



**TO ANALYZE STUDY OF E-LEARNING BASED TOOL FOR  
CORPORATE TRAINING IN INDIA**

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**Abstract**

**Aim:** The main aim of the study is to find out, understand and analyze the study of e-learning as a corporate learning tool in India, which is a common corporate learning scenario.

**Research Design:** For the study design analysis, we will take the age, gender, income status of various management levels of a private and public organization as independent variables, and based on these dependent variables, we will measure the analytical study of e-learning as a tool for corporate training in India. The present study aims to explore e-learning as a corporate learning tool in India.

Primary data will be collected using questionnaire shall be developed on the basis of E-learning as a tool for corporate training in Indian corporate. Secondary data sources including published articles, internet, various researches etc.

**Results:** It contains of two types of industry that is manufacturing and service industry. Out of the data of 500 people 228 people belongs to manufacturing industry and 272 people belongs to service industry. This demographic age consists of different intervals. Out of 500 people no. of persons up to 25 years age are up to 192, 25-35 years are 210, 35-45 years are 76 and 45 above are 22.

**Conclusion:** Surveys show that most employers use e-learning; however, we must treat these surveys with some caution due to their low response rates and, in some cases, biased samples. It also makes it difficult to draw firm conclusions about the use of e-learning.

**Keywords:** Analyze, Study of E-Learning, Different Tools, Corporate Training, India.

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**INTRODUCTION**

E-learning provides employees a self-paced, autonomous, repetitive, cost-effective and flexible method of training. On the other hand, an instructor-based training encourages group interaction, identifies the training expert, and provides a sense of formality. In a study on global e-learning initiatives, only 24% of the global companies identified their e-learning initiatives overseas were successful<sup>[1, 2]</sup>. Scholars and practitioners identify several challenges with the adoption of e-

learning; 1) National cultures, 2) learning and thinking styles, 3) age of trainee audience 4) polychronic and monochronic concept of time, and 5) technical infrastructure 6) translation issues. The literature on e-learning suggests very mixed results as to what impacts knowledge and learning outcomes. National cultural dimensions of power-distance, uncertainty-avoidance, institutional collectivism, and future orientation have shown to influence methods of training learning and training <sup>[3-5]</sup>. Some researchers suggest that high power-distance cultures prefer to have subject matter experts disseminate training information as such a method of instruction identifies training experts and provides them with the status and power that such cultures value. Further in such cultures an authority delivering the training content has better results on trainees who feel a sense of obligation to learn from such experts. Employees from such cultures prefer to have learning methods that are clearly structured with definite learning outcomes. E-learning is considered risky due to problems that trainees may encounter in the learning process, such as technological or navigational problems. Many programs can be considered authoring tools, including Flash, and PowerPoint. However, only a small group of programs specifically include support for e-learning content standards such as SCORM (Shareable Content Object Reference Model) or AICC (CBT) (Aviation Industry CBT Committee). Examples: Articulate Storyline, Compositica, Adobe Authorware and Camtasia <sup>[6,7]</sup>.

The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. In order to understand and analyze study of E-learning as a tool for corporate training in India, that is overall scenario of corporate training and the tools used for corporate training in India and how much E-learning is feasible and effective for corporate training in India <sup>[8]</sup>.

## RESEARCH DESIGN

To analyze the research design of the research we would take Age, Gender, Income status of different managerial levels of private and public organization as an independent variables and on the basis of this dependent variables would be measured on analytical study of e-learning as tool for corporate training in India. The present study is aimed to know a study of E-learning as a tool for corporate training in India. The research type of this study is based on descriptive in nature. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time <sup>[9]</sup>.

### Sampling

The methodology used to sample from a larger population will depend on the type of analysis being performed, but will include simple random sampling, systematic sampling and observational sampling. The basic steps of sampling: -

1. Identify the population of interest. A population is the group of people that you want to make assumptions about.

2. Specify a sampling frame. A sampling frame is the group of people from which you will draw your sample.
3. Specify a sampling method. There are basically two ways to choose a sample from a sampling frame: randomly or non-randomly. There are benefits to both.
4. Determine the sample size. In general, larger samples are better, but they also require more time and effort to manage.
5. Implement the plan. Once you know your population, sampling frame, sampling method, and sample size, you can use all that information to choose your sample.

For study purpose sample will be biased on non probability sampling of 500 respondents from Indian corporate will be used <sup>[10]</sup>.

### Data Collection

The data collection component of research is common to all fields of study including physical and social sciences, humanities, business, etc. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same.

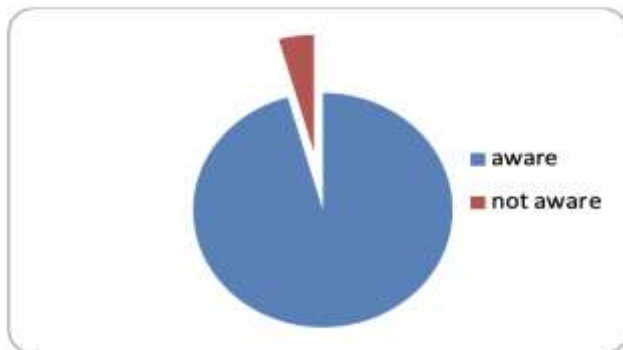
Accurate data collection is essential to maintaining the integrity of research, making informed business decisions and ensuring quality assurance. Data shall be obtained through the use of following tools i.e. Primary & Secondary Data. Primary data will be collected using questionnaire shall be developed on the basis of E-learning as a tool for corporate training in Indian corporate. Secondary data sources including published articles, internet, various researches etc <sup>[11-13]</sup>.

## RESULTS

### Service industry sector



**Figure No. 1:** Collection of Age wise Data

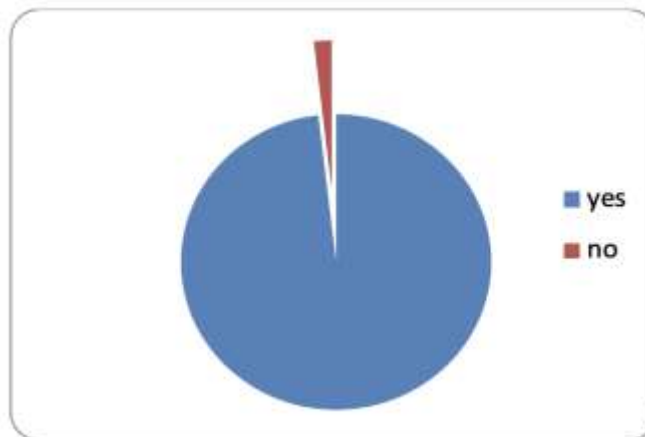


**Figure No. 2:** Collection of Awareness Data

### Manufacturing industry sector



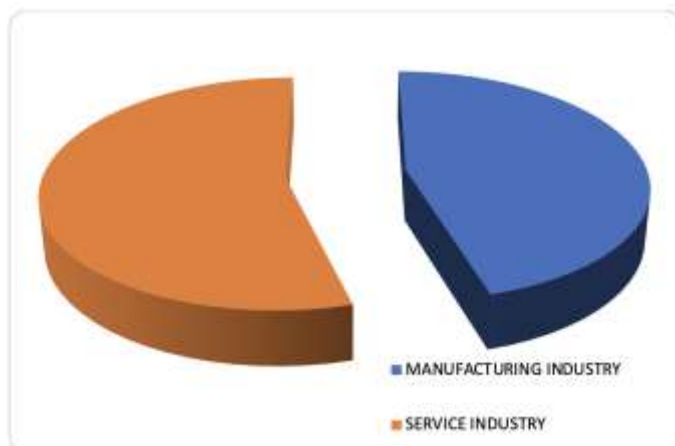
**Figure No. 3:** Collection of Age wise Data



**Figure No. 4:** Collection of E-Learning Awareness Data

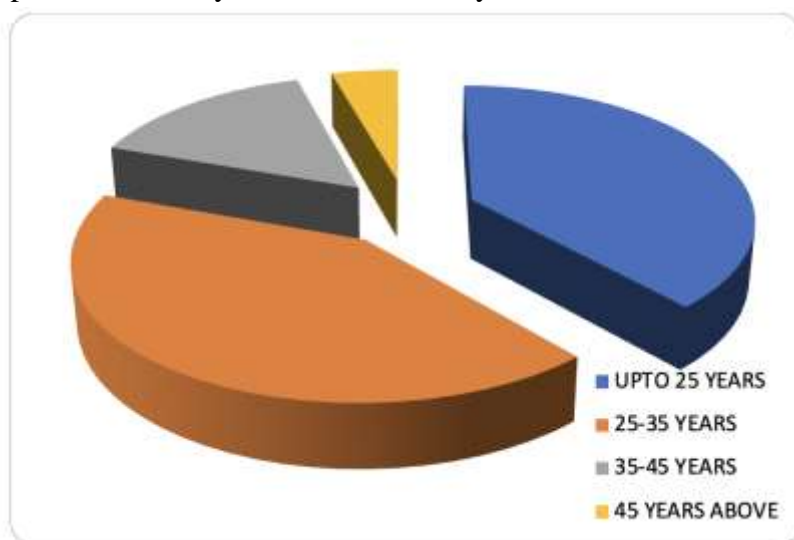
### **DEMOGRAPHIC VARIABLE:**

It contains of two types of industry that is manufacturing and service industry. Out of the data of 500 people 228 people belongs to manufacturing industry and 272 people belongs to service industry<sup>[14]</sup>.



**Figure No. 5:** Differentiation of Manufacturing & Service Industry Data

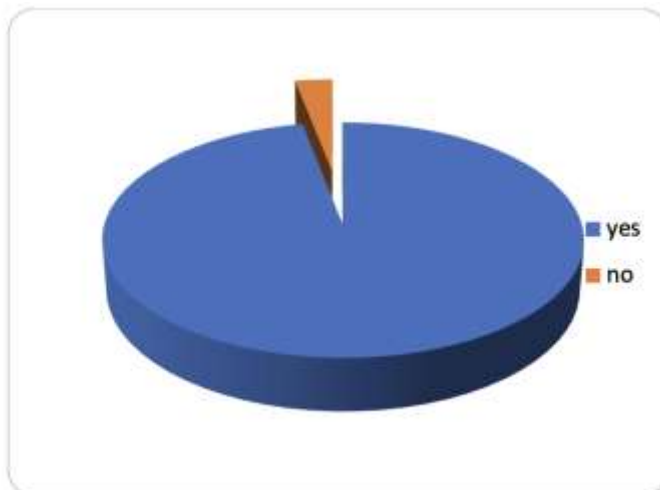
AGE: - This demographic age consists of different intervals. Out of 500 people no. of persons up to 25 years age are up to 192, 25-35 years are 210, 35-45 years are 76 and 45 above are 22.



**Figure No. 6:** Differentiation of various age groups

### **E-Learning Awareness**

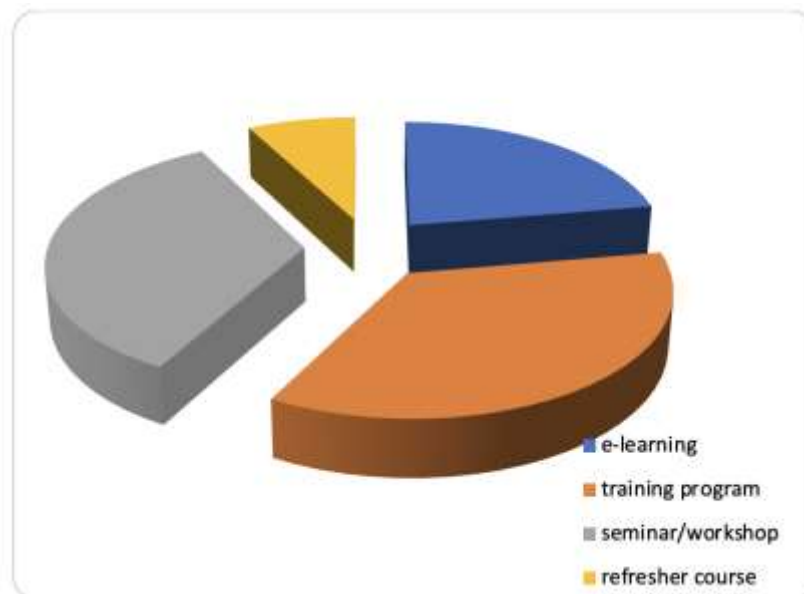
No. of people having the awareness about e-learning are more than that is out of survey of 500 people 485 people are aware about e-learning process while 15 people are not aware about e-learning.



**Figure No. 7:** Demonstration of E-learning awareness

#### Different tools used for corporate training in India

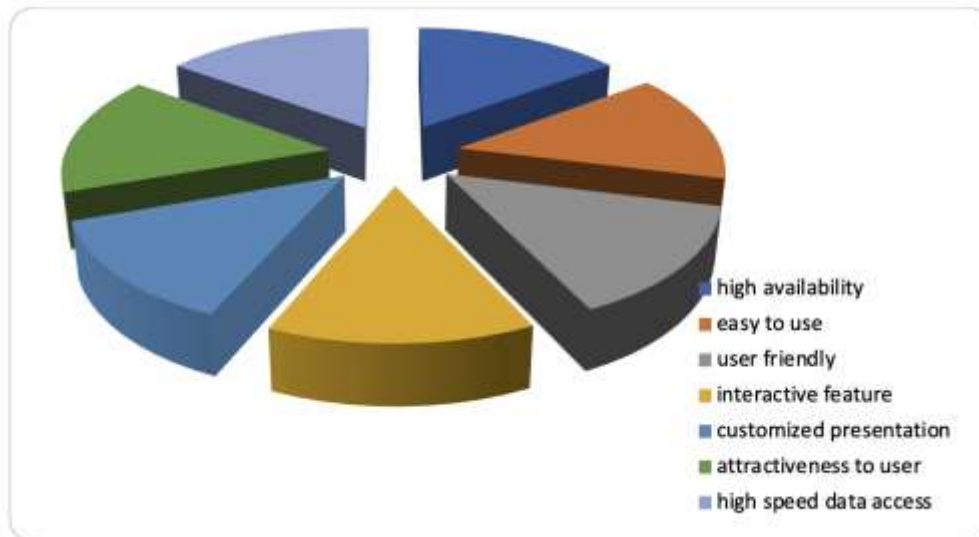
Out of 500 people no of person 235 people use E-learning as a tool, 372 people used training program as tool.



**Figure No. 8:** Demonstration of different tools used for the corporate training

#### System Quality: Items 1–7

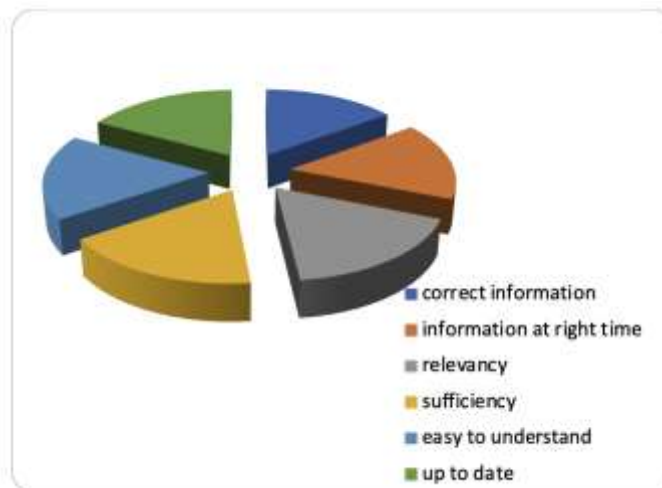
1. The e-learning system provides high availability.
2. The e-learning system is easy to use.
3. The e-learning system is user-friendly.
4. The e-learning system provides interactive features between users and system
5. The e-learning system provides a personalized information presentation.
6. The e-learning system has attractive features to appeal to the users
7. The e-learning system provides high-speed information access.



**Figure No. 9:** different tools used for the system quality

**Information Quality: Items 8–13**

- 8. The e-learning system provides information that is exactly what you need.
- 9. The e-learning system provides information you need at the right time.
- 10. The e-learning system provides information that is relevant to your job.
- 11. The e-learning system provides sufficient information.
- 12. The e-learning system provides information that is easy to understand
- 13. The e-learning system provides up-to-date information.



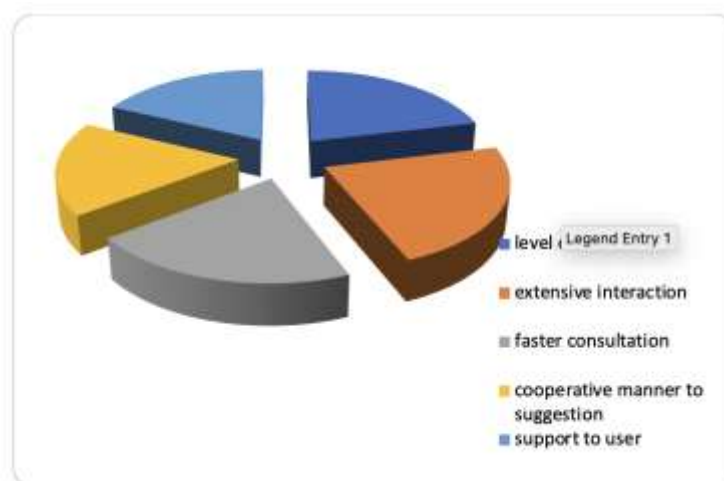
**Figure No. 10:** different tools used for the information quality

**Service Quality: Items 14–18**

- 14. The e-learning system provides a proper level of on-line assistance and explanation.
- 15. The e-learning system developers interact extensively with users during the development of the e-learning system.
- 16. The IS department staff provides high availability for consultation.

17. The IS department responds in a cooperative manner to your suggestions for future enhancements of e-learning system.

18. The IS department provides satisfactory support to users using the e-learning system.



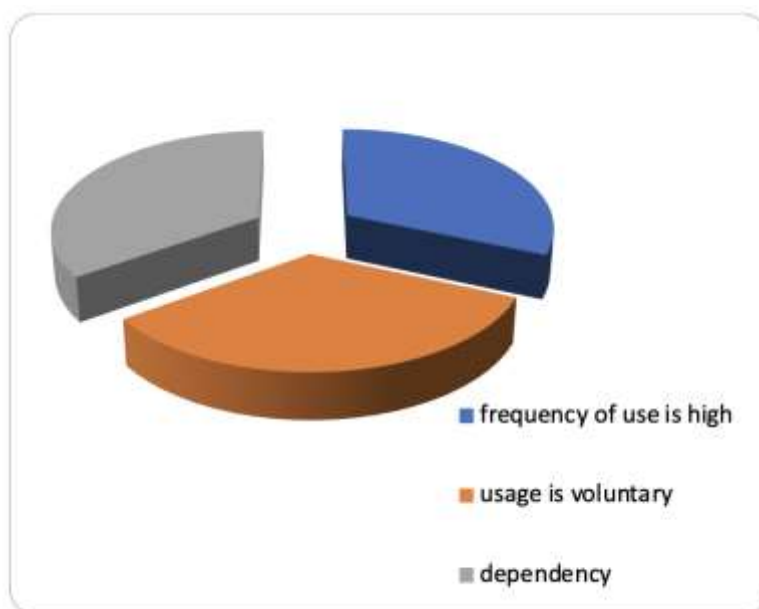
**Figure No. 11:** different tools used for the service quality

#### System Use: Items 19–21

19. The frequency of use with the e-learning system is high.

20. The e-learning system usage is voluntary.

21. You depend upon the e-learning system.



**Figure No. 12:** different tools used for the system use

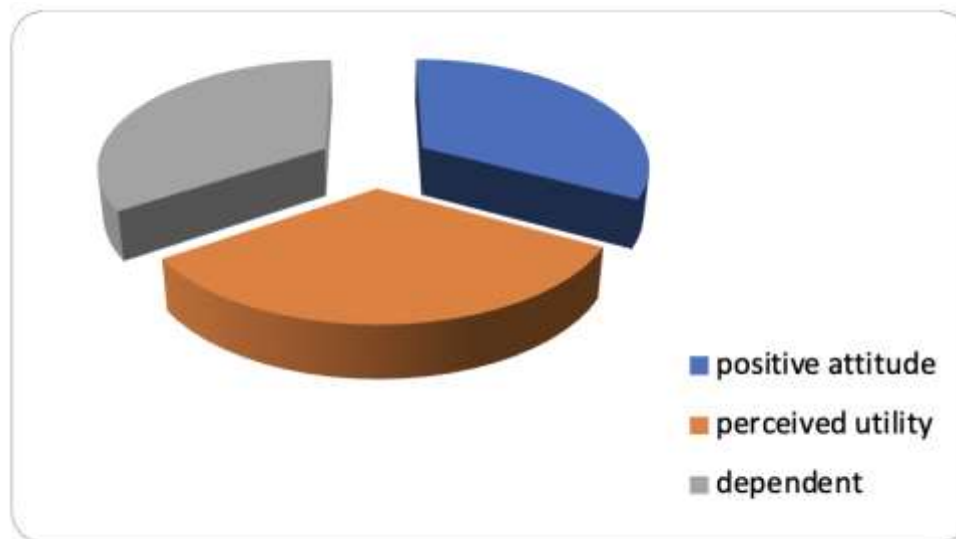
#### User Satisfaction: Items 22–24

22. Most of the users bring a positive attitude or evaluation towards the e-learning system function.



23. You think that the perceived utility about the e-learning system is high.

24. You are satisfied with the e-learning system.



**Figure No. 13:** different tools used for the user satisfaction

## CONCLUSION

Surveys seem to suggest that a large proportion of employers are using e-learning; however, we should treat these surveys with some caution due to their low response rates and, in some cases, biased samples. This also makes it difficult to draw firm conclusions about e-learning usage. However, consistent 16 Institute for Employment Studies messages are that manual workers are less likely to get e-learning, and sectors where computer usage is high (IT, financial services) correspondingly have higher levels of e-learning usage. Despite a lack of hard evidence, it is also fair to conclude that ‘hard’ skills (for example IT) dominate over ‘soft’ skills. The research also suggests that A-Synchronous technologies are used more widely than those which are Synchronous, although, once again, we have found no strong evidence to back this assertion. Finally, we noted the rise in the use of learn direct for SMEs and ‘Corporate Universities’ for larger employers.

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