in difficult conditions" (Lombardo and Eichinger, 2000, p. 323). It is being widely acknowledged that learning agility is a necessary individual attribute for the development of a variety of competences, and it is frequently characterized as a meta-competency. Each group has unique talents and traits (Dries et al., 2012; McGuire, 2009; Gravett & Caldwell, 2016).

Along with globalisation and competition, technology is accelerating change today, resulting in a skills revolution that will probably present an organisation with both opportunities and challenges. Business reengineering, which can be complicated, is therefore necessary in order for an organisation to adjust to the new changes in the market (Mack & Khare, 2016).

Job Performance

. According to Campbell (2015), job performance is a dynamic and multifaceted notion that encompasses behaviour and outcomes from two stages. The organisational process is easily measurable when it is functional. The employee is assigned a number of tasks to complete, and he does them effectively in accordance with the job description. Job performance and an individual's level of success at work. Eight suppressions are included in work performance, including reliability, knowledge, professional skills, quality of work, cooperation, task-based adaptation, governance and initiative (Behery & Paton, 2008).

The performance of the leader is directly related to the educational product and process. Every failure and success of educational activities is based on the importance of the performance of superiors. It also describes the ability of the leader's performance to directly relate to the educational product and process.The process of achieving success in teaching and learning by combining correct behavior with competence and ability (Olaniyan, 2011).

Task performance, contextual performance, and counterproductive work behaviour are the three key areas of job performance (Sackett & Lievens, 2008). When taken as a whole, these factors offer a rather thorough and economical method of evaluating total job performance (Dalal et al., 2012).

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Relationship Between Learning Agility And Job Performance

Learning agility is becoming more widely acknowledged as a crucial component of job success, especially in dynamic and complicated work settings. It describes the capacity to quickly draw lessons from past experiences, adjust to shifting conditions, and use recently learnt information in novel and unfamiliar contexts. De Meuse, Dai and Hallenbeck in his study in 2010 showed that learning agility as a positive predictor of managerial success especially in those jobs which require constant behavioural adaptation to new contexts. Their results suggest that the high learning agility persons perform well in environment that requires them to manage people, manage change and solve the complex problems.

However, following a study done by Hollenbeck, McCall, and Silzer (2006), it was revealed that workers who are characterized by high learning agility are also in a better position to deal with the uncertainty, which is crucial in realizing good organizational job performance in organisations that are complex and ever-changing.

Pulakos et al. (2015) further support the learning agility-job performance relationship, suggest that learning agility enables employee performance within routine and unexpected situations. Based on such findings, their argument is warranted whereby those who can acquire new knowledge, change their behavior, and use creativity are likely to do better in many professional activities. The flexibility is very useful in those sectors where organisational structures or technology is developed or is under change.

Teachers evaluate their role to determine how they feel and address challenges when they are at work every day. Therefore, colleges are important institutions of society, which are considered as a platform where the important socialization of students takes place. It is therefore essential to have highly committed and motivated teachers, especially in colleges where teacher's motivation is necessary, which plays an important role in increasing job satisfaction, which contributes to increasing organizational performance (Ahmed et al., 2010).

Learning agility is essential for assisting in the enhancement of teacher performance, competence, and accomplishment. Determination and the ability to apply lessons learnt from past experiences to new challenges in the next responsibility role (DeMeuse, 2017).

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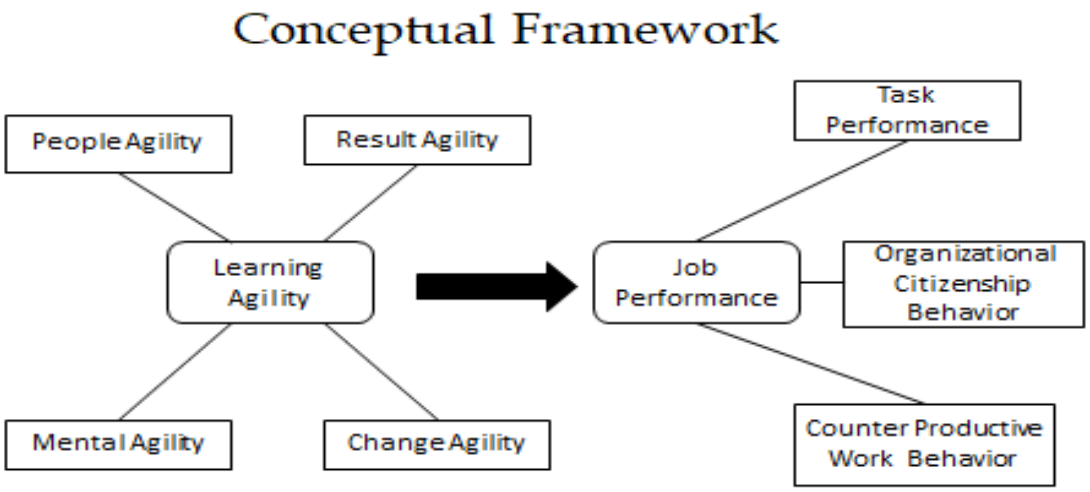

Relationship between teachers learning agility and job performance

METHODS AND PROCEDURES

Research Design

This research involved a quantitative, correlational study in which survey research design was used to investigate the link between learning agility and job performance among college teachers. The questionnaire was administered to collect data from college teachers.

Population

The target population for this study consists of teachers from public and private sector colleges in Lahore.

Sample and Sampling Technique

Multistage sampling technique was used to select participants. At first stage researcher randomly selected twelve colleges.In second stage different departments were selected through stratified sampling.At third stage teachers were selected through convenient sampling technique A sample size of 450 teachers was used.

Instrumentation

The study used a structured questionnaire as the primary data collection instrument. The questionnaire consists of three sections. It was consisted of 43 items rated on five-point Likert type scale The first section of the instrument consist of demographic data (gender).The second section consist of learning agility survey, it was measured by adopting Learning Agility scale originally developed by Gravett and Caldwell (2016).It was consisted of four factors (people agility,mental agility,relationship agility,change agility) and 25 items.The third section consist of job performance survey, it was measured by adopting Individual Work Performance Questionnaire (IWPQ), originally developed by Linda Koopmans et al. (2014). It was consisted of three factors (task performance, contextual performance, counterproductive work Behavior) and 18 items.

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Data Collection

The data was collected from teachers serving at various colleges in Lahore using a structured questionnaire. This was done personally in a face-to-face setting to ensure that responses are gathered in a controlled environment

Data Analysis

Data analysis was conducted using a range of techniques to ensure a thorough evaluation of the results. Initially, descriptive statistics (mean, standard deviation,frequency,percentage) was applied to summarize and describe the basic features of the data. Inferential statistics (independent sample t-test regression analysis and Pearson r correlation) was utilized to determine the significance of relationship between variables. SPSS was used for data analysis.

ANALYSIS AND INTERPRETATION OF DATA

Research question 1

What do college teachers describe about their learning agility and job performance?

Table1

Descriptive statistics for learning agility factors (n= 400)

Factors	N	Mean	SD
People agility	400	24.14	3.366
Mental agility	400	21.98	3.220
Result agility	400	26.42	3.430
Change agility	400	22.18	4.757
Overall	400	94.73	10.306

The elements of learning agility are displayed in the results in table 4.3. With the exception of result agility, which has seven items, the instrument utilized has four variables with six items each. Mean scores and standard deviation were among the descriptive statistics applied to the data. The mean score of factor result agility (Mean=26.42, SD= 3.430) has the high level of learning agility while the values of mean of factor people agility (M=24.14, SD=3.366), factor mental agility (M=21.98, SD=3.220) and factor change agility (M=22.18, SD=4.757). After the factor wise descriptive statistics for the variables, overall mean score of learning agility was (M= 94.73, SD=10.306).

Table 2

Descriptive statistics for job performance factors (n= 400)

Factors	N	Mean	SD
Task performance	400	19.73	3.131
Contextual performance	400	29.89	5.376
Counterproductive work behavior	400	13.23	5.081
Overall	400	62.82	8.164

Table 4.4 presents the results of the study. The instrument used had three factors, each with five items, with the exception of contextual performance, which had eight items. The descriptive statistics applied to the data included mean scores and standard deviation. The

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ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
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mean score of contextual performance (Mean=29.89, SD=5.376) indicated high job performance, while the mean score of task performance (M=19.73, SD=3.131) and factor counterproductive work behavior (M=13.23, SD=5.081) indicated low job performance. Following the factor-by-variable descriptive statistics, the overall mean score of job performance was (M=62.82, SD=8.164).

Research question 3

Is there a significant relationship between learning agility and job performance of college teachers?

Table 3

Pearson r correlation of learning agility *and job performance (n=400)*

Variable	r	p
Learning Agility	.628	0.01
Job Performance		

The results presented in table 4.5 show that A significant moderate to strong positive correlation was found between learning agility and job performance, r(400) = .628, p = 0.01.This suggests that individuals with higher learning agility tend to have better job performance.

Table 4

Correlation analysis for the factors of learning agility and job performance (n=400)

Factors	People agility	Mental agility	Result agility	Change agility
Task performance	.480**	.264**	.401**	.330**
Contextual performance	.348**	.349**	.388**	.959**
Counterproductive work behavior	-.140**	-.152**	-.066	-.146**

The association between the factors of the learning agility and job performance is demonstrated by the figures in table 4.6. The preceding analysis indicated that the value of coefficient of correlation between people agility and task performance was 0.48, with contextual performance was 0.34, indicating moderate positive relationship while with counterproductive work behavior was weak negative with the value -0.14 . The weakly positive association between mental agility and the factor task performance with value 0.26, with counterproductive work behavior was -0.15 and moderately positive connection with contextual performance was 0.34. The moderatly favorable link shown by the value of correlation coefficient between result agility and the factor task performance was 0.40, with contextual performance was 0.38 but weak negative link with counterproductive work behavior -0.06. With a 0.33 value, the correlation coefficient between change agility and factor task performance revealed a moderately favorable link, strongly positive relationship with contextual performance of 0.95 and negative weak link with counterproductive work behavior revealed a value of correlation coefficient -0.14. The study also reveals that most of the factors of learning agility and job performance level of college teachers exhibit a moderate positive link.

Research question 3

What is the effect learning agility on job performance of teachers?

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Table 5

Regression analysis of learning agility *and job performance (n=400)*

Variable	B	Std. Error	β	t	Sig.	R	R Square	Adjusted R Square
Constant	16.594	2.983	.628	5.563	.000	.628[a]	.394	.392
LA	.488	.031		15.593	.000			

Job performance and learning agility were investigated using a basic linear regression analysis. Regression model was statistically significant, F(1,398)=243.145, p=.001, and explained 39.4% of the variance in job performance (R 2=.394, adjusted R 2=.392). The outcomes shown in table 4.7 demonstrate.The regression equation was significant, Job Performance=16.594+0.488(Learning Agility), where 16.594 is the constant. Learning agility was a significant predictor of job performance, B =0.488,(398)=15.593,p <.001. The standardized beta coefficient (β =.628) indicates a strong positive relationship between learning agility and job performance.

Discussion

The present study was aimed to find out the relationship between learning agility and job performance of teachers at college level. L
earning agility—the capacity to quickly learn from experiences and adjust to novel circumstances—correlates favourably with job performance in a variety of sectors and positions (De Meuse, Dai, & Hallenbeck, 2010). This is in line with research by Yost and Plunkett (2014), which discovered that job .Learning agility and job performance showed a moderate positive relationship this is in line with findings of Bedford, C.L.(2011),who discovered that learning agility and managers ratings job performance had a significant moderate correlation. Learning agility and job performance among college teachers have a moderate association (r = 0.728), according to the current study, indicating a significant relationship between the two factors. This result is consistent with earlier studies showing that people who had greater learning agility—which is the capacity to adjust, pick up, and use new information efficiently—perform better in jobs. Prior research has highlighted how learning agility empowers teachers to adapt to changing student needs, institutional requirements, and teaching techniques.

Conclusion

The aim of the current study was to examine the relationship of learning agility and job performance of the college teachers. The findings of the study revealed that there was the responses towards the learning agility of college teachers were moderate . meaning that increase in the learning agility will enhance the betterment in job performance.. Also, the findings revealed that there was no significance difference in the learning agility of male and female college teachers.

Recommendations

1. In the Pakistani context, there is a need to teach about the use learning agility strategies at college level first, the teachers at the higher level of education have some ideas but they may not be sure about its application.
2. It is suggested that educational institutions should come up with better planning and its rationale application to increase learning agility so that teachers perform better at their jobs.

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3. Colleges should support instructors in developing their learning agility skills as employment performance is favourably correlated with learning .
4. The findings of the study highlight the value of consistent feedback. Colleges might use mechanisms that allow instructors to get continuous feedback on how well they do tasks and how well they adjust to various circumstances.
5. Colleges ought to provide instruction that addresses a variety of learning agility topics.A comprehensive strategy for improving agility can result in improved performance all around.

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ISSN E: 3006-1466
ISSN P: 3006-1458
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