IMPACT OF INTENTIONAL CHANGE THEORY AND INTRINSIC MOTIVATION ON AGILE TEACHERS

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Higher educational institutions are in constant need of developing new operational strategies to prepare students to be responsive to ongoing demands from different avenues. Agility is most needed in educational institutions who prepare the future talent. Agility is all about maintaining a balance between learning, people and change. Students who experience agile learning environment can easily understand the importance of being relevant to any kind of change including pandemics. Teacher's agility is the key ingredient to the successful accomplishment of this goal. With this intention this article focuses on to explore to understand the role of individual in transforming teacher to agile teacher. In this systematic attempt the insight of Intentional Change Theory (ICT) has been discussed in developing agility. It also attempts to bring forth the inspiration and impact of individual level desired change to organizational level, especially in Universities. A total of 525 teachers as sample respondents in the study from the select universities of Telangana State. The impact of adoption of five discoveries or stages of ICT on the development of the attributes of agility at workplace has been observed and analyzed through regression. The study also attempted to understand how intrinsic motivation of individual moderates the association of ICT and teachers agility. The outcome model of the study contributes to every teacher seeking to explore and understand or facilitate the sustainable change with the advancement of agility.

KEYWORDS: *Teacher's Agility, Intentional Change, Intrinsic Motivation, Talents, Operational Strategies.*

I. INTRODUCTION

Traditionally colleges and universities used to have a teaching centered approach for the education system where the main goals for teachers are to teach and establish career. Modern times have brought change of approach in almost every avenue right from IT to manufacturing and education is no exception. This forced the educational institutions for approach shift to learning centered from teaching centered. With this approach every participant of education sector are treated as lifelong learners. Teachers who are the soul of this process must accomplish their new job demands of creating experience with learning for students within the limitations of class rooms. Creating agile learning space for teachers has become a biggest challenge especially in higher educational institutions. Learning now assumes a

process where minute details also have to be taken care of. It is the duty of teacher to create that right equation of learning space, style, process, outcome and experience. The whole paradigm shift in the approach of education has posed a dynamic challenge for teachers who are the facilitators of future talent. The main point to remember is they have to prepare student for who should be always ahead of their times. So teachers of learning centered approach need to be dynamic and creative, in one word, agility.

Agility begins with the shared vision of individual ad organization with all the participants of that process. In this case agility in teachers begins with the shared vision of self with the students to make the learning process more inspirational and effective. Being agile means that a teacher is able to learn and practice different methods of teaching while managing to work with others effectively. To be assertive, being agile means that a teacher can experiment different learning styles and methods, collaborate with different people of interest and innovate and differentiate him/her to create unique learning outcomes. The following factors explain why we need agile teachers in Higher Educational Institutions.

- ✓ To reframe our internal culture of teaching to learning
- ✓ To improve more interaction centered culture between teacher and student.
- ✓ To cultivate reliable ways of creating a learning culture.
- ✓ To emphasize more on meaningful learning way rather than measurement of learning.
- ✓ To enrich collaboration between different learning avenues.
- ✓ To be responsive to change instantly rather than 'over a plan'.

The need to rethink and reengineer the approach of teaching is observed with recent interventions of technology and innovation. An approach that facilitates a teacher to think about learning, people and change at the same time within the walls of classroom is needed. Agility is one such operating strategy that equips teachers with all that needed.

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        People
Learning          Change
        Agility
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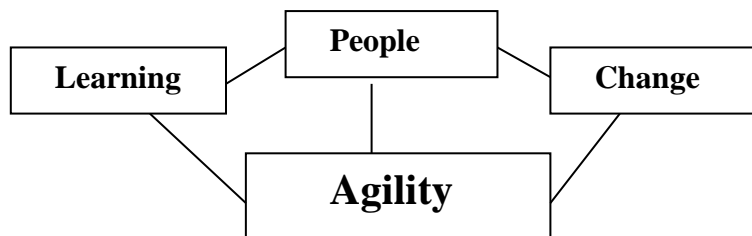
II. UNDERSTANDING TEACHER'S AGILITY

Teaching profession is one of the noble professions in the world. It is tough and equally responsible. Especially Higher Educational Institutions (HEI) are in adept need to achieve business excellence through adapting same strategies as contemporary business especially in the regard of agility. The core objective of any educational institution is to achieve academic excellence and it is not possible without excellent and dedicated academicians. Good academicians must take that extra effort to develop aptitude in students to deal with uncertainties at work and life too. There are few teachers who offer that extra emotional and moral support to students in the times of challenge and dilemma. Teachers participate in all round development of students through creating good learning experiences, interpersonal interactions and collaborative learning practices. They also have to participate in the self directed learning process continuously to up skill themselves. When it comes to the all round progress of student as a potential human being, teaching profession is creatively boundless. As a whole teaching is the profession which needs to be agile. Based on the literature reviewed on the characteristics of workforce agility the following characteristics have been identified as the core characteristics required by HEI teachers to be agile.

Characteristics of Agile Teachers derived and compiled from the literature for the current study

1. **Adaptive:** Comfortable with themselves and others in any situation and ready for change and multiple roles and responsibilities. Good problem solving capabilities and emotional adjustment to different situations and requirements..
2. **Responsive:** Being intelligent to change and able to work under uncertainties. Ability to adjust objectives and act quickly.
3. **Empowered:** Complete utilization of new ideas and knowledge and display initiative in innovative practices.
4. **Collaborative:** Capabilities of functioning beyond boundaries in organization and proactive in performing with cross functional teams.

Spontaneously join to pool resources for learning.

5. **Competent:** Cognitive knowledge of know-what and know-why and mastery over professional discipline including IT skills.
6. **Values Driven:** Good understanding of organizational core values and practicing them instinctively.
7. **Informative:** Ability to continuously learn new t education and technologies and creating channels to share the right information in order to inspire them for right results.
8. **Resilient:** Ability to perform under pressure, cope stress and the ability to modify them accordingly. Tolerance for uncertainty and stress.
9. **Differentiate:** Self motivation to adapt change and creative/unique approach to solve problems.
10. **Accountable:** Take responsibility for the actions performed and willing to reach the goals set by organization for positive results.

III. INTENTIONAL CHANGE THEORY

All the characteristics of workforce agility are behavioral. To build workforce into agile workforce it is clearly evident that one has to make changes in behaviour. Developing new behavioural traits need lot of constant self motivation that comes from within. Here comes the next important question how can a person create a long lasting change in behaviour? Intentional change theory (ICT) is the concept developed by **Richard Boyatzis (2006)** is also called as theory of self directed learning **(Boyatzis, 1999)**. ICT is a multilevel theory that describes change in teams, dyads, organizations and individuals. **ICT at individual level is defined as essential components and process required developing desirable and sustainable change in one's behavior, thoughts, feelings and perceptions.** The three main components of ICT are: Desired change, Sustainable Change, behavioral change. Desired change is the change in something that individual would like to occur; sustainable change is the change that last for long time, not temporary or soon forgotten; behavioural change is either learning something new or developing new perspectives of dealing with things.

Adults learn what they want to learn, other things even if acquired temporarily are soon forgotten – Specth and Sandlin, 1991

The clear answer for sustainable positive change is it happens only when the person want. The theory explains how one can sense systematic change process that happens inside them by implementing the five common sense stages. These are also called as five discoveries of ICT.

Ideal Self: A personal Vision

Ideal self is an image of who we want to be. It is the combination of three components **(Boyatzis & Akrivou, 2006).**
- ✓ An image of desired future
- ✓ Hope that one can attain
- ✓ Aspects of one's core identity like strengths

Boyatzis in his work stated that ideal self is the key to all progress of self. In other words identifying our passion, dream or aspiration is the first to change. Research stated that identifying ideals elf creates a deep down emotional commitment towards change. Identifying our strength tat what we are capable for, brings awareness of our core identity. All this process involves the consideration of all possibilities to engage individuals into the process of everlasting change.

Real Self: Self awareness of Reality

Real self is the awareness of individual of what we are. It is mainly
- ✓ What we value
- ✓ What we want to retain

It is the identification of current strengths and weaknesses. It is mainly admitting what we have and identifying the gap between reality and ideal. People often explore growth and development by filling these gaps through training.

Learning Agenda: Having a Mindfulness Plan

At this stage one has a personal vision of what to become and clear sense of reality; it is the time to compare both and design an action plan that helps them to develop all the required competencies or behavior or habit or perception. It comprises of
- ✓ Positive belief in one's capability
- ✓ Hope for improvement

It involves accumulating all the learning resources and plan the learning accordingly to reach the goal.

Experiment: A Metamorphosis

This is about implementing or practicing the plan we carved for our self. These are often made in the context of practicing new behaviour. During this process intentional change looks like continuous improvement. It comprises of
- ✓ Practicising the thoughts or behaviour.
- ✓ Planning the right setting to experiment in.
- ✓ Learning from the current experience.
- ✓ Trying something different in current setting.

Resonant Relationship: Getting Support

In this last and final stage towards intentional change one seek support from others lie peers and experts who can provide us with feedback of what we are becoming. It comprises of
- ✓ Identifying the right people or climate with whom we can interact about our change
- ✓ Maintaining resonant relationship with them
- ✓ Considering feedback from them

What is essential is not feedback but our relationship with them. These relationships are essential because they give us a sense of identity and guide us to what is appropriate.
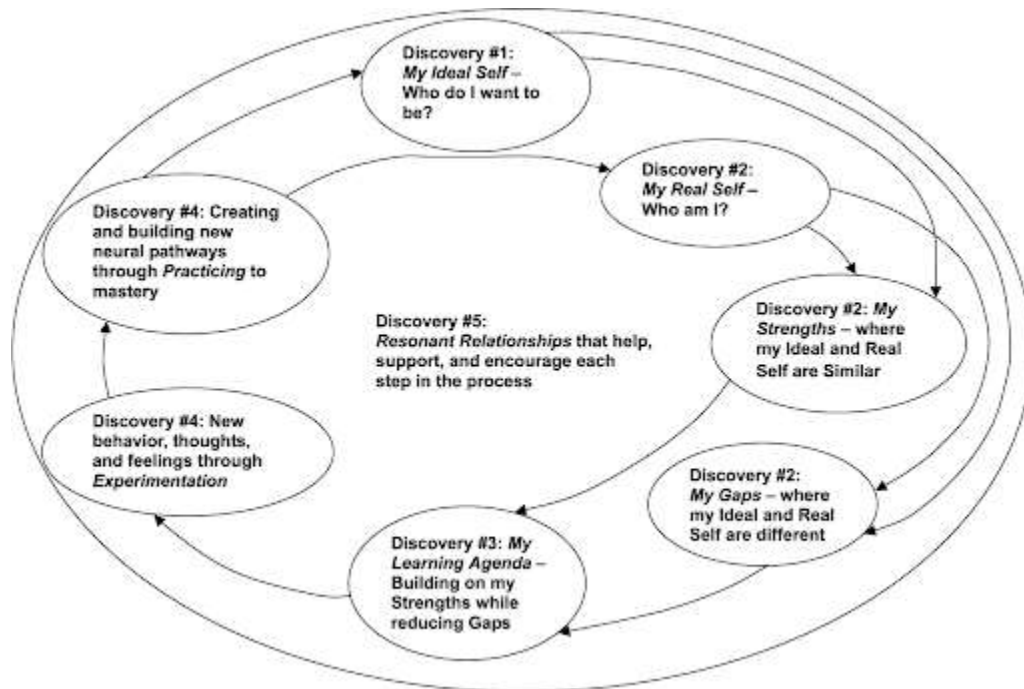
Graphical Presentation of Boyatzis ICT.

These discoveries also called as discontinuities. Discontinuity is the gap that arises in the change management process that make the impact of change temporary. Those phases where individual disconnect themselves with the change process. So while dealing with change or adoption of new habit or behavior the discontinuities must be addressed in order to make a sustainable change. The sequence of steps or the continuity in the sequence ensures the successful implementation of a complete change cycle and a cycle contributes to develop a new behavior.

IV. INTRINSIC MOTIVATION
The motivation that push individuals to explore, manipulate or probe their environment, fostering curiosity and engagement in playful or new activities is called as intrinsic motivation according to the psychology. In specific intrinsic motivation is defined as doing an activity for inherent satisfaction rather a separable outcome **(Ryan & Deci, 2006). In the self determination theory developed by Edward Deci and Richard Ryan (1975) states that humans have three innate needs: need for competence, relatedness and autonomy.** Intrinsic motivation does support these needs. Each behaviour of a person is motivated by a reward interms of food, money or satisfaction (**Skinner,** **1953**). For intrinsic motivation the reward is innate other than extrinsic which is generated to get a separable outcome. Intrinsic motivation considers a sense of meaning, purpose, appreciation, getting concerned and the activity itself. Most of times persons enjoy the activity or the process and treat itself as reward. Such kind of actions is intrinsically motivated. To experience change in behaviour or to develop new behaviour intrinsic motivation is very much necessary.

With intrinsic motivation people get rewards like
- ✓ **Sense of Meaningfulness**: A person feels that he/she is doing something meaningful that is increasing one's personal value.
- ✓ **Sense of Choice**: person feels freedom to choose the way or style to accomplish a certain task and feel a sense of ownership and responsibility and hence continues to do.
- ✓ **Sense of Competence**: a person feels that the ability with which he is conducting the activity is meeting his personal standards and hence continue to improve the quality.
- ✓ **Sense of Progress**: a person feels encouragement to continue with the efforts as they sense themselves approaching their goals.

For a process like ICT which main drawback is discontinuity in discoveries, can intrinsic motivation be a

mediator? Teachers who are motivated innately can perceive the above mentioned rewards like meaningfulness, choice, competence and progress. The study is focused to understand deeply whether these

perceived rewards addresses the discontinuities in ICT stages. Given these findings the following model is under test:
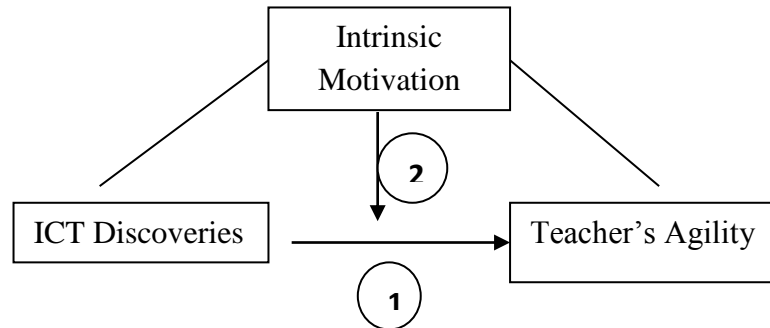

Figure-2: Proposed Model of the Study

V. Objectives of the Study

- To examine the association between ICT discoveries and Teacher's Agility.
- To understand moderating impact of intrinsic motivation on ICT discoveries and Teacher's Agility.
- To put forth certain suggestions based on the findings of the study.

Hypothesis 1: There exists a significant relationship between adoption of ICT discoveries and Teacher's Agility.

Hypothesis 1a: There exists a significant association between Ideal Self and teacher's agility.

Hypothesis 1b: There exists a significant association between Real Self and teacher's agility. Hypothesis 1c: There exists a significant association between Learning Agenda and teacher's agility.

Hypothesis 1d: There exists a significant association between Experimentation and teacher's agility.

Hypothesis 1e: There exists a significant association between Resonant Relationship Management and teacher's agility.

Hypothesis 2: Intrinsic Motivation moderates the relationship of ICT Discoveries and Teacher's Agility.

V. TESTING THE HYPOTHESIS

To test these hypotheses a survey instrument was designed that included 33 items questionnaire on teacher's Agility; 50 items questionnaire on Intentional Change Theory; 14 items questionnaire on intrinsic motivation.

Teacher's Agility (TA)

The author constructed the questionnaire based on the insights from literature and the past empirical studies. The 33 items questionnaire on Teacher's Agility is divided into 10 sub sections. They are Adaptive (7);

Empowered (3); Collaborative (3); Competent (3); Values Driven (3); Informative (3); Resilient (4); Differentiate (4) and Accountable (3). The response scale chosen is a 5- point likert scale ranging from 1-Never to 5- Every time. The sample items include 'I explain toughness in the situation to others clearly whenever required';' I actively share information and knowledge required to perform complex tasks'. To test reliability cronbach alpha score is tested and the alpha score is 0.812 which is in the acceptable range.

Adoption of Intentional Change Theory Stages (ICT)

The author constructed the questionnaire based on the insights from literature and the theoretical foundations and the past empirical studies. The 50 items questionnaire measures the adoption of five discoveries of Intentional Change Theory, is divided into 5 sub sections. They are Ideal Self (10); Real Self (10); Learning Agenda (10); Experimentation (10) and Resonant Relationship (10). The response scale chosen is a 5- point likert scale ranging from 1-Strongly Disagree to 5- Strongly Agree. The sample items include ' I have a clear vision of my desired future'; 'I feel optimistic about my vision'. To test reliability Cronbach alpha score is tested and the alpha score is 0.732 which is in the acceptable range.

Intrinsic Motivation (IM)

The author constructed the questionnaire based on the insights from literature, theoretical foundations and the past empirical studies. The 14 items is divided into 4 sub sections. They are Meaningfulness (3); Perceived Choice (4); Competence (4) and Perceived progress (3) . The response scale chosen is a 5- point likert scale ranging from 1-Strongly Disagree to 5- Strongly Agree. The sample items include 'I believe this activity could be some value of me; 'I can sense the improvement in my

perceptions while performing this activity'. To test reliability cronbach alpha score is tested and the alpha score is 0.786 which is in the acceptable range.

Sampling

A total of 560 questionnaires were distributed to the teachers working in respective streams of three selected universities of Telangana State namely Osmania, Kakatiya and Jawaharlal Nehru Technological University.

A total population of 1113 was identified in the three universities. Out of that 560(50%) teachers were sampled based on purposive sampling. The control variables included teachers of engineering and management stream who are involved in research. The readiness and approachability of the sample is the key for the study. Out of whole sample, 525 (93%) fulfilled responses have been considered for the study.

VI. ANALYSIS AND FINDINGS

1. Ideal Self

Table-1: Regression Model of Ideal Self and Teachers Agility

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785[a]	.616	.609	.73437
a. Predictors: (Constant), Accountable, Adaptive, Values Driven, Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is observed that the correlation coefficient R= .785. It indicates the relation between Ideal Self of ICT and teacher's agility is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 61.6% of the deviation in the dependent factor (Ideal Self) is explained by the independent factor (Teacher's agility). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalizing the result obtained from the faculty to the sample universe. It is observed that the value of the adjusted R^2 =.609 is close to the value of R^2= .616. If the adjusted R^2 is expelled from the R^2 the value will be (.616-.609=.007). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.7% less difference in the outcome.

ANOVA[a]						
Model		Sum of Squares	df.	Mean Square	F	Sig.
1	Regression	444.770	10	44.477	82.472	.000[b]
	Residual	277.199	514	.539		
	Total	721.968	524			
a. Dependent Variable: Ideal Self						
b. Predictors: (Constant), Accountable, Adaptive, Values Driven, Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient						

(Source: Primary Data/ Structured Questionnaire)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 82.472 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that teacher's agility factors significantly affects University faculty Ideal Self factor of ICT.

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	.687	.113		6.059	.000
	Adaptive	.156	.059	.188	2.624	.009
	Responsive	-.142	.064	-.168	-2.209	.028
	Empowered	.101	.083	.116	1.219	.223
	Collaborative	-.026	.067	-.031	-.393	.694
	Competent	-.019	.069	-.023	-.281	.779
	Values Driven	-.017	.038	-.021	-.451	.652
	Informative	-.078	.088	-.096	-.883	.378
	Resilient	.073	.090	.088	.812	.417
	Differentiate	.336	.044	.392	7.544	.000
	Accountable	.350	.042	.410	8.422	.000
a. Dependent Variable: Ideal Self						

(Source: Primary Data/ Structured Questionnaire)

The results in the above coefficient table revealed that the teacher's agility factors are predicting University College faculty Ideal Self factor of ICT.

2. Real Self

Table-2: Regression Model of Real Self and Teachers Agility

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.604[a]	.365	.353	.97383
a. Predictors: (Constant), Accountable, Adoptive, Values, Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is observed that the correlation coefficient R= .604. It indicates the relation between Real Self of ICT and teacher's agility is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 36.5% of the deviation in the dependent factor (Real Self) is explained by the independent factor (Teacher's agility). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalizing the result obtained from the faculty to the sample universe. It is observed that the value of the adjusted R^2 =.353 is close to the value of R^2= .365. If the adjusted R^2 is expelled from the R^2 the value will be (.365-.353=.012). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 1.2% less difference in the outcome.

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	280.367	10	28.037	29.564	.000[b]
	Residual	487.451	514	.948		
	Total	767.818	524			
a. Dependent Variable: Real Self						
b. Predictors: (Constant), Accountable, Adaptive, Values Driven, Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient						

(*Source: Primary Data/ Structured Questionnaire*)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 29.564 and the P-value<0.05, this

outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that teacher's agility factors significantly affects University College faculty Real Self factor of ICT.

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	1.445	.150		9.613	.000
	Adoptive	.036	.079	.042	.454	.650
	Responsive	.001	.085	.001	.012	.990
	Empowered	-.228	.109	-.256	-2.086	.037
	Collaborative	.197	.089	.226	2.223	.027
	Competent	.081	.091	.093	.888	.375
	Values	-.080	.051	-.093	-1.561	.119
	Informative	.007	.117	.008	.059	.953
	Resilient	.018	.119	.022	.155	.877
	Differentiate	.380	.059	.430	6.434	.000
	Accountable	.147	.055	.166	2.660	.008
a. Dependent Variable: Real Self						

(Source: Primary Data/ Structured Questionnaire).

The results in the above coefficient table revealed that the teacher's agility factors are predicting University College faculty Real Self factor of ICT.

3. Learning Agenda
Table-3: Regression Model of Learning Agenda and Teachers

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801[a]	.642	.635	.70897
a. Predictors: (Constant), Accountable, Adaptive, Values Driven , Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is observed that the correlation coefficient R= .801. It indicates the relation between Learning Agenda of ICT and teacher's agility is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 64.2% of the deviation in the dependent factor (Learning Agenda) is explained by the independent factor (Teacher's agility). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalizing the result obtained from the faculty to the sample universe. It is observed that the value of the adjusted R^2 =.635 is close to the value of R^2= .642. If the adjusted R^2 is expelled from the R^2 the value will be (.642-.635=.007). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.7% less difference in the outcome.

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	462.432	10	46.243	92.001	.000[b]
	Residual	258.357	514	.503		
	Total	720.789	524			
a. Dependent Variable: Learning Agenda						
b. Predictors: (Constant), Accountable, Adaptive, Values Driven, Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient						

(Source: Primary Data/ Structured Questionnaire)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 92.001 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that teacher's agility factors significantly affects University College faculty Learning Agenda factor of ICT.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.814	.109		7.444	.000
	Adoptive	-.031	.057	-.037	-.540	.589
	Responsive	.107	.062	.126	1.720	.086
	Empowered	-.167	.080	-.194	-2.102	.036
	Collaborative	.078	.065	.092	1.209	.227
	Competent	.104	.067	.123	1.566	.118
	Values	-.020	.037	-.025	-.548	.584
	Informative	.319	.085	.393	3.739	.000
	Resilient	-.038	.087	-.046	-.441	.659
	Differentiate	.307	.043	.358	7.138	.000
	Accountable	.111	.040	.130	2.762	.006
a. Dependent Variable: Learning Agenda						

(Source: Primary Data/ Structured Questionnaire)

The results in the above coefficient table revealed that the teacher's agility factors are predicting University College facultyLearning Agenda factor of ICT.

4. Experimentation

Table-4: Regression Model of Experimentation and Teachers Agility

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869[a]	.755	.750	.54906
a. Predictors: (Constant), Accountable, Adaptive, Values Driven, Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is observed that the correlation coefficient R= .869. It indicates the relation between Experimentation of ICT and teacher's agility is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 75.5% of the deviation in the dependent factor (Experimentation) is explained by the independent factor (Teacher's agility). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalizing the result obtained from the faculty to the sample universe. It is observed that the value of the adjusted R^2 =.750 is close to the value of R^2= .755. If the adjusted R^2 is expelled from the R^2 the value will be (.755-.750=.005). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.5% less difference in the outcome.

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	477.577	10	47.758	158.416	.000b
	Residual	154.955	514	.301		
	Total	632.532	524			
a. Dependent Variable: Experimentation						
b. Predictors: (Constant), Accountable, Adaptive, Values Driven, Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient						

(*Source: Primary Data/ Structured Questionnaire*)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 158.416 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that teacher's agility factors significantly affects University College faculty Experimentation factor of ICT.

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.532	.085		6.281	.000
	Adaptive	.057	.044	.073	1.273	.203
	Responsive	.071	.048	.090	1.481	.139
	Empowered	.105	.062	.130	1.701	.090
	Collaborative	.028	.050	.035	.559	.576
	Competent	.030	.052	.038	.587	.558
	Values Driven	.279	.029	.360	9.709	.000
	Informative	-.326	.066	-.429	-4.939	.000
	Resilient	.139	.067	.179	2.081	.038
	Differentiate	.232	.033	.290	6.989	.000
	Accountable	.257	.031	.322	8.274	.000
a. Dependent Variable: Experimentation						

(*Source: Primary Data/ Structured Questionnaire*)

The results in the above coefficient table revealed that the teacher's agility factors are predicting University College faculty Experimentation factor of ICT.

5. Resonant Relationship Management

Table-5: Regression Model of Resonant Relationship Management and Teachers Agility

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.637a	.405	.394	.85089
a. Predictors: (Constant), Accountable, Adaptive, Values Driven, Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient				

(*Source: Primary Data/ Structured Questionnaire*)

From the above table it is observed that the correlation coefficient R= .637. It indicates the relation between Resonant Relationship Management of ICT and teacher's agility is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 40.5% of the deviation in the dependent factor (Resonant Relationship Management) is explained by the independent factor (Teacher's agility). The adjusted R^2

mentioned in the above table shows the generalizability of the model. It enables generalizing the result obtained from the faculty to the sample universe. It is observed that the value of the adjusted $R^2 =.394$ is close to the value of $R^2= .405$. If the adjusted R^2 is expelled from the R^2 the value will be (.405-.394=.011). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 1.1% less difference in the outcome.

ANOVAa						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	253.696	10	25.370	35.040	.000b
	Residual	372.141	514	.724		
	Total	625.836	524			
a. Dependent Variable: ResonantRelationship Management						
b. Predictors: (Constant), Accountable, Adaptive, Values Driven, Informative, Collaborative, Differentiate, Competent, Responsive, Empowered, Resilient						

(Source: Primary Data/ Structured Questionnaire).

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 35.040 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that teacher's agility factors significantly affects University College faculty ResonantRelationship Management factor of ICT.

Coefficientsa						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	1.320	.131		10.052	.000
	Adoptive	.179	.069	.232	2.603	.010
	Responsive	-.046	.075	-.058	-.615	.539
	Empowered	.140	.096	.174	1.466	.143
	Collaborative	.029	.078	.037	.372	.710
	Competent	-.039	.080	-.049	-.490	.624
	Values	.164	.045	.212	3.670	.000
	Informative	-.289	.102	-.383	-2.829	.005
	Resilient	.014	.104	.019	.139	.890
	Differentiate	.194	.052	.243	3.762	.000
	Accountable	.259	.048	.326	5.381	.000
a. Dependent Variable: Resonant Relationship Management						

(Source: Primary Data/ Structured Questionnaire).

The results in the above coefficient table revealed that the teacher's agility factors are predicting University College faculty ResonantRelationship Management factor of ICT.

Moderating Effect

	Beta	**SE**	**LLCI**	**ULCI**	**Moderation**
Int	-.0522	.0250	-.1014	-0030	Yes
High	4.8125	.0667	.8727	1.1347	
Low	2.0000	.0593	1.0340	1.2671	

(Source: Primary data)

From the above tables it is observed that LLCI and ULCI both are either positive or negative and p value also significant. Therefore, it is concluded that Intrinsic Motivation moderates the relationship between Intentional Change Theory and Teacher's Agility.

VII. IMPLICATIONS FOR TEACHERS

Based on the findings of the study the following implications for teaching professionals are observed.
- ✓ Transformation of teachers into agile workforce is in liaison with the practice of intentional change theory.
- ✓ Agile teachers can promote intentional change at workplace and create meaningful learning experiences.
- ✓ The need of developing closer partnership between management and teachers in organization.
- ✓ Meaningfulness in work and their perceived progress can make agile teachers who in turn creates agile learning environment.
- ✓ The drastic need of agility training with ICT interventions is clearly visible.
- ✓ The need of inclusion of Intentional Change Theory even in the curriculum of students as it also helps them to become agile.
- ✓ The importance of perceiving intrinsic motivation rewards.
- ✓ The liaison with specific ICT stages that promote agility.

VIII. CONCLUSION

In this volatile business environment human capital and potential are always an insistence. The supply of right potential is obviously from the higher educational institutions. So the idea of developing flexible and dynamic environment where learning is the key is feasible. This is possible if these learning environments are created and supervised by agile teachers. Agile teachers who are upbeat, adjustable, adventurous and pliant can train students also to be agile. Teachers who perceive life in a positive manner can create a larger impact on student community. Teachers' performance will improve gradually when they develop and practice agile characteristics such as adaptability, value driven and creative. Organization and individuals together as a family can create synergistic results through agility. This synergy is possible when teachers practice desirable changes as their ideal self. The realization of self is the key to all progress. This can be practiced through intentional change theory. Teachers who perceive intrinsic motivation and treat their teaching journey as real reward are like wealth to organizations. With agility they can design and improve their pedagogies and execute differentiation, collaboration and experimentation.

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