



## Learning and Development (L&D) and Organisational Change in Nigeria National Petroleum Corporation Exploitation and Production Limited

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**Abstract.** This study examined the relationship between learning and development and organisational change in NNPC Exploration & Production Limited, Benin City, Edo State. The study was motivated by the increasing need for organisations to adapt to technological advancement, competitive pressures, and changing operational demands through effective employee development initiatives. Specifically, the study sought to determine whether learning and development significantly relates with organisational change within the organisation. A survey research design was adopted for the study. The population comprised 1,116 staff members of NNPC Exploration & Production Limited, consisting of management, senior, and junior staff. Using the Taro Yamane formula, a sample size of 325 respondents was determined and questionnaires were administered across different departments and units of the organisation. Out of the questionnaires distributed, 292 valid copies were retrieved and used for analysis, representing an 89.8% response rate. Data collected were analysed using descriptive statistics such as frequency distribution, percentages, mean, and standard deviation, while regression analysis was employed to test the hypothesis with the aid of Statistical Package for Social Sciences (SPSS) version 24. The findings revealed that learning and development had a positive but statistically insignificant relationship with organisational change at the 5% level of significance [ $\beta = 0.105$ ;  $t = 1.919$ ;  $p > 0.05$ ]. The study concluded that although learning and development contributes positively to organisational change, the existing programmes within the organisation may not be adequately aligned with organisational transformation objectives. The study therefore recommended that the organisation should redesign its learning and development programmes to focus more on change-oriented

competencies, continuous employee development, technological adaptability, and regular evaluation of training effectiveness in order to enhance organisational change outcomes.

**Keywords:** Learning and Development, Organisational Change, Human Resource Management, Employee Development, Oil and Gas Industry, NNPC Exploration and Production Limited.

### 1. Introduction

Organisations across the world operate in highly dynamic and competitive environments that require continuous adjustment to changing technologies, market conditions, and operational processes. These changes have increased the need for organisations to remain flexible, innovative, and capable of adapting to new realities in order to sustain performance and competitiveness (Burnes, 2019). Organisational change therefore refers to the process through which organisations modify their structures, strategies, technologies, operations, or work practices to improve effectiveness and respond to environmental pressures. In many organisations, successful implementation of change initiatives depends largely on the ability of employees to understand, accept, and adapt to new ways of working.

Learning and development (L&D) has become an important mechanism through which organisations prepare employees for organisational change. Through training, skill acquisition, knowledge development, and continuous learning opportunities, employees are better equipped to cope with technological innovations, restructuring, digital transformation, and evolving job demands. According to Huselid, Becker, and Beatty (2020), organisations that invest in

employee development are more likely to improve workforce adaptability, competence, and readiness for change. Similarly, Harrison (2020) observed that organisational change often creates skill gaps that require continuous learning and upskilling in order to ensure smooth transition and effective performance.

In contemporary organisations, the increasing adoption of new technologies and digital systems has made learning and development more essential than ever before. Employees are frequently required to acquire new competencies, adapt to revised operational procedures, and perform unfamiliar responsibilities. Where organisations fail to provide adequate learning and development opportunities, employees may experience uncertainty, resistance to change, poor performance, and low morale (Adeyemo & Arogun, 2017). Conversely, effective L&D programmes can improve employee confidence, increase adaptability, and facilitate successful organisational transformation.

The oil and gas industry, particularly in Nigeria, has experienced significant organisational changes arising from technological advancement, global competition, policy reforms, digitalisation, and restructuring of operations. These developments have compelled organisations within the sector to continuously upgrade employee skills and competencies in order to remain efficient and competitive. NNPC Exploration & Production Limited operates in an industry characterised by constant operational and technological changes, making employee learning and development an important organisational concern.

Previous studies have shown that ineffective employee development programmes contribute to skill deficiencies and reduce employees' ability to adapt to workplace changes (Akpan & Etim, 2016). Adeyemo et al. (2017) further noted that inadequate training and development opportunities hinder employees from adjusting to new technologies and emerging work patterns within Nigerian organisations. Although several studies have examined human resource management practices and organisational change generally, limited attention has been given specifically to the relationship between learning and development and organisational change within the Nigerian oil and gas sector.

It is against this background that this study seeks to examine the relationship between learning and development and organisational change in NNPC Exploration & Production Limited. The study aims to determine whether learning and development significantly influences organisational change within the organisation.

## 2. Literature Review

### 2.1 Learning and Development

Learning is a lifelong process that is being carried out throughout the lives of the individuals. It is through this process that individuals learn and increase their knowledge base regarding numerous aspects leading to development. Additionally, through this process one is able to obtain an understanding of the ideas, attitudes, skills and knowledge that enables him/ her to perform as well as implement the task in a suitable manner which in the long run leads to effective growth and development of individuals. However, learning and development (L&D) are essential aspects of human resource management practices that leads to the well-being and growth of employees and the organisation in general, L& D allows organisations and individuals as well to be able to achieve their organisational and personal goals. These processes contribute significantly to the individual's transformation (Kapur, 2020).

Damnjanovic, jovanovic, Dimitrijevic (2016) assert that Organisations are in search of individuals who are highly knowledgeable, have skills and potentials due to fact that organisations employ for growth and advancement and with the aid of learning and development organisations are being ensured that they have an engaged workforce that is skillful and professional through the means of know-how, creating programs and finding out interest, guidance and coaching with the support of line managers and others and self-directed learning pastimes by members. Thus the main purpose of learning and development in an organisation is to assist collective advancement through collaboration, skilful and moral inspiration that facilitates knowledge which supports personal awareness, trade goals as well as recognising and creating room for diversity.

### 2.2 Organisational Change

Change can be defined as the process of modifying the present state of things into an improved one and can be examined from different angles such the individual aspect of change as well as the organisational aspect (Baesu & Bejinaru, 2014). Moreira et al, (2016) also defines change as an alteration, adjustment, shifts or transitions that exist from one organisation to another. However, from an extensive viewpoint, change is a system of uninterrupted adjustments which takes place in one or more aspect of an organisation such as organisational structure, human resources, technology and a lot more (Sofat, Kiran, & Kaushik, 2015). On the

other hand, organisational change examines the method by which an organisation transforms its operative processes, organisational structure, strategies, know-how as well as the significances of these alterations and as such, organisational change is as a result of both internal and external influences (Kumarasinghe & Dilan, 2022). Organisational change can also be regarded as the actions in which an organisation uses in altering key element of its processes such as its essential technologies or infrastructures, internal processes as well as culture that it operates with (Stobierski, 2020).

Organisational Change observes the procedures by which an organisation transforms its processes of operation, organisational structure, know-how, policies, alongside the implications of changes made. Moreover, both internal and external effects often lead to organisational change. Small businesses must change in order to compete with larger businesses (Stouten et al, 2018). They must also learn to thrive in such setting. When a smaller, more innovative competitor enters the market, large competitors must adjust quickly. A company must look for ways to improve its efficiency in order to avoid falling behind or to stay ahead of its competitors. It must also aim to be more cost-effective in its operations (Revenio & Jalagat, 2016). Several organisations experience different kinds of alterations within the environments of their structure and mission. (Tahir Naveed et al, 2017). Nonetheless, Change Management is seen as an established process that is used in ensuring that strategic significant organisational transformation is planned and controlled in an efficient manner in order to overcome resistance to change so as to be able to achieve organisational goals as well as increasing employees' commitment. (Handriyono, 2018). Nonetheless, Tresnajaya (2016) assert that accomplishing sustainable change starts with having a clear understanding of what the recent state of the organisation which is then followed by the execution of strategies that are suitable and targeted. And as such, the development of an appropriate communication process is very important for carrying out an effective change in an organisation (Christensen & Raynor, 2016). According to Robbins and Judge (2015) there are six main elements that inspire change and these are; (i) the type of job (ii) Technology, (iii) social trends, (iv) Competition, (v) Economic shock, (vi) the transformation of organisational activities through the advancement of latest technology, the changing of production techniques, economic change and the transformation of the attitude of customers. Based on foregoing review of extant literature, the study hypothesizes that:

*H<sub>01</sub>: There is no significant relationship between learning and development and organizational change in NNPC Exploration & Production Limited, Benin City, Edo State.*

### 3. Theoretical Framework

This study is based on four theoretical foundations: ADKAR Change Model, Contingency Theory, Inter-organisational Relations Theory, and Resource Dependence Theory (RDT).

#### 3.1 ADKAR Model of Change

ADKAR according to Angtya (2019) stands for (Awareness, Desire and wiliness to change, Knowledge of how to change, Ability to implement change and Reinforcement). However, this model is effective for addressing resistance to change, recognising gaps, taking into consideration corrective feedbacks as well as guaranteeing a smooth transformation process Htiatt (2016). Prosci (2014) assert that organisations that use the ADKAR Model tend to experience greater successful transformation management and employee's satisfaction. Linking the ADKAR model to human resource management practice, organisations tend to have a smoother alteration through various stages of change and also improving their employees' commitment, retention, and efficiency.

#### 3.2 Contingency Theory

Zhang et al. (2020) indicates that the environmental instability has an impact on the effectiveness of diverse organisational structure and as such it is essential for organisations to adjust its structures to be able to deal with uncertainties that occurs in its environment. The HRM practices of the organisation ought to align with its strategies or environmental condition (Harney, 2016). The uncertainties that occur in the external of environmental of an organisation help to improve its HRM practices and their effectiveness (Chen & Dai, 2020).

#### 3.3 Inter-organisational Relations Theory

In the process of organisations collaborating, competing, or coexisting with one another, they ought to approve their policies for the purpose of adapting environment that is constantly changing. For example, after the Covid-19 pandemic, organisations had to adjust to remote work practices and this has affected the external environment and the desire to perverse the continuity of business (Batt, 2021). Sparrow and Birley (2016) are of the view that the relationships that

exist between organisations have positive effects on the commitment of employees in the framework of its alliances that are planned. With this, the Resource dependency theory is to be examined due to the fact that it has substantial effects on human resources practices,

### 3.4 Resource Dependence Theory (RDT)

Miller (2016) is of the view that of resource dependence theory helps HR practitioners to understand as well as to effectively manage the relationship of an organisation with its external environment which also encourages fairer and equitable work environments, contributing to a more justifiable global economy. Beckman et al. (2018) denotes that the achievement of organisational objectives as a result of its dependence on external resources which leads to alliances that are strategic creates room for effective HRM practices. For example, organisations might cooperate on sharing skills and knowledge, giving room for a more adaptive and flexible personnel.

## 4. Research Methodology

This study adopted a survey research design to examine the relationship between learning and development and organisational change in NNPC Exploration & Production Limited, Benin City, Edo State. The survey design was considered appropriate because it enables the collection of quantitative data relating to respondents' opinions, attitudes, and experiences, thereby allowing findings from the sample to be generalised to the wider population (Creswell, 2014). The population of the study comprised 1,116 employees of NNPC E&P, consisting of 118 management staff, 983 senior staff, and 15 junior staff. Using the Taro Yamane formula at a 5% level of significance, a sample size of 295 respondents was obtained. However, the sample size was increased by 10% to 325 in order to account for possible invalid or unreturned questionnaires. Simple random and stratified random sampling techniques were adopted to ensure that all categories of employees had equal representation and opportunity of selection.

Primary data for the study were collected through the administration of a structured questionnaire to employees of NNPC Exploration & Production

Limited on a face-to-face basis. The questionnaire consisted of two sections: Section A focused on respondents' demographic characteristics such as age, gender, educational qualification, and work experience, while Section B contained items relating to learning and development and organisational change. A five-point Likert scale ranging from Strongly Agree to Strongly Disagree was used to measure responses. The instrument was subjected to content validity through expert review and corrections from the research supervisor to ensure that the items adequately measured the variables of the study. Reliability of the instrument was established using Cronbach's Alpha technique, and the learning and development scale recorded an alpha coefficient above the acceptable threshold of 0.70, indicating that the instrument was reliable for the study.

Data collected were analysed using both descriptive and inferential statistical techniques with the aid of the Statistical Package for Social Sciences (SPSS) version 24. Descriptive statistics such as percentages, mean, and standard deviation were used to analyse respondents' demographic information and questionnaire responses. Inferential statistics, particularly regression analysis, were employed to test the relationship between learning and development and organisational change. This method was adopted because it enabled the researcher to determine the extent to which learning and development significantly relates with organisational change within the organisation. The results are presented in the next section.

## 5. Results

### 5.1 Analysis of Respondents' Demographic Profile

Three hundred and twenty-five (325) copies of the questionnaire were administered. However, three hundred and ten (310) were retrieved while two hundred and ninety-two (292) were found usable for analyses which represents 89.8% response rate. This section contains the analysis of the demographic profile respondents which include gender, age, marital status, staff level, educational status, work experience, department/units in the organisation and religion. The results are presented in Table 1:

**Table 1:** Demographic Profile of Respondents

Demographics	Categories	Frequency	Percent	Cumulative Percent
Gender	Male	125	42.8	42.8
	Female	167	57.2	100.0
	Total	292	100.0	
Age Range	22 – 30	39	13.4	13.4
	31 – 35	48	16.4	29.8
	36 – 40	42	14.4	44.2
	41 – 45	49	16.8	61.0
	46 – 50	40	13.7	74.7
	51 – 60	41	14.0	88.7
	61 – 65	33	11.3	100.0
	Total	292	100.0	
Marital Status	Single	123	42.1	42.1
	Married	169	57.9	100.0
	Total	292	100.0	
Staff Level	SS4 - SS7	60	20.5	20.5
	SS1 -SS3	118	40.4	61.0
	M4 - M6	114	39.0	100.0
	Total	292	100.0	
Educational Status	Diploma	-	-	-
	First Degree	71	24.3	24.3
	Masters	189	64.7	89.0
	PhD	32	11.0	100.0
	Total	292	100.0	
Work Experience	0 - 5years	67	22.9	22.9
	6 - 10years	71	24.3	47.3
	11 - 15years	86	29.5	76.7
	Above 15years	68	23.3	100.0
	Total	292	100.0	
Employment Status	Full-time	204	69.9	69.9
	Part-time	88	30.1	100.0
	Total	292	100.0	
Department/Unit	Accounts	20	6.8	6.8
	Administrative	42	14.4	21.2
	Audits	25	8.6	29.8
	Engineering	32	11.0	40.8
	Fire And Safety	36	12.3	53.1
	HR	42	14.4	67.5
	Plant Manager	41	14.0	81.5
	Procurement	41	14.0	95.5
	Production	13	4.5	100.0
	Total	292	100.0	
Religion	Christian	155	53.1	53.1
	Muslim	103	35.3	88.4
	African Traditional Religion	34	11.6	100.0
	Total	292	100.0	

*Source: Researchers' Fieldwork (2025)*

## 5.2 Descriptive Statistics of Variables

**Table 2:** Descriptive Statistics of Learning & Development

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
10	The L&D programmes I have participated in have helped me improve my job skills.	83 (28.4%)	110 (37.7%)	81 (27.7%)	9 (3.1%)	9 (3.1%)	3.85
11	The content of the L&D programmes is clear, concise, and easy to understand.	74 (25.3%)	113 (38.7%)	78 (26.7%)	16 (5.5%)	11 (3.8%)	3.76
12	The delivery methods used in the L&D programs (e.g., workshops, online courses) are engaging and effective.	74 (25.3%)	125 (42.8%)	69 (23.6%)	15 (5.1%)	9 (3.1%)	3.82
13	The L&D programmes provide sufficient opportunities for practical application of new knowledge and skills.	63 (21.6%)	119 (40.8%)	82 (28.1%)	25 (8.6%)	3 (1%)	3.73

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
14	I am able to readily apply the knowledge and skills learned from L&D programmes to my everyday work.	77 (26.4%)	114 (39%)	73 (25%)	20 (6.8%)	8 (2.7%)	3.79
Overall mean							3.79

Source: Researchers' Fieldwork (2025)

Table 2 shows the descriptive statistics of the items used in measuring learning and development (L&D). The results show that the L&D programmes employees have participated in have helped to improve their job skills ( $\bar{X} = 3.85$ ), the content of the L&D programmes is clear, concise, and easy to understand ( $\bar{X} = 3.76$ ), the delivery methods used in the L&D programmes (e.g., workshops, online courses) are engaging and effective ( $\bar{X} = 3.82$ ), the L&D programmes provide sufficient opportunities for practical application of new knowledge and skills ( $\bar{X} = 3.73$ ), and employees are able to readily apply the knowledge and skills learned from L&D programmes to their everyday work ( $\bar{X} = 3.79$ ). The overall mean score of 3.79 for learning and development at NNPC E&P Limited suggests a generally positive perception among employees regarding these programmes. However, there may still be room for improvement to reach higher levels of satisfaction and effectiveness.

The items used in measuring organisational change were analysed using frequency count, percentages, and mean. The results are presented in Table 3:

Table 3: Descriptive Statistics of Organisational Change

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
15	I feel my concerns about the change have been heard and addressed.	72 (24.7%)	128 (43.8%)	77 (26.4%)	9 (3.1%)	6 (2.1%)	3.86
16	I feel confident in my ability to adapt to the new way of working.	62 (21.2%)	127 (43.5%)	82 (28.1%)	16 (5.5%)	5 (1.7%)	3.77
17	I am confident that my skills and knowledge will be valued in the new structure.	70 (24%)	110 (37.7%)	85 (29.1%)	20 (6.8%)	7 (2.4%)	3.74
18	I feel comfortable asking questions and raising concerns about the change.	60 (20.5%)	110 (37.7%)	85 (29.1%)	31 (10.6%)	6 (2.1%)	3.64
19	I am confident that I can overcome any challenges associated with the change.	79 (27.1%)	120 (41.1%)	53 (18.2%)	27 (9.2%)	13 (4.5%)	3.77
Overall mean							3.76

Source: Researchers' Fieldwork (2025)

Table 3 shows the descriptive statistics of the items used in measuring organisational change. The results show that employees feel concerns about the change have been heard and addressed ( $\bar{X} = 3.86$ ), employees of NNPC E&P Limited feel confident in their ability to adapt to the new way of working ( $\bar{X} = 3.77$ ), NNPC E&P Limited employees are confident that their skills and knowledge will be valued in the new structure ( $\bar{X} = 3.74$ ), employee feel comfortable asking questions and raising concerns about the change ( $\bar{X} = 3.64$ ), and employees are confident that they can overcome any challenges associated with the change ( $\bar{X} = 3.77$ ). The overall mean score of 3.76 for organisational change at NNPC E&P Limited indicates a generally positive perception among employees regarding the effectiveness of recent changes in the organisation. This suggests that the organisation's efforts in implementing change are relatively well-received, though there may still be areas for improvement.

### 5.3 Correlation Analyses

Bivariate Pearson correlation coefficients were conducted on the data for all the variables in the study. The results are presented in Table 4.

**Table 4: Pearson Correlation Coefficients among Research Variables**

Variables	ORCH	LDEV
Organisational Change (ORCH)	1	
Learning & Development (LDEV)	0.352**	1

\*\* . Correlation is significant at the  $p < 0.05$  level (2-tailed).

For the correlation analysis, the Pearson’s correlation coefficients were conducted between the variables as shown in Table 4. According to Bryman and Cramer (1997), correlation coefficient ( $r$ ) should not exceed 0.80; otherwise, the independent variables that show a relationship in excess of 0.80 may be suspected of having multi-collinearity. The results in Table 4 shows that the correlation coefficients is not up to 0.80. The results help to rule out the presence of serial correlation in the dataset. The results showed that organisational change is positively related to Learning & Development (LDEV) [ $r = 0.352, p < 0.05$ ].

**5.4 Estimation of the Relationship between Learning and Development and Organisational Change**

Multiple regression analysis model was estimated to establish the relationship between learning and development and organisational change. The results are shown in Table 5.

**Table 5: Estimated Model on Learning And Development And Organisational Change**

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.390	0.264	-	1.480	0.140	-	-
LDEV	0.105	0.055	0.104	1.919	0.056	0.736	1.358
R = 0.616; R <sup>2</sup> = 0.380; Adj R <sup>2</sup> = 0.367; F-Statistic = 29.061; F-Statistic (Prob) = 0.000; Durbin-Watson = 1.846; Number of Observation = 292 Dependent Variable: Organisational Change (ORCH)							
Note: Learning & Development (LDEV)							

*Source: Researchers’ Fieldwork (2025)*

Table 5 revealed that the relationship between organizational change and learning and development (LDEV) is not statistically significant at 5% level of significance [ $\beta = 0.105; t = 1.919; p > 0.05$ ]. The researchers therefore accept the null hypothesis that there is no significant relationship between learning and development and organizational change in NNPC Exploration and Production Limited (NNPC E&P).

**6. Discussion of Findings**

The study found that there is no significant relationship between learning and development (L&D) programmes and organisational change in NNPC Exploration and Production Limited (NNPC E&P). This finding challenges the conventional understanding of L&D as a catalyst for change. One potential reason for the observed disconnect could be the misalignment between L&D programmes and the strategic goals of organisational change. In Nigeria, many organisations, including NNPC E&P, often

implement L&D initiatives without a thorough needs assessment, leading to generic programmes that do not address specific organisational challenges (Garavan et al., 2020). When L&D programmes are not tailored to the unique needs of the organisation or its employees, their impact on fostering change is likely diminished. Additionally, the transfer of learning to the workplace is crucial for the success of L&D initiatives. Research in the Nigerian context suggests that the application of learned skills and knowledge is often hindered by inadequate support systems and a lack of reinforcement mechanisms (Bubou & Job, 2021). If employees are unable to apply new competencies effectively due to structural or cultural barriers, the potential of L&D programmes to drive organisational change would be significantly reduced. The organisational culture in NNPC E&P may play a critical role. A culture that does not value continuous learning or that resists change can negate the benefits of the well-designed L&D programmes.

## 7. Conclusion and Recommendations

Organisations operating in dynamic and competitive environments must continuously adapt to changes in technology, operational processes, and market demands in order to remain effective and sustainable. In this process, learning and development plays an important role in equipping employees with the knowledge, skills, and competencies required to cope with organisational changes. This study examined the relationship between learning and development and organisational change in NNPC Exploration & Production Limited, Benin City. Findings from the study revealed that learning and development had a positive but statistically insignificant relationship with organisational change at the 5% level of significance [ $\beta = 0.105$ ;  $t = 1.919$ ;  $p > 0.05$ ]. This implies that although learning and development contributes positively towards organisational change, its contribution was not strong enough to significantly influence organisational change within the organisation during the period of the study. The finding suggests that the existing learning and development programmes within the organisation may not be adequately aligned with the company's change objectives and transformation needs.

The study therefore concludes that learning and development remains an important component of organisational effectiveness and adaptability; however, its impact on organisational change in NNPC Exploration & Production Limited has not been sufficiently significant. This indicates the need for more strategic, relevant, and change-oriented learning and development initiatives capable of improving employees' readiness, adaptability, and capacity to support organisational transformation.

Based on the findings of the study, the following recommendations are made:

- NNPC Exploration & Production Limited should conduct a comprehensive review of its existing learning and development programmes to identify gaps and areas where the programmes are not adequately aligned with organisational change objectives.
- The organisation should design and implement more strategic and change-oriented training programmes that focus on developing employees' adaptability, technological competence, problem-solving abilities, and readiness for organisational transformation.
- Management should encourage continuous learning by creating regular opportunities for workshops, seminars, professional

development programmes, and on-the-job training that are directly related to emerging organisational changes and industry trends.

- The company should periodically evaluate the effectiveness of its learning and development programmes through feedback mechanisms and performance assessments to ensure that training outcomes contribute meaningfully to organisational change initiatives.
- Management should provide adequate support and resources for employee development, including access to modern learning tools and digital training platforms, in order to enhance employees' ability to adjust to new technologies and evolving work practices.

## 8. Suggestions for Further Studies

Future studies should expand the scope of investigation by including employees from other branches and operational regions of NNPC Exploration & Production Limited to improve the generalisability of findings. Further research may also adopt a mixed-methods approach by combining quantitative and qualitative techniques to provide deeper insights into how learning and development influences organisational change within the Nigerian oil and gas sector.

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