



## **ORGANIZATIONAL LEARNING AND ORGANIZATIONAL SUSTAINABILITY IN NIGERIAN TELECOMMUNICATION INDUSTRY**

B. M. Nwibere

University of Port Harcourt

barrysaro@yahoo.com

### **ABSTRACT**

This study examined the relationship between organisational learning and sustainability in the telecommunication industry in Nigeria. The study adopted a descriptive survey research design while the population of the study were employees of 8 telecommunication companies operating in the Port Harcourt business district of Rivers State, Nigeria. With a sample size of 155 employees of the companies studied, the primary data was generated with a well-structured questionnaire using purposeful sampling method. Statistical analysis with Pearson Correlation analysis showed that the two dimensions of organisational learning (individual learning and collaborative learning) had positive and significant relationship with the two measures of sustainability (economic performance and social responsibility). The study concluded that individual learning and collaborative learning constitute important determinants of business sustainability in the telecommunication industry. It was recommended that companies should pay attention to the factors that are capable of influencing their employees to think and act sustainably in the workplace.

**Keywords:** Individual Learning. Collaborative Learning. Economic Performance. Social Sustainability.

### **Introduction**

In the dynamic landscape of the Nigerian telecommunication industry, the interplay between organizational learning and sustainability has emerged as a critical factor influencing the success and longevity of companies operating within this sector. As telecommunication firms in Nigeria navigate through rapid technological advancements, changing consumer demands, and increasing competition, the capacity to promote a culture of continual learning and integrate sustainable practices into their operations has become imperative for maintaining a competitive edge and contributing to long-term growth. As a result, these companies now need to use organizational learning and strategic orientation approaches to remain relevant and competitive in the marketplace. Companies in larger markets usually use differentiation strategies to differentiate themselves from competitors, whereas companies in smaller markets use cost leadership methods to attract more customers (Muasa, 2014). Promoting organizational learning, in general, is essential to modernizing and changing the country's economy since it embodies efforts to produce knowledge assets and offer workable solutions for their management (North and Kumta 2018).

<https://ejedl.academiascience.org>

**Emergent: Journal of Educational Discoveries and Lifelong Learning is a scholarly peer reviewed international Journal**



Thus, in order for organizations to remain competitive and adapt to this fast-paced and continuously changing corporate environment, it is essential that they create, acquire, transform, and utilize knowledge. (Senge, 1990; DiBella, 2019).

According to Kyoungshin and Zhenqiu (2019), organizational learning is a crucial factor in any organization's sustainability and effectiveness. Calantone et al. (2002) observed in their investigation on learning organizations that businesses obtain and compile knowledge and data from diverse sources, and they ensure that this data is utilized as efficiently as possible to guide decisions that the business makes now and in the future. Experience and information from all departments and units should be kept in the organization's memory for easy access when needed, claim Chaveerug and Ussahawanitchakit (2008). They asserted that using this knowledge will enhance learning and performance within the organization. It is imperative that scholars and practitioners look into the relevance of learning in organizational development since learning is viewed as "the next form of competitive advantage" or "the sole means of competitive advantage" (Fernández-Mesa and Alegre 2015) and the secret to a company's future success (Kang et al. 2010).

According to Horng et al. (2017), "sustainability" refers to development that maintains balance between the environment, society, and economy. Organizations can become more competitive and environmentally conscious by implementing sustainable practices (Nieves and Haller 2014; Zaragoza-saez et al.). Various studies on Sustainability have contributed significantly to the understanding of the phenomenon. For instance, Norton (2010) examined sustainability from the perspectives of stakeholders, operations, social responsibility initiatives, employee involvement, and the five product categories. The categories of operations and products examined how these actions affected the environment, leading to the establishment of objectives for reducing such effects going forward. Social responsibility examined the need to develop initiatives that, over a five-year period, will support and reach 300 million youngsters. In order to innovate and enhance the company, employee engagement examines the necessity of ensuring that workers are involved in the workforce, supporting sustainability initiatives, and cooperating with stakeholders. Sarkis, Helms & Hervani (2010) examined the ethical and social dimensions of sustainability. Reverse logistics and the effects of recycling and reuse on the environment were the main topics of the study. Although environmental sustainability has been extensively studied, the author feels that social issues have not been given as much attention.

Closs, Speier, and Meacham (2011) also examined sustainability's ethical implications with particular reference to education. According to the author, implementing successful worldwide sustainable strategies reduces the need for finite natural resources while boosting profitability through improvements in people and community commitments, operational efficiencies, and improvements.



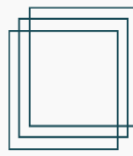
A sustainable supply chain, according to the author, is a reflection of a company's capacity to anticipate, reduce, identify, address, and recover from any global hazards. Conversely, Paulraj (2011) argued that close monitoring of supply side activities is necessary for a corporation to attain sustainability. Similar to earlier research, this study looked at how important it is to promote economic growth while taking sustainability's social and environmental aspects into account. Therefore, embedding sustainability is meant in this research to involve organizational activities such as individual and collaborative learning, as well as the economic performance and social responsibility dimension of sustainability.

This study on organizational learning and sustainability in the Nigerian telecommunications sector faces a number of obstacles, including those pertaining to funding, population dynamics, policies, poor research equipment, corruption, subpar leadership, a lack of capital, and a narrow financial aid pool. These problems make it more difficult for businesses involved in the Nigerian telecommunications industry to successfully adopt sustainable practices and conduct research. Generally, the competitions over subscriber's ownership, and the unanticipated technological changes, and changes in the customers taste and preferences, and government regulations have spurred the telecommunication firms to survive in the industry. The ability to integrate and assimilate organizational resources—such as knowledge and technological assets—effectively has become increasingly important in modern times, and achieving superior agility is now necessary for nearly all organizations to survive. This ability can improve a firm's performance over an extended period of time (Sambamurthy et al., 2003; Tallon & Pinsonneault, 2011; Zelbst et al., 2011). Based on the analysis and identified gaps, the research question seeks to determine whether organizational learning have a relationship on sustainability social responsibility in the Nigerian telecommunications sector.

### **Aim and Objective of the Study**

The aim of this study is to examine the relationship between organizational learning and sustainability in Nigerian telecommunication industry. In specific terms the study was designed to achieve the following objectives;

1. To determine the relationship between individual learning and economic performance in Nigerian telecommunication industry.
2. To ascertain the relationship between collaborative learning and economic performance in Nigerian telecommunication industry.
3. To examine the relationship between individual learning and social responsibility in Nigerian telecommunication industry.
4. To determine the relationship between collaborative learning and social responsibility in Nigerian telecommunication industry.



#### **1.4 Research Hypotheses**

The following Null hypothesis (Ho) are formulated and shall be tested in the study to provide a basis for conclusive statements. Null hypothesis (Ho) states that no real relationship or difference exists.

**Ho<sup>1</sup>:** There is no significant relationship between individual learning and economic performance in Nigerian telecommunication industry.

**Ho<sup>2</sup>:** There is no significant relationship between collaborative learning and economic performance in Nigerian telecommunication industry.

**Ho<sup>3</sup>:** There is no significant relationship between talent development and organizational resilience in Nigerian telecommunication industry.

**Ho<sup>4</sup>:** There is no significant relationship between talent placement and organizational resilience in Nigerian telecommunication industry.

### **LITERATURE REVIEW**

#### **Theoretical Review**

**Experiential Learning Theory:** Since its inception, Kolb's (1984) experiential learning theory (ELT), which is based on psychology, philosophy, and physiology, has had a significant influence on leadership and organization development as well as the principles of the learning organization. Its central thesis is that experience must be understood and modified in order for learning to occur. Concrete experience (CE) and abstract conceptualization (AC) are the capturing element of ELT, whereas reflective observation (RO) and active experimentation (AE) comprise the transforming experience component. ELT is a four-stage learning cycle. The student goes through the stages of experiencing, thinking, acting, and reflecting in a way that is unique to each learning scenario during this learning process, which can be thought of as a cycle. To be more precise, experiential learning leads to observation and reflection, which in turn leads to internalization and integration into abstract notions, which in turn lead to further behavioral experimentation, or action (Yeganeh & Kolb, 2009). Although one can join this learning cycle at any time, the phases must always be completed in order.

#### **Assimilation Theory**

Behavioral approaches to organizational learning emphasize the changes that happen at the action level when people learn via performance, as opposed to cognitive theories. According to these approaches, learning is quantifiable, observable, and logical. The three distinct stages of the learning process are presented by academic Nevis, DiBella, and Goulds' (1995) theory:

- 1) Knowledge acquisition, which is the process of gaining new abilities, perspectives, and connections;
- 2) Knowledge sharing, which is the act of disseminating acquired knowledge; and



3) Knowledge utilization, which is the process of integrating acquired knowledge to make it widely applicable and adaptable to novel circumstances. Each of these three phases have a strong behavioral connection and are more concerned with application than with thinking. The researchers offer seven "learning orientations" to better clarify the approaches and mindsets involved in learning in order to further elucidate these three stages:

- 1) Knowledge source: is it obtained externally or internally developed?
- 2) Product-process focus: concentrate on the organization's output rather than the creation and provision of its goods and services;
- 3) documentation mode: private knowledge versus public domain accessibility;
- 4) Dissemination mode: using official, organizational-wide techniques to share lessons as opposed to informal approaches;
- 5) learning focus: gradual as opposed to transformative;
- 6) value-chain focus: allocating resources towards "design and make" tasks as opposed to "market and deliver" tasks;
- 7) skill development focus: Individual skill development as opposed to collaborative skill development

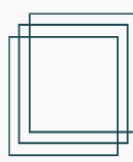
Since assimilation is necessary for learning to be complete, this idea is relevant to organizational learning.

### **Conceptual Review**

#### **Organizational learning**

Organisational learning describes the process of gaining knowledge on how organizations may change and adapt to their surroundings (Wang & Ahmed, 2003). According to Gracia Moralez et al., organizational learning is the ability of an organization to maintain and enhance performance based on prior experience. They also know that this capability is an ability of achieving and productivity of vivid and implicit science to sharing science and using science in an organization (Crossan, lane & white, 1999). The capacity for thought and productivity to develop is explained by organizational learning. It is through commitment to this that an organization can achieve continual progress. Marquardt (2002). According to Chris Argyris (1997), organizational learning is the process of realizing and fixing errors (Malek, 2006). Organizational learning can be defined as a change in the organization's knowledge that occurs as a function of experience (Argote, 2011). All the techniques, systems, and procedures employed in an organization to accomplish learning are collectively referred to as organizational learning (Mayo 1994).

**Individual Learning:** The U.S. Department of Education (2010) described individual learning as personalized education, differentiated training, and learning material personalization. According to Bahçeci and Gürol (2016), education should be carried out



by taking into account each student's unique features, including their learning preferences and qualities (Çakıroğlu, 2014; Klačnja-Milićević et al., 2011). +

**Collaborative Learning:** Collaborative learning is an educational approach that promotes teaching and learning in groups. Participants work in groups to solve problems, start and finish a task. Collaborative Learning is the process of exposing students to new ideas that fall within their area of comprehension rather than the transmission of knowledge from professor to student (Barkley, Cross & Major, 2014).

### **Sustainability**

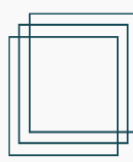
According to the Global Guide (1992), a business can attain sustainability by putting into practice plans and initiatives that meet stakeholders' and the company's needs in the here and now while preserving and enhancing the natural and human resources that might be needed in the future. On the other hand, sustainability was described as "providing the possibility of mitigating the long-term hazards related to the depletion of resources, variations in energy expenses, product obligations, contamination, and waste handling" (Shrivastava, 1995a). However, the most familiar sustainability definition was presented in the Brundtland World Commission report (1987). The definition of the concept was given as "development that satisfies current needs without jeopardizing the ability of future generations to satisfy their own needs." According to Horng et al. (2017), "sustainability" refers to development that is balanced between the environment, society, and economy. According to Sterling (2001), sustainability is a learning process that fosters transformative learning, the ability to question prevailing patterns and perspectives, the creation of new knowledge through group collaboration, the reevaluation of present practices, and the critique and investigation of sustainability challenges.

**Economic Performance/Sustainability:** Economic performance is the capacity of a nation's macroeconomic managers to offer its people four services: strong real GDP growth, low inflation, low unemployment, and strong market conditions (Lovell et al. 1995). For an organization, economic sustainability describes a system of productive activities that satisfies the present consumption levels without compromising the quest to satisfy future needs.

**Social Responsibility:** The World Business Council for Sustainable Development defines Corporate social responsibility as the "ongoing commitment by business to operate ethically and contribute to economic development while optimizing the quality of life of the workforce, their families, as well as of the local community and society at large". (WBCSD 2000, p. 10). The Organization for Economic Co-operation and Development (OECD) views corporate social responsibility as the "business contribution to sustainable development."

<https://ejedl.academiascience.org>

**Emergent: Journal of Educational Discoveries and Lifelong Learning is a scholarly peer reviewed international Journal**



Thus, in addition to guaranteeing profits for shareholders, salaries for staff, and goods and services for customers, corporate behavior must take into account societal and environmental concerns and values. (OECD 2001, p. 13). Bowen defines CSR as “the duty of entrepreneurs to follow these policies, to make those decisions, or to follow those lines of action that are desirable in terms of our society’s goals and values.” Davis (1973) also describes CSR as the consideration of problems outside the company’s restricted financial, technological, and legal requirements. On the other hand, Carroll describes CSR as “an economic, legal, ethical and discretionary expectation (philanthropic).” CSR is defined by Kotler (1991) as a way to manage a business in a way that preserves and enhances social welfare. Mohr et al. (2001) define corporate social responsibility (CSR) as a company’s commitment to reduce or eliminate its bad impact on society and raise its long-term beneficial influence on society. They too represent the social perspective. The social perspective addresses the core issues of corporate social responsibility.

### **Empirical Review**

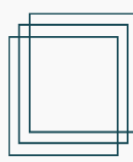
#### **Individual learning and Economic Performance**

Mantzavinos, North and Shari (2003) conducted a study on learning, institution and economic performance which explored the nature of individual and collective learning, They emphasized that the question is not whether employees are perfectly or boundedly rational, but rather how humans genuinely think and make decisions, both individually and in groups. It offers a comprehensive summary of how institutions, belief systems, and cognition interact and impact economic performance. The study established a link between learning processes and institutional analysis and provide proof in favor of "cognitive institutionalism. The study found that learning plays in the establishment of institutions and the economic games that take place within them.

#### **Collaborative learning and Economic Performance**

Zambrano-Gutiérrez (2019) studied economic diversification as a moderating variable in the relationship between collaborative governance and organizational performance. The effectiveness of cooperation as a managerial method to enhance organizational performance is supported by conflicting research. Results that seem contradictory may have something to do with the degree of diversity in the environment in which the collaboration takes place. The findings support the notion that economic variation in an advantageous manner moderates the impact of cooperation on organizational performance and that intermunicipal partnerships, a form of collaborative governance, are an effective management tactic.

Bullard, Arifovic and Duffy (1995) carried out a study on learning in a model of economic growth and development. It was revealed that acquiring knowledge serves as a criterion for selecting equilibrium and offers a fascinating dynamic transition between stable states. We find that the system under learning spends a long time (an epoch) in the neighborhood of the low income steady state before finally transitioning to a neighborhood of the high income steady state, provided that the initial values of human



capital are sufficiently low—values that would tend to characterize pre-industrial economies.

### **Individual learning and Social Responsibility**

Blackman, Kennedy and Quazi (2012) investigated corporate social responsibility and individual resistance: Learning as the missing link in implementation. This study examined how employee attitudes toward corporate social responsibility, mental models, and evaluations of the principles and practices of firms affect the effectiveness of CSR initiatives and activities. It does this by drawing on the literature on organizational learning. Consideration is given to the possible conflict between organizational and individual goals for corporate social responsibility in the work of Aguilera et al. (2007). The function of learning and motives in transformation is covered in this theoretical article. It considers the function of learning techniques in supporting corporate social responsibility reform as well as the role of motives contained inside mental models as a critical component in the successful adoption of effective CSR practices. Its contribution is in its emphasis on the individual employee and in its questioning of presumptions on the connection between organizational and individual motivations for implementing corporate social responsibility. There is a claim that in order for corporations to effectively execute corporate social responsibility, they must take into account the importance of both learning and unlearning. In addition, it is imperative for firms to actively facilitate the formation of cognitive frameworks about corporate social responsibility in order to avert the emergence of discrepancies between individual and organizational attitudes towards it.

### **Collaborative learning and Social responsibility**

Cramer (2005) examined company learning about corporate social responsibility, This study examined the lessons that 19 Dutch businesses learned by incorporating the idea of corporate social responsibility into their own operations. It is determined that individual and, in some situations, group learning processes occurred. Additionally, the data demonstrated that it was very simple to transfer first-order learning experiences. It was far more difficult to convey the principles of corporate social responsibility that could result in second-order learning. The degree to which the idea of corporate social responsibility has permeated the company culture would determine a lot of things. The following conclusions can be made based on the experiences that the participants in the NIDO program "From financial to sustainable profit" had when putting the concept of corporate social responsibility into practice in their own businesses. The first phase ('the zero assessment') of the NIDO programme turned out to stimulate learning processes within the company both at the individual and group levels.





In the second phase ('follow-up activities') the companies had to further elaborate the idea of corporate social responsibility within their own structure. It became evident that the problem of corporate social responsibility would never become institutionalized at the corporate level without the active cooperation of senior people in all levels of the business.

However, the experiences with the 19 businesses taking part in the NIDO program demonstrated that those who felt pressure from outside to communicate with stakeholders more frequently voiced the need to do so.

The type of learning that occurred in the companies has also been covered in this research. The study revealed that both first- and second-order learning took place among the NIDO program participants. It proved to be reasonably simple to transfer these experiences to first-order learning tasks. This was especially true when the business was open to the organization's strategy renewal. It was far more difficult to convey the principles of corporate social responsibility, which could result in second-order learning. Much depended on the extent to which the concept of corporate social responsibility had become an integral part of the culture. The more this was the case, the easier it was to communicate the norms and values underlying the concept.

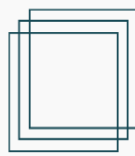
Giovanni-Battista, Zoni and Dossi (2020) conducted research on Corporate Social Responsibility Performance, Incentives, and Learning Effects. This study examined how well US companies use CEO compensation tied to corporate social responsibility (CSR) objectives. The usage of CSR-linked remuneration contracts for Named Executive Officers (NEOs) has been shown to increase CSR performance, according to an empirical examination of a cross-industry sample of 746 listed companies during the period 2002-2013. More precisely, we discovered that in the third year following adoption, there are benefits associated with tying NEOs' pay to CSR objectives. Over the next eight periods, as enterprises gain experience and become more adept at using the system, their CSR performance rises steadily. Moreover, the accumulation of experience over time has an unbalanced effect on the various CSR performance requirements, diminishing social and environmental CSR concerns while enhancing environmental CSR strengths exclusively. Interestingly, we also found that the simultaneous use of other CSR-focused governance systems moderates the effect of a firm's accumulated experience in using CSR-linked executive compensation on CSR performance: the existence of a CSR committee at the board level and the public release

### **Methodology**

The descriptive survey research design was adopted allows to gather information about individual learning and collaborative learning from employees in the telecommunications industry in Nigeria at a particular moment. The target population for this study consisted of employees in selected telecommunications in Nigeria. Giving a known and finite population, the sample size was determined using Taro Yamane formula.

<https://ejedl.academiascience.org>

**Emergent: Journal of Educational Discoveries and Lifelong Learning is a scholarly peer reviewed international Journal**



The statistical formula devised by Taro Yamane is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

From the formula above;

n = is the required sample size for the population under study

N = is the whole population under study

e = is the precision or sampling error which is 0.10, 0.05, 0.01.

Using Taro Yamane's statistical formula to determine the adequate sample size of 233 respondents under study. This would be:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{233}{(1 + 233(0.5)^2)}$$

$$n = \frac{233}{(1 + 233(0.0025))}$$

$$n = \frac{233}{(1 + 0.4325)}$$

$$n = \frac{233}{1.4325}$$

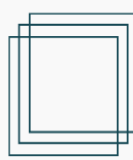
$$n = 155$$

Based on the total sample size of 155, stratified sampling was used to obtain a representative sample from each telecommunication company.

**Table 1: List of selected Telecommunications Companies**

S/N	TELECOMMUNICATION COMPANIES	ADDRESS
1.	MTN Nigeria Communication	Km 16, PH/Aba Rd. Rivers state
2.	Airtel Networks Limited (Airtel Africa PLC)	12 Evo Road, New GRA, Port Harcourt 500101, Rivers
3.	Globacom Limited	115 Trans-Amadi Rd, Trans Amadi, Port Harcourt 500101, Rivers
4.	Broad Based Communications Limited	Necom House, 15 Marina 12th Floor, Lagos Island, Lagos 100221
5.	9Mobile (Emerging Markets Telecommunication Services Ltd)	169 Port Harcourt - Aba Expy, Rumueme, Port Harcourt 500272, Rivers
6.	Main one service company limited	FF Towers, 13 Ligali Ayorinde St, behind Afribank Headquarters, Victoria Island, Lagos 101241, Lagos
7.	Fiberone Broadband Limited	14 Allen Ave, Allen, Ikeja 101233, Lagos
8.	Backbone Connectivity Network (Nigeria) Limited..	60 Lake Chad Cres, Maitama, Abuja 904101, Federal Capital Territory

For the purpose of this study, the questionnaire was grouped into (2) sections(A). Section A contains the background information of the respondent, while section (B) consists of questions relating to the subject matter of the study.



The questionnaire is structured along the Likert 5 - point scale of Strongly Agree (SA), Agree (A), Undecided (U) Disagree (D) and Strongly Disagree (SA).

The two major variables in this study are organizational learning and sustainability. Organizational learning is the independent variable with its dimensions; individual learning and collaborative learning while Sustainability is the dependent variable with its measures: economic performance and social responsibility. The response option is determined using a five point Likert scale of scale a Strongly Agree (SA) = 5 points, Agree (A) = 4 points, Disagree (DA) = 3 points, Undecided (U) = 2 points, Strongly Disagree (SD) = 1 point. The Pearson Product Moment Correlation Coefficient Technique, aided by Statistical Package for Social Sciences (SPSS) was used to test the hypotheses.

## Research Results

### Reliability Analysis

**Table 2 Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.758	.761	20

The reliability of the 20-item research instrument was ascertained with Cronbach Alpha. The value of the Cronbach Alpha is .758 as shown in Table 1. This value is above the threshold value of .7 as suggested by Nunnally and Bernstein (1994). This shows that the measuring instrument is internally consistent and therefore helpful and applicable in measuring opinions of employees of telecommunication companies on the relationship between organisational learning and sustainability.

## Data Analyses

### Hypotheses H1 and H2

### Test of Hypotheses

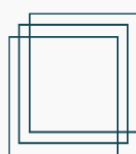
### Pearson Correlation Analysis

For this study, Pearson Correlation Coefficient analysis was performed to predict the extent of sustainability in terms of qualitative and quantitative attributes: individual learning and collaborative learning based on one independent factor of organisational learning.

## Correlation Analysis

### DECISION RULE

If  $PV < 0.05$  = Reject  $H_0$   
 If  $PV > 0.05$  = Accept  $H_0$



### **Individual learning and economic performance**

HO<sub>1</sub>: There is no positive and significant relationship between individual learning and economic performance

**Table 3: Individual learning and economic performance**

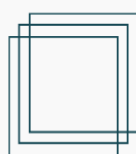
		<b>Correlations</b>	
		Individual Learning	Economic Performance
Individual Learning	Pearson Correlation	1	.640**
	Sig. (2-tailed)		.000
	N	92	92
Economic Performance	Pearson Correlation	.640**	1
	Sig. (2-tailed)	.000	
	N	92	92

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

Information in Table 3 shows the result of Pearson Correlation Coefficient analysis. The correlation coefficient ( $r$ ) = .640. This value shows that a strong positive relationship exists between individual learning and economic performance. The positive sign of the correlation coefficient is an indication that a direct association exist between individual learning and economic performance. The  $R^2$  value of 0.410 shows that individual learning is a high predictor of economic performance as it boast of 41% predictive capacity on economic performance. This implies that individual learning can predict economic performance to the tune of 41 %. Since the p-value =0.000 is less than the level of significance (0.005), the null hypothesis  $H_0$  is not upheld. Therefore the alternative hypothesis which states that there is a significant relationship between individual learning and economic performance.

### **Individual learning and social responsibility**

HO<sub>2</sub>: There is no positive and significant relationship between individual learning and social responsibility



**Table 4: Individual learning and social responsibility Correlations**

		Individual Learning	Social Responsibility
Individual Learning	Pearson Correlation	1	.732**
	Sig. (2-tailed)		.000
	N	92	92
Social Responsibility	Pearson Correlation	.732**	1
	Sig. (2-tailed)	.000	
	N	92	92

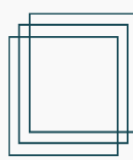
\*\* . Correlation is significant at the 0.01 level (2-tailed).

Information in Table 4 shows the result of Pearson Correlation Coefficient analysis. The correlation coefficient ( $r$ ) = .732. This value shows that a strong positive relationship exists between individual learning and social responsibility. The positive sign of the correlation coefficient is an indication that a direct association exist between individual learning and social responsibility. The  $R^2$  value of 0.536 shows that individual learning is a high predictor of social responsibility as it boast of 53.6% predictive capacity on social responsibility. This implies that individual learning can predict social responsibility to the tune of 53.6 %. Since the p-value =0.000 is less than the level of significance (0.005), the null hypothesis  $H_0$  is not upheld. Therefore the alternative hypothesis which states that there is a significant relationship between individual learning and social responsibility is accepted.

**Table 5: Collaborative learning and economic performance Correlations**

		Collaborative Learning	Economic Performance
Collaborative Learning	Pearson Correlation	1	.659**
	Sig. (2-tailed)		.000
	N	92	92
Economic Performance	Pearson Correlation	.659**	1
	Sig. (2-tailed)	.000	
	N	92	92

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



Information in Table 5 shows the result of Pearson Correlation Coefficient analysis. The correlation coefficient ( $r$ ) = .659. This value shows that a strong positive relationship exists between collaborative learning and economic performance. The positive sign of the correlation coefficient is an indication that a direct association exist between collaborative learning and economic performance. The  $R^2$  value of 0.434 shows that collaborative learning is a predictor of economic performance as it boast of 43.4% predictive capacity on economic performance. This implies that collaborative learning can predict economic performance to the tune of 43.4 %. Since the p-value =0.000 is less than the level of significance (0.005), the null hypothesis  $H_0$  is not upheld. Therefore the alternative hypothesis which states that there is a significant relationship between collaborative learning and economic performance is upheld.

### **Collaborative learning and social responsibility**

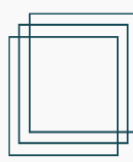
$H_{O4}$ : There is no positive and significant relationship between collaborative learning and social responsibility

**Table 6: Collaborative learning and social responsibility**

		<b>Correlations</b>	
		Collaborative Learning	Social Responsibility
Collaborative Learning	Pearson Correlation	1	.778**
	Sig. (2-tailed)		.000
	N	92	92
Social Responsibility	Pearson Correlation	.778**	1
	Sig. (2-tailed)	.000	
	N	92	92

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

Information in Table 6 shows the result of Pearson Correlation Coefficient analysis. The correlation coefficient ( $r$ ) = .778. This value shows that a strong positive relationship exists between collaborative learning and social responsibility. The positive sign of the correlation coefficient is an indication that a direct association exist between collaborative learning and social responsibility. The  $R^2$  value of 0.605 shows that collaborative learning is a high predictor of social responsibility as it boast of 60.5 % predictive capacity on social responsibility. This implies that collaborative learning can predict social responsibility to the tune of 60.5 %. Since the p-value =0.000 is less than the level of significance (0.005), the null hypothesis  $H_0$  is not upheld. Therefore the alternative hypothesis which states that there is a significant relationship between collaborative learning and social responsibility is accepted.



## **Discussion of Results**

The results shown in Table 4-7, provide support for the four hypotheses (H1, H2, H3 & H4) conceived for the study. **Hypothesis 1** showed a significant relationship between individual learning on economic performance ( $r = 0.640$ ,  $p=0.000 < 0.05$ ). Therefore, H1 is supported. This finding is consistent with the views of Gisela and Marcus (2013) that organisational learning promotes sustainability in universities.

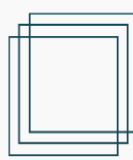
**Hypothesis 2** posited a significant relationship between individual learning and social responsibility. a. With  $r = 0.732$ ,  $p=0.000 < 0.05$ , the relationship is significant. This result is consistent with the prediction of H2 and is therefore supported. Thus, a higher level of individual learning by telecommunication companies is associated with a high propensity by the companies to achieve social responsibility. This finding is consistent with the argument of Gisela and Marcus (2013) that organisational learning promotes sustainability.

**Hypothesis 3** posited a significant relationship between collaborative learning and economic performance. With  $r = 0.659$ ,  $p=0.000 < 0.05$ , the relationship is significant. This result is consistent with the prediction of H2 and is therefore supported. Thus, a higher level of individual learning by telecommunication companies is associated with a high propensity by the companies to achieve economic performance. This finding is consistent with the finding of Battistella, et al (2019).

**Hypothesis 4** posited a significant relationship between collaborative learning and social responsibility. With  $r = 0.778$ ,  $p=0.000 < 0.05$ , the relationship is significant. This result is consistent with the prediction of H2 and is therefore supported. Thus, a higher level of collaborative learning by telecommunication companies is associated with a high propensity by the companies to achieve social responsibility. This finding is consistent with the finding of Battistella, et al (2019).

## **Conclusion**

The empirical study examined the relationship between organisational learning and sustainability in the telecommunication industry in Nigeria. To test the hypotheses, data were collected from current employees of the selected telecommunication companies. The empirical results supported all the posited research hypotheses significantly. An important finding of the study is the fact that collaborative learning has the strongest relationship with social responsibility ( $r = 0.778$ ) in the model studied. The reason is not far-fetched. This is because collaboration as a strategy has the capacity to build synergy and produce more positive results in terms of goal attainment.



In conclusion therefore, the outcome of the research indicates that individual learning and collaborative learning constitute important determinants of business sustainability in the telecommunication industry. It is very important for entrepreneurs desiring to operate in the telecommunication industry to among other things first determine the factors that are capable of enabling them to achieve business sustainability. The findings of this empirical study have purposeful and fruitful implications to both academicians and entrepreneurs (the practitioners).

### **Study Implications /Recommendations**

The relationship between organisational learning in terms of individual learning and collaborating learning on sustainability in the telecommunication industry is a novel contribution in the context of Nigeria. Entrepreneurs operating telecommunication companies ought to pay attention to the factors that are capable of influencing their employees to think and act sustainably in the workplace. This will enhance the achievement of stakeholders' objectives customer which is capable of promoting the economic prosperity of the organisation as well as harmonious relationship with various stakeholders of the firm.

### **Limitations and Future Research**

The fact that the sample unit for this study was limited to Nigerians who are employees of the telecommunication companies suggest that this limitation may hinder the quest to generalize the research findings. Further research should involve employees from other countries of the world who work in telecommunication companies.

### **References**

1. Argote, L. (2011), Organizational learning research: past, present, future, *Management Learning*, Vol. 42 No. 4, pp. 439-446
2. Argyris, C., & Schon, D. A. (1978) . *Organizational Learning: A theory of action perspective*, Reading, MA. Addison Wesley
3. Bahçeci, F., & Gürol, M. (2016). The effect of individualized instruction system on the academic achievement scores of students. *Education Research International*, 2016, 1–9. <https://doi.org/10.1155/2016/7392125>.
4. Barkley, E. F., Cross, K. P., & Major, C. H., (2014). *Collaborative learning techniques: A handbook for college faculty* (2nd ed.). San Francisco, CA: Jossey-Bass.
5. Brundtland World Commission Report (1987), *Our common future*, Oxford University Press, New York
6. *Business and Sustainable Development: A Global Guide* (1992), accessed on accessed
7. 25/8/2011, <[http://www.bsdglobal.com/pdf/business\\_strategy.pdf](http://www.bsdglobal.com/pdf/business_strategy.pdf)<





8. Çakıroğlu, Ü. (2014). Analyzing the effect of learning styles and study habits of distance learners on learning performances: a case of an introductory programming course. *International Review of Research in Open and Distance Learning*, 15(4), 161–185.
9. Calantone, R.J., Cavusgil, S.T. and Zhao, Y. (2002), “Learning orientation, firm innovation capability, and firm performance”, *Industrial Marketing Management*, Vol. 31 No. 6, pp. 515-524.
10. Carroll AB (1999). Corporate social responsibility: Evolution of a definitional construct. *Business and Society*. 38:268–295. doi: 10.1177/000765039903800303.
- 11.
12. Cavanagh, S. (2014). What is “personalized learning”? *Educators seek clarity*. *Education Week*, 34(9), S2–S4.
13. Chaveerug, A. and Ussahawanitchakit, P. (2008), “Learning orientation, innovation capability, and organizational performance in thai audit firms: moderating effects of organizational climate and uncertainty environment”, *Review of Business Research*, Vol. 8 No. 2, pp. 92-102.
14. Closs, D, Speier, C & Meacham, N (2011), 'Sustainability to support end-to-end value chains: The role of supply chain management', *Journal of the Academy of Marketing Science*, vol. 39, no. 1, pp. 101-116.
15. Crossan, M., Lane, H. W., & White, R. E. (1999). An organizational learning framework: from intuition to intuition. *Academic management review*. 24 (3) , 522-537.
16. Davis K. (1973) The case for and against business assumption of social responsibilities. *Academy of Management Journal*.;16(2):312–322. doi: 10.2307/255331.
17. Davidson, N., & Major, C. H. (2014). Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning. *Journal on Excellence in College Teaching*, 25(3 & 4), 7-55.
18. DiBella, A.J. (2019), “From learning organizations to learning cultures and more: evolutions in theory, changes in practice, continuity of purpose”, *The Oxford Handbook of the Learning Organization*, Oxford University Press, Oxford, pp. 215-228.
19. Fernández-Mesa, A., & Alegre, J. (2015). Entrepreneurial orientation and export intensity: Examining the interplay of organizational learning and innovation. *International Business Review*, 24(1), 148–156.
20. Horng, J.S., Liu, C.H., Chou, S.F., Tsai, C.Y., & Chung, Y.C. (2017). From innovation to sustainability: Sustainability innovations of eco-friendly hotels in Taiwan. *International Journal of Hospitality Management*, 63, 44-52.
21. Kaldor N. (1970) The case for regional policies. *Scott J Polit Econ*. <https://doi.org/10.1111/j.1467-9485.1970.tb00712.x>
22. Kang, J., Rhee, M., & Kang, K. H. (2010). Revisiting knowledge transfer: Effects of knowledge characteristics on organizational effort for knowledge transfer. *Expert Systems with Applications*, 37(12), 8155–8160.



23. Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice Hall.
24. Kotler P. (1991). *Marketing management: Analysis planning implementation and control* (7th ed.) [M]. Englewood Cliffs, NJ: Prentice Hall.
25. Kyoungshin, K. and Zhenqiu, L.L. (2019), "Learning organization and organizational performance", *The Oxford Handbook of the Learning Organization*, Oxford University Press, pp. 333-346.
26. Laal, M., & Laal, M. (2012). Collaborative learning: what is it? *Procedia - Social and Behavioral Sciences*, 31, 491-495. <https://doi.org/10.1016/j.sbspro.2011.12.092>
27. Lee, D., Huh, Y., Lin, C. Y., & Reigeluth, C. M. (2018). Technology functions for personalized learning in learner-centered schools. *Educational Technology Research and Development*, 6(5), 1269–1302. <https://doi.org/10.1007/s11423-018-9615-9>.
28. Lovell C, Jesus P, Judi A (1995) *Measuring Macroeconomic Performance in the OECD: A Comparison of European and Non-European Countries*. *European Journal of Operational Research* 87(3):507–18
29. Malek-poor Gol Sefidi, S .(2006). Learning organizations, *Journal of Bank and Eghtesad*. 68, 18-35
30. Marquardt, M. (2002). *Building the learning organization*, Davis – Black publishing, 19(5),182-184.
31. Mayo, A. (1994) . *The power of learning: a guide to gaining competitive advantage*, IPD, House, London
32. Mohr L. A, Webb D. J, Harris K. E. (2001) Do consumers expect companies to be socially responsible? The impact of corporate social responsibility on buying behavior. *Journal of Consumer Affairs*. 2001;35(1):45–72. doi: 10.1111/j.1745-6606.2001.tb00102.x.
33. Muasa, S. M. (2014). *Cost leadership strategy and sustainable competitive advantage of Naivas supermarket limited in Kenya* (Doctoral dissertation, University of Nairobi).
34. Nevis, E. C., DiBella, A. J., & Gould, J. M. (1995). Understanding organizations as learning systems. *MIT Sloan Management Review*, 36(2), 73-73.
35. Nieves, J., Haller, S. (2014). Building dynamic capabilities through knowledge resources, *Tourism Management*, Volume 40, Pages 224-232,
36. North, K., & Kumta, G. (2018). *Knowledge management: Value creation through organizational learning*. Gewerbestrasse: Springer.
37. Norton, J. ( 2010), 'Interview with Peter White', *Strategic Direction*, vol. 26, no. 9, pp. 33-36.
38. Organization for Economic Co-operation and Development (OECD) (2001) *Corporate social responsibility: partners for progress*. OECD, Paris.
39. Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, 49(1), 345-375. <https://doi.org/10.1146/annurev.psych.49.1.345>



40. Paulraj, A (2011) 'Understanding the relationships between internal resources and capabilities, sustainable supply management and organizational sustainability', *Journal of Supply Chain Management*, vol. 47, no. 1, pp. 19-37.
41. Sambamurthy, V., Bharadwaj, A., and Grover V., (2003). "Shaping Agility through Digital Options: Reconceptualizing the Role of Information Technology in Contemporary Firms," *MIS Quarterly*, (27: 2).
42. Sarkis, J, Helms, M & Hervani, A (2010), 'Reverse logistics and social sustainability',
43. *Corporate Social Responsibility & Environmental Management*, vol. 17, no. 6, pp. 337-354
44. Schusler, T. M., Decker, D. J., & Pfeffer, M. J. (2003). Social learning for collaborative natural resource management. *Society & Natural Resources*, 16(4), 309-326. <https://doi.org/10.1080/08941920390178874>
45. Senge, P.M. (1990), *The Fifth Discipline: The Art and Practice of the Learning Organization*, Doubleday, New York, NY.
46. Shrivastava, P. (1995), 'The role of corporations in achieving ecological sustainability',
47. *Academy of Management Review*, vol. 20, no. 4, pp. 936-960
48. Sterling, S. (2001), *Sustainable Education: Re-visioning learning and change*, schumacher society briefing No 6, Green Books, Dartington
49. Tilbury, D. (2011b), "Higher education for sustainability: a global overview of commitment and progress", in GUNI (ed), *Higher education in the world 4. Higher Education's Commitment to Sustainability: From Understanding to Action*, GUNI, Barcelona, pp. 18-28
50. U.S. Department of Education (2010). *Transforming American education: Learning powered by technology*. Washington, DC: Office of Educational Technology.
51. Wang, C.L. and Ahmed, P.K. (2003), *Organizational learning: a critical review*, *The learning Organization*, Vol. 10 No. 1, pp. 103-108
52. World Business Council for Sustainable Development (WBCSD) (2000) *Corporate social responsibility: making good business sense*. World Business Council for Sustainable Development, Geneva
53. Yeganeh, B., & Kolb, D. (2009). Mindfulness and experiential learning. *OD Practitioner*, 41(3), 13-18.