

Study Of Employee's Perception on Virtual Training in Information Technology Sector

Dr. Anindya Saha^{1*}, Dr. Archita Banerjee², Dr. Sougata Majumder³, Ms Priyanka Dhar⁴, Dr. Abhishek Bhattacharjee⁵

^{1*} Assistant Professor, Army Institute of Management, Kolkata anindyasaha2006@gmail.com

² Associate Professor, ILead, archita.banerjee@rediffmail.com,

³ Assistant Professor, Department of Management Science, MCKV Institute of Engineering, Liluah, Howrah, sougata.majumder97@gmail.com,

⁴ Assistant Professor, Department of Management Science, MCKV Institute of Engineering, Liluah, Howrah. priyanka.dhar312@gmail.com,

⁵ Assistant Professor, Army Institute of Management, Kolkata, abhishek.bhattac@gmail.com

ABSTRACT

The use of virtual training has become increasingly popular in the Information Technology (IT) sector. As a result, there has been a growing interest in understanding the perception of employees towards this form of training. This study aims to analyse the employee's perception on virtual training in information technology (IT) sector. The respondents of this study were IT sector employees who have undergone virtual training. Data has been gathered from 200 employees of IT companies in Kolkata. The researcher has used simple analysis and Kruskal Wallis Test to analyze the employee's perception on virtual training in information technology (IT) sector. The study's findings support the assumption that the mean ranks of each group are equivalent. Therefore, there is not a statistically significant difference in the means of any group's ranks.

Keywords: Virtual Training, IT sector, Employee's Perception, Kruskal Wallis Test.

INTRODUCTION

In the information technology (IT) sector, where employees need to continuously upgrade their skills to keep up with rapidly changing technologies, virtual training offers a practical solution to meet the training needs of employees. Due to its accessibility and global reach, virtual training is often seen as the preferred learning medium. Anywhere in the world can participate in virtual training with a mouse click through the internet; **Ellis & Kuznia (2014)**. The IT Companies are always dealing with new technology, so re frame of knowledge for every employee are always required for sustaining into the domain and in emerging areas. Training is always a very important part for them. Virtual training involves the use of technology to facilitate learning without the need for face-to-face interaction. The benefits of virtual training include flexibility, cost-effectiveness, and the ability to reach a large number of learners at once. However, there may be some drawbacks, such as the lack of social interaction and the potential for technical difficulties.

Information technology advancements, a growth in the usage of computer-aided design, and speedy information interchange have caused a paradigm shift in how business is conducted. The best approach to utilise an employee's potential capabilities is through training that enhances their knowledge and skills, which in turn improves their competency. An individual's abilities, knowledge, and experience can be increased through a series of activities called training. The employees' attitudes change as a result of it. It is anticipated that this will improve staff effectiveness and happiness. Any training program's success largely hinges on the individuals chosen for training. The results may help organizations to develop more effective virtual training programs and improve the overall learning experience for their employees.

SIGNIFICANCE OF THE STUDY

The COVID-19 pandemic has forced many organizations to adopt virtual training as an alternative to traditional in-person training. In the information technology sector, where continuous learning and development are crucial for staying competitive, virtual training has become an essential tool. As a result of the evolution of knowledge technology, the status of virtual training has undergone a paradigm shift. Corporate training requirements have increased significantly, making it viable to substitute simulated virtual training for conventional in-person instruction for staff. Businesses have been employing technology to increase the efficiency of their daily operations for more than ten years. Organisations using technology to train their staff can benefit from a variety of factors, including reduced costs for travel and training time, flexibility in coaching delivery, accessibility to a wide range of content, ongoing use of corporate resources, higher worker productivity, etc. As a result, it is important to study how employees perceive virtual training in this sector. Therefore, the research study is entitled “STUDY OF EMPLOYEE’S PERCEPTION ON VIRTUAL TRAINING IN INFORMATION TECHNOLOGY SECTOR”.

REVIEW OF LITERATURE

Hansen, et al. (1999) investigated the method of online learning and the approach to knowledge management. The authors came across two knowledge management approaches that were utterly dissimilar. Knowledge is rigorously codified and maintained in databases where it can be accessed and used again and over again by anybody in the organisation in businesses that market relatively uniform goods that address widespread needs. The authors caution against isolating knowledge management in a functional division like IT or HR. They underline how choosing one of the techniques as the primary strategy can have significant advantages for both the business and its clients. The organisation can reduce costs associated with travel, administration, and facility use while increasing employee engagement and satisfaction with their work. E-learning is being used more frequently by organisations to implement their training strategy. The organization's training approach will be improved through this procedure, and employee morale will rise as a result.

The creation of e-learning programmes based in the workplace for managers of small and medium-sized businesses (SME) in five different European nations was investigated by **Suzie Moon et al. (2005)**. 250 employees are sampled for this investigation. The authors found that SME managers wanted access to an online course that would improve their ability to learn on the job. The research offers opinions on the efficiency of the design process that resulted in the design principles as well as the potential of e-learning courses to support accelerated learning in the workplace in its conclusion. According to Vinay Saxena and Rohit Sharma (2017), the development of information technology and e-HR systems has boosted organisational competitiveness. Modern firms are utilising IT to empower people to make their best contribution in order to obtain a competitive advantage by lowering costs and enhancing productivity, quality, and profitability in the domain of human resource management (HRM). The purpose of this study is to ascertain the extent and comparative effects of IT use on HRM functions in organisations from various industries. The research takes into account how different IT technologies are used in organisations to carry out various HRM tasks. The results of the poll show that IT significantly affects management and planning duties in all industries. Additionally, different types of IT are employed for different maintenance, development, and recruitment duties. The results show that organisations frequently employ IT to carry out HRM-related tasks. The inability of employees to conduct HRM tasks in accordance with the requirements of their jobs may be the cause of the lack of standardisation in the integration of computer software into the primary HRM activities.

A study was carried out by **Vivek Agarwal et al. (2017)** to assess how employees felt about e-learning services or programmes and to pinpoint areas that needed improvement. 294 workers from government, private, international, and cooperative banks in North India were interviewed for the study. On a five-point Likert scale, participants were asked to score their attitudes towards online

learning. Even if e-learning hasn't yet achieved its potential to revolutionise corporate training in India, it's anticipated that it would have a big impact on the growth of human resources in the future. However, the majority of the study done on the effective use of e-learning has been done in the west. **Mahmood et al. (2019)** investigates the perceptions of IT employees towards virtual training programs. The authors find that IT employees generally have positive attitudes towards virtual training, but also highlight the need for effective implementation strategies and support systems to ensure successful adoption.

Rangarajan Raman and S. Revathy's (2022) research aims to investigate Indian IT employees' perspectives on working from home versus working in the office and to explore how their work style changes when working from home in the presence of family and friends. Working from home (WFH) is a relatively recent concept in the Indian IT sector. To gather data, the study employed a convenience sampling method and distributed a Google form online to 153 IT employees. The collected data was analyzed using statistical analysis software (SPSS). WFH has proven successful in the IT sector due to its ability to enable remote work with reduced client dependence and without the need for physical presence in the office. Google was the pioneer of the WFH culture in 2005, and since 2010, it has been adopted in India by individuals such as sick workers, pregnant women, and women returning to work after giving birth, as it allows them to care for their children while working. The study employed various statistical techniques, including exploratory factor analysis, one-way analysis of variance, and one-sample independent t-test, to analyze the data. The survey's findings reveal that even after the pandemic, a majority of Indian IT workers still prefer to work from home. This preference is mainly attributed to the convenience and control offered by WFH, as it allows them to effectively balance their personal and professional lives.

OBJECTIVE OF RESEARCH PAPER

➤ To analyze the employee's perception on virtual training in information technology (IT) sector.

RESEARCH METHODOLOGY

Research Design

In the current study, the researcher employed the descriptive survey research method to assess how employees perceived virtual training in the information technology (IT) industry.

Sample Size

Total number of Respondents –200 Employees of IT sector

Research Area

The research area is Kolkata.

Collection of Data

Primary Data: Data has been gathered from 200 employees of IT companies in Kolkata.

Secondary data: Secondary data have been acquired from research papers, journals, reviews of articles, and other sources.

ANALYSIS OF DATA

Pie charts were used to analyse and understand the information gathered through questionnaires from the staff of particular IT organisations.

HYPOTHESIS

H₀: There is no significant difference between the mean ranks of variables of employee's perception on virtual training in information technology (IT) sector.

H₁: There is significant difference between the mean ranks of variables of employee's perception on virtual training in information technology (IT) sector.

STATISTICAL TECHNIQUE USED IN THE STUDY

The researcher has used simple analysis and Kruskal Wallis Test to analyze the employee’s perception on virtual training in information technology (IT) sector.

ANALYSIS RELATED TO EMPLOYEE’S PERCEPTION ON VIRTUAL TRAINING

Table 1: In response to the question “Do you agree that virtual trainings are helpful for linked to the company?”

S. No.	Components	No. of Respondents	Per cent
1	S A	78	39
2	A	90	45
3	N	6	3
4	D	17	8.5
5	S D	9	4.5
	Total	200	100

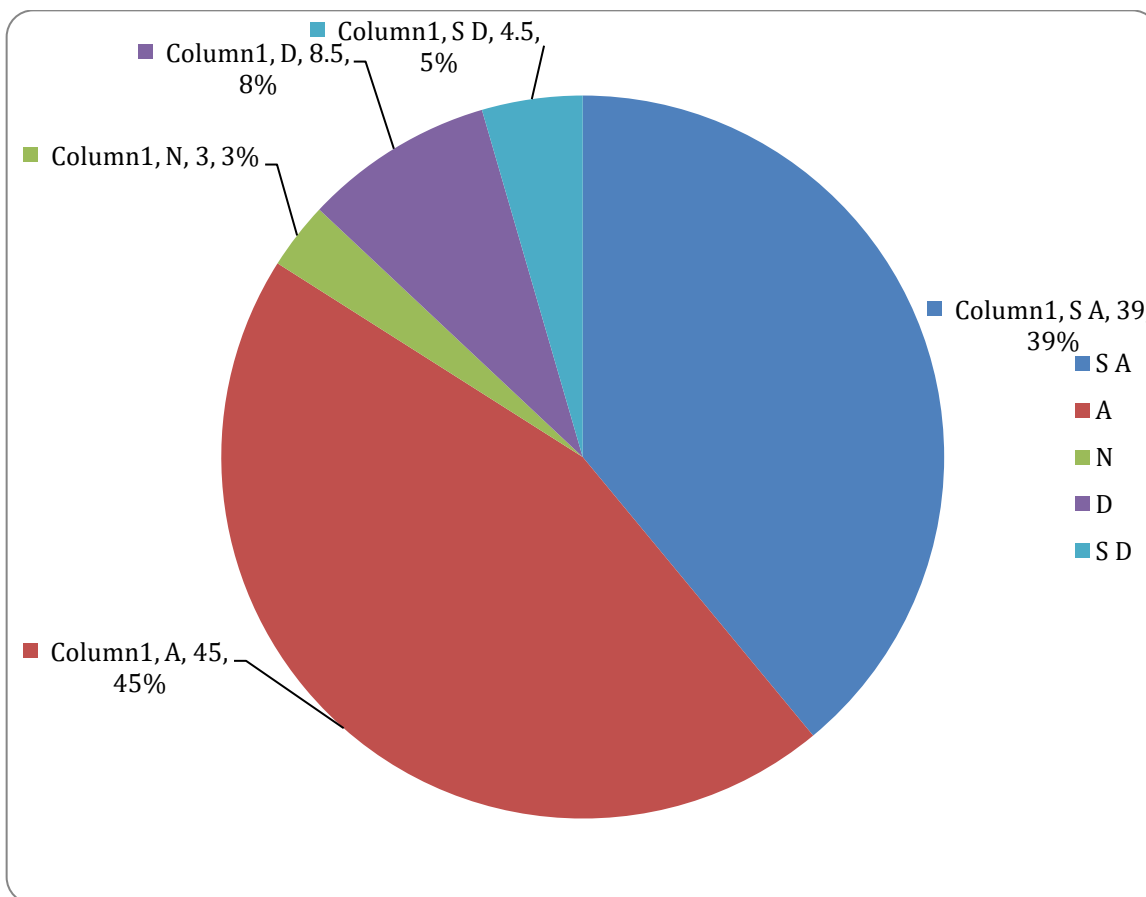


Figure 1: In response to the question “Do you agree that virtual trainings are helpful for linked to the company?”

Analysis: Among all respondents, with 39% strongly agreeing, 45% agreeing, 3% neutral, 8.5% disagreeing, and only 4.5% severely disagreeing. The vast majority of respondents found that virtual trainings are helpful them for linked to the company.

Table 2: In response to the question “Do you agree that virtual trainings are part of your jobs?”

S. No.	Components	No. of Respondents	Per cent
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1	S A	76	38
2	A	92	46
3	N	6	3
4	D	18	9
5	S D	8	4
	Total	200	100

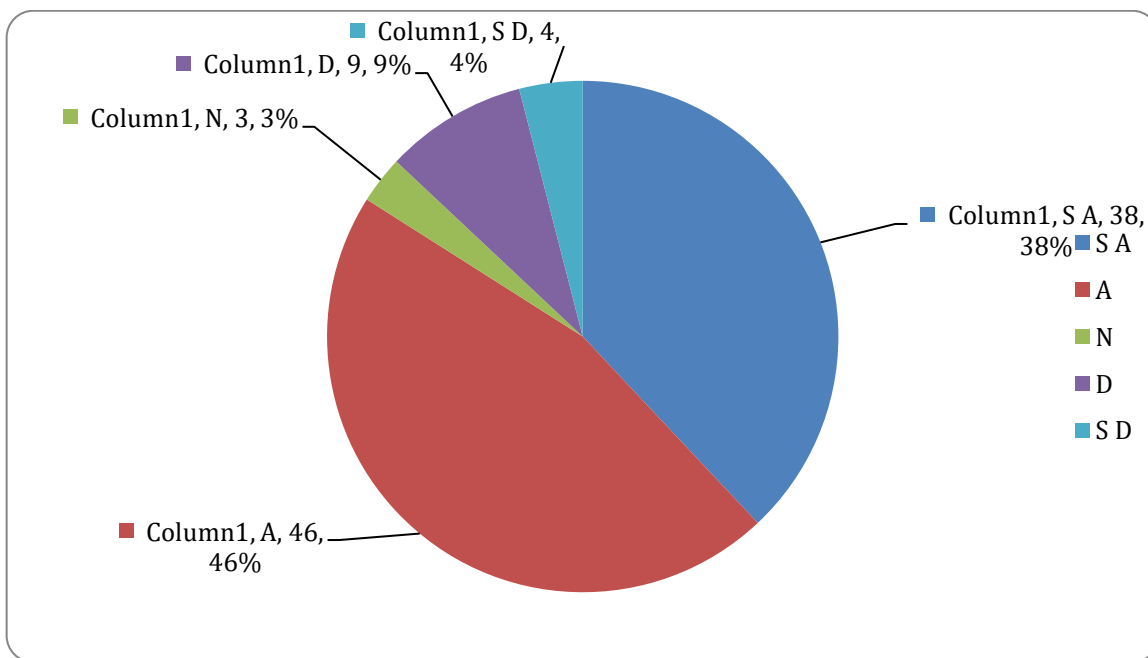


Figure 2: In response to the question “Do you agree that virtual trainings are part of your jobs?”

Analysis: Virtual trainings are part of jobs for IT professionals, with 38% of respondents strongly agreeing, 46% agreeing, 3% neutral, 9% disagreeing, and only 4% severely disagreeing. Therefore, a large majority of respondents concurred that virtual trainings are part of their jobs.

Table 3: In response to the question “Do you agree that virtual trainings are relevant to your job?”

S. No.	Components	No. of Respondents	Per cent
1	S A	82	41
2	A	96	48
3	N	4	2
4	D	12	6
5	S D	6	3
	Total	200	100

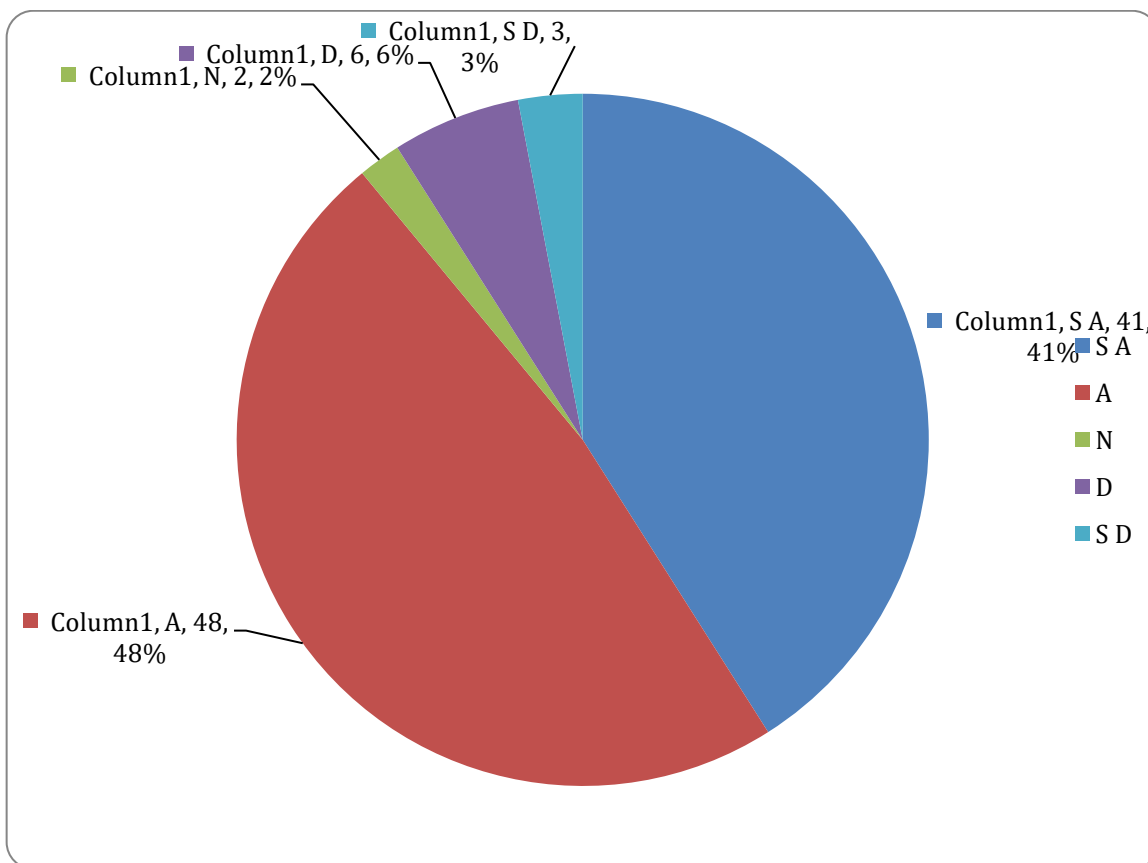


Figure 3:In response to the question “Do you agree that virtual trainings are relevant to your job?”

Analysis: Virtual trainings are relevant to their job, according to 41% of respondents who strongly agreed, 48% of respondents who agreed, 2% of neutral respondents, 6% of disagreeers, and just 3% of very disagreeers.

Table 4:In response to the question “Do you agree that virtual trainings meet your expectations?”

S. No.	Components	No. of Respondents	Per cent
1	S A	74	37
2	A	86	43
3	N	10	5
4	D	20	10
5	S D	10	5
	Total	200	100

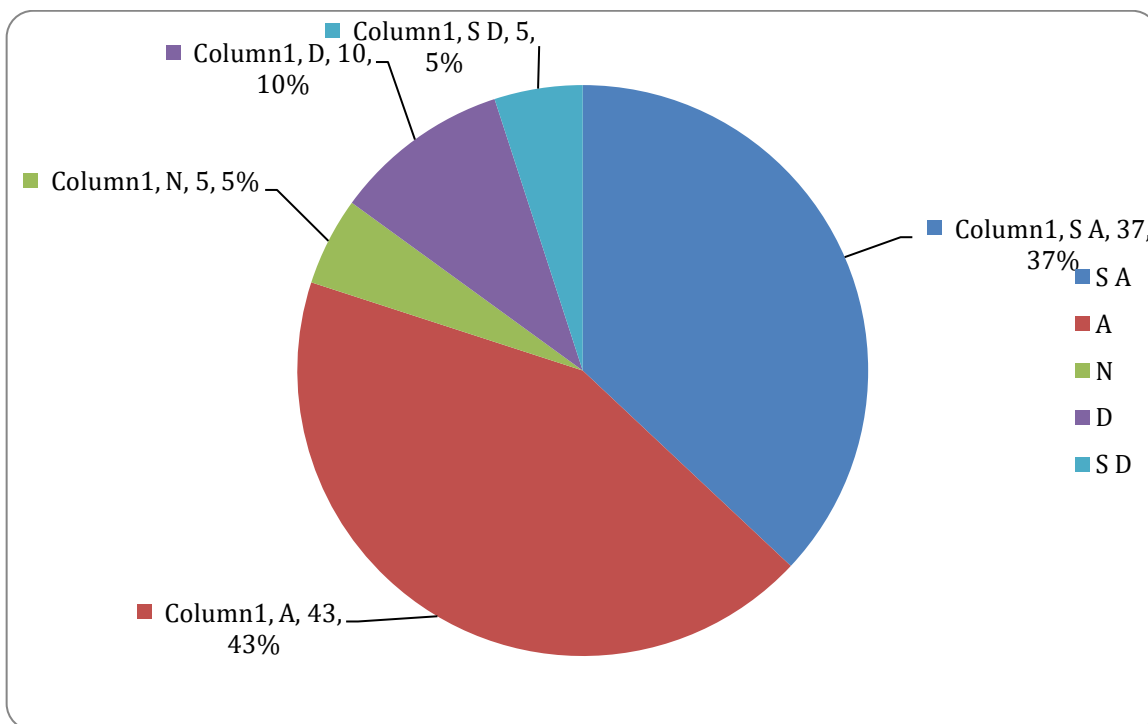


Figure 4:In response to the question “Do you agree that virtual trainings meet your expectations?”

Analysis: The results show that, according to 37% of respondents who highly agreed, 43% of respondents who agreed, 5% of respondents who were neutral, 10% of respondents who disagreed, and 5% of respondents who strongly disagreed, virtual trainings match the expectations of the employees.

Table 5:In response to the question “Do you agree that virtual training system is user friendly?”

S. No.	Components	No. of Respondents	Per cent
1	S A	72	36
2	A	84	42
3	N	8	4
4	D	24	12
5	S D	12	6
	Total	200	100

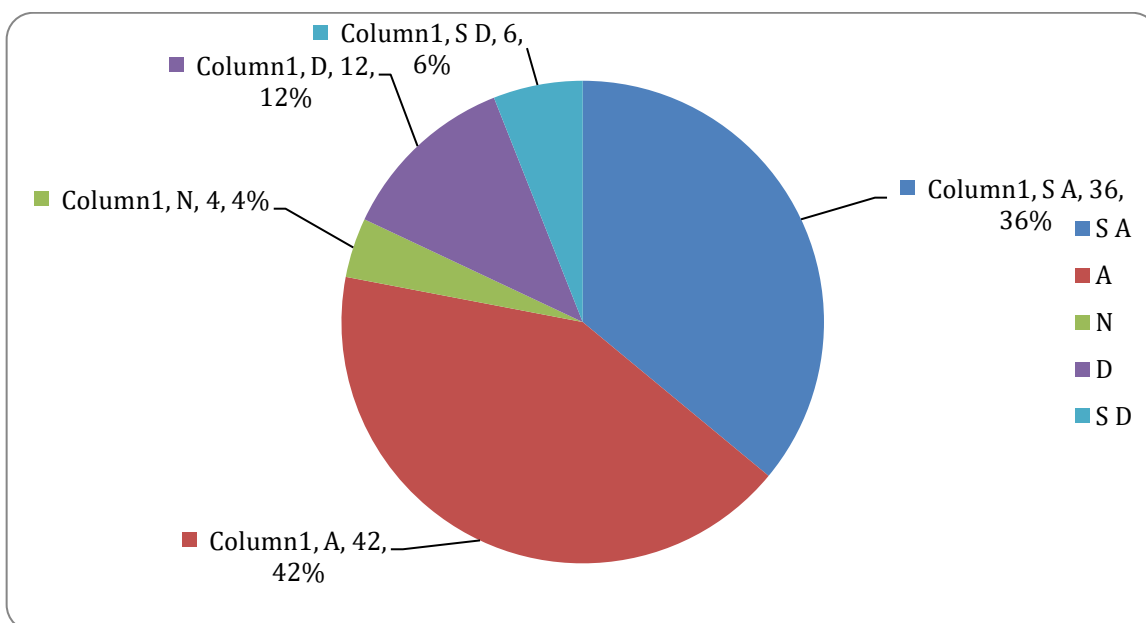


Figure 5:In response to the question “Do you agree that virtual training system is user friendly?”

Analysis: The result found that virtual training system is user friendly, according to 36% strongly agreeing, 42% agreeing, 4% neutral, 14% disagreeing, and 6% strongly disagreeing respondents overall.

Hypothesis Testing:

H₀: There is no significant difference between the mean ranks of variables of employee’s perception on virtual training in information technology (IT) sector.

H₁: There is significant difference between the mean ranks of variables of employee’s perception on virtual training in information technology (IT) sector.

Table 6: Table showing analysis of data (Kruskal Wallis Test)

Groups:	Group1	Group2	Group3	Group4	Group5
Skewness:	0.6144	0.6406	0.644	0.6147	0.5535
Skewness Shape:	▲ Potentially Symmetrical (pval=0.501)	▲ Potentially Symmetrical (pval=0.483)	▲ Potentially Symmetrical (pval=0.481)	▲ Potentially Symmetrical (pval=0.501)	▲ Potentially Symmetrical (pval=0.544)
Excess kurtosis:	-2.9918	-2.7711	-2.9915	-2.9278	-2.8294
Normality	0.1024	0.1298	0.07419	0.09895	0.2046
Outliers:					
Median:	17	18	12	20	24
Rank sum (R):	64	63.5	59.5	70	68
R ² /n:	819.2	806.45	708.05	980	924.8

Kruskal-Wallis-test, using Chi-Square(df:4) distribution (right-tailed)

1. H_0 hypothesis

- The p-value is more than, hence H_0 cannot be ruled out.
- All groups' average ranks are taken to be equal.
- In other words, there is not a sufficient statistically significant difference between the mean ranks of all groups.
- Only that the null assumption cannot be rejected can be inferred from a non-significance finding, not that H_0 is true. There is an equal likelihood of any group having the greatest value when choosing a value from one of the groups.

2. P-value

The p-value is 0.9928, while the $P(x < 0.2499)$ value is 0.007186. It indicates that the likelihood of a type I error rejecting a valid H_0 is very high: 0.9928 (99.28%). The more strongly H_0 is supported, the higher the p-value.

3. Test statistic

The 95% region of acceptability for the test statistic H , which is equal to 0.2499, is [0, 9.4877].

4. Effect size

The observed effect size η^2 is very small, -0.19. This suggests that the averages' differences are relatively slight in size.

5. Multiple comparisons

The mean ranks of any pair are not significantly different from one another.

FINDINGS AND CONCLUSION

Findings of the study include:

1. Among all respondents, with 39% strongly agreeing, 45% agreeing, 3% neutral, 8.5% disagreeing, and only 4.5% severely disagreeing. The vast majority of respondents found that virtual trainings are helpful them for linked to the company.
2. Virtual trainings are part of jobs for IT professionals, with 38% of respondents strongly agreeing, 46% agreeing, 3% neutral, 9% disagreeing, and only 4% severely disagreeing. Therefore, a large majority of respondents concurred that virtual trainings are part of their jobs.
3. Virtual trainings are relevant to their job, according to 41% of respondents who strongly agreed, 48% of respondents who agreed, 2% of neutral respondents, 6% of disagreeers, and just 3% of very disagreeers.
4. The results show that, according to 37% of respondents who highly agreed, 43% of respondents who agreed, 5% of respondents who were neutral, 10% of respondents who disagreed, and 5% of respondents who strongly disagreed, virtual trainings match the expectations of the employees.
5. The result found that virtual training system is user friendly, according to 36% strongly agreeing, 42% agreeing, 4% neutral, 14% disagreeing, and 6% strongly disagreeing respondents overall.
6. The 95% region of acceptability for the test statistic H , which is equal to 0.2499, is [0, 9.4877]. This suggests that the averages' differences are relatively slight in size.

In the information technology sector, where continuous learning and development are crucial for staying competitive, virtual training has become an essential tool. As a result of the evolution of knowledge technology, the status of virtual training has undergone a paradigm shift. Corporate training requirements have increased significantly, making it viable to substitute simulated virtual training for conventional in-person instruction for staff. The study's findings support the assumption that the mean ranks of each group are equivalent. Therefore, there is not a statistically significant difference in the means of any group's ranks.

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