

# The Role of Organizational Support, Autonomy, and Competence in Academicians' Reskilling Willingness

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## Abstract

This study investigates the importance of academicians' reskilling willingness within higher education institutions, highlighting its critical role in maintaining educational quality and adaptability in a rapidly changing academic landscape. The primary aim of the research is to examine the relationships among organizational support, perceived autonomy, perceived competence, and reskilling willingness, with motivation acting as a mediator. Utilizing a survey methodology, data were collected through purposive sampling from a total of 325 academicians, of which 233 complete responses were deemed suitable for analysis. The data analysis employed Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the proposed hypotheses. The results revealed significant pathways, with organizational support and perceived autonomy positively influencing motivation and, consequently, reskilling willingness, while the relationship between perceived autonomy and reskilling was notably rejected. This study suggests several future research avenues, including longitudinal studies and qualitative approaches, to deepen the understanding of these dynamics in varied institutional contexts. The implications of the findings underscore the necessity for higher education institutions to foster robust organizational support, enhance faculty autonomy,

and build perceived competence to promote a thriving environment for continuous learning. By prioritizing these factors, institutions can effectively empower academicians to embrace reskilling initiatives, ultimately enhancing their resilience and effectiveness in responding to evolving educational demands.

**Keywords:** Organizational Support, Perceived Autonomy, Perceived Competence, Motivation, Reskilling Willingness

## Introduction

Reskilling willingness among academicians in higher education institutions is increasingly recognized as a crucial factor in adapting to the fast-evolving educational landscape. As technologies and methodologies shift, educators' willingness to update their skills is vital not only for their personal and professional growth but also for the effectiveness of the institutions they serve (Smith & Kálmán, 2023). This adaptability can enhance teaching practices, improve student outcomes, and ensure academic relevance in a competitive global market (Kebah et al., 2019). Current trends indicate that many academicians are aware of the need for reskilling, particularly in light of the rapid advancements in technology and pedagogy (Intaratat et al., 2024). Online learning platforms, digital tools, and data analytics are reshaping educational environments, leading to increased interest in professional development (Habraken et al., 2023). However, various barriers remain, such as institutional inertia, lack of funding for training programs, and insufficient incentives for faculty to participate in reskilling efforts (McPherson & Lampert, 2024). These issues highlight a complex interplay between educators' aspirations and their realities, often leading to a disconnect that can hinder institutional progress. Research gaps in the area of reskilling willingness among academicians are evident (Kebah et al., 2019). While some studies have addressed the motivations and barriers faculty face when considering professional development, there is a need for more comprehensive research focusing specifically on the higher education context (Kangalakova et al., 2024). For instance, understanding the role of institutional culture, leadership support, and faculty demographics in influencing reskilling willingness remains underexplored (Omarova et al., 2023). Additionally, the impact of specific training programs and their alignment with faculty needs is a critical area requiring further investigation (Rakhmetullina et al., 2024). This study's significance extends to policymakers, higher education institutions, academicians, and students. For policymakers, understanding the dynamics of reskilling willingness can inform the creation of targeted initiatives that promote continuous learning among faculty (Chen et al., 2024). Enhanced support for professional development aligns with national goals of improving workforce readiness and educational quality. Institutions can benefit from fostering a culture of reskilling by investing in accessible training opportunities, thus enhancing faculty engagement and retention rates (Tajudeen et al., 2025). For academicians, active participation in reskilling initiatives can improve job satisfaction, empower their teaching, and open avenues for innovative research. Finally, students stand to gain immensely from well-reskilled educators as they receive a richer, more relevant educational experience that prepares them for the demands of the modern workforce (Ratanawaraha, 2023). Overall, addressing the gaps and promoting reskilling willingness is essential for cultivating an adaptive and effective higher education landscape (Wach et al., 2023; Lundquist et al., 2023; Wang et al., 2025). This study evaluates the direct and indirect influence of organizational support, perceived autonomy, and perceived competence on reskilling willingness, with motivation as a mediator among academicians in higher education institutions.

## Literature Review

### *Underpinning Theory*

Self-Determination Theory (SDT), developed by Deci and Ryan, posits that human motivation is driven by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000). Autonomy refers to the individual's desire to be in control of their actions, while competence involves the need to feel effective and skilled in one's activities. Relatedness, although less directly relevant to the context of reskilling, highlights the importance of social connections and support in fostering motivation. In the context of your study on the influence of perceived autonomy, perceived competence, and organizational support on the willingness to reskill among academicians, SDT provides a robust framework for understanding how these factors interact to enhance intrinsic motivation for learning and development. For instance, when academicians perceive that they have autonomy in their professional development choices, they are more likely to engage in reskilling initiatives that align with their interests and career goals. Additionally, a sense of competence fostered by appropriate training and support can enhance motivation, driving individuals to pursue further learning opportunities. Organizational support acts as a facilitator by creating an environment conducive to fulfilling these psychological needs, ultimately influencing the willingness to reskill. By investigating these dynamics through the lens of SDT, your study can provide valuable insights into how fostering autonomy and competence, along with enhancing organizational support, can lead to increased motivation and a higher propensity to engage in continuous professional development (Deci & Ryan, 2000).

### *Relationship between Organizational Support, Motivation & Willingness*

The relationship between organizational support and reskilling willingness is critical, particularly when motivation serves as a mediator in this dynamic. Organizational support encompasses the resources, encouragement, and training opportunities that institutions provide to their employees, which can significantly influence academicians' perceived value of reskilling (Mofu et al., 2024). When faculty members feel supported by their organizations through professional development programs, mentorship opportunities, or flexible learning arrangements, they are more likely to acknowledge their autonomy and competence, enhancing their motivation to engage in reskilling activities (Lee et al., 2024). This motivational boost can transform a perceived obligation into a genuine desire for growth, facilitating a proactive approach to personal and professional development (Lee et al., 2020). Furthermore, as motivation increases, faculty members are more inclined to seek out additional learning opportunities, thus fostering a continuous cycle of skill enhancement and adaptation (Chakraborty & Tripathy, 2024). The supportive environment not only mitigates barriers to reskilling but also nurtures a culture of constant learning, which is vital in the ever-evolving landscape of higher education. By recognizing the pivotal role of motivation in this context, institutions can better strategize to create an environment that not only promotes but actively encourages reskilling, ultimately leading to more engaged and competent academicians ready to meet the demands of contemporary educational challenges (Low et al., 2025). *Therefore, the following hypotheses were proposed for this study:*

*H1: There is a relationship between organisational support and motivation towards reskilling willingness among academicians in higher education institutions.*

*H2: There is a relationship between organisational support and reskilling willingness among academicians in higher education institutions.*

*H3: There is a mediating effect of motivation on the relationship between organisational support and reskilling willingness among academicians in higher education institutions.*

#### *Relationship between Perceived Autonomy, Motivation & Willingness*

The relationship between perceived autonomy and reskilling willingness is fundamentally influenced by motivation as a mediator. When academicians experience a sense of autonomy in their roles, they feel empowered to make choices regarding their professional development, leading to a higher likelihood of engaging in reskilling initiatives (Patre et al., 2023). Perceived autonomy allows individuals to align their learning experiences with personal interests and career aspirations, fostering intrinsic motivation (Osman et al., 2018). This intrinsic motivation is crucial because it drives academicians to seek out and commit to reskilling opportunities willingly rather than feeling coerced or obligated (Gobniece & Titko, 2024). As motivation increases, scholars are more likely to pursue new skills and knowledge, embracing the reskilling process as a pathway for growth rather than a requirement (Nguyen et al., 2025). Conversely, a lack of perceived autonomy can hinder motivation, resulting in a reluctance to engage in professional development efforts (Talent, 2023). Therefore, when institutions cultivate an environment that promotes autonomy, they not only enhance motivation but also positively impact the willingness of academicians to reskill (Dogra & Parrey, 2024). By recognizing the intricate interplay between perceived autonomy, motivation, and reskilling willingness, educational leaders can implement strategies that empower faculty members, thereby fostering a culture of continuous learning and adaptability vital for success in the evolving landscape of higher education (Jo & Shin, 2025). Thus, the following hypotheses were proposed for this study:

*H4: There is a relationship between perceived autonomy and motivation towards reskilling willingness among academicians in higher education institutions.*

*H5: There is a relationship between perceived autonomy and reskilling willingness among academicians in higher education institutions.*

*H6: There is a mediating effect of motivation on the relationship between Perceived autonomy and reskilling willingness among academicians in higher education institutions.*

#### *Relationship between Perceived Competence, Motivation & Willingness*

The relationship between perceived competence and reskilling willingness is significantly influenced by motivation as a mediator. When academicians feel competent in their abilities and knowledge, they are more likely to approach reskilling opportunities with confidence and enthusiasm (Bharathithasan & Sakthi Srinivasan, 2024). Perceived competence fosters a belief in one's capabilities, which enhances intrinsic motivation to learn and develop new skills. As individuals recognize their strengths and past achievements, they are encouraged to take on new challenges, leading to a robust willingness to engage in reskilling efforts (Zou et al., 2023). This intrinsic motivation catalyzes continuous professional development, as motivated academicians actively seek out training and learning experiences that enhance their expertise (Mohamad & Osman, 2025). Conversely, if academicians perceive themselves as lacking competence, their motivation to pursue reskilling may diminish, resulting in a

reluctance to engage in learning opportunities (Cramarenco et al., 2023). Therefore, organizations that focus on building faculty members' confidence through supportive feedback, mentorship, and appropriate training can significantly enhance their perceived competence (Kaur et al., 2024). This, in turn, boosts motivation and fosters a greater willingness to reskill, creating a positive feedback loop that promotes lifelong learning and adaptability within the higher education sector. By emphasizing competence-building strategies, institutions can cultivate an engaged and skilled workforce ready to meet evolving educational demands (Chopra & Soni, 2025). Hence, the following hypotheses were proposed for this study:

*H7: There is a relationship between perceived competence and motivation towards reskilling willingness among academicians in higher education institutions.*

*H8: There is a relationship between perceived competence and reskilling willingness among academicians in higher education institutions.*

*H9: There is a relationship between motivation and reskilling willingness among academicians in higher education institutions.*

*H10: There is a mediating effect of motivation on the relationship between Perceived competence and reskilling willingness among academicians in higher education institutions.*

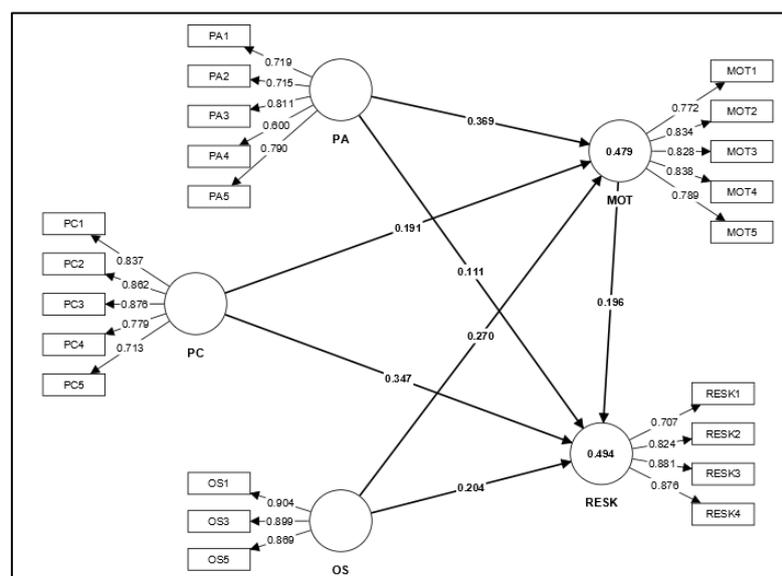


Figure 1: Research Model

Note: PA=Perceived autonomy PC=Perceived Competence OS=Organizational Support  
 MOT=Motivation RESK=Reskilling Willingness

## Methodology

The research sought to comprehensively assess both the direct and indirect impacts of organizational support, perceived autonomy, and perceived competence on the willingness to reskill, with motivation acting as a mediator among academicians in higher education institutions. To achieve this objective, the researchers carried out surveys to collect primary data, employing reliable and valid instruments identified through a thorough examination of existing literature. The surveys were disseminated via email to participants selected through purposive sampling, as a complete list of the population was not available. The research involved an examination of 22 observed variables, including exogenous factors such as

organizational support services (adopted from Shore & Tetrick, 1991; 3 items), perceived autonomy (adopted from Deci & Ryan, 2008; 5 items), perceived competence (adopted from Bandura, 2006; 5 items), and the mediator, motivation (adopted from Deci & Ryan, 2008; 5 items). The endogenous variable, reskilling willingness, was adapted from Lu et al. (2019; 4 items). Participants evaluated each element of the constructs using a five-point Likert scale, ranging from strongly disagree to strongly agree. Out of 325 surveys distributed, 257 were returned, resulting in a commendable response rate of 79.2%, which is suitable for structural equation modelling (SEM) analysis. From the responses collected, 233 were identified as clean and appropriate for further analysis. The researchers utilized SmartPLS 4 software for data analysis and hypothesis testing because of its robust capabilities in structural equation modeling (SEM) and multivariate data analysis. This aligned with the study's objectives and the recommendations outlined by Ringle et al. (2022). SmartPLS 4 enabled a thorough examination of the proposed hypotheses and a detailed evaluation of both the measurement and structural models.

## Data Analysis

### *Respondents' profile*

The respondents' profile analysis provides a demographic overview of the study's 233 participants, detailing aspects such as gender, age, position, years of service, and recommendations. In terms of gender, 125 participants (53.6%) are male, while 108 (46.4%) are female. Regarding age distribution, 11 participants (4.7%) are under 30 years, 99 (42.5%) fall within the 31-40 age range, 105 (45.1%) are aged 41-50, 14 (6.0%) are between 51-60 years, and 4 (1.7%) are over 60 years. Concerning professional positions, 65 participants (27.9%) are lecturers, 102 (43.8%) are senior lecturers, 20 (8.6%) are associate professors, 6 (2.6%) hold the position of professor, and 40 (17.2%) fall under the 'other' category. With respect to years of service, the data reveal that 31 participants (13.3%) have less than 10 years of experience, 69 (29.6%) have served for 11-20 years, 93 (39.9%) have been in service for 21-30 years, and 40 (17.2%) have over 30 years of experience. In terms of recommendations, an overwhelming majority of 221 participants (94.8%) responded affirmatively, while 12 (5.2%) responded negatively. This detailed demographic breakdown offers a comprehensive view of the participant distribution within the study.

### *Common Method Bias*

Kock (2015) and Kock & Lynn (2012) introduced a comprehensive methodology called the collinearity test, designed to assess both vertical and horizontal collinearity. According to Kock & Lynn (2012), pathological collinearity is indicated when variance inflation factors (VIFs) exceed 3.3, raising concerns about common method bias in the model. Therefore, if the VIFs from the detailed collinearity assessment are under 3.3, it implies that the model is not impacted by common method bias (Kock, 2015). As shown in Table 1, all VIFs from the complete collinearity evaluation were below the 3.3 threshold, confirming the absence of common method bias in the model.

Table 1

*Variance Inflation Factor (VIF)*

Constructs	MOT	RESK
MOT		1.92
OS	1.308	1.448
PA	2.03	2.291
PC	1.994	2.065

*Outer Model*

The analysis of construct reliability and validity presented in Table 2 shows promising results across the measured constructs, using Cronbach's Alpha (CA), Composite Reliability (CR), Average Variance Extracted (AVE), and item loadings. For the motivation construct, the item loadings range from 0.772 to 0.838, with a CA of 0.871 and a CR of 0.873, indicating both strong reliability and a satisfactory level of internal consistency. The AVE for motivation is 0.660, exceeding the recommended threshold of 0.5, which suggests that the items adequately capture the intended construct. Similarly, organizational support demonstrates robust reliability as indicated by a CA of 0.871, a CR of 0.881, and item loadings ranging from 0.869 to 0.904. The AVE of 0.794 also surpasses the acceptable level, confirming the construct's validity. In the case of perceived autonomy, CA is slightly lower at 0.780, with loadings between 0.600 and 0.811. The AVE of 0.534 is above the threshold. Meanwhile, perceived competence shows strong reliability with a CA of 0.872 and a CR of 0.876, coupled with loadings from 0.713 to 0.876 and an AVE of 0.665. Lastly, the reskilling construct reports a CA of 0.840 and a CR of 0.843, with loadings ranging from 0.707 to 0.881 and an AVE of 0.680, indicating solid reliability and validity. HTMT ratios (Table 3), as recommended by Hensseler et al. (2015), indicate adequate discriminant validity among constructs, with values below 0.85 suggesting distinct dimensions, especially between motivation, organizational support, perceived autonomy, and reskilling, supporting the theoretical framework.

Table 2  
*Construct Reliability and Validity & Items Loadings*

Constructs	Items	Loadings	CA	CR	AVE
Motivation	MOT1	0.772	0.871	0.873	0.660
	MOT2	0.834			
	MOT3	0.828			
	MOT4	0.838			
	MOT5	0.789			
Organizational Support	OS1	0.904	0.871	0.881	0.794
	OS3	0.899			
	OS5	0.869			
Perceived Autonomy	PA1	0.719	0.780	0.785	0.534
	PA2	0.715			
	PA3	0.811			
	PA4	0.600			
	PA5	0.790			
Perceived Competence	PC1	0.837	0.872	0.876	0.665
	PC2	0.862			
	PC3	0.876			
	PC4	0.779			
	PC5	0.713			
Reskilling	RESK1	0.707	0.840	0.843	0.680
	RESK2	0.824			
	RESK3	0.881			
	RESK4	0.876			

Note: CA=Cronbach Alpha CR=Composite Reliability AVE=Average variance Extracted

Table 3  
*Heterotrait-Monotrait (HTMT) Ratios*

	MOT	OS	PA	PC
OS	0.597			
PA	0.733	0.548		
PC	0.638	0.499	0.826	
RESK	0.659	0.587	0.682	0.727

### *Path Model*

In this study, the structural model was assessed using the methodology outlined by Hair et al. (2017), which included a thorough analysis of pathway coefficients ( $\beta$ ) and coefficients of determination ( $R^2$ ). The Partial Least Squares (PLS) method was utilized, involving 5000 sub-samples to evaluate the significance of path coefficients. Table 4 presents the results from hypothesis testing, which include confidence intervals for path coefficients (beta), associated t-statistics, and p-values. This comprehensive analysis provides significant insights into the strength and validity of the relationships among variables within the structural model. The detailed hypothesis testing outcomes displayed in Table 4 offer an in-depth examination of each hypothesis, emphasizing Beta coefficients, T-statistics, and P-values, and concluding decisions regarding hypothesis support, thereby enhancing the study's findings with increased depth and clarity. The hypothesis testing results in Table 4 reveal insightful findings

regarding the relationships among the constructs involved in the study. Starting with *Hypothesis 1 (H1)*, which posits that organizational support (OS) influences motivation (MOT), the beta value of 0.270 indicates a positive effect, supported by a t-statistic of 3.638 and a p-value of 0.000. This strong evidence leads to the acceptance of H1. Similarly, *Hypothesis 2 (H2)* tests the relationship between OS and reskilling (RESK), yielding a beta of 0.204, a t-statistic of 2.622, and a p-value of 0.009, thus also leading to the acceptance of H2. *Hypothesis 3 (H3)*, which examines the mediating role of MOT between OS and RESK, presents a beta of 0.053, a t-statistic of 2.020, and a p-value of 0.043, resulting in acceptance. Moving on, *Hypothesis 4 (H4)* indicates that perceived autonomy (PA) positively impacts MOT with a substantial beta of 0.369, a high t-statistic of 5.018, and a p-value of 0.000, leading to acceptance. In contrast, *Hypothesis 5 (H5)*, suggesting a direct relationship between PA and RESK with a beta of 0.111 and a p-value of 0.169, is rejected due to insufficient evidence. *Hypothesis 6 (H6)*, proposing the mediating role of MOT between PA and RESK, is accepted based on a beta of 0.072 and a p-value of 0.020. *Hypothesis 7 (H7)*, testing the effect of perceived competence (PC) on MOT, shows a beta of 0.191 and a p-value of 0.018, leading to acceptance. *Hypothesis 8 (H8)* presents a strong relationship between PC and RESK with a beta of 0.347 and a p-value of 0.000, confirming acceptance. *Hypothesis 9 (H9)* investigates the influence of MOT on RESK and achieves acceptance with a beta of 0.196 and a p-value of 0.013. Finally, *Hypothesis 10 (H10)*, which suggests PC mediates the relationship between MOT and RESK with a beta of 0.037 and a p-value of 0.115, is rejected. Overall, the analyses indicate a robust structural model, with most hypotheses being accepted, highlighting critical relationships among organizational support, perceived autonomy, perceived competence, motivation, and reskilling.

Table 4

*Hypotheses Testing Results*

Hypotheses	Beta	T statistics	P values	2.50%	97.50%	Decision
H1: OS -> MOT	0.270	3.638	0.000	0.131	0.422	Accepted
H2: OS -> RESK	0.204	2.622	0.009	0.054	0.351	Accepted
H3: OS -> MOT -> RESK	0.053	2.020	0.043	0.012	0.119	Accepted
H4: PA -> MOT	0.369	5.018	0.000	0.213	0.503	Accepted
H5: PA -> RESK	0.111	1.377	0.169	-0.058	0.258	Rejected
H6: PA -> MOT -> RESK	0.072	2.320	0.020	0.013	0.136	Accepted
H7: PC -> MOT	0.191	2.363	0.018	0.031	0.349	Accepted
H8: PC -> RESK	0.347	4.931	0.000	0.209	0.485	Accepted
H9: MOT -> RESK	0.196	2.479	0.013	0.019	0.332	Accepted
H10: PC -> MOT -> RESK	0.037	1.575	0.115	-0.003	0.100	Rejected

Note: Significant at  $p < 0.05$ ,  $t > 1.96$

*Effect Sizes ( $f^2$ )*

The effect sizes ( $f^2$ ) are assessed independently of sample size, following Cohen's criteria (1992), which categorize them as small (0.020 to 0.150), medium (0.150 to 0.350), or large (0.350 and above). In this study, the observed effect sizes varied from small (0.011) to large (0.129). Furthermore, the model exhibits a significant degree of explained variance for the endogenous construct, indicated by an  $R^2$  value of 0.494 (Figure 1). For the mediator, the model explained approximately 47.7% of the variance in the structure, as shown by an  $R^2$  value of 0.479.

Table 5  
*Effect Sizes ( $f^2$ )*

Constructs	MOT	RESK
MOT		0.039
OS	0.107	0.057
PA	0.129	0.011
PC	0.035	0.116

*PLSpredicts & Cross-Validated Predictive Ability Test (CVPAT)*

The evaluation of the model's implications and management recommendations was carried out using out-of-sample predictive analysis with the PLSpredict method, as introduced by Shmueli et al. (2016, 2019). As detailed in Table 6, PLS-SEM exhibited superior predictive qualities ( $Q^2$  values greater than 0) compared to naive mean predictions, consistently yielding lower RMSE values than linear model (LM) benchmarks, which indicates strong predictive capability. Notably, in seven out of nine scenarios, the RMSE values for PLS-SEM predictions were lower than those of the LM benchmark, thereby emphasizing the model's solid predictive capacity, as illustrated in Table 7. The Cross-Validated Predictive Ability Test (CVPAT), proposed by Hair et al. (2022), and its integration with the PLSpredict analysis from Lienggaard et al. (2021) are particularly significant. Additionally, Table 5 reinforces PLS-SEM's superior predictive performance, showcasing lower average loss values compared to indicator averages and LM benchmarks, thereby demonstrating its enhanced predictive abilities.

Table 6  
*PLSpredicts*

Items	$Q^2$ predict	PLS-RMSE	LM-RMSE	PLS-LM
MOT1	0.344	0.592	0.585	0.007
MOT2	0.269	0.616	0.600	0.016
MOT3	0.217	0.688	0.701	-0.013
MOT4	0.275	0.635	0.662	-0.027
MOT5	0.318	0.642	0.671	-0.029
RESK1	0.258	0.673	0.678	-0.005
RESK2	0.288	0.599	0.602	-0.003
RESK3	0.287	0.605	0.629	-0.024
RESK4	0.344	0.567	0.589	-0.022

Table 7  
*Cross-Validated Predictive Ability Test (CVPAT)*

	Average loss difference	t-value	p-value
MOT	-0.16	3.189	0.002
RESK	-0.155	2.88	0.004
Overall	-0.158	3.355	0.001

*Importance-Performance Map Analysis (IPMA)*

Importance-Performance Map Analysis (IPMA), as recommended by Ringle and Sarstedt (2016) and Hair et al. (2018), offers valuable insights into the relationship between the importance and performance of constructs within a study. In the provided data, perceived

autonomy (PA) has the lowest importance score of 0.183 and a performance rating of 70.043. This indicates that while PA is recognized as a factor, its current effectiveness is not maximizing its potential influence on reskilling willingness. To improve the construct of perceived autonomy, institutions could implement strategies such as fostering a culture of autonomy through increased faculty involvement in decision-making processes and curriculum development. Additionally, providing training sessions that empower academicians to pursue their professional interests and personal development goals could enhance their sense of autonomy. Creating more flexible work conditions and support systems would motivate faculty to engage in reskilling initiatives, ultimately increasing both the importance and performance of perceived autonomy in the context of reskilling willingness.

Table 8

*Importance-Performance Map Analysis (IPMA)*

Constructs	Importance	Performance
MOT	0.196	70.577
OS	0.257	68.396
PA	0.183	70.043
PC	0.385	74.518

**Discussion & Conclusion***Discussion*

To enhance the interaction between organizational support, perceived autonomy, and perceived competence, the public sector should implement several practical strategies that foster a conducive environment for reskilling willingness, with motivation serving as a crucial mediator. Based on the hypothesis testing results, organizational support (with a strong beta of 0.270) significantly boosts motivation (H1). Hence, public sector institutions must prioritize the establishment of comprehensive support mechanisms, such as mentorship programs and professional development workshops, to cultivate a sense of belonging and empowerment among employees (Bharathithasan & Sakthi Srinivasan, 2024). Additionally, perceived autonomy (with a beta of 0.369; H4) plays a vital role in motivating staff to engage in reskilling. Therefore, allowing employees greater involvement in decision-making processes and fostering an environment that encourages innovative thinking can significantly enhance their autonomy (Patre et al., 2023). Perceived competence (H8; a beta of 0.347) should also be addressed through targeted training programs that build specific skills and instill confidence, thereby motivating employees to seek further learning opportunities (Zou et al., 2023). Notably, the hypothesis H5, which explored the relationship between perceived autonomy and reskilling willingness, was rejected (beta of 0.111), potentially due to the existing organizational culture that may not yet fully embrace autonomy, indicating a need for cultural transformation (Chopra & Soni, 2025). Moreover, the influential role of motivation in these relationships is evident in H3 (beta of 0.053), suggesting that enhancing motivational factors can positively mediate the impact of organizational support, perceived autonomy, and perceived competence on reskilling efforts. By fostering a culture that prioritizes support, autonomy, and competence, the public sector can effectively enhance reskilling willingness among employees, ensuring they are better equipped to meet evolving demands in their roles. Creating an environment conducive to continuous learning not only benefits individual

employees but also enhances overall organizational effectiveness and adaptability in a rapidly changing landscape.

### **Theoretical Implications**

The theoretical implications of this study significantly contribute to existing frameworks by elucidating the intricate relationships among organizational support, perceived autonomy, perceived competence, and reskilling willingness, with motivation acting as a pivotal mediator. This research reinforces and extends the Self-Determination Theory (SDT) by highlighting how organizational factors directly influence intrinsic motivation and, consequently, the willingness to engage in reskilling activities (Deci & Ryan, 2008). Furthermore, the findings suggest that perceived autonomy, while traditionally associated with motivation, requires an enriched understanding within the context of reskilling, as evidenced by the intriguing rejection of the relationship between perceived autonomy and reskilling willingness (Bandura, 2006). Emerging insights from this study indicate that organizational culture plays a crucial role in moderating these relationships, urging a deeper exploration of cultural dynamics in future research. Specific avenues for further studies could include longitudinal research designs that observe changes in motivation and reskilling over time or qualitative approaches to examine the lived experiences of academicians in various organizational contexts. Additionally, investigating the role of external factors, such as technological advancements or policy changes, on these constructs could yield new theoretical perspectives and contribute to a more nuanced understanding of the challenges faced in higher education (Wach et al., 2023). Ultimately, this study paves the way for future exploration of these dynamics, fostering a richer theoretical discourse surrounding employee development and motivation in academic settings (Kock & Lynn, 2012; McPherson & Lampert, 2024).

### **Practical Implications**

The findings of this study carry important practical implications for higher education institutions and academicians, particularly regarding reskilling willingness. First, establishing robust organizational support systems is crucial; implementing mentorship programs and professional development initiatives can create an environment that fosters motivation and engagement among faculty (Cramarenco et al., 2023). Given that organizational support significantly impacts motivation, institutions should prioritize resources to help academicians feel valued and empowered. Additionally, enhancing perceived autonomy is essential for promoting a proactive approach to reskilling. Institutions should encourage faculty participation in decision-making processes related to their professional development, thereby allowing them to align learning opportunities with personal and career aspirations (Jo & Shin, 2025). Furthermore, improving perceived competence through targeted training programs not only builds confidence among educators but also increases their willingness to embrace reskilling. This can be accomplished by offering specialized workshops and continuous learning opportunities that address specific skill gaps (Gobniece & Titko, 2024). Finally, recognizing the influence of organizational culture on reskilling dynamics can guide institutional initiatives to create a culture of continuous learning and adaptability, preparing academicians to respond effectively to evolving educational demands. By integrating these strategies, higher education institutions can enhance faculty engagement in reskilling efforts, ultimately strengthening educational quality and institutional resilience.

### **Suggestions for Future Studies**

Future studies should explore several avenues to build upon the findings of this research. First, longitudinal research is recommended to examine how changes in organizational support, perceived autonomy, and perceived competence over time affect reskilling willingness among academicians. This approach could provide deeper insights into the dynamics of motivation as a mediator. Additionally, qualitative studies could investigate the personal experiences and perceptions of faculty regarding reskilling initiatives, helping to uncover context-specific factors that influence their willingness to engage in professional development. Future research could also examine the impact of external factors, such as technological advancements and policy changes, on the constructs examined in this study. Furthermore, expanding this research to include diverse institutional types, such as community colleges versus research universities, could yield comparative insights and enhance generalizability. Finally, integrating frameworks from other theories, such as Organizational Behavior, could enrich the theoretical understanding of the factors influencing reskilling within higher education settings.

### **Conclusion**

This study highlights the critical relationships among organizational support, perceived autonomy, perceived competence, and reskilling willingness within higher education institutions, with motivation serving as a vital mediator. The findings demonstrate the significant impact of organizational support on motivation and the essential role of perceived autonomy and competence in promoting a proactive approach to reskilling. While several hypotheses were supported, the rejection of the relationship between perceived autonomy and reskilling willingness underscores the complexities inherent in organizational culture and its influence on faculty engagement. These insights provide valuable implications for higher education institutions, suggesting that a supportive and empowering environment is essential for fostering continuous learning and adaptation among academicians. By implementing strategies that enhance organizational support, autonomy, and competence, institutions can better equip faculty to meet evolving educational demands, ensuring a more resilient and effective academic workforce ready to embrace the challenges of the future.

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