



Role Of Corporate E-Learning In Training And Development

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Abstract:

Merely investing in physical and IT infrastructure is insufficient; organizations need to ensure that their employees willingly embrace and utilize these resources. To effectively introduce new technologies, organizations must consistently evaluate the prospects of success and comprehend the key factors driving their acceptance. The main aim of this study is to examine and report This study aims to find out the association between the organisational characteristics and the extent of use of corporate e-Learning system for training and development purpose in the context of computer software and services firms in Karnataka. It was found that the four basic characteristic of the responding organizations such as establishment year, business focus, scope of business and workforce size significantly influenced the extent of use of corporate e-Learning in training and development.

Key words: e-learning, Training and development, corporate e-learning

INTRODUCTION

E-Learning, an instructional approach aimed at imparting essential knowledge, attitudes, skills, habits, and values within organizations, has become an enduring fixture. To meet the needs of today's highly competitive global economy, employees must have the latest knowledge and technological skills. Therefore, to cultivate a highly trained and educated workforce, organisations have invested substantial resources towards developing e-learning alternatives to traditional types of education and training systems (DeRouin et al. 2005, Bassi and Van Buren 1999, Rossett 2002). Training is considered to be a key educational practice and strategic organisational tool that is associated with higher profits and lower employee turnover. Many organisations have adopted e-learning solutions for their corporate training (DeRouin et al. 2005). The importance of workplace learning as an effective way for employees to acquire knowledge and skills for individual competence development as well as for organizational effectiveness has been widely recognized (Doornbos, Simons, & Denessen, 2008).

OBJECTIVES OF THE STUDY.

Objectives.: To analyse and interpret the views and perceptions of HRD/IT managers about potential of e-Learning system in their respective organizations.

Research question: What are the broad trends and status of corporate e-Learning in enhancing the effectiveness of training and development programmes in computer software and services firms in Karnataka?

H₁: Organisational characteristics tend to influence the extent of use of corporate e-Learning in enhancing the overall effectiveness of training and development programmes.

RESEARCH METHODOLOGY:

This quantitative-empirical research study combines both descriptive (answering what, where, when, who, and how) and diagnostic (answering why) elements. Primary data and information were the foundation of this study's scope. The research instrument employed was a questionnaire, serving as a means to assess corporate eLearning. The "Directory of National Association of Software and Services Companies (NASSCOM-Karnataka)" provided the database, comprising 517 mailing addresses.

After meticulous scrutiny and refinement of the completed questionnaires, 49 incomplete submissions were excluded, leaving 327 fully completed and usable questionnaires for subsequent analysis. Consequently, the effective response rate stood at 63.25 percent. The respondent organizations represented various sectors, including 189 in IT services, 46 in Business Process Outsourcing (BPO) / Business Process Management (BPM), 51 in Software products, 18 in Engineering research & design (ER&D), 6 in Internet and e-commerce, 5 in Educational and Consultancy services, and 12 others encompassing animation and gaming, business management consultancy and certification, trade and investment, staffing solutions, telecom services, and real estate and infrastructure.

The research process encompassed the utilization of statistical tools and techniques, including descriptive statistics (Mean and Standard Deviation) as well as the chi-square test, to meticulously analyze and derive insights from the data collected through the field survey.

REVIEW OF LITERATURE:

Brown, K.G. (2001) examined the effect of learner choices in computer-based training, a study was conducted with 78 employees of organisation in the USA taking an intranet-delivered training course. Learner choices were assessed and predicted with goal orientation (mastery and performance) and learning self-efficacy, as well as age, education, and computer experience. Results indicated that considerable variability among trainees in practice level and time on task, which both predict knowledge gain. Performance orientation interacted with learning self-efficacy to determine practice level, and mastery orientation had an unexpected negative effect.

Kanuka, H. et al. (2002) investigated the perceived satisfaction with the web for the delivery of mandatory credentialed professional development in Canada, where the main purpose was to ensure that participants are aware of new developments related to their practice. The findings indicate that the goals of the providers and the goals of the participants were not entirely aligned. Many participants expressed their goals as an opportunity to gain better understanding of the issues presented, whereas the goal of the provider was to update the participants with new and changing information. Participants expressed a preference for increased interactivity between learners and preferred a case-based instructional methodology.

Nisar, T. M. (2002) aimed to study organisational determinants of e-Learning in the UK. They make a distinction between employee, organisational and institutional level analysis for delineating the role of learning and training in the value creation process.

With extant review of literature author concluded that larger establishments, organisations which employ educated workforce and well established internal labour market influence on adopting e-Learning strategy. Further author stated that influence of many such factors requires value-based analysis to help organisation make optimal decision about the choice of e-Learning.

Neo, H. F., et al. (2012) stated that organizations did not have a high intention to use MyKad reader because of their lack of understanding about its benefits (performance expectancy), ease of use, social support and facilitating conditions.

Based on the literature review presented earlier, it becomes evident that limited research has investigated the significance of e-Learning within the realm of training and development within organizational settings. In light of this context, the current study aims to shed light on the prevailing patterns and the current state of corporate e-learning's impact on augmenting training and developmental initiatives within organizational contexts.

ANALYSIS AND HYPOTHESIS TESTING

H1: Organisational characteristics tend to influence the extent of use of corporate e-Learning in enhancing the effectiveness of training and development programmes.

H1 (a): Year of establishment and use of corporate e-Learning in training and development.

Null hypothesis: There is no association between year of establishment and extent of use of corporate e-Learning in training and development

Table- 1 chi-square test for association between year of establishment and extent of use of corporate e-Learning in training and development

Year of establishment	Extent of use of corporate e-Learning			Total	Chi-square value	P value
	Basic	Intermediate	Advanced			
Prior to 1990	7 (25.0%) [29.2%]	13 (46.4%) [27.1%]	8 (28.6%) [3.1%]	28 (100.0%) [8.6%]	93.12	<0.001**
1991-2010	5 (2.4%) [20.8%]	9 (4.2%) [18.8%]	198 (93.4%) [77.6%]	212 (100.0%) [64.8%]		
2011-2017	12 (13.8%) [50.0%]	26 (29.9%) [54.2%]	49 (56.3%) [19.2%]	87 (100.0%) [26.6%]		
TOTAL	24 (7.3%) [100.0%]	48 (14.7%) [100.0%]	255 (78.0%) [100.0%]	327 (100.0%) [100.0%]		

Notes: 1. The value within () refers to Row Percentage

2. The value within [] refers to Column Percentage

3. ** Denotes significant at 1% level

Table 1 reveals that since P value is less than 0.01, the null hypothesis is rejected at 1% level of significance. Hence it was concluded that there is association between year of establishment and extent of use of corporate e-Learning in training and development. Hence, compared to the firms established prior to 1990 and during 2011-2017, an overwhelming proportion of a little over 93 per cent of the companies set up during 1991-2010 used advanced level of corporate e-Learning in training and development.

H1(b): Business focus and use of corporate e-Learning in training and development

Null hypothesis: There is no association between business focus and extent of use of corporate e-Learning in training and development

Table- 2 chi-square test for association between business focus and extent of use of corporate e-Learning in training and development

Business focus	Extent of use of corporate e-Learning			Total	Chi-square value	P value
	Basic	Intermediate	Advanced			
IT services & BPO	9 (3.8%) [37.5%]	21 (8.9%) [43.8%]	205 (87.2%) [80.4%]	235 (100.0%) [71.9%]	46.34	<0.001**
Software products & ERD	9 (13.0%) [37.5%]	21 (30.4%) [43.8%]	39 (56.5%) [15.3%]	69 (100.0%) [21.1%]		
Others	6 (26.1%) [25.0%]	6 (26.1%) [12.5%]	11 (47.8%) [4.3%]	23 (100.0%) [7.0%]		
TOTAL	24 (7.3%) [100.0%]	48 (14.7%) [100.0%]	255 (78.0%) [100.0%]	327 (100.0%) [100.0%]		

Notes: 1. The value within () refers to Row Percentage

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Table 2 reveals that since P value is less than 0.01, the null hypothesis is rejected at 1% level of significance. Hence it was concluded that there is association business focus and extent of use of corporate e-Learning in training and development. In tune with this finding, it could be stated that a significant proportion of more than 87 per cent of firms concentrating on information technology (IT) and Business Process Outsourcing (BPO) reported the advanced use of corporate e-Learning in their training and development activities.

H1(c): Scope of business and use of corporate e-Learning in training and development

Null hypothesis: There is no association between scope of business and extent of use of corporate e-Learning in training and development

Table- 3 chi-square test for association between scope of business and extent of use of corporate e-Learning in training and development

Scope of business/ market served	Extent of use of corporate e-Learning			Total	Chi-square value	P value
	Basic	Intermediate	Advanced			
All India	15 (9.9%) [62.5%]	12 (7.9%) [25.0%]	124 (82.1%) [48.6%]	151 (100.0%) [46.2%]	11.85	0.003**
Global	9 (5.1%) [37.5%]	36 (20.5%) [75.0%]	131 (74.4%) [51.4%]	176 (100.0%) [53.8%]		
TOTAL	24 (7.3%) [100.0%]	48 (14.7%) [100.0%]	255 (78.0%) [100.0%]	327 (100.0%) [100.0%]		

Notes: 1. The value within () refers to Row Percentage

2. The value within [] refers to Column Percentage

3. ** Denotes significant at 1% level

Table 3 reveals that since P value is less than 0.01, the null hypothesis is rejected at 1% level of significance. Hence it was inferred that is association between scope of business and extent of use of corporate e-Learning in training and development. Accordingly, as many as 82 percent of the firms with only 'all India' operations and a little over 74 per cent of the companies with 'global scope' of business reported the practice of adopting advanced level of corporate e-Learning in their training and development programmes.

H1(d): Workforce size and use of corporate e-Learning in training and development

Null hypothesis: There is no association between workforce size and extent of use of corporate e-Learning in training and development

Table- 4 chi-square test for association between workforce size and extent of use of corporate e-Learning in training and development

Workforce size	Extent of use of corporate e-Learning			Total	Chi-square value	P value
	Basic	Intermediate	Advanced			
<200	5 (2.7%) [20.8%]	13 (7.1%) [27.1%]	164 (90.1%) [64.3%]	182 (100.0%) [55.7%]	42.83	<0.001**
201-10000	12 (12.9%) [50.0%]	28 (30.1%) [58.3%]	53 (57.0%) [20.8%]	93 (100.0%) [28.4%]		
>10000	7 (13.5%) [29.2%]	7 (13.5%) [14.6%]	38 (73.1%) [14.9%]	52 (100.0%) [15.9%]		
TOTAL	24 (7.3%) [100.0%]	48 (14.7%) [100.0%]	255 (78.0%) [100.0%]	327 (100.0%) [100.0%]		

Notes: 1. The value within () refers to Row Percentage

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3. ** Denotes significant at 1% level

Table 4 reveals that since P value is less than 0.01, the null hypothesis is rejected at 1% level of significance. Therefore it was concluded that there is association between workforce size and extent of use of corporate e-Learning in training and development. Based on this finding it could be stated that an overwhelming proportion of 90 per cent of the firms employing fewer than 200 persons and 73 percent of firms having greater than 1000 employees reported the use of 'advanced level of corporate e-Learning initiatives' in their training and development programmes.

CONCLUSION

It was found that the four basic characteristic features of the responding organizations such as establishment year (age of the organization), business focus (nature of the main activity), scope of business (markets served) and workforce size (total number of employees) significantly influenced the extent of use of corporate e-Learning in training and development.

In conclusion, this study provided a thumbnail sketch of the role and relevance of the corporate e-Learning in training and development of computer software and services firms in Karnataka reflected through the broad trends in and status of e-Learning initiatives. As usual, being a descriptive approach one could only understand the answers to what, where, when, who and how part of these trends to the exclusion of critical answer to "why". This issue is directly related to the key determinants of e-Learning technology acceptance and use behaviours and discussed in the next chapter.

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