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Exploring Learning Agility in Education: The Effect of Teachers' Learning Agility on Their Readiness for Change and Performance

Eğitimde Öğrenme Çevikliğini Keşfetmek: Öğretmenlerin Öğrenme Çevikliğinin Değişime Hazır Olma Durumlarına ve Performanslarına Etkisi

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Abstract: Learning agility is the ability to learn from experiences and to apply these learnings rapidly and successfully in the event of new problems. This research aims to reveal whether the learning agility of teachers in Turkey had an impact on their readiness for change and performance. The explanatory sequential research design was adopted to further clarify the relationship between the variables. The quantitative phase of the study was conducted on a sample group consisting of 1640 teachers working in public schools in Istanbul. Subsequently, data were obtained through semi-structured interviews from 21 teachers working in public schools, and the data were analyzed by content analysis. According to the quantitative research findings, teachers' learning agility positively affects readiness for change and performance. The qualitative findings of the study revealed that teachers developed their learning agility through training, research and experience. It has been determined that teachers with high learning agility are open-minded and ready for change. Teachers achieve speed and flexibility in classroom practices by finding solutions to the problems brought about by change. In addition, unlike the quantitative findings, the qualitative findings revealed that teachers were not sufficiently prepared for change and even showed resistance to change. The findings provide clues about teachers' professional development and educational reform and change initiatives.

Keywords: Learning agility, Readiness for change, Teacher performance

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Öz: Öğrenme çevikliği, deneyimlerinden öğrenebilme ve bu öğrenmeleri yeni problemler karşısında hızlı ve başarılı bir şekilde uygulama becerisidir. Bu araştırma, Türkiye'deki öğretmenlerin öğrenme çevikliğinin, değişime hazır olma durumlarına ve performanslarına etkisi olup olmadığını ortaya çıkarmayı amaçlamıştır. Değişkenler arasındaki ilişkiyi daha fazla açıklığa kavuşturmak için araştırma deseni olarak açıklayıcı sıralı desen benimsenmiştir Araştırmanın nicel aşaması İstanbul'da kamu okullarında görev yapan 1.640 öğretmenden oluşan örneklem grubu üzerinde gerçekleştirilmiştir. Daha sonra kamu okullarında görev yapan 21 öğretmenden yarı yapılandırılmış görüşmeler yoluyla elde edilen veriler içerik analizi yapılarak çözümlenmiştir. Nicel araştırma bulgularına göre öğretmenlerin öğrenme çevikliği, değişime hazır olma durumunu ve performansı olumlu yönde etkilemektedir. Araştırmanın nitel bulguları öğretmenlerin eğitim, araştırma ve deneyim yoluyla öğrenme çevikliklerini geliştirdiklerini ortaya koymuştur. Yüksek öğrenme çevikliğine sahip öğretmenlerin değişime karşı açık fikirli ve hazır oldukları tespit edilmiştir. Öğretmenler, değişimin getirdiği problemler karşısında çözüm yolları üreterek sınıf içi uygulamalarda hız ve esnekliğe ulaşmaktadır. Ayrıca nitel bulgular, nicel bulgulardan farklı olarak öğretmenlerin değişime karşı yeterince hazır olmadıkları, hatta değişime direnç gösterdikleri tespit edilmiştir. Bulgular, öğretmenlerin mesleki gelişimi, eğitim reform ve değişim girişimleri hakkında ipuçları sunmaktadır.

Anahtar Kelimeler: Öğrenme çevikliği, Değişime hazır olma, Öğretmen performansı

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1. INTRODUCTION

High-performing teachers are the most fundamental resources of quality education and successful schools (OECD, 2019). Teachers need to be involved in a cycle of continuous learning and development to meet the different demands of education, improve its quality, and manage uncertainties. In addition, teaching is a profession that can be learned and developed through experience (Schmidt, 2010). Numerous studies confirm that teacher experience is an important factor on student achievement (Kini & Podolsky, 2016; Ladd & Sorensen, 2017; Podolsky et al., 2019). In recent years, researchers who focus on the characteristics of employees who excel in challenging situations have reported that high- performance individuals who can learn from experience and can promptly apply what they learn to overcome situations they have not encountered before possess learning agility (De Meuse, 2017; Lombardo & Eichinger, 2000). Learning agility has generally been associated with adapting to change in environments dominated by uncertainty and complexity and developing new skills for change (De Meuse, 2017). The main reason why learning agility has attracted so much attention and popularity is its positive impact on organizational efficiency and effectiveness. (Bedford, 2011; Lombardo & Eichinger, 2000; Smith, 2015). In addition, considered as a leadership skill, learning agility has been proven by research results to be a determinant of the potential that gives insight into the future success of individuals (Allen, 2016; Dries, Vantilborgh, & Pepermans, 2012; Milani et al., 2021).

Although it is a relatively new study area, the effects of learning agility also exist in educational organizations and the classroom and school environments (Breakspear, 2017; Suzana & Mohd Amir Shaukhi, 2020). Teachers must participate in the continuous learning and development cycle to meet different educational demands, manage uncertainties, and improve quality since their qualified performance has a decisive role in students' academic and lifelong success (Araujo et al., 2016; Blazar & Kraft, 2017; Darling-Hammond, 2000; Warren & Hale, 2016). It seems important to investigate teachers' learning agility's effects on success. For example, it has been found that there is a significant relationship between learning agility, teacher quality, attitude to be tenured in school (Kaya, 2019), and student success (Duncum, 2020). However, while the positive relationship between employees' learning agility and performance has been demonstrated with evidence (De Meuse, 2019; Lombardo & Eichinger, 2000), there is not enough information about whether learning agility is related to teacher performance.

Learning agility has a leading role in the creation and implementation of new ideas that will benefit the organization (Jo & Hong, 2022; Tripathi & Dhir, 2023). Individuals who acquire knowledge, make practical inferences, and learn more while doing their jobs can develop personal goals. These individuals can show their agility by acting outside their job descriptions and taking initiative in situations where uncertainty prevails, such as change (Hanu et al., 2023). Change brings with it uncertainty, stress, and pressure for employees and an aversion to change (Vakola & Nikolaou, 2005). Employees who have positive feelings toward change are individuals who are confident, able to cope with stress, and who are more in a state of readiness for change (RFC) (Eby et al., 2000; Terry & Jimmieson, 2003; Vakola & Nikolaou, 2005; Vakola, 2014). Instead of seeing and resisting the risky aspects of change, individuals who are ready for change become more active during the change period by acquiring new knowledge and skills (Cunningham et al., 2002). In addition, these individuals may be inclined to exhibit cooperative behaviors, initiate change, and make more efforts (Shea et al., 2014; Weiner, 2009). Examining the literature reveals a lack of research on the effects of RFC in the field of education, particularly for teachers. Teachers can quickly adapt to digital technology where they can learn new methods and techniques when they have RFC (Kim & Kim, 2022), they can develop the confidence to tolerate the uncertainty that change brings (Zayim & Kondakci, 2015), and experience job satisfaction that can increase their likelihood of success (Kondakcı et al., 2017). Furthermore, teachers' being learning-oriented makes them ready to implement new ideas and teaching methods (Goh et al., 2006). Although these

studies added value to the research on change in the school environment, they were insufficient in determining the factors affecting readiness for change. Therefore, the relationship between the readiness for change of agile teachers who are fast learners, risk takers, and have the ability to adapt to different situations should be explained. It is an issue that needs to be analyzed to see how the readiness of agile teachers during the change period affects their performance levels in the face of possible disruptions of change. The current research discusses the relationship between the learning agility and the RFC and performances of teachers in Turkey. In addition, while focusing on the effect of teachers' learning agility levels on their RFC and performance, the logical relationship between these variables was tried to be determined, empirical evidence was presented, and shedding light on relevant questions and doubts by filling in the gaps in the literature was intended.

Theoretical Background

1.1. Learning Agility

Learning agility is defined as the ability to not miss opportunities for development, learn the right concepts from experiences, develop new skills, and to apply these lessons learnt to situations encountered for the first time (De Meuse et al., 2010; Lombardo & Eichinger 2000) as well as the ability to apply these quickly and flexibly (De Rue et al., 2012a). Lombardo and Eichenger (2000) examined learning agility in four dimensions as agility in human relations, result agility, agility in change, and mental agility. Later, the structure was expanded by adding self-awareness (De Meuse, 2017). Over time, the predictable characteristics of learning agility, such as search for feedback (Allen, 2016; Anseel, 2017; De Meuse, 2015), information collection, collaboration, risk-taking (Hoff & Burke, 2017), logical and systematic thinking (Sung, 2021), reflection (Hoff & Burke, 2017; Mitchinson & Morris, 2012), and awareness of the surrounding (De Meuse, 2015) have been discovered. Learning agility has been reported to be an important factor influencing employee performance (Bedford, 2011; Connolly, 2001; De Meuse et al., 2010; De Rue et al., 2012b) and career development (Dai et al., 2013). In addition, the positive effects of learning agility on the variables of commitment (Saputra et al., 2018), psychological safe climate (Miley, 2020), achievement motivation (Bouland-van Dam et al., 2022), and openness to experience (Miller, 2018) have been demonstrated. In other words, it can be said that learning agility positively changes the functioning and outcomes of the organization in general and the performance of the individual in particular (Ghosh & Mudili, 2021).

1.2. Readiness for Change (RFC)

Employees are expected to develop the new behaviors and skills necessary for the change to be successful in an organization (Armenakis & Bedeian, 1999). These behaviors can be positive or negative towards change (Griffin et al., 2007). The determinant of individuals' supportive behaviors towards change is their RFC (Armenakis et al., 1993). Researchers have explained RFC as the individual's perception of the organization's change and individual beliefs and attitudes toward adapting to change (Armenakis et al., 1993; Eby et al., 2000). Furthermore, the RFC encompasses both cognitive processes (Bernerth, 2004) and affective processes (Rafferty et al., 2013; Vakola et al., 2013), which are indicative of the individual's proclivity and positivity toward change (Jones et al., 2005). In order for individuals to be ready for change, they need to feel the need for change, the belief that change will be beneficial, and the idea that the leader and the organization will successfully accomplish this change movement (Armenakis & Harris, 2009). When their RFC is at a high level, employees are more likely to reflect this situation through behaviors such as initiating change, showing cooperation, and persistently advocating change (Eby et al., 2000; Rafferty & Minbashian, 2019; Weiner, 2009). On the other hand, when their RFC is low, employees may be more likely to exhibit negative attitudes, avoid learning, or even show resistance (Abdel-Ghany, 2014; Bloir & Scheer, 2017; Shea et al., 2014). Self-efficacy, which enables individuals to manage control over events, (Emsza et al., 2016; Taufikin et al., 2021), their levels of awareness (Roemer et al., 2021), learning orientations (Nurtjahjanti et al., 2021), openness and willingness to gain experience (Andersen, 2008), and strong communication (Endrejat et al., 2021) affect their RFC. RFC facilitates easier adaptation to change in organizations and groups by developing employees' commitment to the organization

(Madsen et al., 2005; Nordin, 2011) and their feeling of trust (Eby et al., 2000; Bouckenooghe et al., 2009; Vakola, 2014) and by improving job satisfaction (Vakola, 2014; Kondakçı et al., 2017).

1.3. Performance

For the strategic goals of the organization to be put into action, trained, and motivated employees must perform at a high level (Özdemir, 2014). Performance is defined as the level of accomplishment of work according to the specified conditions (Rudman, 2003; Şimşek et al., 2016). Since the performance management and development of teachers is an important factor directly affecting the quality of education, it has been the focus of both national and international education systems (Ministry of National Education [MoNE], 2001, 2018; OECD, 2019). Teachers' performances reflected on their ability to deliver effective education, create a positive learning environment, and encourage learning increase student achievement (Borman & Kimbal, 2005; Kimball et al., 2004; Milanowski, 2004). Further, teacher performance is also affected by factors such as leadership styles (Özgenel & Aktaş, 2020; Yalçın & Özgenel, 2021), organizational culture (Özgenel et al., 2021), job satisfaction (Hendrawijaya, 2020), leadership qualities (Özgenel et al., 2020), stress (Wangui et al., 2016), school climate (Dilbaz Sayın, 2017), motivation (Rivai et al., 2019; Riyadi, 2015), and organizational commitment (Özgenel, 2019a). On the other hand, poor performance adversely affects the image of the school, the performance of the colleagues and staff, and the management (Jones et al., 2006). Therefore, teacher and teacher performance are gaining increasing importance for an effective school and quality education.

1.4. Learning Agility and Readiness for Change

The learning agility of teachers is closely related to being ready for change. We think that this is linked to a few traits. The first is that since they are open to new situations and ideas and tend to express and implement these ideas without hesitation (Mitchinson & Morris, 2012; Tripathi & Dhir, 2023), these may cause them to be more attuned to rapid change. Second, individuals with learning agility tend to proactively seek feedback to adapt to innovations or change the current situation (Anseel, 2017), look for new experiences, and take responsibility (Hoff & Burke, 2017; Miller, 2018). This situation can affect employees' curiosity about change. Third, these individuals, who are eager to develop and advance in their careers, have high motivation to learn (Allen, 2016), cognitive flexibility, and awareness (De Meuse, 2017). Their cognitive flexibility can also increase their ability to process and interpret information without depending on a specific thought, allowing them to react quickly and easily (De Rue et al., 2012b). This can support the relationship with cognitive readiness. The last is that their abilities to communicate and manage their emotions effectively in moments of stress and uncertainty (Kim & Kim, 2021) increase their positive emotional response to change and their RFC.

1.5. Readiness for Change and Performance

The self-efficacy of individuals is a significant factor in reducing the negativities of change and in realizing change successfully (London & Smither, 1999; Rafferty & Simons, 2006). Individuals who have the self-sufficiency to control and manage events develop a belief in being ready for change (Emsza et al., 2016; Taufikin et al., 2021). The self-efficacy of individuals influences the development of their belief that they can be successful, their motivation, and problem-solving skills and offers the opportunity to actively participate in the change process (Bandura, 1998; Cunningham et al., 2002; Wood & Bandura, 1989). While thinking positively about change leads individuals to develop supportive behaviors and set goals to take action (Tarrant & Newton, 1992), this reflects positively on performance (Alqudah et al., 2022; Weeks et al., 2004). On the other hand, it was supported by the results of research conducted on teachers that proactive behaviors towards change and adapting to conditions in complex situations are related to job performance (Ghitulescu, 2013).

1.6. Learning Agility, Readiness for Change, and Performance

Learning agility enables individuals to make prompt and different connections between different events or situations, adapt to change, easily cope with complicated situations in business life, and perform more efficiently (Eichinger & Lombardo, 2004; Mitchinson & Morris, 2012; Smith, 2015). These individuals tend to constantly increase their performance levels even if they are already good (De Rue et al., 2012b; Kroll, 1988; London & Smither, 1999). One of the most important factors affecting fast and flexible learning in learning agility is the motivation level of the individual (Carette & Anseel, 2012). Motivation levels affect how well individuals can use their existing skills and knowledge, their mastery in acquiring new skills, and their ability to transfer them to new situations (Dweck, 1986). Hence, it contributes to the development of motivation and problem-solving skills of individuals with high self-confidence who believe that they can maintain the necessary control over events, and thus to increase their performance levels (Wood & Bandura, 1989). Past research reveals that learning agility is associated with job performance, and this relationship is driven partly by an individual's agile approaches to change (Eichenger & Lombardo, 2000; De Meuse et al., 2010). Additionally, research results have proved that learning agility is related to teacher quality (Kaya, 2019).

2. METHOD

2.1. Research Method

In this study, the mixed method and explanatory sequential research design were used to determine whether teachers' learning agility levels had an effect on their RFC and performance. The mixed method can better explain and enrich the research problem, and it allows for a wider variety of methods (Creswell, 2017; Gorard & Taylor, 2004). In the explanatory sequential research design, first quantitative data is collected and analyzed in the study, and thereafter, qualitative data is collected, providing a general picture for the research problem (Creswell, 2017). In the quantitative dimension of the research, which was designed as a mixed method, the relational survey model was utilized, while the phenomenology model was used in the qualitative dimension. In the study, quantitative data were first collected and analyzed, and this was followed by the gathering and analysis of qualitative data. All findings were interpreted conjointly.

2.2. Participants

In the quantitative phase of the research, the study group consisted of 1640 teachers working in public schools in Istanbul. The sample for the study was determined by simple random sampling method. Of the teachers, 1099 (67%) were female, 541 (33%) were male, 1414 (86%) had a bachelor's degree, and 226 (13%) had a postgraduate degree. Regarding age, 6.2% of the teachers were 25 years old or younger, 19.9% were between 26–30 years, 22.1% were between 31–35 years, 19.7% were between 36–40 years, 17.6% were between 41–45 years, 9.3% were between 46–50 years, and 5.2% were 51 years of age and older. While 21% of the participating teachers had a seniority of 5 years and below, 24.1% had 6–10 years, 18.5% had 11–15 years, 17.6% had 16–20 years, 12.8% had 21–25 years, and 6.0% had a seniority of 26 years and above. In terms of the type of schools, the distribution of the teachers was similar with 37.4% of the teachers working in primary schools, 32.3% in middle schools, and 30.4% in high schools.

In the qualitative phase of the study, the maximum variation sampling method, a purposeful sampling approach, was utilized to gather the perspectives of teachers with diverse seniority levels on learning agility, performance, and RFC. For purposive sampling, participants were selected from among teachers with knowledge, experience, and expertise appropriate to the purpose of the study. Purposeful sampling is a non-random sampling method that allows the researcher to select cases and use various methods together (Neuman, 2006). The qualitative participants of the research were determined according to the maximum diversity technique. This strategy is used to identify and define more themes that express common phenomena in the investigation (Merriam & Tisdell, 2016; Patton, 2015). "Data saturation point"

was taken as the basis to determine the number of participants. Data saturation point refers to the continuation of the sampling for the study until nothing unusual is encountered (Silverman, 2018).

The participants consisted of 21 teachers (13 female and 8 male) who were employed in public schools in Istanbul. Five of the teachers held post-graduate degrees, while 16 had bachelor's degrees. Regarding the type of schools, nine were working in primary schools, six were in middle schools, and six were in high schools. Of the teachers, five were between the ages of 20–30, 11 were between 31–40, and four were aged 41 and over. While nine of the teachers had a service period between 1–10 years, 10 served between 11–20 years, and two of them had a service period over 21 years. Each participant in the study group was given the code "P" and a number that determines their order.

2.3. Data Collection Tools

2.3.1. Marmara Learning Agility Scale

The Marmara Learning Agility Scale (MLA) was developed by Yazıcı and Özgenel (2020) as a 5-point Likert type (1 = Never, 5 = Always) scale and consists of five sub-dimensions with a total of 30 items. These dimensions are People Agility, Results Agility, Mental Agility, Change Agility, and Self-awareness. As a result of the confirmatory factor analysis (CFA) made to provide evidence for construct validity, it was seen that the fit indices were sufficient [$\chi 2/sd = 2.28$; RMR = .028; GFI = .878; CFI = .919; RMSEA = .054; SRMR = .052; AGFI = .855], and the reliability coefficient was determined as 0.93.

2.3.2. Readiness for Change (Cognitive Emotional Intentional [RFOC-CEI]) Scale

The Readiness for Change (RFOC-CEI) Scale was developed by Kondakcı et al. (2013). The scale uses ratings ranging from 'totally disagree' (1) and 'totally agree' (5) and consists of 12 items. The scale comprises three sub-dimensions, which are Intentional Readiness for Change Factor, Emotional Readiness for Change Factor, and Cognitive Readiness for Change Factor. The fit indices were determined as $\chi 2 = 206.403$, df = 49 (p = .00), NNFI = .954; CFI = .966; RMSEA = .073. The Cronbach Alpha reliability coefficients of the sub-dimensions were identified as .90 for the Intentional Readiness for Change Factor, .75 for the Emotional Readiness for Change Factor, and .87 for the Cognitive Readiness for Change Factor.

2.3.3. Teacher Performance Evaluation Scale

The scale was developed by Ozgenel (2019b). To design the scale, the self-evaluation form included in the 50-item teacher performance evaluation draft prepared by the Ministry of National Education (2018) was used. The 5-point Likert type Teacher Performance Evaluation Scale consists of 34 items and five sub-dimensions. The five sub-dimensions determined in the scale are Field Knowledge, Preparation of the Learning-Teaching Process, Communication, Conducting the Learning-Teaching Process, and Professional Development. Regarding the construct validity of the scale, the fit index values were calculated as $\chi 2/df = 2.768$; CFI = .912; GFI = .854; RMR = .020; RMSEA = .061; SRMR = .0481. The reliability coefficient of Cronbach Alpha was determined to be 0.90.

In the qualitative phase of the research, the interview method was used. In this method, the researcher asks general and open-ended questions to one or more participants. The responses are recorded, and the analysis is performed by transcribing them. Thus, the method allows the emotions and perspective of the participants to be explored (Creswell, 2017). The qualitative data of the study were obtained with a semi-structured interview form. Expert opinion was taken to determine the suitability of the form for the investigation, and pilot interviews were conducted with 12 participants. At the end of the pilot application, the interview form was finalized taking the recommendations into consideration.

2.4. Data Collection Process and Analysis

The quantitative data of the study were analyzed with the SPSS package program. Pearson correlation analysis was performed to determine the relationships between the variables related to the research, while simple linear regression and multiple regression analyses were conducted to assess the prediction level of the dependent variables on independent variables. In the qualitative dimension of the research, preliminary interviews were made with the participants giving information about the research, permission was obtained to use a voice recorder, and interviews lasting 50–55 minutes were conducted through a semi-structured interview form. The participants were asked 11 questions. These questions, for example: "How do you overcome confusion, ambiguity, difficult situations you encounter in your professional life (at school or in the classroom)?", "How do you respond to the changes implemented in education in line with the objectives of the Ministry of National Education? Could you explain?", "What do you do to develop/improve your professional performance? "The interviews obtained were transcribed verbatim. The program NVIVO 12 was used for the analysis of qualitative data, and descriptive and content analysis techniques were used. Firstly, the transcripts were read several times until they became familiar. Similar codes were created through NVIVO 12.0 Qualitative Data Analysis Software. Sub-themes and themes were then developed. In this process, all possible themes were developed and continued until the saturation point was reached. The codes, sub-themes, and themes identified because of the analysis in the qualitative research process were sent to four specialists, and their opinions were asked. In line with these opinions, the qualitative findings were finalized. Before proceeding to the correlation analysis, the normality and reliability values of the variables were calculated as presented in Table 1.

Table 1

The Normality Values of Teachers' Learning Agility, Readiness for Change, And Performance

	N	Skewness	Kurtosis	Cronbach Alpha
Learning Agility	1640	.009	.683	.920
Readiness for Change		-.271	.856	.724
Performance		-.377	.696	.904

As can be seen in Table 1, it can be said that the skewness and kurtosis values of the three variables showed normal distributions since they remained between -1.5 and +1.5. The fact that the data conform to normal distribution means that their validity and reliability are high (Özdamar, 2017). In addition, as the reliability values of the scales were .724 and above, it was concluded that the scales were reliable.

2.5. Ethical approval

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics committee approval information:

Ethical committee: Istanbul Sabahattin Zaim University Ethics Committee.

Data of ethical approval: 30/10/2019.

The number of ethical approvals: 2019/09

3. FINDINGS

3.1. Quantitative Findings

The results of the correlation analysis conducted to determine whether there is a relationship between teachers' learning agility, RFC, and performance levels are presented in Table 2.

Table 2
The Results of Correlation Analysis

Variable	*n*	*M*	*sd*	1	2	3
1.Learning agility	1640	4.00	.476	1		
2.Performance	1640	4.33	.450	.590**	1	
3. Readiness for change	1640	3.44	.499	402**	.345**	1

N = 1640, **p* < .05, ***p* < .01

As seen in Table 2, there was a significant positive relationship between teachers' learning agility and RFC levels at a moderate level (r^2 = .402; p < .01), a significant positive relationship between teachers' learning agility and performance at a moderate level (r^2 = .590; p < .01), and a significant positive relationship between teachers' levels of RFC and their performance at a moderate level (r^2 = .345; p < .01).

The simple regression analysis on the prediction of teachers' learning agility (LA), RFC and performance (Per) is presented in Table 3.

Table 3
Simple Regression Analysis on Teachers' Prediction of Learning Agility, RFC, and Performance

Independent Variable	Dependent Variable	B	Std. Error	(β)	t	p	r	r^2	F	p
Constant	RFC	1.75	.096		18.37	.000	.402	.162	315.71	.000
LA		.422	.024	.402	17.76	.000				
Constant	Performance	2.09	.076		27.54	.000	.590	.348	872.38	.000
LA		.558	.019	.590	29.53	.000				
Constant	Performance	3.59	.073		44.71	.000	.345	.119	221.61	.000
RFC		.331	.021	.345	14.88	.000				

N= 1640, p < .01, LA: Learning agility, RFC: Readiness for change

When Table 3 is examined, it is seen that teachers' learning agility significantly predicts RFC (r^2 = .162; p < .01) and performance (r^2 = .348; p < .01). Teachers' learning agility explained about 16% of the total variance in their level of RFC (β = .402.; F = 315.71; p < .01) and about 35% of the total variance in performance (β = .590; F = 872.38; p < .01). Similarly, teachers' level of RFC explained about 12% of the total variance in their performance (β = .345; F = 221.61; p < .01). In other words, as teachers' learning agility increases, their performance and level of RFC also increases. In addition, teachers' level of RFC increases by positively affecting their performance.

The findings of the multiple regression analysis regarding the prediction level of teachers' learning agility combined with RFC on their performance are presented in Table 4.

As demonstrated in Table 4 is, teachers' levels of learning agility and RFC together significantly predicted their performance levels (r^2 = .362; p < .01). Teachers' levels of learning agility and RFC explained 36% of the total variance in their performance (β = .129; β = .538; F = 463.441; p < .01). In other words, it was determined that teachers' learning agility and RFC level together positively affected and increased their performance.

Table 4

Multiple Regression Analysis for Performance Predicted by Teachers' Learning Agility and Readiness for Change

Independent Variable	Dependent Variable	B	Std. Error	(β)	t	p	r	r^2	F	p
Constant		1.894	.083		22.872	.000				
LA	Performance	.508	.020	.538	24.926	.000	.601	.362	463.441	.000
RFC		.117	.019	.129	5.991	.000				

N= 1640, p < .01, LA: Learning agility, RFC: Readiness for change

3.2. Qualitative Findings

The research focused on whether there is a relationship between teachers' learning agility, RFC level, and performance. With the data obtained, content analysis was performed, codes were determined, sub-themes were created from the codes, and themes were created from the sub-themes. As seen in Figure 1, three themes and nine sub-themes were identified.

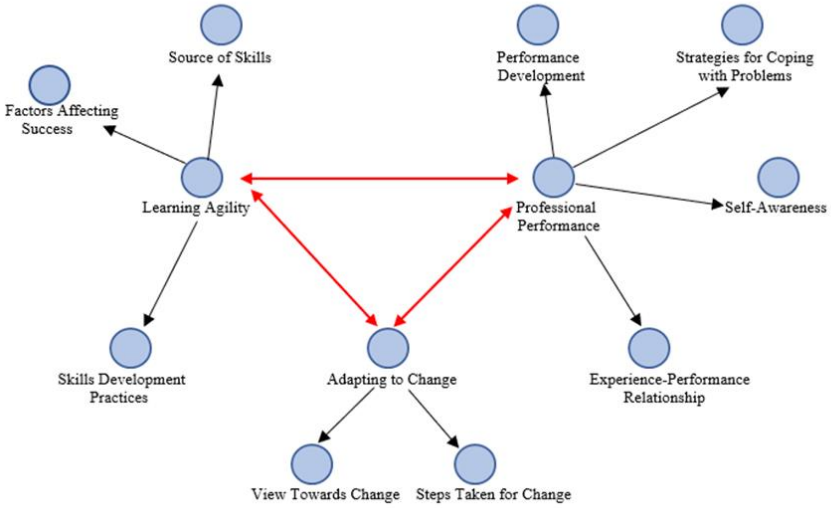

Figure 1. *Themes and sub-themes for the relationship between teachers' learning agility, RFC level, and performance.*

'Learning Agility' Theme: Skill Development Practices, Factors Affecting Success, and the Source of Skills

During the interviews, the teachers stated that they continued to receive training to improve their professional knowledge and skills (n = 11) and that they mostly applied for in-service training and postgraduate education with this aim:

> *"I have participated in in-service trainings and will continue to do so. In addition to this, I completed my master's degree. Now I'm preparing for a PhD. I attended congresses and symposiums–you know, whenever I had time." (P 8)*

The teachers who participated in the research stated that they conducted research to improve their professional knowledge and skills (n = 10), closely followed the books and articles related to their fields and made use of internet resources. On the other hand, some of the teachers said that they developed new skills by following good examples (n = 9):

> *"I look at all the publications that have been released from all the publishers first, and I see which questions have been printed, where should I renew myself, are the resources in the curriculum and the resources that are published compatible with each other? How can I explain this topic better? How did this resource describe it? I definitely research this myself, and I make a document for the kids that consists of several sources." (P 10)*

> *"I think that listening to things related to my field from people whose knowledge and skills I trust has added more to me professionally." (P 19)*

It is noteworthy that some of the teachers interviewed stated that they did not engage in any activities for professional development (n = 9) by putting forward various excuses.

> *"Nothing. There is not enough time, either frankly. I'm a physical education teacher." (P 4)*

Teachers explained the strongest aspects that affected their professional success as loving their profession (n = 9), having strong communication skills (n = 4), teaching practical subjects that are applicable in life (n = 3), empathizing (n = 2), being idealistic (n = 2), being experienced (n = 2), trying to do new things (n = 2), and being selfless (n = 1):

> *"I think it's my being idealistic. This is my fifth year, and when I first began working, they told me that 'this trait will wear out in less than two years, and you will be like us–it will become just 'enter and leave the course.'' I've had five years, but that hasn't changed." (P 17)*

> *"Communication. I think I communicate with children. And I think that it is more effective when you communicate well with them." (P 15)*

The teachers stated that the source of their professional skill was experience (n = 14). It is also noteworthy that the teachers stated that the education they received at university was often insufficient to solve the problems in the classroom. On the other hand, some of the teachers maintained that their university education (n = 4) was a source of skills development:

> *"It seems to be more with experiences. Reading books, seminars, things like these may have had a lot of impact. But, well, I don't think I can gain any skills in any way without having a one-on-one human relationship, especially in the teaching profession." (P 16)*

It is striking that some of the teachers interviewed (n = 2) within the scope of the research provided various excuses for not participating in any activities concerning professional development.

> *"Nothing. There is not enough time, either frankly. I'm a physical education teacher. I wanted to do a master's degree very much, but unfortunately, I give private courses that coincide with the hours of school. At the same time, I don't have much time for it." (P 4)*

'Adapting to Change' Theme: View Towards Change, Steps Taken for Change

The majority of teachers stated that they did not consider the goals of change concrete and feasible (n = 9), they did not know about change (n = 2), and they did nothing to keep up with change (n = 8). In this respect, it can be said that teachers are resistant to change. Conversely, some of the teachers expressed positive (n = 8) opinions about changes and stated that they believed that this change would improve the current quality of education much further:

> *"Well, now, when they say let's apply the innovations immediately, it creates a little trouble. I mean, this is because there's a well-established education system that came a long time ago. So, it's not possible to erase it in an instance. Gradually, that is, we cannot make the innovations requested from us at a stroke. I don't believe that this is really helpful… (P 1)*

> *"We see the resulting change and development again as on paper. If you ask why, I went to university in 2008. We observed the process of change of this constructivism institution that came in 2005 with various studies at university. But we also saw there that constructivism, yes, came on paper, and we moved to a different understanding of education. However, the essentialist understanding of the past still continued because we are the product of those systems; we grew up in the old system. It is very difficult for us to adapt to the new system." (P 12)*

> *"I don't see on us the reflections of the changes that are happening. Why? As I said, it is the worst feature of our school that we have very crowded classes. There are good developments, but they are not being very feasible; we cannot benefit from them." (P 21).*

The interviewed teachers stated that they used the internet and social media (n = 4) and received training (n = 3) in order to keep up with changes:

> *"As I said, I participate in in-service activities. In this way, I propose some encouraging studies, make suggestions for what we need in terms of both parental characteristics and child characteristics that society needs." (P 8)*

> *"Well, as I mentioned, this social media, especially for children, has an incredible impact. I believe in the power of this incredibly..." (P 17)*

It is interesting that most of the teachers interviewed did not consider their efforts to keep up with change sufficient (n = 13), whereas only one teacher accepted them to be adequate. In addition, a few of them (n = 4) also remained undecided, stating the pros and cons and without expressing a clear opinion:

> *"No, I don't find them enough. In what aspect? Because there must be always something we can do better–there is." (P 21)*

'Professional Performance' Theme: Strategies for Coping with Problems, Experience-Performance Relationship, Self-Awareness, Performance Development

The teachers stated that they received support from the school administration (n = 7), other teachers (n = 4), and the parents of the students (n = 3) while solving their problems in their professional lives. They expressed that they requested external help instead of producing their own solutions to cope with the problems:

> *"Initially, I would actually go to the school administration and tell them. We do our best." (P 1)*

> *"I ask the parents for help. That is, I tell them about the situation. I try to find solutions with the parents." (P 1)*

When solving problems, the teachers stated that they approached issues with calmness and patience (n = 6), love (n = 3), and empathy (n = 1). Thus, they remarked that they had specific strategies for problem-solving:

> *"We try to be calm and approach things that way. We have had some troubles. Of course, it is due to the students; it is due to the communication of the students with each other..." (P 13)*

The teachers thought that their professional experiences throughout their careers had positive reflections on their performance (n = 12), while a small number of them thought that they were reflected negatively (n = 3). It has been observed that these negativities encountered by the teachers made them feel frustrated and hopeless while voicing them during the interview.

> *"It contributes in a positive way. The more experienced you are, the more you can hear in the classroom." (P 6)*

> *"I looked at the things I did that day afterwards, which are not a lot. For example, now there are ideals. Then there are the facts…" (P 2)*

While some of the teachers thought that their professional performance was successful (n = 12), a few of them considered it to be unsuccessful (n = 4), and a few others thought that it could be improved (n = 3).

> *"I think I'm getting better each year, you know, better than what we learned in school. I think what we experience here contributes to us in a more positive way. You know, as the year goes by, I feel that I am getting better and more improved professionally." (P 18)*

4. DISCUSSION AND CONCLUSION

In this research, the initial focus was on identifying the relationships between teachers' learning agility, their RFC, and performance. According to the results of the study, these three structures were found to be interrelated. In addition, the results revealed that learning agility and RFC are important structures that affect teacher performance. When the opinions of the teachers were examined, the findings gained more clarity, and surprising results were obtained. Based on the findings, we found out how teachers gained and improved their learning agility. In addition, it has been determined that teachers are not ready for change that is trying to be implemented in Turkey and even show resistance.

These results support the relationship between learning agility and performance (Bedford, 2011; De Meuse et al., 2010; Eichinger & Lombardo, 2004; Laxon, 2018) and between learning and RFC (Jafari & Kalanaki, 2012; Nurtjahjanti et al., 2021). Miller (2018) has determined that overall learning agility is associated with openness to experience. On the other hand, Connolly (2001) linked the two dimensions of learning agility, mental and change agility, to openness to experience. The curiosity aspect of learning agility in gaining experience allows to develop new skills and behaviors (Laxon, 2018). This condition improves the flexibility to manage information and the ability to adapt it to new situations (Dries & Pepermans, 2012). Furthermore, the learning agility of individuals affects their self-efficacy (Kim & Kim, 2021). Individuals who show self-efficacy in the face of change tend to use change-related resources effectively, demonstrate behaviors that are more supportive of change (Rafferty & Minbashian, 2019), and improve their performance (Cherian & Jacob, 2013; Ellis et al., 2010). Teachers are turning to experiential learning that will enable them to develop in their profession by engaging in more education and research to improve their learning agility. In addition, without any guidance, they follow journals, articles, professional forums, and good examples, interacting with colleagues. Teachers tend to improve their learning agility through the search for proactive feedback inside and outside the school (Anseel, 2017). The fact that teachers know their inadequacies and have an open mind makes them ready for change by quickly internalizing the innovations in education. Agile teachers, who exhibit relaxed attitudes in the face of change, combine the different knowledge they have acquired and produce their own solutions. This ability is thought to increase their performance levels by allowing them to implement practical, quick, and flexible applications in the classroom.

Another important finding of the research is that low resistance to change is associated with the level of learning agility. In the literature, there is a widespread view that resistance may be low in cases where there is a high level of RFC (Armenakis, et al., 1993; Eby et al., 2000; Huczynski & Buchanan, 2013; Thakur & Srivastava, 2018). Oreg (2003) determined that individuals who are not open to experience are more likely to show resistance to change. According to the findings, teachers see change as abstract and inapplicable. On the basis of this, it can be said that there is insufficient knowledge about change, feeling insecure, and the tendency to stick to habits. When teachers have insufficient information about change, they become pessimistic about the success of change. According to the findings of the present study, when teachers do not get enough information about change, they develop the belief that they cannot successfully implement change in their schools and that this is not feasible. We also think that their reluctance to learn the skills required by change and their lack of curiosity about change is related to their low levels of agility. Nevertheless, further studies are required for more definitive results on the subject.

According to the findings obtained, it was concluded that there was a significant relationship between the level of teachers' RFC and performance and that their RFC predicted their performance. These results are line with studies conducted on employees (Asbari et al., 2021; Alqudah et al., 2022; Zaman et al., 2020; Weeks et al., 2004) and teachers (Winardi & Prianto, 2016). With regard to the qualitative findings of the research, teachers (probably with high levels of agility) who learned about change through social media and education felt more ready for change. Teachers who want to learn the content of change complement their knowledge by following colleagues and experts they trust on social media. At the same time, they turn to trainings that will provide them with practical information. It is considered that these teachers, who are thought to adapt more easily to change, have eliminated their feelings of inadequacy, try to learn new job roles, proactively initiate change, and tend to be persistent (Griffin et al., 2007; Weiner, 2009). Therefore, it can be suggested that teachers who develop new job skills will make a difference between them and their colleagues.

On the other hand, most of the teachers who participated in the research considered their efforts to keep up with the change to be insufficient. The findings suggest that teachers' active participation in change remains important in the relationship between change and performance (Armenakis & Harris, 2009; Lai & Cheung, 2015; Petrou et al., 2018). In the light of these findings, teachers' sense of inadequacy, willingness to learn, and involvement in the effort to change may reduce their incompatibility with change and cause them to become ready. This may lead to results that will increase their performance in the classroom and school. Based on all the findings, teachers with learning agility are seen as the key element that will carry schools to success within the changing educational understanding (Duncum, 2020; Howard, 2017). The ease of teachers' learning agility in the face of negative situations such as the complexity and uncertainty of change, their easy adaptability, and their ability to implement seem to be some answers to the search for high-performing teachers who will embrace the efforts to change.

Limitations

The results of the research revealed the relationship between teachers' learning agility, readiness for change, and performance. The research was conducted in public schools in Istanbul, Turkey, and private educational institutions were not included in the study. Further studies can expand the scope of research by including other educational institutions. In addition, the use of mixed methods in the research has brought some limitations while deepening the research. The first of these is the fact that by giving answers according to their own perceptions, the teachers participating in the research may have provided a one-sided evaluation, preventing the representation of a realistic view (Davies & Davies, 2011). While allowing for more flexibility, subjective evaluations can lead to less discrimination in the answers obtained. Therefore, as teachers may be more likely to describe aspects in which they feel strongly about themselves (Thornton, 1980), they may have also presented their idealized views. For theses reasons, further research can be conducted with students and school principals for more evidence. Secondly, it is not known to what extent the diversity in the teachers' experiences, value judgments, education, social interaction levels, and motivation differences affected their responses during the interviews. Therefore, further research may be recommended so that the results of the research can be generalized.

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GENİŞLETİLMİŞ ÖZET

Yüksek performanslı çalışanlar, kâr amacı güden örgütlerin olduğu kadar eğitim örgütlerinin de temel problemidir. Öğretmen performans yönetimi ve gelişimi eğitimin niteliğini doğrudan etkileyen önemli bir faktör (OECD, 2019). Öğretmenlerin yenilenen rol ve görevleri yerine getirebilmeleri için farklı deneyimler edinmeleri, öğrenmeleri ve etkili bir şekilde uygulayabilmeleri gerekmektedir. Son zamanlarda yapılan araştırmalar, deneyimlerinden öğrenebilen, öğrendiklerini daha önce karşılaşmadıkları durumları aşmak için hızlıca uygulayabilen yüksek performanslı bireylerin öğrenme çevikliğine sahip olduğunu belirlemişlerdir (De Meuse, 2017; Lombardo & Eichinger, 2000). Çalışanlar üzerinde yapılan bu araştırmaların odak noktası ise öğrenme çevikliğinin örgüt etkililiği ve verimliliği üzerindeki önemli etkisidir (Bedford, 2011, De Meuse 2019). Öğrenme çevikliğine sahip bireyler deneyim edinmeyi kişisel gelişim olarak görürler. Aynı zamanda bu bireyler yeniliklere uyum sağlamak, çevikliklerini daha fazla arttırmak için geribildirim arayışına girerler (Anseel, 2017). Değişim esnasında onları zora sokacak durumlardan kaçmadıkları gibi sorumluluk almaya istekli davranırlar (Hoff & Burke, 2017; Miller, 2018).

Değişim, çalışanlar için belirsizlik, stresi ve baskıyı beraberinde getirir (Vakola ve Nikolaou, 2005). Değişime karşı olumlu duygular besleyen, kendinden emin olan, stresle başa çıkabilen bireyler değişime daha fazla hazırdır (Vakola, 2014). Olayları yönetebileceklerine ve kontrol edebileceklerine inanan yani özyeterliliğe sahip bireylerin destekleyici, proaktif davranışlar geliştirme ve değişim sürecine aktif olarak katılma olasılıkları daha yüksektir (Weiner, 2009). Üstelik bireylerin bu yönü içsel motivasyonlarını ve problem çözme becerilerini olumlu yönde etkiler ve daha iyi performansa yol açar (Cunningham vd., 2002; Wood ve Bandura, 1989). Öğretmenler değişime hazır olduklarında değişimin getirdiği belirsizliği tolere ederek güven geliştirebilir (Zayim & Kondakci, 2015) ve performans düzeylerini arttırabilirler. Alanyazın incelendiğinde öğrenme çevikliği ve değişime hazır olma durumları hakkında eğitim alanında özellikle öğretmenler üzerinde sınırlı sayıda araştırmanın olduğu göze çarpmaktadır. Ayrıca öğrenme çevikliği çalışan performansı arasındaki ilişki kanıtlarla ortaya konsada (De Meuse, 2019) öğretmen performansı ile ilgili yeterli kanıt bulunmamaktadır. Bu araştırma Türkiye'deki öğretmenlerin öğrenme çevikliği ile değişime hazır olma durumları ve performansları arasındaki ilişkiyi ele alınmıştır. Araştırma değişkenler arasındaki teorik/mantıksal bağlantıyı/ilişkiyi belirlemeye, ampirik kanıtlar sunmaya ve alanyazındaki boşlukları doldurarak ilgili sorulara ve şüphelere ışık tutmaya çalışılmıştır.

YÖNTEM

Bu araştırmanın amacı, öğretmenlerin öğrenme çeviklik düzeylerinin değişime hazır olma durumları ve performansları üzerindeki etkisini belirlemektir. Bu amaç doğrultusunda karma yöntem ve açıklayıcı sıralı desen kullanılmıştır. Karma araştırma yöntemine göre geliştirilen araştırmanın nicel boyutunda ilişkisel tarama modeli, nitel boyutunda ise olgubilim (fenomenoloji) modelinden yararlanılmıştır. Araştırmada öncelikle nicel veriler toplanarak analizi yapılmıştır. Daha sonraki aşamada nitel veriler toplanarak analizi yapılmış ve tüm bulgular birlikte yorumlanmıştır.

Araştırmanın çalışma grubunu nicel aşamada İstanbul kamu okullarında görev yapan 1.640 öğretmen oluşturmuştur. Araştırmanın örneklemi basit tesadüfi örnekleme yöntemi ile belirlenmiştir. Araştırmanın nitel boyutunda ise farklı kıdemlere sahip öğretmenlerin görüşlerini belirlemek amacıyla amaçlı örnekleme yöntemlerinden biri olan maksimum çeşitleme yöntemi kullanılarak belirlenmiştir. Katılımcılar, İstanbul kamu okullarına görevlerini sürdüren 13 kadın ve 8 erkek olmak üzere toplamda 21 öğretmenden oluşmaktadır.

Araştırmada kişisel bilgi formu ve üç ölçekten yararlanılmıştır.

Marmara Öğrenme Çevikliği Ölçeği (MÖÇ), Yazıcı ve Özgenel (2020) tarafından 5'li Likert tipi olarak geliştirilmiş olup, 30 maddeden 5 alt boyuttan oluşmaktadır. Bu boyutlar, İnsan İlişkilerinde Çeviklik,

Sonuç Yaratmada Çeviklik, Zihinsel Çeviklik, Değişimde Çeviklik ve Özfarkındalık olarak isimlendirilmiştir. Ölçeğin güvenirlilik kat sayısı 0.93 olarak belirlenmiştir.

Değişime Hazır Olma (Bilişsel, Duygusal, Kararlılık) (DHO – BDK) Ölçeği, Kondakçı ve arkadaşları (2013) tarafından geliştirilmiştir. Ölçek 5'li Likert tipi olup 12 maddeden oluşmaktadır, Ölçek, Bilişsel, Duygusal, Kararlılık olmak üzere üç alt boyuttan oluşmaktadır. Combach Alpha güvenirlik kat sayısı sırasıyla 90, .75, .87düzeyinde tespit edilmiştir.

5'li Likert tipi olup 12 maddeden oluşmaktadır, Ölçek, Bilişsel, Duygusal, Kararlılık olmak üzere üç alt boyuttan oluşmaktadır. Combach Alpha güvenirlik kat sayısı sırasıyla 90, .75, .87düzeyinde tespit edilmiştir.

Ölçek, Özgenel (2019) tarafından geliştirilmiştir. Ölçek 5'li Likert tipi 34 ve 5 alt boyuttan meydana gelmektedir. Bu boyutlar Alan Bilgisi, Öğrenme-Öğretme Sürecini Hazırlama, İletişim, Öğrenme-Öğretme Sürecini Yürütme ve Mesleki Gelişim olarak belirlenmiştir. Cronbach Alpha güvenirlik katsayısı 0.90 olarak belirlenmiştir.

Araştırmanın nitel boyutunda ise görüşme yöntemi yapılmıştır. Nitel veriler yarı yapılandırılmış görüşme formu ile elde edilmiştir. Veri toplama sürecinde 40-45 dakika süren görüşmeler yapılmış ve NVIVO 12 programı kullanılarak betimsel ve içerik analizi ile çözümlenmiştir.

TARTIŞMA VE SONUÇ

Araştırmanın bulgularına göre öğrenme çevikliği, değişime hazır olma (DHO) ve öğretmen performansı arasında ilişki olduğu tespit edilmiştir. Öğrenme çevikliğine sahip bireylerin deneyim edinme merakını artırdığı, esnekliği ve uyum becerilerini geliştirdiği söylenebilir. Öğretmenler, öğrenme çevikliklerini geliştirmek için eğitim, araştırma, dergi ve mesleki forumlar gibi kaynaklardan yararlanmaktadır. Ayrıca bu öğretmenler daha fazla öğrenmek için geribildirim arayışına yönelmektedirler. Öğretmenlerin açık fikirli olmaları yeniliklere hazır hale getirdiği söylenebilir. Bu sayede öğretmenler, sınıf içi uygulamalarda pratikleşip, hızlı ve esnek uygulamalar yaparak performans düzeylerini arttırdıkları düşünülmektedir.

Araştırmanın bir diğer önemli bulgusu ise değişime karşı düşük direnç göstermenin öğrenme çeviklik düzeyiyle ilişkili olduğudur. Nitel bulgulara göre öğretmenler değişimi soyut ve uygulanamaz olarak görmektedir. Bulgular öğretmenlerin değişim hakkında yeterli bilgi edinemediklerinde değişimin uygulanamaz ve başarılı olamayacağı duygusunu geliştirdiğini belirlemiştir. Bu öğretmenlerin değişimin gerektirdiği beceri edinmeye, öğrenmeye karşı isteksiz olmaları, değişim hakkında merak duymamaları çeviklik düzeylerinin düşük olmasıyla ilişkili olduğunu düşünülmektedir.

Araştırma sonuçlarına göre öğretmenler DHO durumları performanslarını etkilemektedir. Bulgulara göre sosyal medya ve eğitim yoluyla değişim hakkında bilgi edinen muhtemelen çeviklik düzeyleri yüksek olan öğretmenler, değişime daha fazla hazır hissediyordu. Değişim hakkında daha fazla bilgi öğrenmek isteyen öğretmenler, sosyal medyada güvendikleri meslektaşlarını ve uzmanları takip ederek bilgilerini arttırmaktadır. Ayrıca değişimin getirdiği yeni iş rollerini öğretecek, onlara sınıf içerisinde pratikleştiren eğitimlere yönelmektedirler. Değişim karşısında yetersizlik hisseden öğretmenlerin öğrenmeye istekli olmaları ve değişim çalışmaları içerisinde yer alması değişimle olan uyumsuzluğu azaltarak hazır hale gelmelerine neden olabilir. Böylelikle sınıf ve okul içinde performanslarını arttıracak sonuçlara yol açacağı düşünülmektedir. Öğretmenlerin öğrenme çevikliği, değişim çabasını destekleyecek yüksek performanslı öğretmen arayışının bir cevabı olarak gözükmektedir.

ETHICAL APPROVAL

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Approval Information:

Ethical committee: Istanbul Sabahattin Zaim University Ethics Committee chairmanship

Data of ethical approval: 30/10/2019

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AUTHOR CONTRIBUTION

The contribution rate of the first author to the research is 60% and the contribution rate of the second author is 40%. In addition, the contributions of each researcher to the stages of the research are as follows:

Author 1: Research design, data collection and analysis, reporting.

Author 2: Research design, data analysis, method determination, consultancy.

CONFLICT OF INTEREST

The authors declare no conflict of interest.