

**EMPLOYEE LEARNING ORIENTATION AND ORGANISATIONAL AGILITY OF MOBILE
TELECOMMUNICATION COMPANIES IN RIVERS STATE**

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Abstract

This study examined the relationship between employee learning orientation and organisational agility of mobile telecommunication companies in Rivers State, with particular emphasis on technological agility and customer agility. The study was anchored on Dynamic Capabilities Theory and adopted a cross-sectional survey design. The population comprised four mobile telecommunication companies in Rivers State, namely MTN Nigeria Limited, Globalcom Nigeria Limited, Airtel Nigeria Limited and 9Mobile Nigeria Limited. Five functional managers were selected from each company, giving a sample of 20 respondents, while 17 completed questionnaires were retrieved and analysed. Data were collected using a structured questionnaire and analysed using Spearman Rank Order Correlation with SPSS Version 25 at a 0.01 significance level. The findings revealed a significant positive relationship between employee learning orientation and technological agility ($r = .736, p < .01$). Similarly, employee learning orientation had a significant positive relationship with customer agility ($r = .799, p < .01$). The study concluded that employee learning orientation contributes significantly to organisational agility through enhanced technological and customer responsiveness. It recommended continuous employee learning programmes, alongside customer-learning and knowledge-sharing systems, to strengthen technological adaptation and responsiveness to changing customer needs.

Keywords: Employee learning orientation, organisational performance, technological agility and customer agility

INTRODUCTION

Organisational agility has become increasingly important to mobile telecommunication companies in Rivers State as the telecommunications environment is characterised by rapid technological development, changing customer expectations, intense competition and increasing demand for reliable digital services. Organisational agility refers to the capacity of firms to sense environmental changes, make timely decisions and rapidly reconfigure resources and operations in response to emerging opportunities and threats (Gborogbosi & Chikwe, 2025; Nguyen et al., 2025). Nigeria's telecommunications market continues to experience substantial growth in mobile connectivity and data demand. According to figures released by the Nigerian Communications Commission (NCC), active mobile subscriptions increased to 179.64 million in December 2025, while broadband subscriptions reached 112.67 million, representing a broadband penetration rate of 51.97 percent (Adepetun, 2026). The increasing volume of connectivity and data traffic has heightened the need for telecommunications operators to continuously invest in network capacity, infrastructure and service quality.

In this environment, technological agility becomes important because telecommunications companies must rapidly adopt and integrate technologies capable of improving network reliability and customer experience. Evidence of this technological responsiveness is provided by Airtel Africa, which reported that its introduction of SRv6 automation technology in Nigeria during 2024/25 reduced average network recovery time following fibre damage from 30 minutes to 30 seconds, while also helping to ease congestion and enhance customer experience (Annual, 2025). Customer agility constitutes another important aspect of organisational agility and refers to the ability of a firm to rapidly sense, understand and respond to changing customer needs,

preferences and expectations. Customer agility is particularly important in telecommunications because subscribers can readily compare network quality, data packages, pricing, digital services and customer support across competing operators (Cetindamar et al., 2021; Gborogbosi & Chikwe, 2025). Recent industry analysis indicates that customers increasingly evaluate mobile services through the quality of their overall experience, including digital tools, service convenience and the speed with which problems are resolved. Consequently, telecommunications companies require employees who can understand emerging customer requirements and translate customer information into timely improvements in products and services.

However, technological and customer agility cannot be achieved merely through investment in infrastructure and digital systems; they also depend on the knowledge, skills and adaptability of employees. This brings employee learning orientation into focus as a potentially important organisational resource for developing agility. Employee learning orientation refers to the extent to which employees value continuous learning, seek new knowledge, question existing assumptions and apply acquired knowledge to improve work practices (Agag et al., 2024; Baskaran et al., 2019). It is commonly reflected through commitment to learning, shared vision, open-mindedness and knowledge sharing, which encourage employees to continuously develop and exchange knowledge. Employees with strong commitment to learning are more likely to acquire new technological competencies and remain informed about developments affecting their jobs and the organisation. Similarly, a shared vision can ensure that employees direct their learning activities towards organisational objectives rather than pursuing knowledge in isolation. Open-mindedness enables employees to challenge obsolete practices, consider alternative solutions and accept new technological and service-delivery approaches. Knowledge sharing allows individual learning to become collective organisational knowledge that can be used to solve problems and respond to environmental changes (Bayo & Owzorji, 2023; Cetindamar et al., 2021).

The importance of learning orientation is supported by recent evidence from Rivers State, where Gborogbosi and Chikwe (2025) found that learning orientation significantly contributes to organisational agility among small and medium-sized enterprises. Their findings showed that commitment to learning, shared vision and openness to new perspectives help organisations adapt more effectively to changing business conditions. Similarly, Cetindamar et al. (2021) established that organisational learning culture contributes to organisational agility by enabling learning outcomes to develop into dynamic capabilities that support organisational growth. These findings suggest that organisations that continuously learn are better positioned to recognise environmental changes and translate knowledge into adaptive actions.

Evidence from the telecommunications sector in South-South Nigeria also indicates the relevance of learning, as Bayo and Owzorji (2023) found a significant relationship between strategic orientation and organisational learning among telecommunications companies in the region. This implies that telecommunications firms require mechanisms through which employees can continuously monitor competitors, customers, technologies and other developments affecting their operations. Learning-oriented employees can help firms recognise emerging technologies, understand their potential applications and contribute to the rapid implementation of technological solutions (Marrucci & Rialti, 2025; Yildiran et al., 2021; Sinkula et al., 1997). They can equally gather and interpret customer information, identify changing subscriber preferences and support the development of services that respond to those preferences. This is especially significant as telecommunications companies increasingly operate as technology-driven, customer-centred organisations rather than traditional voice-service providers.

Recent industry evidence shows that leading telecommunications companies are reorganising around faster decision-making, artificial intelligence, technology and customer-centric operating models to respond to changing industry conditions. Nevertheless, empirical research directly examining how employee learning orientation influences technological agility and customer agility among mobile telecommunication companies in Rivers State remains limited. Existing studies have largely examined learning orientation and overall organisational agility among SMEs or have

investigated organisational agility using other antecedents and dimensions (Gborogbosi & Chikwe, 2025; Cetindamar et al., 2021; Yildiran et al., 2021; Obulor & Onuoha, 2023). To this end the study examined the relationship between employee learning orientation and organizational agility of mobile telecommunication companies in Rivers State.

Statement of the Problem

Despite the growing importance of organisational agility, some telecommunications companies may experience difficulties in rapidly adopting emerging technologies, upgrading service platforms and responding promptly to changes in customer needs. Technological delays can contribute to service interruptions, inefficient processes and difficulties in maintaining competitive service standards, while inadequate customer responsiveness may affect customer satisfaction and retention. These challenges suggest that organisational agility requires more than technological infrastructure and financial investment, as the knowledge, skills and learning disposition of employees may also determine how effectively firms respond to change. Employee learning orientation, reflected in commitment to learning, shared vision, open-mindedness and knowledge sharing, may provide employees with the capabilities required to identify technological developments and understand changing customer expectations.

However, existing empirical studies have largely examined learning orientation and organisational agility in SMEs and other sectors rather than mobile telecommunication companies in Rivers State. Furthermore, limited attention has been given to technological agility and customer agility as specific dimensions of organisational agility. The absence of sufficient sector-specific evidence makes it difficult to establish whether employee learning orientation contributes meaningfully to these two forms of agility within the telecommunications industry. This creates a contextual and empirical problem that warrants systematic investigation. Therefore, the study examined the relationship between employee learning orientation and organisational agility of mobile telecommunication companies in Rivers State.

Conceptual Framework

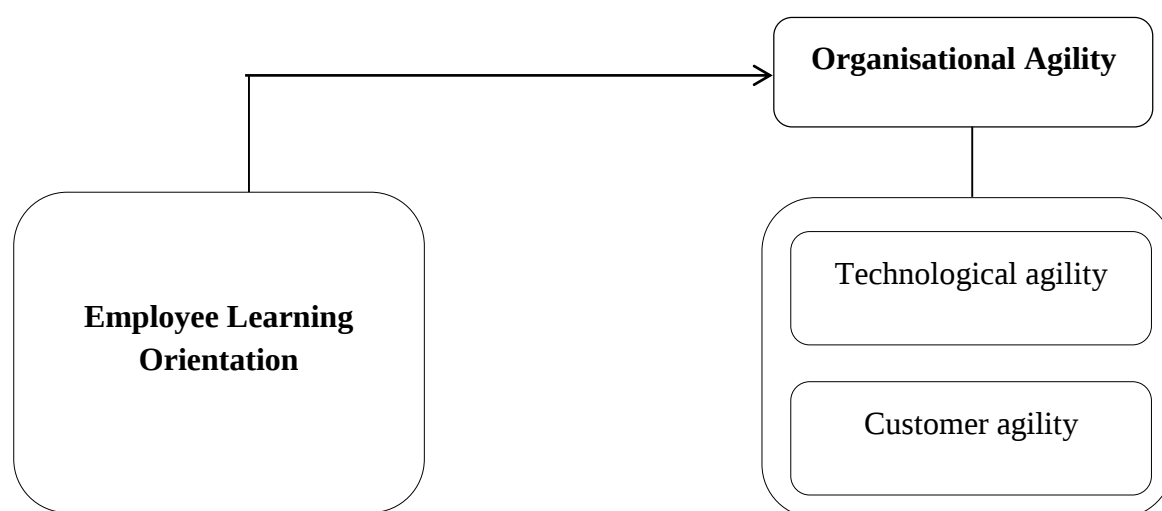


Fig. 1.1: Conceptual Framework Showing Relationship between Employee Learning Orientation and Organisational Agility

Source: Researcher's Conceptualisation (2026); adopted from Gborogbosi & Chikwe (2025); Yi & Kim (2025)

Aim and Objectives of the Study

The aim of the study was to examine the relationship between employee learning orientation and organisational agility of mobile telecommunication companies in Rivers State. The specific objectives of the study were to:

1. determine the relationship between employee learning orientation and technological agility of mobile telecommunication companies in Rivers State.
2. examine the relationship between employee learning orientation and customer agility of mobile telecommunication companies in Rivers State.

Research Questions

The following research questions were raised for the study:

1. What is the relationship between employee learning orientation and technological agility of mobile telecommunication companies in Rivers State?
2. What is the relationship between employee learning orientation and customer agility of mobile telecommunication companies in Rivers State?

Research Hypotheses

The following hypotheses were tested to guide the study:

- H₀₁: There is no significant relationship between employee learning orientation and technological agility of mobile telecommunication companies in Rivers State.
- H₀₂: There is no significant relationship between employee learning orientation and customer agility of mobile telecommunication companies in Rivers State.

REVIEW OF RELATED LITERATURE

Conceptual Review

Concept of Employee Learning Orientation

Employee learning orientation refers to the extent to which employees and the organisation value, encourage and continuously pursue learning as a means of improving knowledge, capabilities and work practices. It represents a set of values that predispose employees to acquire, interpret, share and apply knowledge in response to changing organisational conditions (Gborogbosi & Chikwe, 2025; Cetindamar et al., 2021; Yildiran et al., 2021). The concept is distinct from organisational learning because learning orientation concerns the values and mindset that encourage learning, whereas organisational learning focuses more on the processes through which learning occurs (Sinkula et al., 1997; Marrucci & Rialti, 2025). Commitment to learning constitutes the first dimension and reflects the extent to which employees and the organisation regard learning as a valuable and continuous investment. It encourages employees to participate in training, acquire new competencies and regard learning as essential for improvement and organisational survival. Shared vision is the second dimension and concerns the extent to which employees understand and collectively support the organisation's direction, objectives and priorities. A shared vision gives learning a common purpose by helping employees understand what knowledge and capabilities are needed to achieve organisational goals. Open-mindedness is the third dimension and reflects employees' willingness to question established assumptions, routines and methods and consider alternative ideas and approaches. It encourages employees to abandon outdated practices and remain receptive to new knowledge, thereby supporting adaptation and innovation. Intra-organisational knowledge sharing is an additional dimension identified in the broader learning-orientation literature, particularly by Calantone et al. (2002), and refers to the extent to which knowledge and information are exchanged among employees, teams and functional units. Knowledge sharing enables learning to move beyond individual employees and become available for collective problem-solving and organisational improvement.

Recent research continues to conceptualise learning orientation around commitment to learning, shared vision and open-mindedness, while some contemporary studies incorporate knowledge

sharing as a fourth dimension. In mobile telecommunication companies, these dimensions are particularly relevant because employees must continually acquire new technological and market knowledge. Commitment to learning can encourage continuous skills development, while shared vision can align employees' learning efforts with corporate objectives. Open-mindedness can help employees challenge obsolete procedures and embrace emerging technologies, whereas knowledge sharing can facilitate the rapid dissemination of technical and market information (Cetindamar et al., 2021; Yildiran et al., 2021). Consequently, employee learning orientation can strengthen employees' capacity to respond to technological disruption, changing customer expectations and competitive pressures. It can also provide an important behavioural and cultural foundation for organisational agility because employees who continuously learn and exchange knowledge are better positioned to recognise environmental changes and contribute to timely organisational responses.

Concept of Organisational Agility

Organisational agility refers to an organisation's dynamic capability to rapidly and effectively respond to changes, uncertainties, opportunities and threats in its internal and external environment. It reflects the capacity of an organisation to remain responsive, flexible and competitive when confronted with technological, market, regulatory and customer-related changes. Walter (2021) conceptualises organisational agility as a learned and continuously available dynamic capability that enables organisations to respond quickly and efficiently to changing environmental conditions. Recent scholarship further describes organisational agility as the ability to adapt to rapidly changing environments while reconfiguring organisational structures and operations to sustain competitiveness (Asghar et al., 2025). Organisational agility is therefore not simply the ability to react to change but also involves anticipating changes and proactively exploiting emerging opportunities.

One important dimension is sensing agility, which concerns the organisation's ability to identify changes in customer preferences, competitors, technologies, regulations and market conditions. Decision-making agility represents the ability to evaluate emerging information and make timely and appropriate decisions before environmental changes adversely affect organisational performance. Recent evidence also identifies decision agility as an important bridge between an organisation's ability to sense environmental changes and its ability to respond to them (Baskaran et al., 2019). Acting agility refers to the organisation's capacity to rapidly implement decisions, redeploy resources and modify processes in response to identified changes. This dimension is particularly important because sensing environmental changes without translating information into timely action does not produce meaningful organisational agility. Organisational agility also encompasses broader capabilities such as responsiveness, flexibility, speed and competency, which enable organisations to cope with volatile and unpredictable environments (Walter, 2021).

Contemporary research emphasises that organisational agility is multidimensional and can include strategic, operational, innovation, workforce, partnering and technological forms of agility (Asghar et al., 2025). The concept is particularly important in mobile telecommunication companies because technological innovations, changing subscriber expectations, intense competition and regulatory developments continually reshape the industry. In such an environment, sensing agility enables firms to identify emerging technologies and changing customer demands, while decision-making agility facilitates timely strategic responses. Acting agility subsequently enables firms to implement new technologies, modify services and reallocate resources rapidly. However, technological agility and customer agility were discussed as measures of organizational agility.

Technological Agility: Technological agility refers to an organisation's ability to rapidly identify, adopt, integrate and exploit emerging technologies in response to changes in its operating environment. It reflects the capacity to adjust technological infrastructure, systems and processes quickly when new technologies or technological disruptions emerge. Kim and Liu (2022)

conceptualise technology agility around an organisation's ability to sense and respond to new technologies, demonstrating that technological agility contributes to firm performance. Recent evidence further shows that technological agility positively contributes to organisational agility and competitive advantage by enabling firms to translate technological responsiveness into effective organisational responses (Saiyed et al., 2025). For mobile telecommunication companies, technological agility therefore involves rapidly adopting emerging digital technologies, upgrading network infrastructure and deploying technological solutions to meet changing customer and market demands. It is consequently an important measure of organisational agility as technological responsiveness enables firms to remain adaptive and competitive in a rapidly changing telecommunications environment.

Customer Agility: Customer agility refers to an organisation's ability to rapidly understand, anticipate and respond to changing customer needs, preferences and expectations. It involves customer sensing, through which firms gather and interpret customer information, and customer responding, through which they translate such information into timely products, services and solutions (Ourzik, 2023). Recent evidence shows that customer agility strengthens organisational responsiveness and can improve customer satisfaction, particularly under conditions of high market turbulence (Agag et al., 2024). For mobile telecommunication companies, customer agility involves promptly detecting changes in subscribers' demands and rapidly adjusting service offerings, pricing, communication and support accordingly. It is therefore important to note that the ability to sense and respond quickly to customers enables firms to remain responsive, competitive and adaptive in dynamic markets.

Theoretical Review

The study theoretically anchored on dynamic capabilities theory. The theory was propounded by David J. Teece, Gary Pisano, and Amy Shuen in 1997 to explain how firms can achieve and sustain competitive advantage in rapidly changing technological and market environments. The theory assumes that organisations must continuously integrate, build and reconfigure their internal and external resources and capabilities to respond effectively to environmental changes. It further assumes that organisational success depends on the ability to sense opportunities and threats, seize opportunities and reconfigure resources as environmental conditions change (Teece, 2007). Thus, the theory assumes that firms possessing stronger capabilities for learning, adaptation and resource reconfiguration are better positioned to respond to technological and market turbulence. The theory implies that employee learning orientation can strengthen organisational agility by developing employees' capacity to acquire, interpret and apply new knowledge in changing environments. Commitment to learning, shared vision, open-mindedness and knowledge sharing can enhance the firm's ability to sense emerging technologies and changing customer expectations. This learning capability can strengthen technological agility by enabling mobile telecommunication companies to identify, adopt and integrate new technologies more rapidly. It can also enhance customer agility by helping employees understand changing subscriber needs and translate customer information into timely service improvements (Teece, 2007; Gborogbosi & Chikwe, 2025).

Empirical Review

Gborogbosi and Chikwe (2025) examined how learning orientation shapes the organizational agility of small and medium-sized businesses in Rivers State, Nigeria, especially when entrepreneurial orientation is moderating. Many SMEs are encountering considerable difficulties staying flexible and competitive, especially with all the changes in the economy and regulations. To get real insights, the research used cross-sectional survey, gathering data from 167 SME owners using a well-structured questionnaire and being grounded in dynamic capabilities theory. Data analyzed by regression method. The reliability scores (Cronbach Alpha) comfortably above the 0.7 benchmark. The results showed that learning orientation matters a lot. When teams share

a common vision, stay committed to growth, and remain open to new perspectives, they adapt quickly and make smart moves as the business landscape shifts. As SMEs lean into entrepreneurial behaviours like embracing innovation and not being afraid to take risks, the positive link between learning and organizational agility gets stronger. When SMEs add entrepreneurial orientation to the connection linking learning orientation and organizational agility, performance and sustainability become superior. If SMEs want to thrive, they need to build a learning culture, be willing to experiment, and let data guide their decisions.

Cetindamar et al. (2021) examined how an organisational learning culture impacts organisational agility by developing a model based on dynamic capabilities. The model treats agility as a dynamic capability and explains how an organisational learning culture (OLC) triggers a chain reaction through its influence on organisational agility (OA) that ultimately results in company growth. This paper also investigates the role of big data capabilities in transferring learning outcomes into dynamic capabilities. The model is tested through data collected from a survey of 138 Australian companies. Partial least squares structural equation modeling is adopted to empirically demonstrate how agility fully mediates the impact of the learning culture on growth. In addition, this paper further sheds light on the moderating role of big data competencies on the effects of OLC on OA.

Yildiran et al. (2021) analyzed the relationship between learning organization and organizational agility, how being a learning organization affects organizations in achieving organizational agility and determining how important learning is still a dynamic for unlimited competition by identifying the relationship between them. The data have been obtained from authorized employees of a corporate firm, which has been providing stores and franchise services in 47 different countries for 33 years in the textile sector with retail merchandising service and has a strong competitive power in its sector. Data were collected by survey method between 01-03 March 2021. Learning organization questionnaire by the authors of Marsick and Watkins (2003) and organizational agility questionnaire of the authors of Sharifi and Zhang (1999) were applied. The number of 394 surveys was reached between the relevant dates through the online survey form. Within the scope of the research, the relationship between the seven subdimensions in the learning organization scale and the four sub-dimensions in the organizational agility scale was examined. Research hypotheses were tested with Pearson correlation analysis and a significant relationship was found between learning organizational structure and organizational agility.

Obulor and Onuoha (2023) explored the extent to which strategic orientation relates with organizational agility of manufacturing firms in Rivers state. The dimensions adopted were entrepreneurial orientation and market orientation while sensing ability and decision making ability were the measures adopted for organizational agility. Four manufacturing firms in Rivers state were selected within Port Harcourt Metropolis namely; Adamac Group of Companies, Adex Group of Companies, Cinjex Group of Companies, West African Glass Industry Plc. Forty (40) employees were randomly selected from each of the firms. Spearman Rank order correlation was used to test the stated hypotheses. Findings revealed a significant relationship between the two dimensions of strategic orientation and the measures of organizational agility.

Knowledge Gap

The reviewed studies establish a positive link between learning orientation and organisational agility, but Gborogbosi and Chikwe (2025) focused on SMEs in Rivers State, while Cetindamar et al. (2021) and Yildiran et al. (2021) examined other countries and sectors, limiting their applicability to mobile telecommunication companies. Furthermore, existing Rivers State evidence, such as Obulor and Onuoha (2023), examined organisational agility from strategic orientation rather than employee learning orientation. Therefore, there is a contextual, sectoral and dimensional gap regarding how employee learning orientation influences technological agility and customer agility among mobile telecommunication companies in Rivers State. The present study

seeks to address this gap by examining the relationship between employee learning orientation and these two specific dimensions of organisational agility in the telecommunications sector.

METHODOLOGY

The study adopted a cross-sectional survey design. The population of the study was 4 mobile telecommunication companies in Rivers State. They include MTN Nigeria Limited, Globalcom Nigeria Limited, Airtel Nigeria Limited and 9Mobile Nigeria Limited. Their state head branches were used as the population. The entire population was used as the sample size of the study, since the population was not too big to be studied and its analysis was at the organizational level. However, five (5) key managers were selected from each head branch of the mobile telecommunication company to form their respondents. These managers include branch manager, human resource manager, operations/technical manager, marketing manager and financial manager. Therefore, 20 managers served as respondents for the study. A structured questionnaire titled "Employee Learning Orientation and Organisational Agility Index (ELOOAI)". The questionnaire was designed in four point likert rating scale format with the following response options: Strongly Agreed (SA) 4, Agreed (A) 3, Disagreed (D) 2, and Strongly Disagreed (DS) 1. Validity of the research instrument was achieved through expert vetting. The reliability of the instrument (0.72) was ascertained through the Cronbach Alpha. 17 copies of distributed questionnaires were successfully filled and retrieved, as hypotheses were tested using the spearman rank order correlation coefficient with the aid of Statistical Package for Social Science (SPSS Version 25) at 0.01 level of significance.

RESULTS AND DISCUSSION OF FINDINGS

Ho₁: There is no significant relationship between employee learning orientation and technological agility of mobile telecommunication companies in Rivers State.

Table 1 Relationship between Employee Learning Orientation and Technological agility

		Employee Learning Orientation	Technological Agility
Employee Learning Orientation	Correlation	1.000	.736**
	Coefficient		
	Sig. (2-tailed)	.	.000
Technological Agility	N	17	17
	Correlation	.736**	1.000
	Coefficient		
	Sig. (2-tailed)	.000	.
	N	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data, 2026

Table 1 above shows r value of 0.736 at a significance level of 0.00 which is less than the chosen alpha level of 0.01. Since the significance value 0.000 is less than the alpha level of 0.01, the null hypothesis (Ho₁) which states that there is no significant relationship between employee learning orientation and technological agility of mobile telecommunication companies in Rivers State was rejected and the alternate hypothesis accepted. This implies that there is a significant relationship between employee learning orientation and technological agility of mobile telecommunication companies in Rivers State.

Ho₂: There is no significant relationship between employee learning orientation and customer agility of mobile telecommunication companies in Rivers State.

Table 2 Relationship between Employee Learning Orientation and Customer Agility

		Employee Learning Orientation	Customer Agility
Employee Learning Orientation	Correlation Coefficient	1.000	.799**
	Sig. (2-tailed)	.	.000
	N	17	17
Customer Agility	Correlation Coefficient	.799**	1.000
	Sig. (2-tailed)	.000	.
	N	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data, 2026

Table 2 above shows r value of 0.799 at a significance level of 0.00 which is less than the chosen alpha level of 0.01. Since the significance value 0.000 is less than the alpha level of 0.01, the null hypothesis (H_{02}) which states that there is no significant relationship between employee learning orientation and customer agility of mobile telecommunication companies in Rivers State was rejected and the alternate hypothesis accepted. This implies that there is a significant relationship between employee learning orientation and customer agility of mobile telecommunication companies in Rivers State.

Discussion of Findings

The findings of the study revealed that employee learning orientation significantly enhances organisational agility, particularly technological agility and customer agility, among mobile telecommunication companies in Rivers State. This finding suggests that employees who are committed to continuous learning, maintain a shared vision, remain open-minded and exchange knowledge are better positioned to respond to changes in technology and customer expectations. The finding agrees with Gborogbosi and Chikwe (2025), who established that learning orientation significantly influenced organisational agility among SMEs in Rivers State, noting that commitment to learning, shared vision and openness to new perspectives enabled firms to adapt more effectively to environmental changes. The finding is also consistent with Cetindamar et al. (2021), who demonstrated that organisational learning culture contributes to organisational agility through the development of dynamic capabilities, with agility subsequently supporting organisational growth. Similarly, Yildiran et al. (2021) found a significant relationship between learning organisation and organisational agility, confirming that continuous organisational learning remains important for maintaining competitiveness in dynamic business environments.

The present finding further supports Obulor and Onuoha (2023), who reported significant relationships between strategic orientation and organisational agility among manufacturing firms in Rivers State, thereby reinforcing the importance of organisational capabilities for responding to environmental changes. In the context of mobile telecommunication companies, employee learning orientation can enhance technological agility by enabling employees to acquire and apply knowledge about emerging digital technologies, network innovations and changing technological requirements. It can also improve customer agility by enabling employees to continuously learn about subscriber preferences and translate customer information into improved services and timely responses. The finding therefore indicates that investment in employee learning can help telecommunication firms sense technological and market changes, make informed responses and

reconfigure their resources appropriately. Finally, the finding is theoretically consistent with dynamic capabilities theory, which proposes that continuous learning and knowledge development provide important foundations for sensing opportunities, seizing them and reconfiguring organisational resources in rapidly changing environments (Teece, 2007).

CONCLUSION

The study concludes that employee learning orientation significantly contributes to organisational agility among mobile telecommunication companies in Rivers State, particularly through improved technological agility and customer agility. Employees who continuously acquire knowledge, share information, maintain openness to new ideas and align learning with organisational goals enable firms to respond more effectively to technological and customer-related changes. Therefore, strengthening employee learning orientation is essential for sustaining responsiveness, adaptability and competitiveness in the dynamic telecommunications environment.

RECOMMENDATIONS

Based on the conclusions, the following recommendations were made:

1. Mobile telecommunication companies should strengthen continuous employee learning programmes by providing regular training on emerging technologies, digital platforms, network innovations and industry developments, thereby improving technological agility.
2. Management should establish effective customer-learning and knowledge-sharing systems through customer feedback platforms, service analytics and employee knowledge-sharing forums, enabling employees to understand changing subscriber needs and improve customer agility.

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