

# **Influence of Training and Learning on Employees' Productivity in Service Sector in Pakistan**

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## **Abstract**

The study examines the influence of training and learning on employees' productivity. Training and Learning plays vital roles on employees' productivity and performance. The success or survival of employees or organization in the 21<sup>st</sup> century is dependent on their level of learning to acquire the relevant knowledge and skills to be able to compete or engage productively in the market. Employees must be updated on trending technologies and digital literacy skills to enhance innovations and creativity at work. Learning provides employees with the opportunity to become a force in the competitive market and to contribute immensely to the profitability of the organizations they work for. The study is a descriptive study, and data were collected through structured questionnaires administered to 440 respondents drawn from the service sector in Pakistan. The collected data were analyzed using descriptive statistics while regression analysis in SPSS was used to analyze the impact of the variables. The findings of the study show that the learning has a significant impact on employees' productivity. The result shows that there is a positive relationship between learning and increased productivity of employees. Thus, the more employees are exposed to learning and relearning, the better their productivity. Therefore, organizations must put measures in place to enhance employees' professional development and training to boot their proficiency and performance.

## **Keywords**

Learning, Training, Employee, Productivity, Job Satisfaction, Service Sector, Pakistan

## **1. Introduction**

Learning is very critical for productivity and profitability of any organization. The future of any organization depends largely on level of learning (knowledge) or training. No organization can rise above the quality of its employees and the quality of employees can only be improved through learning or training. The knowledge and skills of employees determines their productivity which has corresponding effects on the quality or productivity of the organization. Most business environment is dynamic and businesses require new ideas and innovations to stay in business or to retain customers' trust and loyalty. Learning is essential in

every organization in order to innovate and create new ideas for growth and sustenance. Training in most organizations is often constrained by inadequate resources and less opportunities for training staff. Hence, most organizations struggle to fund training and retraining in their system to enhance employees' learning or professional development.

Organizations maintain a blurred position regarding investment in training despite accepting training as an important means to improve employee productivity which ultimately leads to organizational productivity and effectiveness, a present demand for all organizations but, in practice, they usually face this challenge with cost control including training practices expenditure [1]. Funding and many other factors thwart learning or training programmes. This has

a negative effect on employees' productivity. Employee Productivity is the log of net sales over total employees - an economic measure of output per unit of input. Employee productivity measures may be examined collectively (across the whole economy) or viewed industry by industry. Training has been an important variable in increasing organizational productivity and in the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top [2].

Training has been an important variable in increasing organizational productivity. Most of researches including [3, 4, 5], showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity. Therefore, there is need for continuous learning in the organization to upgrade employees' skills and creative ability to enhance productivity. Learning brings about change and motivation of employees. It enables them reinvent themselves and also to be acquainted with emerging knowledge and trends in their professions [2]. Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. [1] states that knowledge and skills of an organization's employees have become increasingly important to its performance, competitiveness and advancement. Training brings about learning and learning brings about improvement in skills and output. Learning programmes provides employees with the opportunities to learn on the job, and to adapt to changes in the environment or business. The success of any organization depends on the productivity of their employees.

The employees' performance also depends on number of factors such as learning/training, motivation, job satisfaction and technology. Learning brings about innovation and creativity which is pivotal to the performance of all employees. No organization can achieve its goals and objectives without the efficient contributions of the employees. Therefore, continuous learning would afford them the opportunity to develop their skills and acquire the updated knowledge to perform effectively and productively. However, many organizations seem to downplay the importance of learning to their productivity. This is obvious in some organizations that hardly organize training activities for staff or sponsor their staff development programme. Such organizations are majorly concerned with profits and pays lip service to employees' training and professional development. Considering the importance of learning to employees' productivity, there is need to examine the role that it plays on employees' productivity in the service sector. Previous studies have focused on other sectors but not much has been done regarding the service sector particularly in Pakistan. Consequently, the present study is relevant in that direction.

## 2. Objectives of the Study

The objectives of the study were to examine the influence of learning/training on employees' productivity in service sector

in Pakistan. It also specifically assesses the impediment to employees' training/learning in the service sector.

## 3. Conceptual Framework

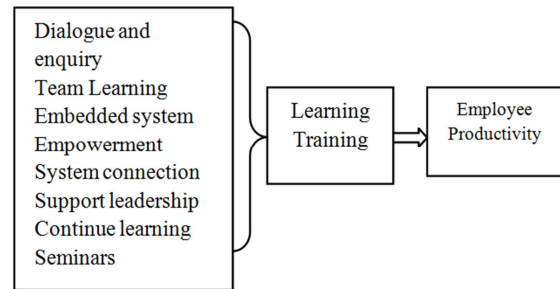


Figure 1. The conceptual framework of the Study.

### 3.1. Concept of Learning Organization

The literature supported that learning organization has been firstly discussed in the year around in 1920s. In the year 1980s and early 1990s the term learning organization was often used interchangeably with organization learning. However since 1980 only a few organizations realize the importance of learning organization in improving organizational commitment. Learning is much discussed since the late 1970s with contributors of many researchers in their own way. According to [6], there are five skills (skills) needed to create and optimize an organization's ability in the learning process. The five skills are very important to be owned in improving organizational commitment, namely: personal mastery (personal skills); mental models, shared vision, learning team and systems thinking. Learning organizational is an organization that has people constantly enhancing its capacity to realize a commitment and desired performance. [6] first proposed the concept of the learning organization in 1990's. According to him learning organization can be defined as a place where people constantly expand their competence to create the results that you want, where it was expanding and strengthening the patterns of idea, also collective aspiration free and where people are continually learning how to learn. [7], stated that organizational learning is a approach of change that occurs through learning". Learning organization" is not a program, but it is a new process to understand and learn together.

Learning enables individuals, groups and teams continuously engaging in new processes to acquire, capture, store, disseminate, and reuse knowledge. Learning cannot be separated from performing and is a process that goes beyond time of entry into an organization or prescribed training session [8]. Learning provides opportunities for individuals and organization to enhance their capacity, quality and performance [9]. A learning organization in which its members may to detect error or anomaly and correct it by restructuring organizational theory of action (the norms, assumptions, and strategies inherent in collective practices) by encoding and embedding the results of their inquiry in organizational maps and images [10]. Learning involves

continuous change according to the changes in the environment by learning and adapting to them. The significance of this concept is its newness and application for the organizations facing challenges in today's businesses. To gain and sustain competitive advantage, the strategies used by a learning organization need to be considered by every other organization operating in complex environments [11]. When employees understand their role and their importance to the organization, they will then be able to effectively perform to achieve the quality standards required in today's business world [12].

An organization is a collection of people having common and individual goals with an aim to continuously weigh the value, modify and develop better ways to accomplish them [13]. It means that the shared purpose change with changes in the environment and needs of organizations. It was highlighted that environment can influence the organization and its existence because both of them interacts with one another. So, the people in a learning organization and performance may think of new ideas and ways to improve the outcomes that they want. They think and work collectively in order to learn and adapt to bring about and see the impact of their work and actions as a whole [6]. The provision of supportive environment that encourage the use technology in organizations would help employees to to maximize their potentials [14].

### **3.2. Characteristics of Learning Organization**

The characteristics of a learning organization used in this study have been proposed by several researchers, focusing on continuous learning on the individual, group, and organizational level. These includes:

1. Creation, acquisition, and transformation of information and knowledge
2. Shared vision, value, and goals
3. Increasing the learning capacity of members of the organization
4. Empowerment of individual learners
5. Creativity and innovation
6. Integration of work and learning
7. Increasing productivity and improving performance

Learning in organization is more significant than the individual learning. It shows through the synergy between individuals in groups and teams of various immensity. It need to focus on the characteristics of the learning organization through continuous changes. Learning is an emerging process and more predictable for the right environment to flourish. If we have been encouraging individuals and teams to be innovative measures then they have to explore alternatives and thoughtful risk-taking factors. During the learning process, individuals will influence each other and their ideas will co-evolve and each idea will adapt and change with the reference of other ideas being once changed, it will have an influence on what happens next. The concept of co-evolution is a powerful one and applies not only to internal organizational learning but also to strategy in relation to a

changing environment, as well as to viable understanding. Learning organizations applaud self organization so that groups can come together to explore new ideas without being directed to do so by a managers outside that group.

### **3.3. Action Learning Theory**

Learning organizations included the long-term business model organization in the name of learning. Opportunities for its continuous learning, research and dialogue, cooperation and team learning. These are the specific components. It is based on sets of problems and may help in solving the actions. [15] defined active learning as the kind of learning that is learner-centred and the teacher acts as a facilitator not a master. According to [15], active learning leads to discovery of solutions to present and potential problems. Learning process based on the experience group that combines the practical experience in the use of real problems with the theory appropriate. Organizations that develop a culture of active learning among employees are likely to be ahead of others because they can easily identify potential problems and strategize to tackle it.

### **3.4. General Theory of Action**

Parsons in the year 1951 explained the general theory of action which provides a theoretical basis for the theory to improve their understanding of the structures such as organizational effectiveness, and organizational change, and organizational learning and organizational culture. Learning functions have to facilitate these process four groups of actions in the organization. An individuals and organizations can be understood as a learning system. Through theoretical framework for organizational learning theory and the theory of action is consistent with the creation of the concept of the learning organization.

### **3.5. Employee Productivity**

In the contemporary, the relationship between the employees and employer is very important to increase the turnover of the company atmosphere. It may periodically change due to some circumstances. Since there are limited number job chances available for employees, there have been an increase in demand for continuous training and learning for employees to improve their productivity. Employee productivity is a product of many factors such as facilities, training, policy, technology, leadership structure and many more. Studies prove that improving the working environment and employees' inclusion in decision making may reduce the complaints and increase the productivity of employees [16, 17]. However, training remains a major factor to inculcate other factors. When employees acquire the necessary skills needed to increase their productivity, they become more useful to themselves and their employers. They also stand a better chance to compete more favourably in the labour market.

[18], argued that to increase an organization physical layout it has to be designed around employee needs in order

to maximize in productivity and satisfaction. Enough facilities must be provided to the employees to generate the greater employees' commitment and productivity. [19] states that to be productive in 21<sup>st</sup> century, employees have to engage in creativity and constant upgrade of their digital skills. The results of a study conducted by [16] shows that reduction in the number of workers complains and absent would increase the employee productivity. The external environment has been the largest effect on the productivity in the relation to the job dissatisfaction. Productivity is the ration which is measure how in the organization convert may input resources into the goods and services. Productivity is measured by increase in performance which may result from absenteeism, less breaks, and the number of the maximum units produced per employees per hour. The organizational outcomes as well as the employee productivity can be measured like sale per employee divided by total number of the employees. Productivity can affect profitability and the efficiency of organizations. The productivity turnover focus on how efficient the firm uses its assets by calculating how many the dollars of the sale are being produced on the average by the each dollars invested in the assets [20]. Managers are responsible to take precautionary measures to increase the performance of the staff. They must motivate and encourage staff to enhance their job performance. Higher rewards means the production is higher at the employers end. And rectify all the relevant issues between the employees and employers. Good managers must focused on the performance from day first at the end no issues can be created [21]. Strong relationship exist between financial incentives and employees' productivity, the higher the productivity the higher the incentives vice versa. Employees' concentration level will increase with the work if he knows the incentive is more after the completion of work [22]. Above all the social factors, every employee need to secure their jobs more than the financial benefits. Downsizing generates frustration and lack of concentration on work. It is an important factor that can increase or decrease the performance of employees [23, 24]. There is need for organizations to prioritize training of staff to enhance their abilities and capabilities to deliver.

## 4. Method

The present study was descriptive in nature. It was conducted in service sector in Pakistan. Data were gathered through structured questionnaires. The questionnaires

contains two sections (A and B), Section A were used to gather demographic data of the respondents while section B contains questions under 5-point Likert type scale ranging from 1= strongly disagree, 2 = disagree, 3= indifferent, 4= agree, 5= strongly agree. A total of four hundred and forty (440) questionnaires were administered to respondents selected from banks and other institutions in the service sector in Pakistan. However, a total of four hundred and three (403) questionnaires were retrieved and valid. The samples were selected through purposive sampling technique and collected data were later analyzed using descriptive statistics.

## 5. Results

*Table 1. Reliability Analysis.*

Variables	Cronbach's Alpha
Model	0.928
Continuous learning	0.943
Team learning	0.903
Embedded system	0.893
Empowerment	0.317
System connection	0.867
Support leadership	0.909
Employee productivity	0.893

### *Interpretation*

Cornbach's alpha is the common measurement of the internal consistency. It is very commonly used when the questioner and survey is making on likert scale. And normally wish to determine when the scale is reliable. Consistency and stability refers reliability and normally test or scale. It is normally used to measure the internal consistency, which is very close to the items and groups. It is considered to be the measure the scale of the reliability. If the value of the alpha is very high it does not to imply to measure the one-dimensional part.

Cornbach's alpha is not a test of statistic. It is basically a coefficient of the reliability. The table shown that the overall reliability of the model is 0.928, which quite good and near to +1. Its mean that the model is best fit. The dimension of the learning organization named continuous learning the reliability is the 0.943. This is near to positive 1. And best fit it. Team learning reliability is the 0.903. Which is best fit and close to +1. Embedded system is 0.893 closer to +1. The empowerment is 0.317 which is closer to -1. And not best fit. The system connection is 0.867 and more reliable in it. The supportive leadership is 0.909 which is very strong and closer to +1. And employee productivity played more reliable in it.

*Table 2. Descriptive Statistics.*

	N	Minimum	Maximum	Mean	Std. Deviation
Continuous Learning	402	1.6	4.4	3.343	.7488
Team Learning	402	1.5	5.0	3.384	.7835
Embedded System	402	1.3	5.0	3.591	.7612
Empowerment	402	1.5	5.0	3.716	.6957
System Connection	402	.8	4.8	3.475	.8099
Support Leadership	402	1.5	5.0	3.779	.7055
Learning Organization	402	1.8	5.9	3.608	.5987
Employees Productivity	402	2.3	5.0	3.652	.6660
Valid N (listwise)	402				

### Interpretation

Researcher said standard deviation lies between the 0 and 1. Its mean the data is normally distributed. Pearson correlation is normally used to find the relationship of the different variables. Table 2 exhibit that the relationship is between 0 and 1 it is best fit and the relationship among the variables are very strong. The overall data were reliable and also it was normally distributed because the standard deviation from mean for the variable was less than 1. Overall response from manufacturing as well as the service sectors tend to be the toward agree side of the likert scale. This mean that the all dimensions of the learning organization tend to be favor able and best fitted on turnover intention and employee productivity. The standard deviation of the continuous learning is 0.7488 it is very strong relationship and closer to

1. Team learning is 0.7835 also closer to 1 and strong relationships. Embedded system is 0.7612 near to 1 and strong relationship. But the empowerment has less standard deviation than above all. Its relationship is far better it is 0.6957 and system connection is 0.8099. Supportive leadership is near 1 and strong relationship its value is 0.7055. Employee productivity show strong relationship with the 0.666.

### Hypotheses

The first hypothesis is related to the significant impact of training/learning on employees' productivity. The second hypothesis (H2) has a correlation coefficient of 0.729 among the variables and at a significance level,  $p < 0.05$ . Tables 3, 4, 5, 6 represents the regression of learning organization and employee productivity.

Table 3. ANOVA result.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94.453	7	13.493	63.737	.000 <sup>a</sup>
	Residual	83.411	394	.212		
	Total	177.864	401			

Table 4. Coefficient table.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.621	.154		4.023	.000
	Continuous Learning	.250	.062	.281	4.038	.000
	Team Learning	.084	.043	.099	1.952	.052
	Embedded System	.039	.053	.045	.738	.461
	Empowerment	.139	.067	.146	2.079	.038
	System Connection	.047	.035	.057	1.353	.177
	Support Leadership	.339	.049	.359	6.942	.000
	Learning Organization	-.054	.164	-.048	-.326	.744

a. Dependent variable: Employees' productivity.

Table 5. Coefficient table2.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.470	.270		12.844	.000
	Continuous Learning	.072	.109	.065	.664	.507
	Team Learning	-.141	.075	-.132	-1.867	.063
	Embedded System	-.066	.093	-.060	-.707	.480
	Empowerment	-.278	.117	-.232	-2.371	.018
	System Connection	-.080	.061	-.078	-1.311	.191
	Support Leadership	-.318	.085	-.269	-3.716	.000
	Learning Organization	.480	.288	.345	1.667	.096

b. Dependent Variable: Turnover Intention

### Interpretation

The Tables 3, 4, table 5 exhibits the relationship. If we are finding the variation among the dimension of the variables with the dependent variables we used linear regression for this act. The model showed that the value of the R is 0.729 and the R-square is 0.531 and the adjusted R square is 0.523 in it. It is more vitiate in the data. Linear regression is most important techniques having more use by the researchers in the statistical method. Despite it is very popular in the interpretation of the coefficients of the regression by very simplest way. But sometime it is very

difficult in it. Although value of the F is 63.737 in the table were shown. The level of the significant is 0.000 it is very significant in it. The data shown it is very positive way of the significant on the dependent variable like turnover intention. Continuous learning has level of significant which is less and impact less on the turnover intention. If move forward team learning also level significant on the turnover intention the results shown that there is less significance on dependent variable. Embedded system much far away from 0.00 it is close to 1 and shown less significance. Empowerment is close to 0.00 its mean there

is more significant relationship among the variables. System connection is significant and also supportive leadership as well. In the table the t test show the relationship among the dependent and independent variable. Turnover intention may impact positive on the dimension named as continuous learning and system connection.

*Table 6. Correlation.*

<b>CL&amp;TL</b>	<b>0.399</b>
ES&TEAMLEARNING	0.463
ES&EMPOWERMENT	0.532
SYS. CONNECTION&EMP	0.506
SC&SL	0.398
SL&EP	0.713

#### *Interpretation*

Although the relationship among the all variables is tested with the main help of this and let us known the significant relationship as well with the help of which we can reject or accept our hypothesis for these relationship if any. Table 6 exhibits the correlation of variables. But they may exist the positive relationships among the variables of the study. Among the turnover intention and the dimensions of the learning organizations it was positive correlation and also strong as well, nearest to +1. Employee productivity the Pearson correlation is negative because the relationship is negative. It may negative impact on it, highly significant data. Continuous learning the data is highly significant and correlation is weak. Team learning the correlation is weak and not more near to +1. The embedded system the data is significant and closer to +1. Empowerment highly correlated with the turnover intention and suggested near to +1. System connection is less significant. Support leadership is moderate correlated and significant. But employee productivity is 0.639 and closer to +1.

## 6. Discussion

The result of the study shows that there is a significant relationship between training/learning on employees' productivity. The statistical analysis showed the positive correlation among all the variables expects system connection and employees' productivity plays more significant on it. Training and Learning increase the employees' motivation and skills to perform task better and to create and innovate. The findings indicate that training and learning would enable employees to reinvent themselves to be able to adapt to emerging working environment and technologies needed to achieve greater productivity. The results further show that funding remains a major challenge to training and retraining of employees. Therefore, organizations should strive more to empower their employees and to support their professional development. This is in addition to time and resistance to change. When trainings are organized for employees, it affords them the opportunity to learn on the job and also transferred knowledge to their job which will in turn improve their productivity. Any employee that wants to remain relevant at work must continue to learn, relearn and unlearn. Besides the

supports from the employers, employees should also make deliberate efforts to update their knowledge and skills in line with current trends and digital revolutions.

## 7. Conclusion

This study examines the influence of training and learning on employees' productivity. The findings indicate that constant trainings and learning increases the productivity of employees. The service sector in Pakistan which is the case study for this research has a lot to benefit if they invest more on training and retraining of their employees. The service sector in Pakistan especially the banks must do more to become or remain competitive both locally and globally, however, this cannot be achieved without effective workforce that are armed with relevant knowledge and skills to compete in the market. Although, it is not easy for many organizations to organize or sponsor staff development programmes considering the time and financial implications but they would have to do so achieve their objectives. Training and learning afford employees the opportunity to acquire, create and share knowledge among themselves and also to develop problem solving skills needed to improve performance. Those who refuse to learn or develop themselves may find it difficult to access emerging opportunities or to grow on the job. Consequently, we recommend that organizations should provide more incentives to encourage enhance staff development; employees should update their digital literacy skills to improve their productivity and competitiveness in a digital world.

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