Impact On Online Training Vs Classroom Training In Employee Performance

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ABSTRACT

Training and development play a vital role in enhancing employee performance and organizational productivity. With rapid technological advancement, organizations are increasingly adopting online training methods alongside traditional classroom training to meet dynamic learning needs. This study aims to analyse and compare the impact of online training and classroom training on employee performance. The research evaluates employee satisfaction, engagement, learning effectiveness, and performance outcomes associated with both training modes. Primary data were collected using a structured questionnaire from employees across various organizations, and statistical tools such as One-Way ANOVA, One-Sample t-Test, and Chi-Square Test were used for analysis. The findings reveal that employees demonstrate significant satisfaction with training programs, and no significant difference exists in employee satisfaction across online, classroom, and hybrid training methods. The study concludes that training effectiveness depends more on content quality, instructional design, and relevance to job roles rather than the mode of delivery. A hybrid training approach is recommended to maximize employee performance and continuous learning.

KEY WORDS

Online Training; Classroom Training; Employee Performance; Training Effectiveness; Learning Methods.

1. INTRODUCTION

Employee training and development are critical components of organizational success, contributing to improved skills, productivity, and job satisfaction. Traditionally, classroom training has been the dominant method of employee learning due to its interactive nature, real-time feedback, and collaborative learning

environment. However, classroom training often involves higher costs, logistical challenges, and limited flexibility.

With the advancement of digital technologies, online training has emerged as a flexible and cost-effective alternative. Online learning platforms allow employees to access training materials anytime and anywhere, supporting self-paced learning and continuous skill development. Despite these advantages, online training may lack personal interaction and face-to-face engagement, which can influence learning motivation.

Both online and classroom training methods have distinct strengths and limitations. Understanding their impact on employee performance is essential for organizations to design effective training strategies. This study aims to evaluate and compare the influence of online and classroom training on employee performance, satisfaction, and engagement, and to recommend suitable training models for modern organizations.

2. PROBLEM STATEMENT

The problem is to determine how online versus classroom training impacts employee performance, specifically by analysing which method is more effective for improving employee skills, knowledge, and productivity. Key questions include: How do differences in learning pace, engagement, social interaction, and cost-effectiveness affect performance outcomes? What are the advantages and disadvantages of each training modality in terms of skill retention, immediate feedback, and adaptability for different learning styles?

3. SCOPE OF THE STUDY

The scope of this study focuses on examining the comparative impact of online and classroom training methods on employee performance within an organizational context. It aims to analyse key factors such as cost-effectiveness, flexibility, accessibility, engagement, and the quality of learning outcomes associated with each training approach. The study also evaluates how these training methods influence crucial employee performance indicators, including knowledge acquisition, skill development, productivity, efficiency, and job satisfaction. Furthermore, the research seeks to identify potential challenges faced in both training formats and propose strategies to optimize learning experiences for better employee outcomes

4. OBJECTIVES

• To examine the relationship between training methods (online and classroom) and employee performance.

• To identify the advantages and limitations of online and classroom training programs.

• To assess employee perceptions, engagement, and satisfaction toward both types of training.

5. LIMITATIONS

• Employee characteristics like motivation, digital literacy, and job role significantly impact training effectiveness.

• Certain skills, especially soft skills, may require face-to-face interaction, limiting the effectiveness of self-paced online training.

• Measuring employee performance is complex and multidimensional, making it challenging to accurately evaluate long-term learning transfer and productivity outcomes

6. RESEARCH METHODLOGY

Research Design

The study adopts a descriptive research design to analyse the impact of online and classroom training on employee performance.

Data Collection

• **Primary Data:** Collected through a structured questionnaire using closed-ended and Likert-scale questions.

• **Secondary Data:** Collected from journals, research articles, HR reports, and online resources.

Sample Size

The study involved responses from 30 employees across various organizations.

Statistical Tools Used

• One-Sample t-Test

• Chi-Square Test

• One-Way ANOVA

7. ANALYSIS AND INTERPRETATION

TABLE 1: CHI-SQUARE TEST RESULTS

Value	Df	Sig. (2tailed)
0.307	2	0.858

INTERPRETATIONS

The Chi-Square analysis revealed no significant association between gender and preferred training method (p = 0.858). This indicates that employee training preferences are gender-neutral.

TABLE 2: ONE SAMPLE T-TEST TEST RESULTS

Test value = 0.5

t	df	Sig. (2tailed)	Mean difference	95% CI Lower	95% CI Upper
7.51	199	0.000	0.23	0.17	0.30

INTERPRETATIONS

The One-Sample t-Test showed a statistically significant level of employee satisfaction with training programs (p = 0.000). This confirms that training programs positively influence employee learning and performance.

TABLE 3: ONE WAY ANOVA TEST RESULT

Training Method × Employee Satisfaction

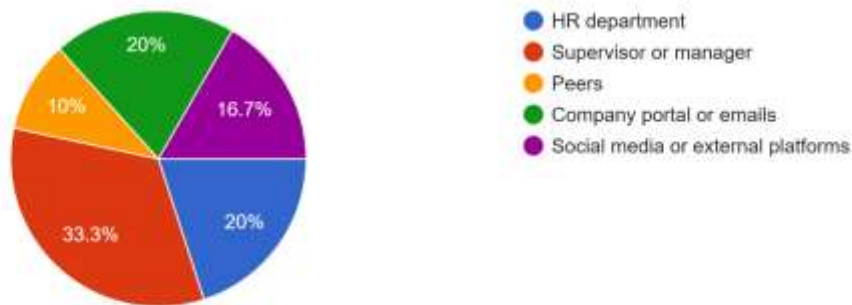| Sources	Sum of squares	df	Mean square	F	Sig
Between groups	0.82	2	0.41	1.24	0.291
Within groups	64.37	197	0.33		
Total	65.19	199			

INTERPRETATIONS

The One-Way ANOVA results indicated no significant difference in employee satisfaction among online, classroom, and hybrid training methods (p = 0.291). This suggests that all training modes are equally effective when properly designed and delivered.

The chart represents data collected through Google Form responses:

CHART1: INFORMATION ABOUT THE TRAINING PROGRAM IN THE ORGANISATION

3) Who provides information about training programs within the organization?
30 responses

- HR department
- Supervisor or manager
- Peers
- Company portal or emails
- Social media or external platforms

CHART2: HOW LONG HAVE YOU BEEN ATTENTING THE TRAINING THE PROGRAM?
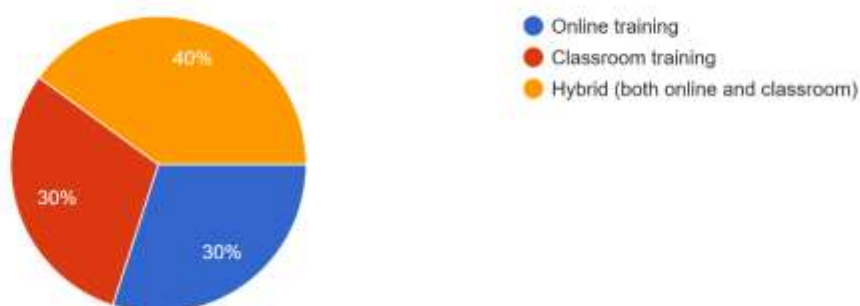
4)How long have you been attending training programs?
30 responses

- Less than 6 months
- 6 months to 1 year
- 1 year to 2 years
- More than 2 years
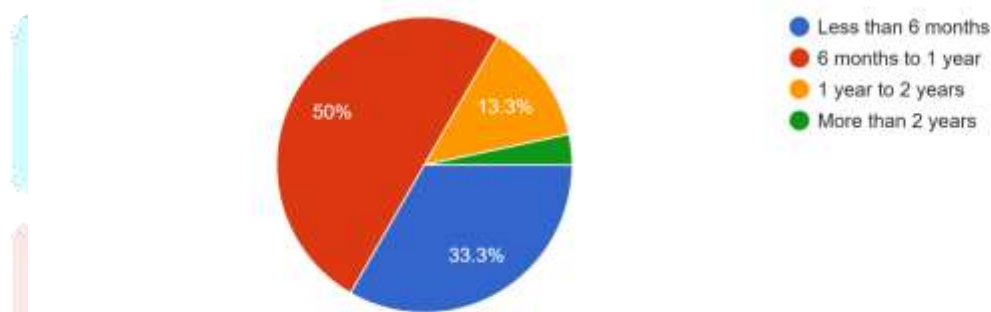
CHART3: TYPE OF TRAINING PROGRAM DO YOU PREFER

5) What type of training do you prefer?
30 responses

- Online training
- Classroom training
- Hybrid (both online and classroom)

CHART 4: HOW OFTEN DO YOU ATTENT THE TRAINING PROGRAM

6) How often do you attend training programs?
30 responses

Legend:
- Rarely
- Occasionally
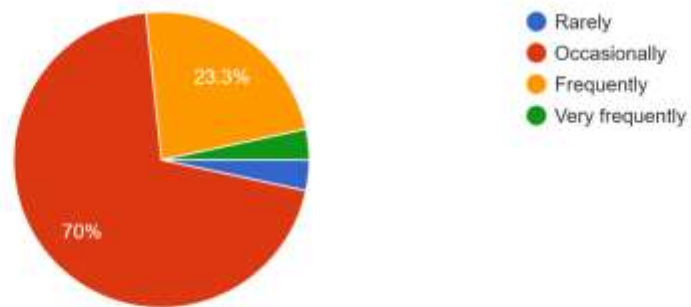- Frequently
- Very frequently

23.3%
70%

CHART 5: DURATION OF THE TRAINING PROGRAM

7)What is the usual duration of your training programs?
30 responses

Legend:
- Less than 1 week
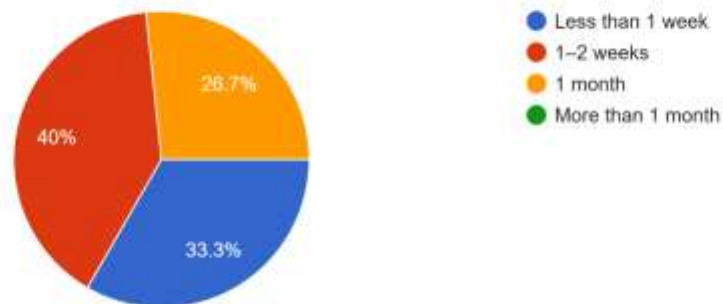- 1–2 weeks
- 1 month
- More than 1 month

26.7%
40%
33.3%

CHART 6: MODE OF TRAINING MOST EFFECTIVE IN THE SKILL IMPROVEMENT

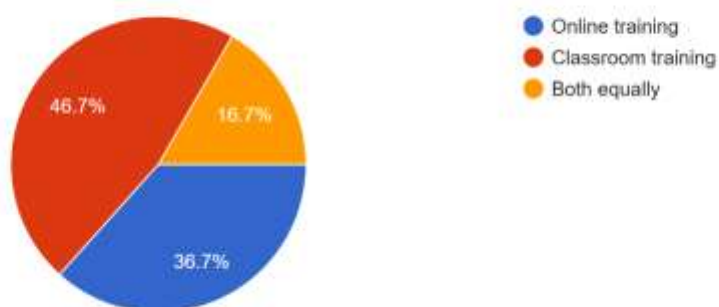8) Which mode of training do you find most effective for skill improvement?
30 responses

Legend:
- Online training
- Classroom training
- Both equally

46.7%
16.7%
36.7%

CHART 7: DEVICE OR PLATFORM DO YOU USE MOST FOR ONLINE TRAINING

9) Which device or platform do you use most for online training?

30 responses

- Laptop
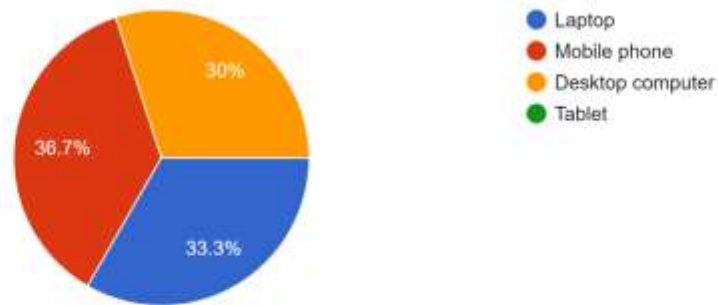- Mobile phone
- Desktop computer
- Tablet

CHART 8: SKILL DEVELOPMENT DO YOUR TRAINING PROGRAMS FOCUS ON MOST

10) Which area of skill development do your training programs focus on most?
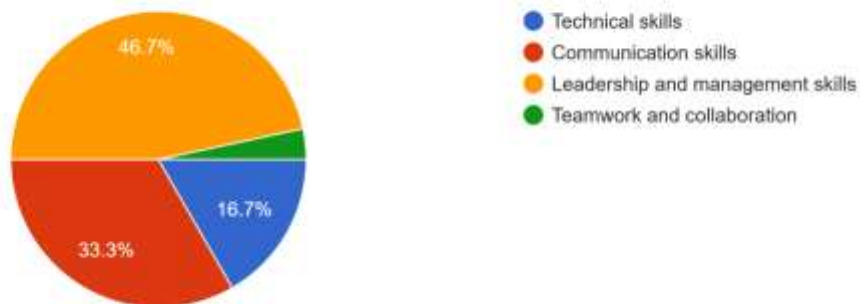
30 responses

- Technical skills
- Communication skills
- Leadership and management skills
- Teamwork and collaboration

CHART 9: FACTORS THAT INFLUENCE YOUR PREFERENCE FOR TRAINING METHODS

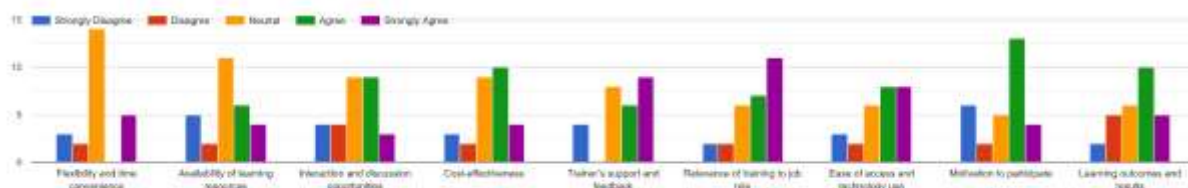11) State the factors that influence your preference for training methods.

CHART 10: RANK THE FOLLOWING ASPECTS OF TRAINING PROGRAMS BASED ON IMPORTANCE (1 = MOST IMPORTANT, 8 = LEAST IMPORTANT)
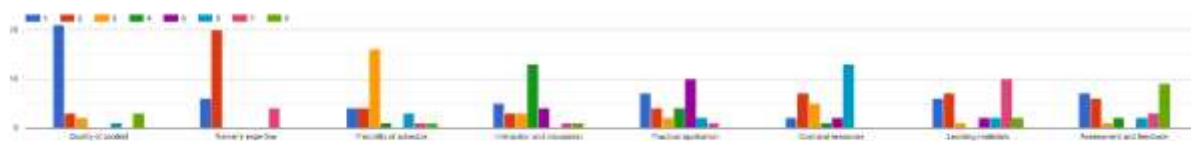

CHART 11: TRAINING METHOD DO YOU THINK INCREASES EMPLOYEE ENGAGEMENT

13) Which training method do you think increases employee engagement?
30 responses

- Online training
- Classroom training
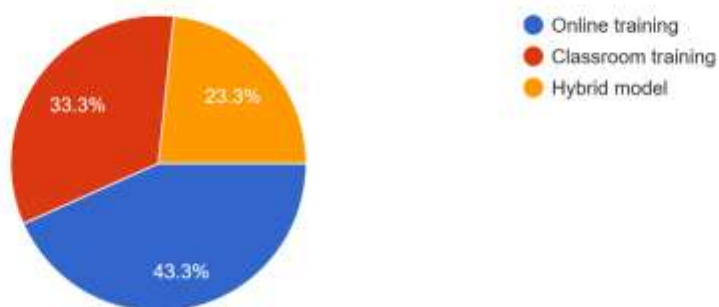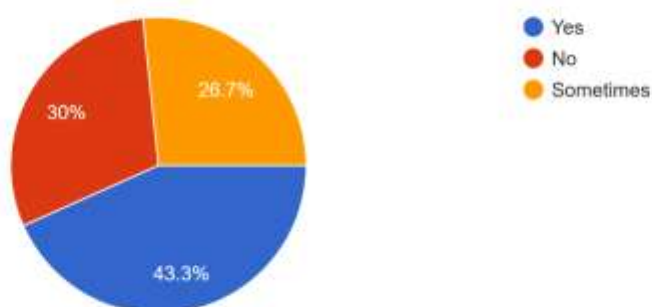- Hybrid model

43.3%
33.3%
23.3%

CHART 12: ORGANIZATION ENCOURAGE CONTINUOUS LEARNING AND SKILL UPGRADING

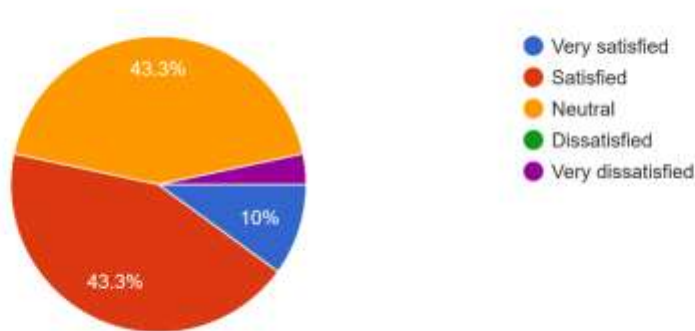14) Does your organization encourage continuous learning and skill upgrading?
30 responses

- Yes
- No
- Sometimes

43.3%
30%
26.7%

CHART 13: SATISFIED ARE YOU WITH THE CURRENT TRAINING PROGRAMS IN YOUR ORGANIZATION

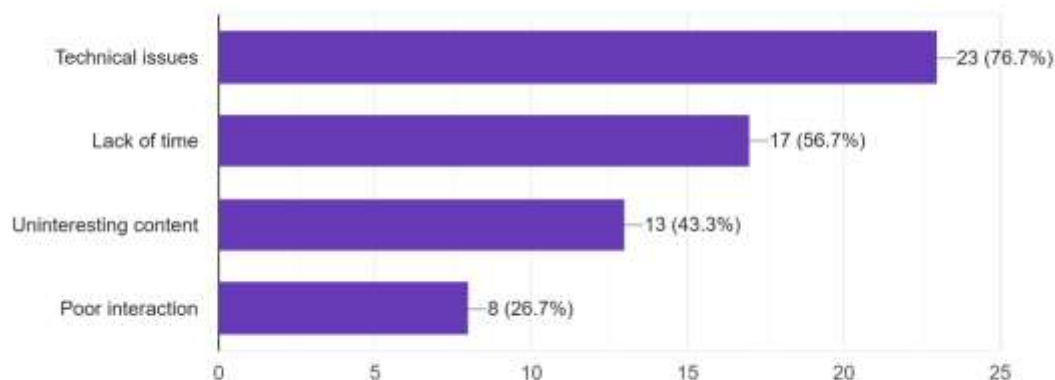15) How satisfied are you with the current training programs in your organization?
30 responses

CHART 14: CHALLENGES DO YOU FACE DURING TRAINING PROGRAMS

16) What challenges do you face during training programs? (multiple choice)
30 responses

8. FINDINGS

• The One-Sample t-Test confirms that employee satisfaction is significantly higher, indicating that training programs are effective in enhancing knowledge, skills, and job-related competencies.

• The Chi-Square test shows no significant association between gender and preferred training method, indicating that training preferences are gender-neutral.

• The One-Way ANOVA results indicate no significant difference in employee satisfaction across online, classroom, and hybrid training methods.

• Employees perceive all training methods as equally effective, provided the content quality, trainer support, and relevance to job roles are maintained.

• The findings suggest that training effectiveness depends more on training design and delivery quality rather than the mode of training.

9. SUGGESTIONS

• Organizations should focus on improving training quality rather than emphasizing a single mode of training delivery.

• A hybrid training model is recommended, as it combines the benefits of both classroom interaction and online flexibility.

• Training programs should be regularly updated to match evolving job roles and technological advancements.

• Continuous feedback mechanisms should be introduced to improve training effectiveness and participant engagement.

• Organizations should invest in skilled trainers and interactive learning tools to enhance employee involvement across all training formats.

10. CONCLUSION

The study concludes that both online and classroom training significantly contribute to employee performance enhancement. Statistical analysis confirms that employee satisfaction and performance are not significantly influenced by the mode of training delivery. Instead, training effectiveness is driven by content quality, trainer competency, and alignment with job roles. While online training offers flexibility and cost efficiency, classroom training provides interaction and experiential learning. Therefore, organizations are encouraged to adopt a hybrid training model that integrates the strengths of both methods to achieve optimal employee performance and long-term organizational success.

11. REFERENCES

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4.   Anderson, P. L. (2021). Cost Metrics in Training: A Comparative Analysis of Classroom and Virtual Environments. Journal of Training Economics, 32(1), 45–62.

12. ANNEXURE

1) AGE

a)   Up to 30

b)   b. 31-40

c)   c. 41-50

d)   d. Above 50

2) Gender

a)   Male

b) Female

3) Who provides information about training programs within the organization?

a. HR department

b. Supervisor or manager

c. Peers

d. Company portal or emails

e. Social media or external platforms

4) How long have you been attending training programs?

a. Less than 6 months

b. 6 months to 1 year

c. 1 year to 2 years

d. More than 2 years

5) What type of training do you prefer?

a. Online training

b. Classroom training

c. Hybrid (both online and classroom)

6) How often do you attend training programs?

a. Rarely

b. Occasionally

c. Frequently

d. Very frequently

7) What is the usual duration of your training programs?

a. Less than 1 week

b. 1–2 weeks

c. 1 month

d. More than 1 month

8) Which mode of training do you find most effective for skill improvement?

a. Online training

b. Classroom training

c. Both equally

9) Which device or platform do you use most for online training?

a. Laptop

b. Mobile phone

c. Desktop computer

d. Tablet

10) Which area of skill development do your training programs focus on most?

a. Technical skills

b. Communication skills

c. Leadership and management skills

d. Teamwork and collaboration

11) Rank the following aspects of training programs based on importance (1 = Most Important, 8 = Least Important)

FACTORS	RANK
Quality of content	
Trainer's expertise	
Flexibility of schedule	
Interaction and discussion	
Practical application	
Cost and resources	
Learning materials	
Assessment and feedback	

12) State the factors that influence your preference for training methods.

FACTORS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Flexibility and time convenience					
Availability of learning resources					
Interaction and discussion opportunities					
Cost-effectiveness					

Trainer's support and feedback					
Relevance of training to job role					
Ease of access and technology use					
Motivation to participate					
Learning outcomes and results					

13) Which training method do you think increases employee engagement?

a. Online training

b. Classroom training

c. Hybrid model

14) Does your organization encourage continuous learning and skill upgrading?

a. Yes

b. No

c. Sometimes

15) How satisfied are you with the current training programs in your organization?

a. Very satisfied

b. Satisfied

c. Neutral

d. Dissatisfied

e. Very dissatisfied

16) What challenges do you face during training programs? multiple choice

a. Technical issues

b. Lack of time

c. Uninteresting content

d. Poor interaction