

## STUDY ON WORKFORCE AGILITY AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF HIGHER EDUCATION PROFESSIONALS

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### **Abstract**

The higher education sector is experiencing rapid transformation due to globalization, technological advancements, and increasing societal expectations, thereby demanding greater adaptability from academic professionals. In this context, the present study examines the relationship between workforce agility and organizational citizenship behaviour (OCB) among higher education professionals in Coimbatore district. The study adopts a descriptive research design and collects data from 150 respondents using a structured questionnaire comprising workforce agility and OCB scales. Statistical tools such as mean, standard deviation, t-test, ANOVA, correlation, and regression analysis were employed.

The findings reveal that the majority of respondents exhibit a moderate level of workforce agility and OCB. Significant differences were observed in workforce agility and OCB based on designation, while OCB also varied across institution types. The study further identifies a positive and significant relationship between workforce agility and OCB ( $r = 0.239$ ,  $p < 0.05$ ). Regression analysis indicates that workforce agility significantly predicts OCB, explaining 5.7% of the variance. The results suggest that professionals who are adaptable, flexible, and proactive are more likely to engage in extra-role behaviours that support organizational effectiveness. The study concludes that enhancing workforce agility through continuous learning, skill development, and supportive institutional practices can strengthen organizational citizenship behaviour among higher education professionals, thereby contributing to institutional growth and performance.

**Keywords :** Workforce Agility, Organizational Citizenship Behaviour, Higher Education, Adaptability, Employee Performance

### **Introduction**

The higher education sector is undergoing a drastic change over the past years which are influenced by globalization, technological developments, widening of knowledge and expectations of the society. The roles of the higher education institution have changed from their traditional roles of teaching and research to outcome based and oriented towards the development of the society through innovations. In this situation, the role of higher education professionals has become a nucleus of the educational sector for its growth and development.

On the other side, these professionals face numerous challenges to adopt to the changing environment caused by advancement in technology, application of artificial intelligence, data

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driven decisions, etc which has changed the teaching learning process completely. In addition to it the reforms taken by government, interdisciplinary approach, accreditation systems, students' diversity are keeping on demanding these professionals to update their skills and knowledge accordingly. Thus, there is a need for professionals who are not only competent and skilled in their discipline but also equally have a mind set to accept the changes and adopt to it quickly or simply agile in their work.

Workforce agility is a concept which denotes the ability of the employees to adopt to the changes and demands towards their profession and respond to it by enhancing their attitude, skills and behaviour. Resilience, flexibility, proactive, adaptability and constant learning are some of the dimensions of workforce agility. An employee who is agile tend to have the characteristics like accept any work, be open to the changes and able to do many roles at a time efficiently and effectively. The changing environment in the educational sector demands for such agile professional to manage the multiple role like administration, teaching, research, students support, etc.

The experience of COVID-19 is evidence for the aforesaid wherein the traditional teaching learning process was replaced by online modes. This situation has demanded the educational professionals to upgrade themselves to the technological aspects of teaching, learning and evaluation process. Those professionals who were able to adapt to these changes by upgrading their technological knowledge and skills are able to sustain themselves. This situation tells us that workforce agility is not a choice it's the order of the day and if one could not able to adopt to the changes they are lost.

Organizational citizenship behaviour is another important concept in higher education. OCB means the willingness to work for the organization beyond the roles and expectations of the job responsibilities. Such behaviours are generally not much recognized by the organization but still people engage in it as it supports for the development of the organization. Voluntary acceptance of responsibilities. Supporting the colleagues, cooperative spirit, being positive, being committed towards their roles, etc are some of the aspects of OCB.

In the context of higher education, OCB manifests in various forms. Faculty members may mentor students beyond academic requirements, assist colleagues in research and administrative tasks, participate in institutional committees, and contribute to the development of academic programs. Similarly, administrative staff may go beyond their prescribed duties to ensure smooth functioning of institutional processes. Such behaviours foster a collaborative and supportive work environment, enhance organizational climate, and ultimately improve institutional performance and reputation.

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The relationship between workforce agility and OCB are of a interested topic of concern among the researchers today. An agile employee who is ready to accept change may also exhibit a behaviour to help their colleagues and spend more time on job responsibilities. But there is no much empirical evidence on the relationship between these two constructs in terms of higher educational intuitions. Thus, understanding the influence of workforce agility on the organizational citizenship behaviour have becomes a demanding topic of study.

### Review of Literature

Alavi et.al (2014) their study revealed that those employees who are more agile tend to have higher level of ability to solve problems and accept changes quickly. Muduli (2016) their study findings revealed that employee engagement and employee performance are significantly influenced by workforce agility. Sumukada and Sawhney (2017) their study results shows that agile employees exhibited a higher level of acceptance and adaptability to the changes and were able to contribute effectively to the organizational goals.

Sherehiy and Karwowski (2018) their study findings shows that those employees who are agile are able to cope with the changing environment. Petermann and Zacher (2022) this study revealed that there is a significant positive relationship between job performance, job satisfaction and organizational citizenship behaviour. Alviani et al (2024) has stated that being proactive, adapting to changing situations and resilience are important aspects of agility. Joiner and Bakalis (2022) their study revealed that continuous learning and upgrading of skills is strongly associated with agility of the employees.

Harari, Reaves and Viswesvaran (2019) have found that agreeableness and conscientiousness are found to be significant predictors of organizational citizenship behaviour. Engaging in extra works are influenced by the individual differences among the employees. Zhang, Liao and Zhao (2020) reveal that employees who are skilled and competent engage more in voluntary roles and responsibilities of the organizations.

Kim and Park (2021) their findings shows that organizational citizenship behaviour is significantly predicted through job satisfaction and organizational trust. Sesen and Basim (2021) their study shows that employees who posses higher level of organizational citizenship behaviour had higher level of knowledge sharing and willingness to collaborative among their colleagues.

### Objectives

1. To study the workforce agility and organizational citizenship behaviour of the respondents.
2. To study the variation in workforce agility and OCB based on demographic variables.
3. To find out the relationship between workforce agility and organizational citizenship behaviour.
4. To predict organizational behaviour based on workforce agility.

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## Hypothesis

H1: Workforce agility differs significantly based on demographic variables.

H2: Organizational citizenship behaviour differs significantly based on demographic variable.

H3: Workforce agility and organizational citizenship behaviour are significantly related.

H4: Workforce agility is a significant predictor of organizational citizenship behaviour.

## Methodology

The study adopted a descriptive research design. This design helps to describe the workforce agility and organizational citizenship behaviour of the respondents. The universe of the study is the higher educational professional includes Assistant professors, Associate Professors and Professors working in the higher education institutions in Coimbatore. Multi-stage sampling method was used to collect sample for the study. The institutions were selected based on few criteria like NAAC accredited and years of establishment. A sample of 150 was included for the study through multistage sampling. A structured questionnaire was used to collect the data from the respondents. The questionnaire includes demographic profile, workforce agility scale and organizational citizenship scale. The reliability and validity of the scales was tested and these scales met the required thresholds. Mean, SD, T-test, ANOVA, correlation and regression analysis were done to test the hypothesis.

## Analysis and Interpretation

**Table No 1: Frequencies of Gender**

Gender	Counts	% of Total
Female	94	62.7%
Male	56	37.3%

The gender distribution reveals that; 62.7 percent of the respondents are female and 37.3 percent of them are male.

**Table No 2: Frequencies of Age**

Age	Counts	% of Total
Under 25	18	12.0%
25–34	72	48.0%
35–44	28	18.7%
45–54	27	18.0%
Above 55	5	3.3%

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The age distribution reveals that, 48 percent of the respondents are between 25-34 years, 18.7 percent of them are between 35-44 years, 18 percent of them are 45=54 years, 12 percent are under 25 years and 3.3 percent of their age are above 55 years.

**Table No 3: Frequencies of Designation**

<b>Designation</b>	<b>Counts</b>	<b>% of Total</b>
<b>Assistant Professor</b>	118	78.7%
<b>Associate Professor</b>	20	13.3%
<b>Professor</b>	12	8.0%

The table reveals that, 78 percent of the respondent are assistant professors, 13.3 percent of them are associate professors and 8.9 percent of them are professors.

**Table No 4: Frequencies of Institution Type**

<b>Institution Type</b>	<b>Counts</b>	<b>% of Total</b>
<b>Autonomous College</b>	94	62.7%
<b>Government/Public University</b>	14	9.3%
<b>Private Colleges</b>	28	18.7%
<b>Private University</b>	14	9.3%

The above table depicts that, 62.7 percent of the respondents work in autonomous college, 18.7 percent of them work in private colleges, 9.3 percent of them are working in government/ public university and 9.3 percent work in private university.

**Table No 5: Frequencies of Years of Experience**

<b>Years of Experience</b>	<b>Counts</b>	<b>% of Total</b>
<b>Less than 1 year</b>	20	13.3%
<b>1–5 years</b>	51	34.0%
<b>6–10 years</b>	28	18.7%
<b>11–15 years</b>	19	12.7%

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**Table No 5: Frequencies of Years of Experience**

<b>Years of Experience</b>	<b>Counts</b>	<b>% of Total</b>
<b>More than 15 years</b>	32	21.3%

The above table reveals that, 34 percent of them have an experience of between 1-5 years, 21.3 percent of them have an experience above 15 years, 18.7 percent of them have an experience between 6-10 years, 13.3 percent were having below 1 year and 12.7 percent have experience between 11-15 years.

**Table No 6: Frequencies of Workforce Agility**

<b>Workforce Agility</b>	<b>Counts</b>	<b>% of Total</b>
<b>High</b>	11	7.3%
<b>Moderate</b>	117	78.0%
<b>Low</b>	22	14.7%

The table depicts that, 78 percent of them had moderate level of workplace agility, 14.7 percent of them had low level of workforce agility and 7.3 percent of them had high level of workforce agility.

**Table No 7: Frequencies of Organizational Citizenship Behaviour**

<b>Organization Citizen Behaviour</b>	<b>Counts</b>	<b>% of Total</b>
<b>High</b>	19	12.7%
<b>Moderate</b>	106	70.7%
<b>Low</b>	25	16.7%

The above table reveals that, 70.7 percent of them had moderate level of OCB, 16.7 percent of them had low level of OCB and 12.7 percent of them had high level of OCB.

**Table No 8: Significance Test for Workforce Agility based on Workforce Agility**

<b>Variable</b>	<b>Particulars</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Test</b>	<b>Result</b>
<b>Gender</b>	Female	94	87.3	14.5	T=0.628	Not
	Male	56	88.8	14.0	P>0.05	Significant

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Age	Under 25	18	81.7	14.43	F=1.62 P>0.05	Not Significant
	25–34	72	87.4	17.02		
	35–44	28	90.6	9.39		
	45–54	27	90.1	10.38		
	Above 55	5	90.8	5.17		
Designation	Assistant Professor	118	87.1	14.6	F=3.58 P<0.05	Significant
	Associate Professor	20	93.8	10.7		
	Professor	12	85.5	14.6		
Institution Type	Autonomous College	94	88.6	13.5	F=1.02 P>0.05	Not Significant
	Government/Public University	14	87.1	12.8		
	Private Colleges	28	90.0	13.6		
	Private University	14	79.6	20.1		
Years of Experience	Less than 1 year	20	87.5	13.80	F=2.06 P>0.05	Not Significant
	1–5 years	51	83.9	17.20		
	6–10 years	28	92.0	9.74		
	11–15 years	19	88.2	17.17		
	More than 15 years	32	90.8	9.19		

The table depicts that; workforce agility differs significantly ( $F=3.58$ ;  $p<0.05$ ) based on the different designation of the respondents. The mean value shows that, associate professors had better workforce agility compared to their counterparts. The table reveals that, gender, age, institutional type and years of experience does not influence workforce agility.

**Table No 9: Significance Test for Workforce Agility based on Organizational Citizenship Behaviour**

Variable	Particulars	N	Mean	SD	Test	Result
Gender	Female	94	36.3	6.65	T=0.514 P>0.05	Not Significant
	Male	56	36.8	5.35		
Age	Under 25	18	34.2	5.515	F=1.59 P>0.05	Not Significant
	25–34	72	36.6	6.213		
	35–44	28	38.6	7.670		
	45–54	27	35.3	4.756		
	Above 55	5	36.4	0.548		
Designation	Assistant Professor	118	36.2	6.10	F=4.81 P<0.05	Significant
	Associate Professor	20	39.5	6.92		
	Professor	12	33.7	3.73		
	Autonomous College	94	37.2	6.93		

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Institution Type	Government/Public University	14	32.6	5.43	F=3.97 P<0.05	Significant
	Private Colleges	28	37.0	3.02		
	Private University	14	34.3	4.50		
Years of Experience	Less than 1 year	20	37.3	3.65	F=0.891 P>0.05	Not Significant
	1–5 years	51	35.9	6.80		
	6–10 years	28	37.8	6.21		
	11–15 years	19	36.8	7.84		
	More than 15 years	32	35.5	5.29		

The table depicts that; OCB differs significantly based on the different designation (F=4.81;  $p<0.05$ ) and institution type (F=3.97;  $p<0.05$ ) of the respondents. The mean value shows that, associate professors and those who work under private colleges had better OCB compared to their counterparts. The table reveals that, gender, age and years of experience does not influence OCB.

**Table No 10: Relationship between Workforce Agility and OCB**

		<b>Organization Citizen Behaviour</b>
<b>Workforce Agility</b>	<b>Pearson's r</b>	0.239**
	<b>df</b>	148
	<b>p-value</b>	0.003

The table shows that; workforce agility and organizational citizenship behaviour are positively related ( $r=0.239$ ;  $p<0.05$ ). Higher the workforce agility, higher is the OCB.

**Table No 11: Predicting OCB through Workforce Agility**

Model Fit Measures						
Model	R	R <sup>2</sup>	Overall Model Test			
			F	df1	df2	p
1	0.239	0.0573	9.00	1	148	0.003

The table reveals that, 5.7 percent variation is explained the independent variable workforce agility. The ANOVA value shows that; the data is adequate for further analysis.

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Model Coefficients - Organization Citizen Behavior					
Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	27.372	3.0717	8.91	<.001	
Workforce Agility	0.103	0.0345	3.00	0.003	0.239

The coefficient table reveals that; workforce agility significantly predicts organizational citizenship behaviour. It is inferred that, one unit increase in workforce agility increase 0.239 units increase in organizational citizenship behaviour.

**Results**

- ❖ Moderate level of workforce agility and organizational citizenship behaviour is found among the respondents.
- ❖ Associate professor had better workforce agility and organizational citizenship behaviour compared to others.
- ❖ Private college professionals had between organizational citizenship behaviour compared to others.
- ❖ Workforce agility and organizational citizenship behaviour are positively related.
- ❖ Workforce agility is a significant predictor of organizational citizenship behaviour.

**Discussion**

The moderate workforce agility and OCB indicate a balanced adaptability and extra role performance with a scope for improvement. This finding is supported by the finding of Alviani et.al (2024) workforce agility is still developing in the organizational context and differs based on the structure and practices of the institution. The workforce agility among associate professor is high due to their experience, involvement and clarity in roles in the organizational process when compared to others, The finding is supported by Petermann and Xacher, (2022) revealed that professional competency increases the adaptability and proactive behaviour among the professional. Private college professional had higher workforce agility due to the competitive environment and the level of accountability. This finding is supported by Boerma et al , (2024) showed that that environment which is flexible and competitive tends to increase the voluntary engagement and higher adaptability. The positive relationship between the workforce agility and OCB is supported by the findings of Alviani et al (2024) found that agile employees tend to exhibit a extra role and proactive behaviour.

**Conclusion**

Workforce agility and OCB were found to be moderate and influenced by designation of the respondents. Higher workforce agility tends to increase the organizational citizenship behaviour

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of the respondents. OCB can be predicted through workforce agility. Thus, enhancing the workforce agility improves the organizational citizenship behaviour of the higher educational professionals.

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