



E-Learning Program Effectiveness in Corporate Training

Deepthi M N^a

^a Banashankari, Bengaluru – 560085, India

ABSTRACT

This study aims to present a quick overview of the methods for assessing E – learning while providing corporate training to employees. A few Criteria for evaluating the training program should be the advancement of recently developing trends. E – learning has grown in significance following COVID – 19. The employee is used to explain the E – learning. The offering of customized learning opportunities, convenience and flexibility increases employee engagement and retention. Primary data was gathered for this study using a questionnaire. The inquiry focused on the trainee’s effective feedback throughout the sessions, the learning experience and the resources provided. JMP an analytical tool for multiple linear regression, was used for the research.

Keywords: Corporate training program and E – learning.

INTRODUCTION

A platform called E – learning will provide instruction and training using digital resources. Electronic devices that have internet connectivity such as computers, tablets and phones, can facilitate learning. E – learning is possible in the fields of IT and education. Online education is similar to self-paced learning. Both trainees and students will be able to access the material through E – learning at any time and from any location in the world. The instructional resources, virtual classes, instruction and training delivered via PC and laptops. Online course delivery is incredibly effective when done through E – learning. Different forms of E – learning include an older kind of online learning known as fixed E – learning is still regarded as a traditional learning process that imparts knowledge to students through traditional means. Since fixed E – learning is compact and does not consider student decision, all students will receive same knowledge from the teachers. With adaptive learning students will have access to all the resources needed to suit their preferred learning style. This will concentrate on elements and enhance the workers individual performance as well as their skills and talents within the company culture. This will enable the students to access the information at their own speed. With asynchronous online learning, students can access the courses at any time and from any location by arranging them around their schedule. Interactive online learning can facilitate effective communication between the instructor and the student during the learning process. They have the option to switch between the two training courses. When there is open communication training will be easier and more involved for the learning process.

The main disadvantage of this learning is that, despite the size of the group, it will not be successful. The team’s communication is increasing because to collaborative E – learning and the work produced will be more efficient. Employees are an organisation’s most valuable resource, however maintain a positive working relationship with them may be challenging. The company will provide its employees with opportunities for growth. By offering corporate training and expanding their training programs, employers may guarantee employee loyalty and retention.

Conventional corporate training relied only on the instructor’s subject matter expertise and ability to relate to the training requirements the company would give its employees workshops, seminars and instructor – led training sessions. The training curriculum has shifted recently from traditional training to online and digital learning. A small number of E – learning partners will collaborate with the business to provide its staff members specialized training programs that will increase their efficiency at work. the organisation may assist employees in improving their knowledge, skills and talents by tailoring the training programs. A company’s corporate training program may use several E – learning techniques such as web-based e learning, virtual classrooms, video modules and micro learning.

The performance of the programs and their results should be the basis for evaluating the corporate training programs. Among the E-learning initiatives successes are:

- **Clear objective:** When conducting an employee training program, the organization should have a well-defined aim and purpose. SMART evaluation criteria, which stand for "specific, achievable, relevant, and time-bound," are among the options available to businesses.
- **Having the relevant metrics:** Key performance indicators that are aligned with the purpose and give significant insights into the efficacy of the training program are exhibited by the organizations.
- **Quantitative data:** through the use of learning management system technology or analytics tools to collect quantifiable data on employee performance, quiz results, participation rates, and amount of time spent on learning modules.

- **Qualitative feedback:** Through surveys, interviews, and discussion forums, feedback may be gathered to gain a thorough knowledge of the training programs, trainees' learning experiences, and how they believe the organization can improve.

REVIEW OF LITERATURE

- Rohini Sharma and Pallavi Banjare states with the use of e-training, employees in a company may do work of a higher ability while using less resources and a smaller budget, yielding a measurable return on investments. A variety of technologies, such as the internet, CD-ROM, state light, intranet, and audio video, are currently used in training. The greatest interactive multimedia E-Platforms may be used in place of in-person instruction. In order to guarantee that learning events are instantly relevant, e-training has allowed firms to provide just-in-time tools, learning-on-demand, and self-paced online learning. This has the added benefit of lowering expenses and flexibility because it reduces travel and keeps employees on the job. To provide a long-term competitive advantage, learning and progressive firms are emphasizing employee skill enhancement, just-in-time training, and continuing education. Through e-learning, firms are bridging the information gap and addressing educational inadequacies, equipping the workforce with the necessary knowledge mix to thrive in a competitive global marketplace.
- Nishikant Waikar performed a study on healthcare-learning in India with the goal of offering a practical and efficient method to implement high-quality, E-learning in the healthcare industry. This study shows that learning may occur through highly engaging online encounters, which makes learning more effective. In summary, a computer with Internet access may be used to do worldwide research into any field of study. It has improved comfort and uniformity in professional and technical education globally.
- In October 2013, Ekta Srivastava and Dr. Nisha Agarwal performed study on the emerging trend of e-learning in education and training. This study explores the idea of e-learning, including its background, effects on worker and student performance, distinctions from traditional learning, and prospects for the future. An increasing number of businesses are adopting e-learning to teach their staff, and several universities are now embracing e-learning to deliver instruction. Its benefits outweigh its drawbacks, including low cost, time savings, 24/7 access, flexibility to learn at your own pace, and rapid problem-solving.
- S.M. Imran Naushad the June 2014 study "E-Learning strategies for Imparting LIS Education in India" was conducted by Ali P. Misdone. Nowadays, learning is a worldwide situation, therefore we need to prevent conflict. The teaching-learning methods used in LIS education are changing accordingly in response to these developments. In order to give LIS e-learning in India more impetus, a suitable infrastructure is needed. In India, web-based or electronic instruction has grown in importance within the field of LIS education.
- The study on "Emerging Trends in Training and Development" was carried out in March 2015 by R Suhasini and Dr. T Suganthalakshmi. The report outlines the current technology advancements in training as well as the definition of training's growth and relevance in the modern day. Organizations will be more open to changing their T&D procedures and policies. Workers will want more openness from leaders on performance assessment standards, company strategy modifications, possibilities for career progression, selection of high potential programs, and even management succession planning.
- A study on e-learning in India was carried out in December 2015 by Arun Gaikwad and Vrishali Surndra Randhir. This research looks at the numerous forms of e-learning and its underlying theory. The differences between traditional and modern teaching approaches also reveal many people's opinions. The rise of e-learning in India is attributed in large part to the country's fast expansion of internet connection, according per study findings. E-learning has helped emerging and underdeveloped countries raise their educational, literacy, and economic standards.
- These days, e-learning is becoming more and more significant in businesses. Because staff members may study at their own speed, improve their knowledge, skills, and abilities (KSA), and access a wide range of resources thanks to e-learning. As a result, costs are reduced, personnel spend less time commuting, and they may learn new things whenever they choose. Good training increases KSA, promotes professional opportunities, helps retain top talent, and grows employees. delivering the finest services possible, finishing the assignment on schedule, etc. Determining the kind of training needed, its intended application, and its receiver is essential for the efficient implementation of training and development.

OBJECTIVE OF THE STUDY

- a) To understand how effective is the e-learning in corporate training
- b) To understand related factors contributing to the alignment of e-learning in corporate trainings

METHODOLOGY

Research Question

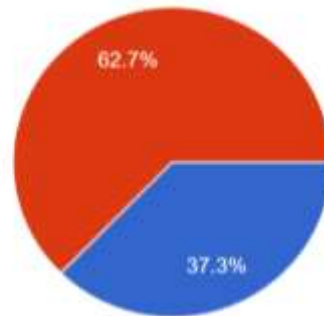
To have an idea on whether there is an impact of E – learning in corporate training program the multiple linear regression analysis is done.

Null Hypothesis (H₀): E-Learning activities does not align with the objectives.

Alternative Hypothesis (H₁): E-Learning activities align with the objectives.

Research Design

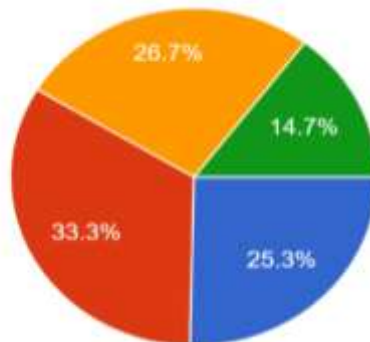
The data collected for this research is primary with help of questionnaire. The data was collected from the employees working in the IT sector where 75 responses was received. The questionnaire was prepared in the Likert scale and the rating was given based on their responses (Strongly Disagree is 1, Disagree is 2, Neutral is 3, Agree is 4 and strongly agree is 5). The question was based on learning experience, materials given, feedback for the trainees during the sessions were effective. The analysis was done using JMP the analytical tool.



Primary Data

Figure 1: Gender of respondents

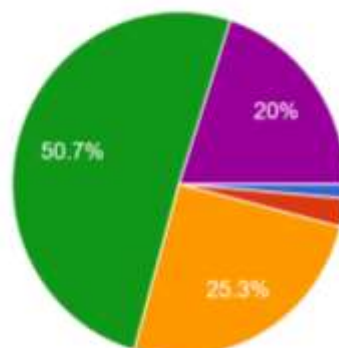
The above graph states gender of the respondents. Where 62.7% is female and 37.3% is male.



Primary Data

Figure 2: Age group

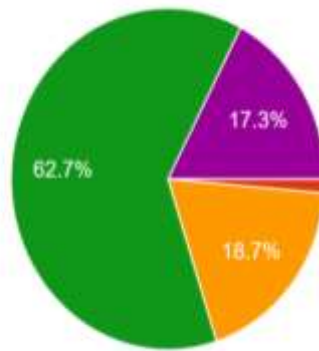
The above graph states age group of the respondents 20 – 25 is 25.3%, 26 – 30 is 33.3%, 26.7% is 31 – 35 and 14.7% is 35 and above.



Primary Data

Figure 3: E – learning materials

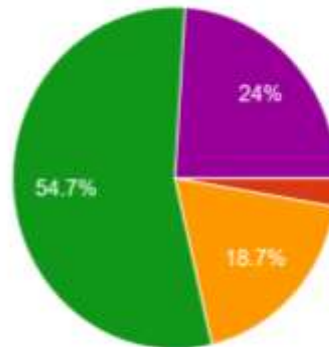
The above graph states the E learning materials provided easy to understand 1.3% is strongly disagree, 2.7% is disagree, 25.3% is Neutral, 50.7% is Agree and 20% is strongly agree.



Primary Data

Figure 4: Interactive elements

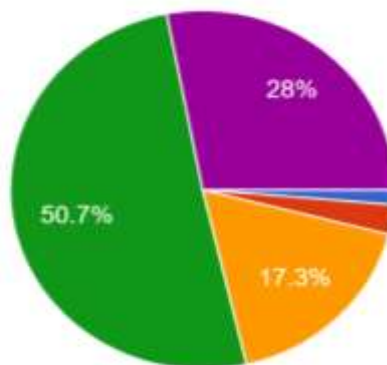
The above graph states did the interactive elements such as quizzes, simulation enhance the learning experience of respondents. 1.3% is disagree, 18.7% is neutral, 62.7% is agree and 17.3% is Strongly agree.



Primary Data

Figure 5: E – learning platform

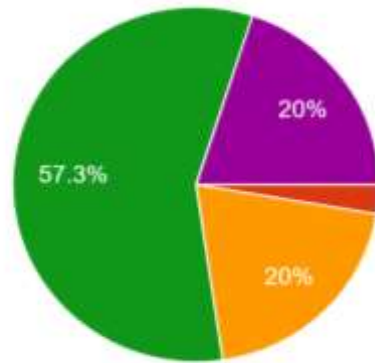
The above graph states E learning platform used by their organisation was user friendly and accessible to the respondents. 2.7% is disagree, 18.7% is neutral, 54.7% is agree and 24% is strongly agree.



Primary Data

Figure 6: E – learning assessments and learning objective

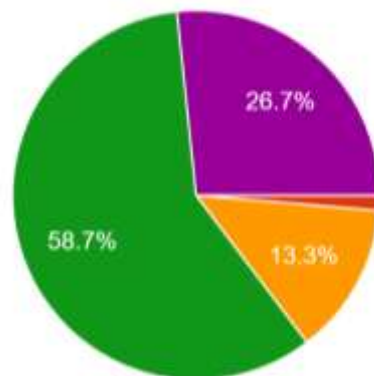
The above graph states assessments and exercises in E learning helped in supporting the learning objective of respondents. 1.3% is strongly disagree, 2.7% is disagree, 17.3% is neutral, 50.7% is agree and 28% is strongly agree.



Primary data

Figure 7: Activities and corporate training program

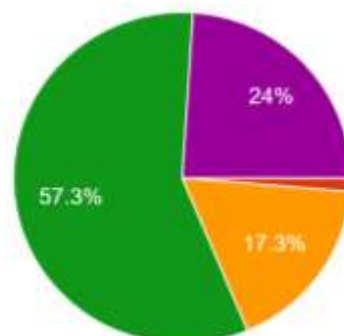
The above graph states if E learning activities aligned with the learning objective of the corporate training program in the respondent's organisation 2.7% is disagree, 20% is neutral, 57.3% is agree and 20% strongly agree.



Primary Data

Figure 8: E – learning flexibility

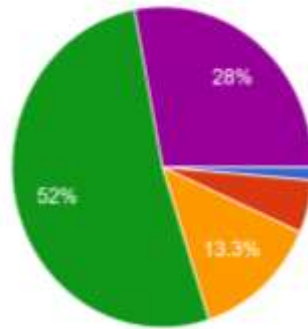
The above graph states E learning provided flexibility in terms of learning pace and schedule for the respondents 1.3% is disagree, 13.3% is neutral, 58.7% is agree and 26.7% is strongly agree.



Primary Data

Figure 9: E – learning and active participate

The above graph states E learning motivated them to actively participate in the learning process 1.3% is disagree, 17.3% is neutral, 57.3% is agree and 24% is strongly agree.



Primary Data

Figure 10: Feedback of sessions

The above graph states feedback received during the session helped in improving the understanding on the subject matter of the respondents 1.3% is strongly disagree, 2.7% is disagree, 13.3% is neutral, 52% is agree and 28% is strongly agree.

DATA ANALYSIS AND INTERPRETATION

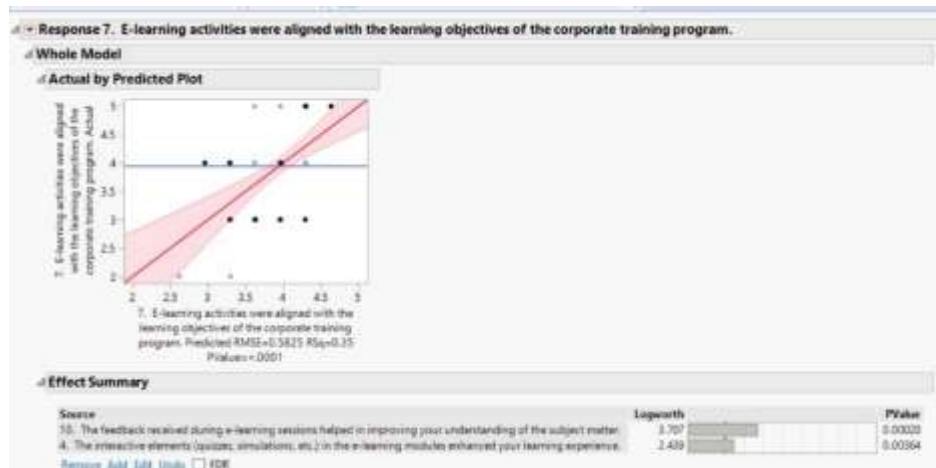


Figure 11

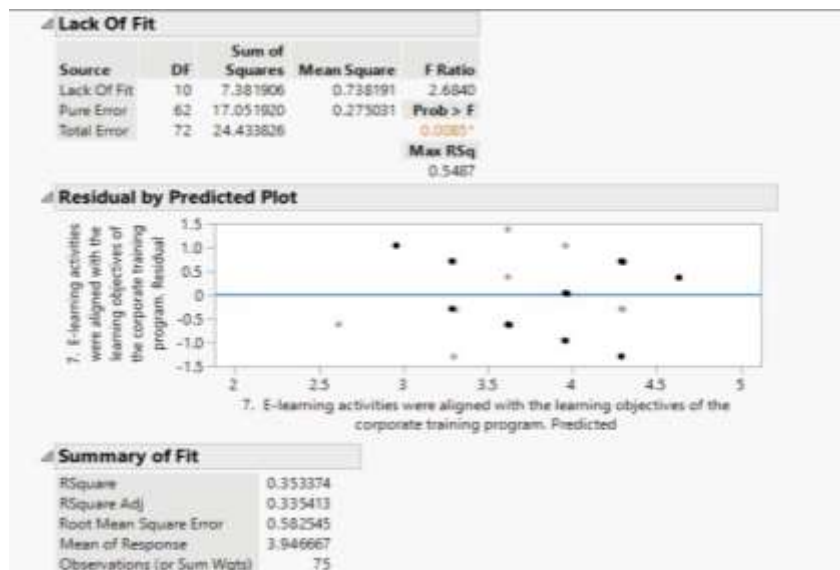


Figure 12

The screenshot displays the following statistical results:

Summary of Fit

R Square	0.33374
R Square-Adj	0.215413
Root Mean Square Error	0.382545
Mean of Response	3.946967
Observations for Sum Sq	74

Analysis of Variance

Source	DF	Sum of Squares	Mean Square	F Ratio	Prob > F
Model	2	13.35261	6.67631	19.4726	<.0001*
Error	72	24.41828	0.339143		
C. Total	74	37.77090			

Parameter Estimates

Term	Estimate	Std Error	t Ratio	Prob > t	WIF
Intercept	1.2704894	0.451304	2.81	0.0067*	
A. The interactive elements (quizzes, simulations, etc.) in the e-learning module enhanced your learning experience.	0.3454622	0.112575	3.07	0.0026*	1.1727819
B. The feedback received during a learning session helped in improving your understanding of the subject matter.	0.2310705	0.084338	2.74	0.0082*	1.1777819

Effect Tests

Source	Num DF	Den DF	Sum of Squares	F Ratio	Prob > F
A. The interactive elements (quizzes, simulations, etc.) in the e-learning module enhanced your learning experience.	1	1	3.0971207	9.0200	0.0036*
B. The feedback received during a learning session helped in improving your understanding of the subject matter.	1	1	0.2276597	15.4240	0.0002*

Figure 13

INTERPRETATION

With the collected replies, multiple linear regression approach is used. The primary goal of the study was to identify the variables that affected how well E – learning activities aligned with corporate training program learning objectives. The use of activities was aligned with learning purposes of the corporate training program was regarded as the dependent variable, while the interactive quizzes and feedback element offered were the independent factors. With a R squared adjusted value is 0.335 and R square value is 35.33% the model is fit with 33.5%. The model is fit since the VIF value for the two independent variables were both within threshold which is 4. Thus, we can infer that the use of e-learning in corporate trainings becomes successful and aligned with the learning purpose because of the interactive aspects such as quizzes and simulations, as well as the feedback given during the sessions to improve the knowledge of ideas. Since the p ratio is less than 0.05, the alternative hypothesis may be accepted and the null hypothesis can be rejected.

CONCLUSION

E-learning platforms have shown to be highly effective in training and developing workers in the IT sector. The provision of tailored learning opportunities, convenience, and flexibility increases employee engagement and retention. E-learning training has a good effect on employee growth. It provides employees with the tools they need, enhances their problem-solving abilities, and advances their careers overall, all of which raise the likelihood that they will do their tasks effectively. The effectiveness of training through e-learning platforms is influenced by a number of factors, including consistent methods for evaluation and feedback, dynamic and engaging learning modules, managers' and trainers' support, and pertinent and excellent course materials. Employee obstacles to e-learning include the need for self-control, possible distractions, a lack of excitement, technological difficulties, and time management. Resolving these problems is essential for the successful implementation of e-learning initiatives.

To increase the efficacy of training and development through e-learning, organizations should consider strategies like providing personalized learning paths, establishing a friendly environment for learners, gamifying the learning process, making use of multimedia and interactive content, offering opportunities for continuous learning, and routinely reviewing and updating training materials. Due to the contemporary need to optimize the learning process, e-learning has emerged.

REFERENCES

- 1) Nishikant Waikar —Healthcare: E-learning in India-A time for booster dose
- 2) Ekta Srivastava and Dr Nisha Agarwal (2013); E-learning: New trend in Education and Training.
- 3) S. M. Imran, Naushad Ali P.M(2014), "Trends in Information Management" (TRIM).
- 4) Pramila Rao, (2011) "E-learning in India: the role of national culture and strategic implications", Multicultural Education & Technology Journal