A Study On Relationship Between Learning Agility And Career Progression Among Tech Professionals In Twilight It Solutions

C.Yuvaraj[1], Mr.T.Chandramohan[2]
[1, 2]Dept of Management Studies
[1, 2] Sri ManakulaVinayagar Engineering College

Abstract- *The modern IT industry is characterized by rapid technological advancements, evolving job demands, and the continuous need for upskilling. Learning agility—one's ability to unlearn, relearn, and apply new knowledge effectively—has emerged as a critical competency influencing career progression. This study examines the relationship between learning agility and career advancement among tech professionals at Twilight IT Solutions, Puducherry. Using primary data collected from 100 employees, the research explores key dimensions of learning agility such as self-directed learning, adaptability, experimentation, feedback-seeking, and performance in dynamic situations. Statistical tools including descriptive analysis, factor analysis, correlation, and regression were employed to interpret the data. The findings reveal that tech professionals with higher learning agility exhibit greater job satisfaction, improved performance, and faster career progression. The study concludes that fostering learning agility enhances employee growth and helps organizations build a future-ready workforce. Recommendations include structured training, mentorship programs, continuous learning platforms, and organizational initiatives that encourage agility-based career development.*

Keywords- Learning Agility, Career Progression, Self-directed Learning, Adaptability, Tech Professionals, Job Satisfaction, Professional Growth

I. INTRODUCTION

In today's dynamic IT environment, the ability to learn from experiences, adapt to new challenges, and apply knowledge effectively has become essential for professional success. Traditional career models that relied heavily on tenure and technical expertise are now replaced by models emphasizing agility, innovation, and continuous learning

Learning agility—a construct defined as the capability to learn, unlearn, and relearn—is increasingly recognized as a key driver of career progression, especially in technology-driven workplaces.

The IT sector is marked by constant disruption, emerging technologies, evolving customer expectations, and rapid innovation cycles. Tech professionals must frequently update their skills, shift between technologies, handle complex assignments, and demonstrate resilience in changing environments. Learning agility, therefore, serves as a core competency enabling employees to remain competitive and future ready.

Understanding how learning agility influences career advancement is vital for organizations and individuals alike. It helps organizations identify high-potential employees, design better development programs, and strengthen succession planning. For employees, it provides insights into how learning behaviour's contribute to their growth, job satisfaction, and long-term career pathways. This study focuses on Twilight IT Solutions, Puducherry, exploring how learning agility impacts career progression among its tech workforces.

NEED OF THE STUDY

- The IT sector experiences frequent technological changes, demanding continuous learning and adaptability from professionals.
- Learning agility helps employees acquire new skills, improve job performance, and enhance employability.
- Organizations benefit by fostering a culture of agility, leading to innovation, retention, and long-term competitiveness.
- The study provides insights for HR managers to design effective training, mentoring, and career development initiatives.
- Academic literature lacks substantial empirical evidence linking learning agility and career progression in Indian IT organizations

STATEMENT OF THE PROBLEM

Tech professionals often face challenges such as skill obsolescence, unclear career growth paths, and dynamic work expectations. Despite having structured training programs, employees in organizations like Twilight IT Solutions show varying levels of career satisfaction and progression. These differences may be attributed to varying levels of learning agility. However, limited research exists on how learning agility influences job satisfaction and career advancement in the Indian IT context. This study aims to bridge this gap by examining the relationship between learning agility and career progression among tech professionals at Twilight IT Solutions.

SCOPE OF THE STUDY

- The study is restricted to tech professionals at Twilight IT Solutions, Puducherry.
- It focuses on variables such as learning agility, job satisfaction, and career progression.
- The study covers 100 respondents from different job roles including Testers, Developers, Analysts, and Team Leads.
- The findings are limited to the year 2025 and cannot be generalized across the IT sector.
- Only selected dimensions of learning agility were considered.

OBJECTIVES OF THE STUDY

- To identify the factors affecting learning agility among tech professionals.
- To examine the level of learning agility in twilight it solutions.
- To analyse the impact of demographic variables on learning agility.
- To determine the effect of learning agility on job satisfaction.
- To understand the relationship between learning agility and career advancement.

LIMITATIONOFTHESTUDY

- The study is conducted in only one organization (Twilight IT Solutions), which restricts the wider applicability of findings.
- The sample size of around 100 employees, though significant, may not fully represent the entire IT sector.
- Data collection is based on self-reported questionnaires, which may involve bias in responses.
- Only selected variables of learning agility, job satisfaction, and career progression are considered; other influencing factors are not included.
- The study is conducted within a limited academic timeframe, which restricts deeper analysis and long-term observation.

II. REVIEWOFLITERATURE

Research globally highlights learning agility as a core competency for success in dynamic workplaces. Tripathi (2024) demonstrated that learning agility enhances organizational performance, while Li (2025) emphasized its developmental roots in structured learning environments. Studies in the IT sector (Miley, 2020; Goodwin et al., 2024) confirm that agile learners adapt better to technological challenges and exhibit improved career outcomes.

Foundational theories by Lombardo & Eichinger (2000) and DeRue et al. (2012) define learning agility as the ability to learn from experience and apply knowledge to unfamiliar situations. Demographic influences (Thayyib, 2021; Vatsa, 2023) further highlight how age, experience, and education shape agility levels.

Frameworks such as Wójcik (2025) extend the concept to career agility, emphasizing proactive career behavior in digital environments. Empirical evidence from organizational behaviour studies underscores that employees with high learning agility demonstrate stronger job satisfaction, performance, and leadership potential.

Lombardo and Eichinger (2000) first introduced learning agility as the capacity to learn from experience and apply insights to new or unfamiliar situations. Their model positioned learning agility as a central competency for leadership development. DeRue, Ashford, and Myers (2012) refined the concept, arguing that learning agility integrates learning motivation, cognitive flexibility, and feedback responsiveness. These foundational theories suggest that agile learners demonstrate superior adaptability, making them more likely to succeed in dynamic sectors such as IT.

McCall, Lombardo, and Morrison (1988) highlighted the role of challenging job assignments in shaping learning behavior, emphasizing that individuals who embrace new challenges develop stronger learning agility and career resilience.

Several studies have emphasized the organizational benefits of cultivating learning agility. Tripathi (2024) found that learning agility mediates the

relationship between work environment and organizational performance, enabling companies to respond quickly to external changes. Marsick and Watkins (2003) similarly suggested that a culture supporting continuous learning increases innovation, efficiency, and workforce readiness.

Garvin (1993) described learning organizations as entities that facilitate adaptive and generative learning at all levels. His findings reinforce the importance of learning agility as both an individual and organizational competency.

Wójcik (2025) introduced the concept of *career agility*, which includes learning agility, technological adaptability, and proactive skill acquisition—competencies particularly relevant in digitally evolving industries.

III. RESEARCH METHOLOGY

Research Methodology refers to the systematic process used to plan, structure, and carry out a research study. It includes the methods, techniques, tools, and procedures employed to collect, analyse, and interpret data relevant to the research problem. The aim is to ensure that the findings are accurate, reliable, and valid.

Research Design:

A descriptive and correlational research design was employed to understand the relationships among learning agility, job satisfaction, and career progression. The study used a cross-sectional approach by collecting data at a single point in time from 100 tech professionals.

Types of Research Design:

- Exploratory Research Design
- Descriptive Research Design
- Analytical Research Design
- Experimental Research Design

DATA SOURCE & COLLECTION METHODS:

There are two types for collecting data

- Primary data
- Secondary data

TOOLS USED FOR ANLAYSIS OF DATA:

The data were analyzed during the following tools. They are

- Descriptive Statistics
- Factor Analysis
- Correlation Analysis
- Regression Analysis
- One-Sample t-Test
- ANOVA
- SPSS / Excel Software

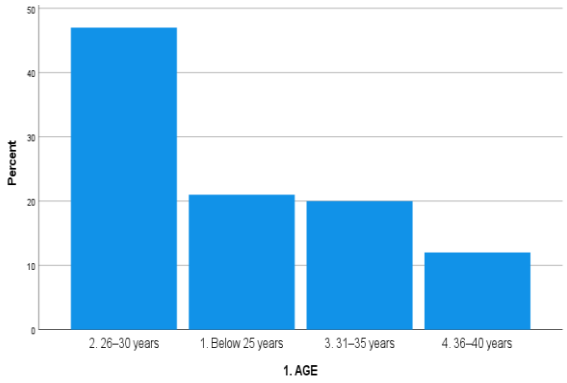
IV. DATA ANALYSIS AND INTERPRETATION

Table 4.1 showing the Age of respondents.

Age Group	Frequency	Percent
26–30 years	47	47.0
Below 25 years	21	21.0
31–35 years	20	20.0
36–40 years	12	12.0
Total	**100**	**100.0**

Source: Primary data

Chart: 4.1 showing the Age of respondents



Interpretations

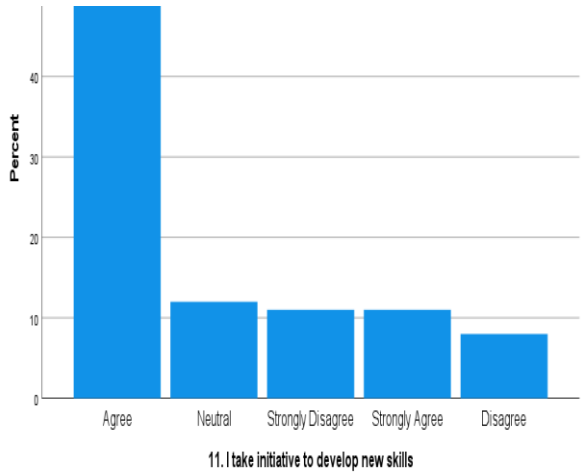
From the above table, the majority of respondents (47%) fall within the 26–30 years age group, indicating a predominantly young adult demographic. The smallest group is the 36–40 years category, comprising 12% of the sample. The distribution suggests a workforce skewed toward younger individuals, with 68% being 30 years or younger. This age profile may reflect a dynamic and potentially tech-savvy group.

Table 4.6 showing the Initiative in Skill Development of respondents.

Category	Frequency	Percent
Agree	58	58.0
Neutral	12	12.0
Strongly Disagree	11	11.0
Strongly Agree	11	11.0
Disagree	8	8.0
Total	**100**	**100.0**

Source: Primary data

Chart: 4.6 showing the Initiative in Skill Development of the respondents.



Interpretations

From the above table, 58% agree and 11% strongly agree (69% total) that they take initiative to develop new skills, while 8% disagree and 11% strongly disagree (19% total). 12% remain neutral. This indicates a strong proactive approach to personal development. Only a small minority avoids self-initiated learning. Overall, skill initiative is a dominant trait among respondents.

REGRESSION ANALYSIS RESULTS FOR CAREER ADVANCEMENT

Hypothesis

Null Hypothesis (H_0): There is no significant relationship between Affecting Learning Agility and Career Advancement ($\beta = 0$).

Alternative Hypothesis (H_1): There is a significant positive relationship between Affecting Learning Agility and Career Advancement ($\beta \neq 0$).

Table 4.14 showing the Regression Analysis Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.528[a]	.278	.271	.90980
a. Predictors: (Constant), Affecting_Learning_Agility				

ANOVA[a]					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.283	1	31.283	37.794	.000[b]
	Residual	81.118	98	.828		
	Total	112.402	99			
a. Dependent Variable: Career_Advancement						
b. Predictors: (Constant), Affecting_Learning_Agility						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.967	.285		6.899	.000
	Affecting_Learning_Agility	.510	.083	.528	6.148	.000
a. Dependent Variable: Career_Advancement						

Source: Primary data

Interpretations

The regression analysis indicates a moderate positive relationship between Affecting Learning Agility and Career Advancement, with R = 0.528 and R Square = 0.278, explaining 27.8% of the variance in Career Advancement. The ANOVA results ($F = 37.794$, $p < 0.001$) reject the null hypothesis, confirming the model's significance. The coefficient for Affecting Learning Agility ($B = 0.510$, $\beta = 0.528$, $p < 0.001$) demonstrates a significant positive effect on Career Advancement. The constant ($B = 1.967$, $p < 0.001$) is also significant. The adjusted R Square (0.271) suggests a reasonable model fit.

V. FINDING, SUGGESTIONS & CONCLUSION

Findings

- The demographic profile shows that the majority of employees are between 26–30 years, indicating a young and dynamic workforce.
- Educational qualifications reveal that most respondents possess a master's degree, reflecting strong academic preparedness.
- Work experience is concentrated in the early career stage, with many employees having 1–6 years of experience.
- The dominant job roles include Testers, Developers, Analysts, and Team Leads, suggesting a diverse technical environment.

- Factor Analysis showed a KMO value of 0.849, indicating sampling adequacy and strong construct validity of learning agility factors.

Suggestions

- The organization should implement **structured learning and development programs** tailored to enhance adaptability, self-directed learning, and experimental thinking.
- Leadership must introduce **mentorship and coaching systems** to support young professionals and guide career growth.
- Continuous learning platforms and certifications should be encouraged to promote **lifelong learning**.
- The company should enhance **feedback mechanisms** to improve performance reflection and learning responsiveness.
- HR should link learning agility with **career advancement policies**, promotions, and role enhancement opportunities.

Conclusion

The study concludes that **learning agility significantly influences job satisfaction and career progression** among tech professionals at Twilight IT Solutions. Employees with high learning agility demonstrate better adaptability, improved performance, and stronger career outcomes. The statistical findings confirm that learning agility explains **48.1% of job satisfaction** and **27.8% of career progression**, emphasizing its strategic importance.

The study highlights that the IT sector's dynamic nature requires employees to continuously upgrade skills, embrace new challenges, and adapt to technological changes. Organizations that foster learning agility benefit through higher productivity, reduced turnover, and a future-ready workforce.

Hence, promoting learning agility through structured development programs, mentoring, continuous learning platforms, and supportive organizational culture will greatly enhance both individual growth and organizational performance.

REFERENCES

[1] De Meuse, K. P., Dai, G., & Hallenbeck, G. S. (2010). Learning agility: A construct whose time has come. *Consulting Psychology Journal: Practice and Research*, 62(2), 119–130. https://doi.org/10.1037/a0019988

[2] DeRue, D. S., Ashford, S. J., & Myers, C. G. (2012). Learning agility: In search of conceptual clarity and theoretical grounding. *Industrial and Organizational Psychology*, 5(3), 258–279. https://doi.org/10.1111/j.1754-9434.2012.01446.x

[3] Marsick, V. J., & Watkins, K. E. (2003). Demonstrating the value of an organization's learning culture: The dimensions of the learning organization questionnaire. *Advances in Developing Human Resources*, 5(2), 132–151. https://doi.org/10.1177/1523422303005002002

[4] McCall, M. W., Lombardo, M. M., & Morrison, A. M. (1988). The lessons of experience: How successful executives develop on the job. *Lexington Books.*

[5] Garvin, D. A. (1993). Building a learning organization. *Harvard Business Review*, 71(4), 78–91.