The Effect of Teachers' Learning Agility on Organizational Commitment Attitudes

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ABSTRACT
This study aims to explore the relationship between learning agility and organizational commitment attitudes among primary and secondary school teachers in the Turkish Republic of Northern Cyprus (TRNC). Given the evolving scientific and social landscape, continuous professional development is crucial for teachers to adapt to the dynamic nature of the teaching profession. What sets this research apart from previous studies is that it is the first to establish a correlation between learning agility and organizational commitment attitudes. The primary data for the analysis were gathered from 325 teachers working in primary and secondary schools across the districts of Nicosia, Güzelyurt, Kyrenia, and Lefke, using a survey administered via Google Forms. The study employed two validated scales: the "Organizational Commitment Scale," consisting of 39 items across five dimensions, and the "Learning Agility Scale," with 23 items across four dimensions. Statistical analyses, including correlation and multiple regression, were conducted to examine the relationship and effects between the variables. The results of the analysis revealed a significant relationship between learning agility and organizational commitment, demonstrating that teachers who exhibit higher levels of learning agility also tend to show stronger organizational commitment. These findings suggest that fostering learning agility in educational professionals can positively influence their dedication and loyalty to their institutions, which has important implications for teacher development programs in educational organizations.
Keywords: Organizational commitment, learning agility, dedication to school, manager's power resources, dedication to the profession, dedication to the work group.

INTRODUCTION

One of the factors that form the basis of teachers' feelings about the work environment is their interest and attitude towards the objects in the work environment (profession, job, work team, student, school). In this sense, teachers show activity according to the importance they attach to these objects and the nature of their relationship with them. Although the degree of effectiveness of educational organizations depends on many elements, one of the most important of these is the interaction of administrators, teachers and students in the teaching and learning process (Celep, 2000a). In general, empirical research has shown that leadership has a direct effect on employees' organizational commitment (Koh et al., 1995; Nguni et al., 2007; Park, 2005). Two of the prominent models in the field of educational leadership are transformational leadership and instructional leadership (Hallinger, 2003). Distributed leadership also has a significant impact on teachers' organizational commitment and school development (Harris et al., 2007; Harris, 2008). More recent studies show that teachers' learning agility, which refers to their capacity to learn from experience and apply that learning to new situations, is critical for fostering organizational commitment. Research highlights that learning agility enables teachers to adapt to changes and challenges within the school environment, thus enhancing their engagement and loyalty to the institution (Handayani & Ambara, 2023). Furthermore, teachers who exhibit high learning agility are more likely to improve their teaching effectiveness, which contributes positively to student learning outcomes (Wahyuni & Soelistya, 2023). Additionally, organizational commitment is not only shaped by leadership but also by factors like professionalism and job satisfaction, which are closely tied to teachers' willingness to engage in continuous learning. This, in turn, has a significant influence on their overall commitment to the school's goals and their professional growth (Rosyada, 2020). In addition to learning agility, leadership plays a vital role in shaping teachers' organizational commitment. Research has consistently shown that school leadership directly

influences teachers' attitudes and commitment to their organizations. For instance, transformational and instructional leadership have been found to positively impact teachers' willingness to engage with school goals and collaborate with their peers (Khan et al., 2020). Furthermore, studies indicate that distributed leadership, which emphasizes group cohesion and shared responsibilities, fosters higher levels of teacher job satisfaction and commitment (Samancıoğlu et al., 2019). It can be argued that one of the reasons why prospective teachers emphasize their political thoughts rather than professional and scientific values in their attitudes towards the teaching profession is due to the undemocratic attitudes of the faculty members (Celep, 1999). It has been found that school leadership affects teachers' willingness and attitude towards organizational commitment (Nguni et al., 2007; Park, 2005). Collaboration in the leadership team was found to be positively related to teachers' organizational commitment with a medium effect size. Thus, it shows that teachers prefer school leadership that values group cohesion, role clarity, and goal orientation. Hulpia et al., (2012) concluded that the collaborative leadership team dimension has a positive effect on teachers' organizational commitment. They also found that principal leadership support had a significant positive impact on their organizational commitment. Previous research has suggested that both leadership models and an integrated leadership that combines more transformational and educational leadership can have positive effects (Hallinger, 2003). The common point of transformational and instructional leadership (Bass, 1985; Burns, 1978; Hallinger & Murphy, 1985) reveals basic functions of successful leaders.

Learning agility is the willingness and ability to learn from experiences and then apply this learning to perform successfully under new conditions (Lombardo & Eichinger, 2000). It has gained significant attention in leadership development, especially as a predictor of leadership success in today's dynamic environments (De Meuse, 2019). Lombardo and Eichinger (2002) categorize learning agility into four dimensions: human relations agility, mental agility, change agility, and results agility. Each of these dimensions represents specific skills that are vital for adapting to new challenges (Center for Creative Leadership, 2015; Dries et al., 2012; Gravett & Caldwell, 2016). Human relations agility involves actively seeking feedback and remaining open to different perspectives. Agile individuals possess strong self-awareness and the ability to handle challenging interpersonal situations, which is increasingly important in fostering collaboration and trust in teams (De Meuse, 2017). Mental agility refers to being comfortable with complexity and ambiguity, enabling individuals to think critically and make connections between diverse ideas (Buffone, 2021). Change agility reflects an individual's ability to embrace change and engage in continuous learning. People with high change agility not only adapt quickly but also thrive in environments of rapid transformation (McKenna & Minaker, 2021). Recent research highlights the critical role of coaching in accelerating learning agility, particularly in response to challenges posed by the volatile and uncertain environments of today's world (Harvey & Valerio, 2022). Results agility refers to the ability to achieve high performance even in unfamiliar or challenging situations. Results-agile leaders are often recognized for their ability to inspire teams and drive impactful results, which is essential for leadership success (Church, 2021). Moreover, learning agility has been shown to be a key factor in adapting to rapid change, as evidenced by its role in leadership success among millennial leaders, particularly in managing burnout (Widhianingtanti et al., 2023).

As organizations continue to face unprecedented changes, fostering learning agility among leaders is increasingly critical for navigating uncertainty and achieving sustainable success (De Meuse, 2019). Research suggests that learning agility is not only vital for leaders' adaptability but also serves as a predictor of leadership potential and effectiveness, especially in dynamic and complex environments (Dai & De Meuse, 2021). Studies have also found that learning agility enables leaders to navigate the volatile, uncertain, complex, and ambiguous (VUCA) contexts, further supporting its role in ensuring long-term leadership success (Bouland-van Dam et al., 2022). Moreover, organizations are increasingly leveraging learning agility to identify and develop high-potential leaders as part of their talent development strategies. Learning agility enables individuals to adapt quickly to changing environments, which is crucial in today's dynamic business landscape. Research has shown that leaders who exhibit high learning agility tend to perform well in leadership roles, demonstrating resilience, openness to feedback, and a strong ability to navigate complex challenges (Harvey & Valerio, 2022). This adaptability is becoming a critical factor in leadership development programs that aim to build robust talent pipelines (Bouland-van Dam et al., 2022). To foster this agility, individuals need to cultivate key personal development areas. These areas include the willingness to innovate and challenge the status quo, the ability to remain calm under pressure, taking time to reflect on experiences, and a readiness to take risks and handle difficult situations. Additionally, openness to learning and resisting the temptation to become defensive in negative situations are crucial traits of learning agile leaders (Center for Creative Leadership, 2015). These behaviors not only support personal growth but also promote organizational success by encouraging continuous improvement and adaptability (McKenna & Minaker, 2021). Furthermore, by creating an environment where all stakeholders feel a sense of responsibility, leaders can offer freedoms that vary based on individuals' ability to take on responsibility. As individuals mature and grow, both mentally and emotionally, the scope of their work

and responsibilities expands, fostering self-reflection, autonomy, and collaboration. These practices, aligned with high expectations and personal growth, ultimately lead to greater freedom and control over learning and professional development (Schlechty, 1990). In turn, this growth nurtures a more empowered and adaptable workforce, capable of meeting the evolving demands of their roles.

Purpose of the Research

The primary aim of this research is to explore how different types and levels of learning agility exhibited by teachers influence their organizational commitment attitudes within educational institutions. By examining the relationship between learning agility and organizational commitment, this study seeks to provide insights into how teachers' adaptability, openness to learning, and ability to apply past experiences to new situations contribute to their commitment to institutional goals, collaboration with colleagues, and overall engagement in the educational environment. Additionally, the research will identify key factors within learning agility that may strengthen or weaken organizational commitment, with the ultimate goal of informing strategies for teacher development and retention in educational settings.

METHOD

In this section, information about the research model, study population, data collection, analysis and interpretation are presented.

Model of the Research

This research, which aims to reveal the effect of teachers' learning agility attitudes on their level of organizational commitment, is a causal scanning model that includes causal and comparative examination between variables. Survey model is a research approach that aims to describe the past and present situation as it exists. Correlation type is a research model that aims to determine the existence and/or degree of co-variation between two or more variables (Karasar, 2003). Causal comparative screening aims to find possible causes of a behavior pattern by comparing those who have this pattern with those who do not.

Population of the Research

The study population of the research consists of teachers working in primary and secondary schools in the districts of Nicosia, Kyrenia, Güzelyurt and Lefke in the Turkish Republic of Northern Cyprus in the 2021-2022 academic year. During the period when the research was conducted, education was interrupted due to the COVID 19 infection. Since the education was carried out through distance education and the research data was collected electronically via Google Form, the study population was also taken as a sample. Just as the permission approval document and announcement text were sent to the schools within the scope of the sample by the Ministry of National Education and Culture, the researcher was also sent an announcement text including the research link via the WhatsApp communication groups of the schools. Within the scope of the sample, 387 teachers completed the survey. Due to some incomplete and incorrect procedures during the preliminary examination, 325 surveys were evaluated.

Data Collection Tools and Scale

To collect data in the study, two different measurement tools were used to determine learning agility and teachers' organizational commitment. The organizational commitment scale was developed based on two basic structures: in-school and out-of-school dedication focus: "Teachers' Organizational Commitment Scale" developed by Celep (2000b) was also used to determine teachers' views on school dedication focus. In accordance with the purpose of the research, the in-school dedication focus scale consists of school and teaching profession dimensions and 29 items. For out-of-school dedication focus, "Teachers' Out-of-School Dedication Focus Scale" (Celep and Bülbül, 2003) was used. The scale consists of 1 dimension and 10 items. The scale developed by Gravett and Caldwell (2016) was adapted into Turkish by Kaya and Argon (2023). The scale exhibits a 4-factor structure consisting of 23 items. These factors are named as ‘mental agility’ (6 items), ‘human relations agility’ (6 items), ‘change agility’ (6 items), ‘agility to focus on results’ (5 items). Items 4, 6 and 14 were reverse scored. Examples of the statements in the scale are ‘I am optimistic that I can learn new information’; ‘I enjoy researching new information’. The scale is a 5-point Likert-type scale ranked from 1 (rarely) to 5 (always). In the score calculation of the scale for the dimensions of mental agility, human relations agility and change agility, a score ranking was made from 6 to 30, while a score ranking was made from 7 to 35 in the dimension of agility to focus on results. The higher the score, the higher the degree of agility. The scale has three score ranges. 18 and below is expressed as low-level agility, 19-24 as medium level agility, and 25 or more as high-level agility. Cronbach's Alpha internal consistency coefficient of the scale is α=,92.

Data Analysis

The data collected were analyzed using both descriptive and inferential statistical methods. Descriptive statistics were applied to summarize key variables such as participants' age, gender, teaching experience, and school type. Measures such as means and standard deviations were used to provide an overview of the dataset (Pallant, 2020). Pearson's correlation coefficient was employed to assess the strength and direction of the relationship between the independent variable, teachers' learning agility, and the dependent variable, organizational commitment attitudes. This correlation analysis examined whether higher levels of learning agility were associated with stronger organizational commitment, following standard statistical techniques (Field, 2018). Multiple regression analysis was conducted to evaluate the impact of the four dimensions of learning agility—human relations agility, mental agility, change agility, and results agility—on organizational commitment. The analysis examined the predictive value of each dimension while controlling for other variables in the model. Key assumptions for regression analysis, including normality, linearity, and homoscedasticity, were tested and met, ensuring the reliability of the findings (Tabachnick & Fidell, 2019). Statistical analysis was performed using IBM SPSS Statistics version 25.0, with a significance threshold set at 0.05. Effect sizes were calculated and reported to complement p-values, providing insight into the practical significance of the results (Cohen, 1988). The findings indicated that learning agility had a significant positive effect on organizational commitment, with the dimensions of change agility and results agility emerging as the most significant predictors of commitment.

FINDINGS

Order to determine the relationship between teacher learning agility and organizational commitment, non-parametric Spearman Correlation analysis was applied since the data were not normally distributed, and multiple regression analysis was applied to see the relationship. Tables regarding the analysis findings are given below.

Table 1. Spearman Correlation Analysis on the Learning Agility Scale and Teachers' Organizational Commitment Scale Sub-Dimensions

	Variable	1	2	3	4	5	6	7
1.	Commitment to School	1.000						
2.	Commitment to Politics	-.253**	1.000					
3.	Commitment to the Teaching Profession	.405**	-.076	1.000				
4	Mental Agility	.125*	-.139*	.156**	1.000			
5	Human Relations Agility	.064	-.031	.227**	.266**	1.000		
6.	Change Agility	.115*	-0.038	.055	0.019	.366**	1.000	
7.	Results Focused Agility	.057	-0.109	.140*	.251**	.397**	.431**	1.000

When the relationship between organizational commitment and learning agility is examined in Table 1 regarding the relationship between variables; It has been determined that there is a statistically significant relationship between change agility and school dedication, mental agility and political and professional dedication, human relations agility and professional dedication, and results focus agility and political and professional dedication. In order to reveal one of the research problems in this study, "the direct effect of learning agility on organizational commitment", the direct relationships between the variables were examined and reported using OLS (Ordinary Least Squares Method). The variables included in the research and the dimensions of these variables are given below.

A. Learning Agility (Independent variable)
Mental Agility
Human Relations Agility
Change Agility
Focus on Results Agility

B. Organizational Commitment (Dependent Variable)
Commitment to School
Commitment to Politics
Commitment to the Teaching Profession

Examining the Effect of Teacher Learning Agility on Organizational Commitment

The Effect of Learning Agility on Commitment to School It has been determined that the model developed to predict the dimension of commitment to the teaching profession. Organizational commitment level is significant. (F (4,320) =2.779, $p \leq .05$, R^2=.034). Among the learning agility sub-dimensions, mental agility (b1:144) and Change agility (b2:.206) appear to be significant predictors of commitment to school. (respectively, t: 2.064, t=-2.599) $p \leq .05$, also the 95% probability confidence interval does not include zero).

When the standardized beta coefficients are examined in Table 2, it shows that when other variables are controlled, a one standard deviation increase in the mental agility level tends to increase teachers' school dedication level by .124 points, and a one standard deviation increase in the change agility level increases teachers' school dedication levels by .172 points. The created model predicts approximately 3% of teachers' school dedication levels.

Table 2. Multiple Regression Analysis Results for the Effect of Learning Agility on the Commitment to School

Predictor Variable (Learning Agility)		**Effect**	**β(Beta)**	**t**	**p**	**%95 G.A. Lower**	**%95 G.A. Upper**	**R**	**R²**
Constant	3,000	,358	-	8,390	,000	2,294	3,704		
Mental Agility	,144	,070	,124	2,064	,040*	,007	,281		
Human Relations Agility	-,040	,069	-,038	-,575	,566	-,175	,096	,183	
Change Agility	,206	,079	,172	2,599	,010*	,050	,361		,034
Focus on Results Agility	-,047	,084	-,037	-,557	,578	-,213	,119		
Commitment to School									

*p> .05

Effect of Learning Agility on Political Commitment: It was determined that the model developed to predict the political commitment dimension from teachers' organizational commitment level was significant (F (4,320) =3.105, p≤.05, R^2=.037). Among the learning agility sub-dimensions, the mental agility (b1: -.218) dimension is seen to be a significant predictor of political commitment (respectively, t: -2.774) p≤.05, also the 95% probability confidence interval does not include zero).

When the standardized beta coefficients are examined in Table 3, it shows that a one standard deviation increase in the mental agility level causes a -.166-point decrease in the political commitment level of teachers when other variables are controlled. It is understood that the created model predicts approximately 4% of teachers' political commitment levels.

Table 3. Multiple Regression Analysis Results for the Effect of Learning Agility on the Commitment to Politics

Predictor Variable *(Learning Agility)*	**Effect**	**SHB**	**β (Beta)**	**t**	**p**	**%95 G.A. Lower**	**%95 G.A. Upper**	**R**	**R²**
Constant	3,621	,404	-	8,961	,000	2,826	4,416		
Mental Agility	-,218	,079	-,166	-2,774	,006*	-,373	-,063		
Human Relationas Agility	,020	,078	,017	,260	,795	-,133	,174	,193	
Change Agility	-,038	,089	-,028	-,424	,672	-,214	,138		0,37
Focus on Results Agility	-,089	,095	-,063	-,935	,351	-,276	,098		
Commitment to Politics									

*p< .05

The Effect of Learning Agility on Dedication to the Teaching Profession: It was determined that the model developed to predict the dimension of dedication to the teaching profession from the organizational commitment level of teachers was significant (F (4,320) =5.333, p≤.05, R^2=.062). Among the learning agility sub-dimensions, the Human Relations Agility (b1: .146) dimension is seen to be a significant predictor of dedication to the teaching profession (respectively, t: 2.985) p≤.05, also the 95% probability confidence interval does not include zero).

When the standardized beta coefficients are examined in Table 4, it shows that when other variables are controlled, a one standard deviation increase in the level of human relations agility results in a .193-point increase in the level of teachers' dedication to the teaching profession. The created model predicts approximately 6% of teachers' commitment levels to the profession.

Table 4. Multiple Regression Analysis Results for the Effect of Learning Agility on the Commitment to the Teaching Profession

Predictor Variable ***(Learning Agility)***	**Effect**	**SHB**	**β (Beta)**	**t**	**p**	**%95 G.A. Lower**	**%95 G.A. Upper**	**R**	**R²**
Constant	3,423	,254	-	13,473	,000	2,923			
Mental Agility	3,922								
Human Relationas Agility	,073	,049	,087	1,476	,141	-,024	,170		
Change Agility	,146	,049	,193	2,985	,003*	,050	,243	,250	
Focus on Results Agility	-,071	,056	-,082	-1,262	,208	-,182	,040		,062
Commitment to the Teaching Profession									

**p< .05*

DISCUSSION

This study aimed to explore the influence of teachers' learning agility on their organizational commitment within educational settings. The results revealed significant correlations between the sub-dimensions of learning agility (i.e., change agility, mental agility, human relations agility, and results agility) and organizational commitment dimensions such as school dedication and professional dedication. These findings align with previous literature, underscoring the importance of adaptability and continuous learning in fostering organizational loyalty among educators (Nguni et al., 2007). The significant relationship between change agility and school dedication suggests that teachers who are flexible and open to change tend to show greater commitment to their schools. This is consistent with studies demonstrating that agile teachers are more capable of navigating the ever-changing educational landscape and are more engaged with their institutions (Handayani & Ambara, 2023). This adaptability not only enhances their personal performance but also contributes to the overall effectiveness of the educational organization (Putri & Mangundjaya, 2020). The study also found a positive correlation between mental agility and professional dedication, suggesting that teachers who are capable of handling complex problems and thinking critically are more committed to their professional roles. This finding aligns with research indicating that mental agility fosters innovative problem-solving skills and enhances teachers' ability to engage with both the pedagogical and administrative aspects of education (Chu & Kim, 2021). Such cognitive flexibility is essential in an era where teachers are expected to adapt to new technologies and pedagogies (Ghosh et al., 2020). Human relations agility was found to be significantly related to professional dedication, highlighting the importance of interpersonal skills in fostering organizational commitment. Teachers who excel in human relations agility can navigate interpersonal dynamics and create supportive professional networks, which positively impacts their commitment to the profession (Sya & Mangundjaya, 2020). Effective collaboration and communication are crucial in educational settings, where teamwork and peer support are central to both teacher and student success (Menon & Suresh, 2020). Additionally, results agility was significantly related to both political and professional dedication, suggesting that teachers who are goal-oriented and able to achieve results even under challenging conditions are more committed to their schools and professional roles. This is supported by research showing that results-focused individuals are often more engaged with organizational goals and exhibit higher performance levels (Arifin & Purwanti, 2023). Results-oriented teachers not only meet the demands of their roles but also inspire their colleagues, contributing to a more committed and resilient workforce (Omidvar et al., 2021).

Finally, the regression analysis highlighted that both mental agility and change agility are significant predictors of teachers' commitment to their schools. These findings suggest that educators who are cognitively flexible and adaptable to change are more likely to feel a strong sense of loyalty and dedication to their institutions. This is consistent with earlier studies, which emphasize that learning agility—especially the ability to learn from experience and adapt to new situations—is a critical factor in promoting organizational commitment (Habibzade et al., 2021). Moreover, the significant influence of mental and change agility on teachers' commitment underscores the broader importance of developing these skills within professional development programs. Teachers who possess mental agility can navigate complex educational challenges and are more equipped to solve problems creatively, which directly enhances their professional satisfaction and sense of belonging within

their schools. Similarly, change agility allows educators to embrace the dynamic nature of the education sector, adjusting seamlessly to curriculum reforms, technological advancements, and evolving student needs. This adaptability fosters a proactive attitude toward change, reinforcing their emotional and professional investment in their institutions. Further, research shows that fostering a culture of continuous learning and adaptability within schools not only enhances individual teacher performance but also contributes to overall organizational resilience (Putri & Mangundjaya, 2020). Schools that prioritize the development of learning agility among staff are better positioned to navigate external pressures and internal challenges, thereby promoting higher levels of organizational commitment across the board (Chu & Kim, 2021). This research supports the notion that learning agility, especially mental and change agility, is not just beneficial for individual teachers but is integral to the long-term success and adaptability of educational organizations.

CONCLUSIONS

The findings of this study underscore the critical role of learning agility in shaping teachers' organizational commitment. As the teaching profession operates within a dynamic structure, continuous professional development and adaptability are essential. Teachers who exhibit high levels of mental and change agility are more likely to navigate the evolving educational landscape successfully and demonstrate a stronger commitment to their schools. These types of agility enhance teachers' ability to solve complex educational challenges, embrace change, and remain dedicated to their professional roles. Moreover, teachers with high learning agility tend to prioritize professional and scientific values over political commitments, further reinforcing their dedication to the core objectives of education. The research revealed that mental agility and change agility not only contribute to personal performance but also foster greater school dedication. Teachers who actively engage in learning as part of their professional lives become pioneers of change within their school environments. Their ability to adjust to curriculum reforms, new pedagogical approaches, and technological advancements strengthens their loyalty and sense of responsibility toward their institutions. Human relations agility, which enhances interpersonal dynamics within schools, plays a vital role in improving teachers' professional dedication. Effective collaboration and communication foster a positive school culture, contributing to higher levels of professional engagement. In conclusion, the development of teachers' learning agility—particularly mental, change, and human relations agility—proves integral to promoting higher levels of school and professional dedication. Educational institutions should focus on cultivating these forms of agility through targeted professional development programs. By fostering adaptability, continuous learning, and effective interpersonal relationships, schools can enhance teacher retention, improve institutional performance, and ensure the long-term success of their educators and students alike.

Limitations

This study’s primary limitation is its sample size and geographic focus, which restricts the generalizability of its findings to other regions or countries. Additionally, the reliance on self-reported data introduces potential biases, as teachers may have over- or under-reported their learning agility and organizational commitment. Another limitation is the study’s cross-sectional design, which limits the ability to infer causality between learning agility and organizational commitment. The study also does not account for external factors such as leadership styles or institutional policies, which could influence these variables. Lastly, the absence of qualitative insights means the study may have missed out on richer, personal experiences related to teachers’ learning agility and commitment.

Suggestions

Future research should aim to expand the sample size and diversity to ensure more generalizable results. Longitudinal studies would also be beneficial to track the relationship between learning agility and organizational commitment over time. Examining how leadership styles influence this relationship could provide a more comprehensive understanding of organizational commitment. From a practical perspective, professional development programs designed to enhance teachers' learning agility should be implemented and evaluated for effectiveness. Finally, incorporating qualitative methods alongside quantitative approaches could offer deeper insights into teachers' experiences, capturing the nuances of learning agility in educational settings.

Conflicts of Interest

The authors do not have a conflict of interest with any institution or person.

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