

## Impact of Self-Directed Learning on Organisational Performance in

Indian it organisations



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## CHAPTER I: INTRODUCTION

### 1.1 Background

Information Technology (IT) is a field where employees need to learn the updated models and techniques in order to sustain and shine in that field. Each employee needs to learn the concepts by themselves through time and their performance will reflect in the performance of whole management. For example Teqip Good Governance (2017) TCS gives daily review on their activities as a new joiner and they provide tools for employees such as iCALMS (a competency record of existing competency and expected competency), Books 24x7 (a web-based tool for accessing on subject topics) and Knowledge management. Grant Thornton (2014) has both e-learning and instructor-led classroom. E-learning is based from online portals giving information and creates a connection between lecturers and employees through classroom training, seminar, workshop and one-on-one training. Performance of the organisation is the main aim an IT company can have and employees will have to expose themselves to self-learning if the business to give the best.

Based on the survey, LinkedIn (2017) about the type of learning followed in companies, career development and soft skills are the most used section in their learning strategy along with leadership assessment. Most companies use in-house instructor led classroom training, peer-to-peer knowledge sharing and through e-learning (in-house and from online) as an effective mode for learning. Organisational performance is a gap between the expected outcome and result of a company with the obtained results. It depends on how the organizations expected goals or an objective wins against the current outcome. It is significant to explore about this topic and it can be found as a useful source for realizing its importance in India IT companies with also a helpful source for futures researchers. Organisational performance has direct impact from organisational learning since the process tends to educate every employee on management and current procedure or strategies which is followed. Educating every employee creates a connection between the organisation and an employee directly where their work will be done from organization's perception thus leading to organisational performance. These learning are related to Knowledge management (KM) where it aims at innovating, collaboration and increasing decision making skills hence many companies use this type of learning.

Knowles (1975) defines self-directed learning as a process of individuals learning by themselves through their own goals and objectives by the availability of its respective resources to by themselves. They will determine their own strategy of learning process and review the results obtained from it. It is stated as a interaction between learner and the subject matter and the quality of involvement depends on the subject matter's influence on the person. When it comes to the workplace, Nenniger et al. (1996) describes that the relationship between the subject matter and the learner depends on the employer's strategy to help him sort out the content and the type of training he will need to assess their success. Self-directed learning is an integral part of the learning organization and has an important place in the continuing education of physician.

The technological companies have a complex structure on their learning objectives since the improvement in IT sector is gradually increasing with the modern expectations and competitions. Indian IT companies are slowly stepping towards the technical era and experiencing competency among other related companies on their development has encouraged the IT companies to involve and invest in learning scheme since learning results in a positive way of dealing with the organization's performance.

## 1.2 Problem Statement

When it comes to technological companies, there are certain issues and strategies in handling the learning process for each IT company. Workplace involves challenges, talent acquisition and indirect learning, human resource management and an employee's team members are responsible for the growth in IT industry and this research will exponentially see its impact on organisational performance. It is true that self-learning is directly involving with the team's performance through conceptual structural model; this research gets to justify the level of impact on organisational performance. In contrast with its effect on organisational performance it is compared with organisational learning.

This research proposes on investigation relationships between self-directed learning, organisation performance, organisation learning and Knowledge management. It concentrates on how individual's self-learning is reflected on organisational performance specifically in Indian IT companies and an outline on how the actual impact of self-directed learning is reflected on organisational performance is derived.

### 1.3 Research's Aim and Objectives

This research focuses on studying the impact of organisational performance through self-learning. It gives a conceptual structure for justification on how SDL has indirect effect on OP which also comes with the help of KMC and OL. To obtain this, the research has to complete with these objectives as follows,

- To identify the importance and significance of self-directed learning in Indian IT organisations.
- To identify the methods and the factors for an individual to adapt self-learning
- To identify how self-directed learning has impact on organizational performance

### 1.4 Scope and significance of this Research

Traditional organisational management is usually not considered as effective method in this highly competitive world hence businesses should know about the continuous way of innovation and improvement in order to sustain in this environment. Employees are no longer considered as just for man-power but their quality of work and management depends on their knowledge capability. This research is useful for managers, employees, scholars, students and trainers to know how self-learning is implied on organisational performance. The research targets on small and middle level organisations along for the research scholars. The field of study is concentrated specifically on Indian IT organisations where a structural conceptual model has not yet been implied in this industry

### 1.5 Chapterisation

The present study follows the chapter scheme mentioned below-

**Chapter I-** The first chapter of the present research is the Introduction wherein detailed information about the topic is covered. Furthermore, the problem statement, the aim and objectives of the research and the scope of research are elucidated.

**Chapter II-** The second chapter is the Literature review wherein previous researches in the context related to the present study are examined and discussed. In this section, exploring about current studies and comparable identifications of mentioned elements of this research is discussed such as an explanation about organisational performance, organisational learning



and self-directed learning. Research gap is identified on explaining the impact of self-directed learning on organisational performance from various perspectives. Since learning is a major part in IT companies and the purpose is high, previous studies are taken and their key points are analyzed.

**Chapter III-** The third chapter covers the Research Methodology section. This section explains the type of research methodology adopted in the present study which has a conceptual model to describe it.

**Chapter IV-** The fourth chapter covers the results section. The results of the present research are covered and in the present paper, a conceptual way to describe its relationship between organisational performance and self-directed learning.

**Chapter V-** The fifth chapter is the discussion and conclusion section wherein the results of the present study are examined so as to analyze the level of significance in knowing the level of impact of self-directed learning on organisational learning. Furthermore, the conclusions of the study are drawn and recommendations for future researches are revealed.

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## CHAPTER II: LITERATURE REVIEW

### 2.1 Outline

Recent technological companies have their competition on global basis where they survive from staying ahead of their practices and ideas. For making advancements and improvements business managers should make changes and investment in learning and development department to adopt the changes. Every element mentioned in this research objective namely Self-directed learning, organisational learning, organizational performance and knowledge management capability are being viewed from various studies.

### 2.2 Self-Directed Learning

First, of the Hiemstra (1994) Includes that self-learning can be defined and can have various characteristics such as exposure to decisions, responsibility and management. Self-learning is indirectly a continuum factor in an organisation and it also means that the self-directed learning does not isolate from other but it can associate from transferring skills to one another in certain situations. Self-directed learning has dominated the landscape of learning and development in recent years. The importance of self-directed learning is implied but not clearly articulated in the literature on learning organizations. Building and maintaining a learning organization assumes the individual's ability to seek out, make meaning, and then integrate new information into hisher knowledge base. The premise of learning organization that individuals find or make opportunities to learn from whatever resource or situation occurs, or adds value to the organization by converting individual knowledge to organizational knowledge-assumes that self-directed learning is occurring. Evaluating outcome, critical thinking, learning outcome, industrialized study procedures and non-traditional course classes are the direct ways of pointing out self-learning.

The idea of self-directed learning at work is bound up with a number of paradoxes. Learning itself is both an intensely personal activity and a quintessentially social process. Self-directed learning depends upon individual commitment and the support and encouragement of others. Management sometimes aims to promote self-directed learning at work while, at the same time, seeking to control and channel that learning. If learners are given genuine choices, they may opt to be passive learners rather than selfdirected learners. It

is therefore not easy to decide exactly where the costs and benefits of self-directed learning at work lay.

In Jantunen (2005) research it states that a company's knowledge assets and organizational learning has major impact on firm's innovation and it results in organization performance. Neilson (1997) stated that OL is a continuous process based on intuiting, interpreting, integrating and institutionalizing until there is reach for recent innovation. And it comes from knowledge acquisition, information distribution, information memory process and interpretation. Holmqvist (2003) is concerned with accumulation of various experiences through activities and work. It refers to learning process through their work and experiences. Organisational performance (OP) is an intermediate in which the level of ratio in being able to complete their objectives. OP is referred as quantity and quality of their way in completing their target. Knowledge management capabilities (KMC) Holmqvist (2003) can be defined as the process of obtaining structure, culture and technology through knowledge. According to the research by IER (2001) interpersonal activity and social process where self-learning extracted from various situations, this type of learning benefits a employee for both present organisation and future organization. On the whole, it pointed that the nature of changes, situation, environment has its effect on the type of effect company will take place. The level of complexity in dealing with acquired change and the level of innovative technologies they have implemented (Costa & Kallick, 2004). Self-learning comes with individuals monitoring, managing and modifying their own work. Employees must constantly learn, improve, and adapt to economic, societal and technological changes in order to not become obsolete – mostly because where they work continually change their work practices in order to be more productive and/or competitive. This learning can be formal, non-formal or informal and, thus, knowledge workers, who are often the focus of workplace learning.

In identifying the importance and significance of self-directed learning in Indian IT organisations, self-learners always think that they are the source of their mistakes, consequences and decisions which makes them more adaptable to learning environment. Most organizations recognize that self-directed learning comes with competency and their contribution and commitment leads in a good performance giving its result on company's fulfilment of their objectives. Framing self-directed learning as a response to situations and resources as they occur within the environment provides one description of the means

whereby tacit knowledge becomes explicit, and explicit knowledge becomes tacit, establishing a clear link between self-directed learning and the learning organization

To identify the methods and the factors for an individual to adapt self-learning, Reichard and Johnson (2011) identified that improving leadership among every employee will give self-development relating with the goals of an organisation but the process of learning program must be implemented likewise. If an individual learns skills regarding the organisation by themselves then both organisation and individual will have its benefit. Mostly, individuals who learn and explore themselves will take responsibility for their way in creating, modifying and implementing their knowledge.

However, self-learning has some disadvantages where it can affect their performance and cost of the company. Increased and usage between learning between the instructor and the student will be high affecting the cost of the company. For organizations, self-learning will lead to the increase in risk of facing complex and issues created by them while learning a new concept. Self-learners will feel ill-equipped since there will not be much help from professionals and lecturer resulting in their innovative performance. Alternatively, Gureckis and Markant (2012) stated that self-directed learning is data-driven or informational learning with analyzing through self-understanding about the technology. The intervention is based on casual learning which establishes the interconnection between behavioural and the organization's capabilities.

### 2.3 Organizational Learning

Holmqvist (2003) states that organizational learning relates to amassing experience on the basis of myriad processes or activities that are executed within an organization. At the same time, Elkjaer (2003) states that organizational learning is something that occurs when learning is headed by employees in organizational settings which is then applied in their day to day functioning. On the other hand, organizational learning is a process where knowledge is created, acquired and transformed consistently (King, 2009). According to Bontis *et al.* (2002) there are four key stages that constitute organizational learning which would include institutionalizing, intuiting, integrating and interpreting. These stages have been widely deployed in studies pertaining to organizational learning. In contrast, Management Association and Information Resources (2017) state that the four stages in organizational learning should essentially comprise of acquiring knowledge, disseminating knowledge,

interpreting knowledge and information memory procedures. The association believes that akin to a live system, learning within organizations can occur when knowledge is acquired, knowledge is disseminated, interpreted and through organizational memory. To sum it up, organizational learning procedure would comprise of acquiring information, interpreting information and changes that are cognitive and behavioural in nature (Škerlavaj *et al.*, 2007).

However, it is also said that achieving organizational learning is extremely complex especially when there is a need to share tacit knowledge. Phusavat and Kess (2008) have identified several practices and activities that are quite useful within partners who are known to share knowledge. This would include rotation of job amongst organizations, story-telling, shared database and recruiting ex-employees. But Fairuz *et al.* (2008) recommend harnessing the potential of internet technology to back up procedures such as shared vision, personal mastery, systems thinking and team learning. In addition, it has been suggested by Quaye *et al.* (2015) that learning within organizations should foster a culture where the staff is skilled at resolving conflicting issues, attempting innovative approaches to tackle operational procedures, acquire learning through their individual experiences, adopting best practices that are being used by others and facilitating prompt and efficient transfer of knowledge across the organization. On the basis of research conducted by Ho (2008) organizational learning can be categorized in four aspects which would comprise of patterns of information sharing, an environment that facilitates enquiry, practices of learning and a mindset for achievement.

## 2.4 Motivation to Learn

Motivation within the workplace gained much prominence right from the 1970s and 1980s (Jex & Britt, 2008). Several researchers presented diverse opinions with regards to workplace motivation. On the basis of literature, diverse opinions resulted in the formation of several definitions pertaining to motivation to learn. From the context of an organization, motivation to learn would relate to a group of behaviour which could be internal or external which eventually projects an association with day to day work functions and even indicates the direction, shape and time required to complete a particular task (Burton, 2012). The concept of motivation to learn has been extensively studied within psychology and education with different perspectives (Lai, 2011).

Ryan *et al.* (2011) define motivation as a group of desire options, behaviour and determination of feelings, requisite behaviour required to realize preset goals, a desire that

helps in reinstating determination, power and behaviour in executing tasks and realizing objectives. At the same time, Tella *et al.* (2007) are of the opinion that motivation can be deemed as an guide, endorsement or action that initiates an act particularly so when it concerns with execution of a specific task in an organizational setting. From the perspective of adult learning, Leasa and Samallo (2014) state that motivation to learn can be considered as fixed as the propensity for people to find or receive learning which is of use and advantageous to them. While Kamarruddin *et al.* (2014) conclude that motivation to learn can be termed as an individual's attitude which is passionate towards self-learning or consistent self-study. According to literature, motivation can be perceived as an integral aspect in the process of learning. At the same time, this can be true in the context of organizational learning within the working environment (Malik *et al.*, 2010). The authors found that there was a positive relation between organizational learning and motivation. Burton (2012) also concludes that motivation is an intrinsic factor that facilitates the creation of learning within organizations.

Motivation to learn can be very instrumental to facilitate self-directed learning. Individuals who are motivated to learn will be able to easily opt to learn and select the activities of learning that are most suitable for them (Manning, 2007). Surveys conducted in the past indicated that motivation to learn can be considered as a significant aspect that facilitates self-learning while as per research it is evident that an individual is intricately impacted by motivation to learn and it also impacts any external conditions that are intrinsic to their learning (Lai, 2011). Motivation to learn is a component that is intrinsic to adults as it essentially facilitates their process of learning (Papa-Gusho, 2013). During the course of an adult's life and within their working environments, motivation to learn can be a crucial factor that drives and controls individuals to attain a sense of determination within their selves. Moreover, it has been stated by Odukah (2016) that individuals are more willing to actively engage in any activity that facilitates learning in the event that they are adequately motivated.

From an organizational learning perspective, a specific theory of motivation is particularly significant which would refer to the theory of achievement goal (Chadwick & Raver, 2015). According to the achievement goal theory, it is specified that motivational tendencies are present amongst individuals that drives them to achieve diverse goals on the basis of their beliefs. Their orientation towards their goal is what encourages them as to the approach they adopt, how they respond to challenges and complex situations and how they



interpret various situation (Chen & Mathieu, 2008). The primary construct of goal orientation also comprises of an orientation towards mastery which is directed towards the pursuit of growth and an orientation towards performance which focuses on highlighting individual competence or an aversion to indicate any kind of incompetence. The achievement goal theory has on the whole received critical acclaim and support within several realms including organizational, sports psychology, educational and social owing to its capacity to forecast specific behaviours in situations that warrant achievement (Gaudreau & Braaten, 2016). Organizational theorists also indicate that goal orientation functions as a construct that is grouped where the encouragement is towards learning to achieve outcomes that are beneficial for the team and the organization on the whole (Weiner, 2009). Irrespective of these potential findings, goal orientation has mainly been included with the performance of the team and has been sparsely related to motivation to learn. In view of the fact that the crucial role goal orientation plays with regards to the behaviour and attitude of organizations, Chadwick and Raver (2015) state that individuals and groups when they are confronted with opportunities for growth, it is not possible to accurately comprehend goal orientation within an organizational setting without incorporating motivation to learn and organizational learning.

## 2.5 Self-Directed Learning and Organizational Performance

Sampe (2012) states that the concept of organizational performance is considered as a factor in having multiple dimensions and is quite intricate. Organizational performance from an investor's perspective would refer to returns on investments that are higher, high level of dividends and superior confidence in the capabilities of the organization. From a customer standpoint, organizational performance would relate to higher service and product quality, affordable prices, speedy delivery. On the other hand, organizational performance for employees would indicate favourable working environment, remuneration that is at par with industry standards, adequate support, fair treatment and respect. While for suppliers, organizational performance would mean enhanced sales, mutual trust and honesty, business loyalty and for communities it would imply scope for regional employment, opportunities for prosperity and responsibility for community members. Though there are multiple dimensions to organizational performance, it is largely driven by the organizations ability to learn and self-directed learning of individuals.

According to N-Huei and Lien-Hsiang (2015) adopting a systematic approach can render self-directed learning to be more robust. However, it is essential for individuals to

outline the areas of skills and knowledge that they need to acquire in order to execute specific tasks, how they intend to obtain areas of skills and knowledge (achieving their objectives for learning and activities), and how they can comprehend whether they have obtained the desired skills and knowledge (evaluating the learning). As a matter of fact, Boyer et al. (2013) opine that self-directed learning can be best in organizational settings as it can influence organizational performance. Singh (2011) states that learning that is self-directed presents innumerable benefits for employees within an organization as compared to the conventional classroom learning practices. Self-directed learning facilitates individuals to transfer acquired competencies to subordinates, obliging the productivity needs while offering learning continuity which facilitates learners to chase activities that match their needs and style of learning. From the perspective of individual development, self-directed learning is more efficient as this kind of learning accommodates the styles and objectives of learning of the learner. Alias (2011) states that self-directed learning does not accrue any costs related to training as learners acquire an ability to help themselves and others as well with materials that are timely and practical. Effectiveness of employees can be affected through self-directed learning within the organizational environment as employees gain learning on the basis of their individual experiences which is then applied in their domain of expertise.

It has been indicated by Terrence and Rotzien (2000) there are many benefits of learning that is self-directed as compared to formal training. In learning that is self-directed, it is possible to ensure that the learning material corresponds to the individual's requirements. Self-directed learning also offers an inherent flexibility where the individual acquiring the learning can do so at their own pace and convenience. In addition, self-directed learning has the potential to be responsive to the fluctuating requirements of individuals with respect to their requirements for skills and information. Moreover, learning that is self-directed can also prove to be effective from a cost perspective especially from an organizational context. Gureckis and Markant (2012) states that when individuals take up the onus of enhancing their own skills and knowledge it substantially brings down the time expended on formal training that organizations conduct while bringing down costs significantly, especially when there is a need to organize multiple trainings for multiple individuals across different sites. All these factors are said to contribute towards organizational performance.



In the IT sector within India, large scale organizations such as Wipro and Infosys (N-Huei & Lien-Hsiang, 2015) use strategic planning where employees are facilitated with 15 to 20 per cent of free time from their working hours. In the aforementioned organizations, 15 per cent of this free time is aptly utilized by employees to follow some intriguing aspect that they found during the normal course of their work but never had adequate time to pursue it further. Though this free time might come across as a benefit that is not warranted, but the manner in which employees have been known to utilize this free time for self-directed learning has led to the creation of innovative products which added to the overall performance of the organization.

An exceptional example of employees utilizing their free time for self-directed learning is evident from the case of the yellow sticky 'Post-it' note that was developed by Spencer Silver and Arthur Fry at 3M (Glass & Tim Hume, 2013). Another well-known example of this practice is witnessed at Google where employees have the freedom to devote 20 per cent of their free time towards self-directed learning and focusing on personal projects that were linked to the organization. Many intricate services offered by Google today such as Google news, Gmail, AdSense and Orkut were developed by employees during their free time that was extended to them during work hours. Apart from 3M, Google, Wipro and Infosys, Hewlett Packard (HP) in India is also known to offer around 10 per cent of free time to employees from their regular working hours every Friday. In addition, other than providing free time to employees every Friday, HP also allows employees to use all in-house resources and giving them access to 'lab-stores'. Access to the lab-stores enabled employees to resource any equipment required to help them in their self-directed learning endeavour which would include the use of a magnetron, microscope or even a barrel of acetone which would help the employees to develop new products (Kohlbacher & Mukai, 2007). As a result, some of the greatest products from HP including their innovative printers was ideated and produced during the said free hours. In all the said organizations, some of the most innovative products that are available in the market today were created when employees were encouraged to undertake self-directed learning at their own pace which resulted in tremendous benefits for the organization as it improved the overall performance of the organization. The data used for the survey consists of questionnaires from Indian IT companies where it must have at least one year implementation on learning and development class and it must have above 1000 employees.

## 2.6 Research Gap

India IT organisations has implemented organisational learning and it is believed that the organisations has attained many benefit but there has not been an intimation or research regarding the importance of how self-directed learning has its impact on Indian IT organisational performance. Hence, in order to identify the level of impact of self-directed learning in Indian IT organisations in its effect on organisational performance, a conceptual structure for relating each element indicated. Current companies allocates a time for learning through giving access to liabilities of the company in employee's free time alternatively this research derives a conceptual model into the overall exposure of a company's learning process in relating to organisational performance. The conceptual structure which identifies the relationship between self-directed learning and he related elements such as organisational performance, organisational learning and Knowledge management is explained and the level of its impact is clearly seen. Even though the technologies may differ in future a conceptual model is proven to sustain its findings for coming years.



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## CHAPTER III: RESEARCH METHODOLOGY

### 3.1 Introduction

Research methodology is a systematic approach which it incorporates a wider study, with the collection of data and analysis. Similar to this definition, a whole view of how the objectives of the research obtained is discussed with a systematic procedure such as research design, data collection, research strategy, data source, questionnaire design, sampling, analysis and results. A method is different from methodology where a method is described as the process of obtaining the way of doing a research and methodology describes which type of approach is suitable. This study highlights about the impact of self-directed learning on organisational performance from the view point of Knowledge management capability (KMC) and organisational learning in Indian Information Technology (IT) sector. Every element is comprehensively described and relationship between each element is derived with a help of a structural equation modelling analysis. Here KMC is a tool to create and manage knowledge assets of an organisation. This study explains about these four aspects by conducting a questionnaire survey.

### 3.2 Research Design

There are three types of research design namely exploratory, descriptive and explanatory (Robson, 2002). Exploratory research design is used derive from a new insight with the existing researches. Descriptive research design is aims at understanding a formulation of certain critical situations regardless of the type of the research. Exploratory research design seeks for a solution of a certain issue. This research method used to find the answers in the form of who, what, how, when and where as it investigates the relationship between different factors (Dhawan, 2010).

This study finds the significant relationship between self-directed learning and Organisational learning in the effect of Organisational Performance. Hence a descriptive approach is followed to find the level of significance of SDL on other elements such as KMC, OL and OP.

### 3.3 Data Collection

Data sources are composed of primary and secondary data where primary data is collected from interviews and surveys conducted among Indian IT organisations. Primary data usually takes more time and the risk of limited responses will be high. However, primary data are up-date information since the data collected are live and it can give step precise information needed for the research (Ghauri & Grønhaug, 2005). Primary data is a crucial because it can tailor the research questions and can lead in for a right answer. Secondary data are collected through information available from a wider perspective such as database, organization, websites and libraries. Secondary data are inexpensive and comparably has higher amount of uncertainty since the information is not direct but collective information can give a good quality and amount of data needed. The data collected for this research comprises the question relating to the objectives derived from the view point of each elements and its effect on OP.

### 3.4 Research Strategy

It describes about the type of pattern which needs to be followed for this study Yin (2009) presented three conditions on choosing the type of research strategy. The conditions for applying what strategy research needs are to analyze of it forms a research question, if the project requires control of behaviour and if it focuses on contemporary events. There are five types of research strategies that are generally followed such as experimental, survey, archival analysis, history and case study. Both research objectives and research question composes “what” form and two strategies (survey and archival analysis) can be followed for answering that type of questions. However, the most suitable strategy can be followed for this research is interview, this strategy will help in collecting data from a number of individuals from a specific population as a sample to gain insight for a certain question. This research circulates on the Indian IT organisations regarding the impact of SDL on OP in from the perspectives of KMC and OL. Thereby, it explains about research design with elaborated information related to the procedure and research sample.

### 3.5 Data Source

For the first objective, qualitative approach is carried out because it generally resolves around obtaining the significance of Self-directed learning reigning from Indian IT

organisations. For this research, qualitative approach is conducted where the Indian IT employees or managers will be reached by mail telephone, social media and personal (face-to-face) mode. The data collection method was implied with the help of previous reports and researches done with respect to Indian IT organisations. According to their information, all of the factors are listed into several components and the desired questions are derived and the questions is either posted or inquired according to the request by the participants.

### **3.6 Sampling**

The data used in this research is taken from the perspectives of Indian IT organisations on what is the level of impact of SDL on OP. The questionnaire conducted from the criteria must be an IT organisation or it must be a technological company. The total member of the company must exceed at least 1000 employees. The companies who will be tested should have at least one-year experience in implementing knowledge management with a functional strategy that promotes both type of learning. There are many IT companies located in every part northern, central and southern parts of India and some of the major companies will be qualified and willing to participate in the study. The questions will be given to only the middle and top-management biases only.

### **3.7 Data Analysis**

This process is carried out by utilizing the computer software program such as QSR Nvivo software. Nvivo software acts as a teaching tool wherein different kinds of documents should be kept in a single destination and are linked together to facilitate easy access. The progress of an idea from its inception could be mapped using Nvivo software (Walsh, 2003). In addition to this, content analysis was conducted.

### **3.8 Ethical Consideration**

This study provides and gives assurance on confidentiality regarding an individual's data, personal information who are participating in the survey. The present data collection depends on the primary data and secondary data where primary data is depended on the information given by experts and secondary data is from a general reports. These data are used are genuinely used for research purposes. The respondents are identified by their unique identification number instead of revealing their personal information such as name, age and

occupation where those details are hidden. The collected data will be considered as a confidential one using only for research purposes.

### 3.9 Limitations of this Research

Even though this research follows an empirical result which provides solid results on current model, there are two things which might affect the results. Firstly, the information provided by the individual provides experiences from their personal experiences for example, the learning style, communication methods of individual, social preferences and so on. Secondly, the study provides a concept based on only Indian IT organisation hence the results may vary if the research was considered from world perspective.

### 3.10 Interview questions

Following are the interview questions used in the research:

- i) Is self-directed learning an important phenomena in the IT industry? Please justify for both yes and no questions.
- ii) Who/what do you consider being the best sources of learning within your organization?
- iii) How is this self-directed learning skills captured? Disseminated? Accessed?
- iv) Do you think age, educational degree, and work experience influence self-directed learning orientation in the Indian IT industry?
- v) Do you find ample time in the organisation to learn independently on your own? Please justify for both yes and no questions.
- vi) Do you require guidance for learning in a formal way in the organisation? Please justify for both yes and no questions.
- vii) Do you think self-directed learning has relevance to organisational performance? Please justify for both yes and no questions.
- viii) How can self-directed learning stimulate organisational performance in Indian IT industry?

The questions are directed based on the following themes:

**(1) Self-directed learning.**

Four major constructs were found most suitable such as self-recognition, fondness of learning, active learning and continuous learning. The questions will be based on each of these factors on to what extent an individual is associated with it.

**(2) Organizational learning.**

This theme comprises four most frequent indicators such as information sharing patterns, inquiry climate, learning practices and achieving mindset. These factors are studied with the participants to what extent they are related to it.

**(3) Knowledge management capability.**

This theme will comprise three areas of coverage namely, obtained knowledge from learning, sharing knowledge, and the ability to create for improvement. Learning is to understand where the sources and member who involve in learning. Shared knowledge refers to the both informal and formal knowledge an individual gains from. The last one comprises the employee's level of innovative ideas and implementation

**(4) Organizational performance.**

This theme has to discuss about two factors on identifying OP which is financial performance and market performance. It is measured through four propositions such as profit, return on investment, customer retention and total sales growth.

### 3.11 Conclusion

The present chapter covers the aims and objectives of the research paper comprising about the steps for undertaking the survey. The section included why and how the type of methodology is used and a decision how the strategy was planned is given. Then the sufficient data is collected, a carefully-driven questions is conducted and implemented on sampling. From the results, the data is analysed using the necessary tools and the results with respect to the objectives are given. Furthermore, ethical considerations are evaluated and studies for the purpose of the participants



## CHAPTER IV- RESULTS

### 4.1 Introduction

In this chapter, the researcher provides the results of the qualitative data. The data was first entered in text format and exported into the NVIVO software. The sample size taken for the study is 10 respondents. This chapter elaborates on self-directed learning an important phenomena in the IT industry, best sources of learning within your organization, self-directed learning skills captured, age, educational degree and work experience influence self-directed learning orientation in the Indian IT industry, ample time in the organization to learn independently on your own, require guidance for learning in a formal way in the organization, self-directed learning has relevance to organizational performance, self-directed learning stimulate organisational performance in Indian IT industry.

**Question 1: Is self-directed learning an important phenomenon in the IT industry?  
Please justify for both yes and no questions.**

*"..Self-directed learners are more likely to share their knowledge and to establish contacts than other employees. This is important as IT sector mostly relies on knowledge sharing...[Resp 1]...Self-directed learning is a part and parcel of learning in the IT employees. In the IT sector, employees require day to day learning to gain new insights...[Resp 2]...Self-directed learning involves self-management, self-monitoring, and motivation. All these factors are important in the IT industry...[resp 3]...Self-directed learning is an aspect which delivers better results to an organisation in terms of production. It is hence a prominent factor...[Resp 4]...self-directed learners appear able to transfer learning, in terms of both knowledge and study skill, from one situation to another. This further helps transfer of knowledge, the most vital concept in the IT industry...[Resp 5]...The ideas of self-directed learning (SDL) have received increasing attention in the past 30 years and are having an impact on the IT sector...[Resp 6]...Self-directed learning support lifelong learning with sociotechnical environments and hence has a vital role in the IT sector...[Resp 7]...Self-directed learning demands to solve authentic or meaningful problems which are more inherent in the IT industry...[Resp 8]..Self-directed learning focuses on mutual dialogs and joint knowledge construction, enhanced by the creation, discussion, and evolution of artifacts. This is important for IT organisations as these are knowledge intensive*



organsiations... [Resp 9]...Self-directed learning plays a vital role in the IT industry...[Resp 10].."

**Table 1: Frequency of self-directed learning an important phenomena in the IT industry**

Items	Frequency
learning	12
Self-directed	10
knowledge	6
industry	4
important	3
employees	3
transfer	2
learners	2
sociotechnical	1
situation	1
Self-monitoring	1
Self-management	1

**Figure 1: Self-directed learning an important phenomena in the IT industry**



**Question 2: Who/what do you consider being the best sources of learning within your organization?**

*"...Explicit sources such as financial information, social interactions with peers, situated practices, observation and emulation of skilled practitioners and socialization...[Resp 1]...coaching and mentoring support from managers, specialists, and other experienced colleagues...[Resp 2]...Corporate training is the best source of learning in an organisation...[Resp 3]...training, mentoring...[Resp 4]...Real time experience working in projects. You can learn and gain new concepts while you work in an IT organisation...[Resp 5]...direct experience, experimentation, and trial and error learning...[Resp 6]...open-learning programs, individualized study options, non-traditional course offerings, and other innovative programs...[Resp 7]...Training, motivational classess, assessing employee's mindset to apply new things at work...[Resp 8]...work experience is the best source of self-directed learning...[Resp 9]...Trial and error learning is the only way to self-directed learning in the IT industry...[Resp 10]..."*

**Table 2: Frequency of consider being the best sources of learning within your organization**

Items	Frequency
learning	5
training	3
experience	3
selfdirected	2
programs	2
organization	2
mentoring	2
specialists	1
socialization	1
situated	1
projects	1

**Figure 2: Consider being the best sources of learning within your organization**



**Question 3: How is this self-directed learning skills captured? Disseminated? Accessed?**

*"...train inquiry skills, decision making, personal development, and self-evaluation of work...[Resp 1]...Through training;...[Resp 2]...Employee Performance metrics; production metrics...[Resp 3]...employee performance analysis; a good performing employee is always a self-directed learner...[Resp 4]...Practical assessment of SDL skills in employees through training sessions and assessment through performance of individual employee...[Resp 5]...Performance metrics are used to access one's knowledge and self-directed learning skills...[Resp 6]...Training, on floor training, assessment of production levels, assessing individual innovation at work...[Resp 7]...Individual production metrics assessment... [Resp 8]...Training and production assessment... [Resp 9]...Production metrics assessment... [Resp 10]..."*

**Table 3: Frequency of self-directed learning skills captured**

Items	Frequency
assessment	6
training	5
production	5
Performance	4
Employee	4
individual	3
Self-directed	2
sessions	1
Self-evaluation	1

**Figure 3: Self-directed learning skills captured**



**Question 4: Do you think age, educational degree and work experience influence self-directed learning orientation in the Indian IT industry?**

*"...According to my views, all these factors influence the orientation of individuals towards self-directed learning in an organisation. However, there is no age to learn new concepts... [Resp 1]... No. These factors might not be the only factors that affect the orientation of self-directed learning in the IT industry...[Resp 2]...Yes...[Resp 3]...Yes...[Resp 4]...No. Apart from these factors it is the individual motivation that steers employees to orient themselves towards Self-directed learning...[Resp 5]...Yes...[Resp 6]...No...[Resp 7]...Yes... [Resp 8]...Yes... [Resp 9]...No...[Resp 10]..."*

**Table 4: Frequency of age, educational degree and work experience influence self-directed learning orientation in the Indian IT industry**

Items	Frequency
factors	4
Self-directed	3
learning	3
towards	2
orientation	2
themselves	1
steers	1
orient	1
organisation	1

**Figure 4: Age, educational degree and work experience influence self-directed learning orientation in the Indian IT industry**



**Question 5: Do you find ample time in the organization to learn independently on your own? Please justify for both yes and no questions.**

*"... In the beginning I was completely into production wherein I could not spend ample time to learn new concepts. However, in the process of production, I found the ways to learn... [Resp 1]...No. There is no time for learning independently...[Resp 2]...There is no specific time to learn. Anytime is a time to learn... [Resp 3]...No. I don't get time for the same... [Resp 4]...May be... Sometimes I get enough time to sit and learn. But mostly at the workplace it is learn while you work... [Resp 5]... it is through direct experience, experimentation and trail & error learning where you can learn in the IT industry. You don't have adequate free time to learn new things... [Resp 6]...It is a learn while you work scenario in the IT industry... [Resp 7]...Yes. I do attempt to self-learn complex concepts during my free time thereby not affecting my productive side...[Resp 8]...No specific time to self-directed learning...[Resp 9]....On floor learning...[Resp 10]..."*

**Table 5: Frequency of ample time in the organization to learn independently on your own**

Items	Frequency
learning	5
specific	2
production	2
industry	2
concepts	2
workplace	1
Sometimes	1
Self-learn	1
selfdirected	1

**Figure 5: Ample time in the organization to learn independently on your own**



**Question 6: Do you require guidance for learning in a formal way in the organization? Please justify for both yes and no questions.**

*"... might require assistance in learning complex systems which are not known to me till date...[Resp 1]...No. not necessarily. It depends on the complexity of the topic considered for learning...[Resp 2]...We might require training in complex situations; however this guidance may not be necessary in all cases...[Resp 3]...In some important situations where I cannot resolve complex issues...[Resp 4]...Not needed. It is self-directed and it relies on my intention to learn.... [Resp 5]...No. When it comes to the IT industry it is a competitive world. You should learn and expand your senses. You cannot check for another entity to guide during the learning process... [Resp 6]...Not necessary. I can manage my learning process on my own. That is the best part of self-directed learning... [Resp 7]...Some training assistance*



*in complex scenarios... [Resp 8]...Not needed. It is self-directed learning and should be on my own... [Resp 9]...Not required... [Resp 10]..."*

**Table 6: Frequency of require guidance for learning in a formal way in the organization**

Items	Frequency
learning	6
selfdirected	3
training	2
situations	2
assistance	2
scenarios	1
required	1
necessary	1
necessarily	1

**Figure 6: Require guidance for learning in a formal way in the organization**



**Question 7: Do you think self-directed learning has relevance to organizational performance? Please justify for both yes and no questions.**

*"...Yes. Self-directed learning affects organisational performance to the core. ... [Resp 1]...There is no direct impact of self-directed learning on organisational performance. However, there could be implied benefits... [Resp 2]...In most cases, it has direct relevance. For instance, skilled employees are the most important assets in the IT industry... [Resp 3]...Yes... [Resp 4]...In some cases where your performance actually regulates the performance of the organisation positively. In most cases, it is the financial gain that defines the organisation's performance. In such a case, it is relevant to organisational performance... [Resp 5]...Yes. My learning tends to improve my knowledge towards work which indeed affects the performance of the organisation...[Resp 6]...Indeed self-directed learning*

*improves organisational performance. However, it is the discretion of the employees to apply what is perceived and hence employee mindset also comes into the play...[Resp 7]...Yes and it helps improve performance of the organisation...[Resp 8]...Employee motivation is important. Apart from self-directed learning, it is important to examine the ideas of employees towards implementing what is perceived by them through Self-directed learning so as to improve organisational performance... [Resp 9]...Yes. Self-directed learning has high relevance with organisational performance as it steers production... [Resp 10]..."*

**Table 7: Frequency of self-directed learning has relevance to organizational performance**

Items	Frequency
performance	11
learning	7
Selfdirected	6
organisational	6
organisation	3
important	3
employees	3
relevance	2
perceived	2
employee	2

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**Figure 7: Self-directed learning has relevance to organizational performance**





**Question 8: How can self-directed learning stimulate organisational performance in Indian IT industry?**

*"...If an individual employee is empowered, he/ she might improve production which in turn affects organisational performance...[Resp 1]...Organisational performance is weighed by the abilities of its employees. In the IT sector, if employees are empowered then it leads to better benefits in terms of production and skilled manpower...[Resp 2]...self-directed learning is an experiment and practice method which affects the organisational performance...[Resp 3]...self-directed learning has a direct and significant impact on Organisational learning which inturn affects organisational performance...[Resp 4]...It motivates the person to apply the self-perceived context in a manner that it eases one's work. In this regard, time and other resources are saved...[Resp 5]...Self-directed learning effectuates the processes of perceiving new things. Skilled labourers through self-directed learning are better performing assets for the organisation and hence performance is improved to a great extent...[Resp 6]...Though application of perceived concepts...[Resp 7]...Thorough motivated employees. Employees who have better knowledge are best motivated and steer the performance of the organisation...[Resp 8]...self-directed learning is a trial and error experiment and practice method which stimulates organisational performance....[Resp 9]...Organisational performance is stimulated through self-directed learning as organisational learning is the end consequence of self-directed learning...[Resp 10]..."*

**Table 8: Frequency of self-directed learning stimulate organisational performance in Indian IT industry**

Items	Frequency
learning	9
performance	8
selfdirected	7
organisational	7
employees	4
production	2
practice	2
organisation	2
motivated	2
experiment	2
empowered	2
stimulates	1

**Figure 8: Self-directed learning stimulate organisational performance in Indian IT industry**



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## CHAPTER V: DISCUSSION AND CONCLUSION

In terms of pre-development stage regarding the ability in attaining UK intermediate skills, Soskice (1993) argued that it makes more sense in recruiting recent graduates than to train or secure individuals within organisation who had already pursued vocational training. It is generally viewed that graduate have more key qualifications and willingness to learn with a high level of communication standard but they might have not gone through any appropriate vocational training. This argument is that a graduate can be given training on developing their skills with the help of organization through on-job training while they are working. This would lead to a case within many companies regarding their commitment to provide a good quality of training. The source of this statement can be stated by the ability of employers to teach the individuals by fully understanding new recruits since they had to teach them about the in-depth understanding of the job. The companies should make an assurance of the level of understanding of the subject along with their role in an organisation.

A survey conducted by Rajan et al. (1997) within small and medium-sized enterprises in central London across 950 companies, it is found that companies which are emerging through performance-driven business culture has procedures which emphasizes teamwork, empowerment and the spirit of life-long learning. It is highlighted that individuals who has the ability to manage their own careers gives a higher contribution in their performance crediting both the organisation and themselves. Furthermore, Rajan et al. (1997) stated that ‘individuals have more ability in adapting with the main elements of the latest culture since they naturally compatible with the needed behaviour and intellectual traits within’. The type of training the new graduates are exposed with are a full exercise of significant work responsibilities, learning through the involvement in job, a proper coaching by line managers and by interaction with suppliers and customers. These are the main dominant methods used if a new recruit are undergone when they are on experimental learning or mentoring. ‘Graduates, who are undergoing through learning by doing method, are actually experiencing a deep understanding even if they are a new joiner’ (Rajan et al., 1997, p. 24). Interviews conducted in recent studies have revealed that factors such as employment relationship, their influence of their environment and their association with peers impact their motivation in self-learning. It can be seen that Motivation is dependent on employment relationship, environment and peer association it impacts with the need of training and guidance required for individuals. Time also plays as major factors when it comes to the consideration of the

organisation of when to conduct training. Hence, it is found that Indian IT sectors must have a certain amount of awareness needed.

Individual's social nature is more clear evident when it comes to work-related learning since they have to interact with their immediate work-group. This not only draws about their social ability but also about how, where and when the information is gathered should properly impose an individual learning ability. If a new recruit are intended to learn through experience, the basic structures of interaction with their peers within their work-group plays a major part (Brown, 1997). Individuals are needed to be accessed about what type of learning methods they would want to proceed with their colleagues and how the sources of the knowledge could be obtained. Orr (1996) highlighted about the learning through job exposure will be depended on their social nature of how information will be gathered along with their experience who develop their skills through time. The research took the behaviour of a photocopier maintenance technicians who learning though their exposure and time. The disadvantages of this type of learning are that how an individual had to cope with the difficulties which come out of their standard manuals. Therefore, experiences of each member of the group and their communication skills play a major role in problem-solving and problem-setting even during their informal coffee break. By this way, it is stated that knowledge surrounding within their specific community will have their own source and stories. Individuals are exposed to the knowledge through the experience of other within their way of learning

Senge et al. (2000) explained that employees are willing to go through the process of changing them to fulfil their part for the organisation since they wanted to play a major part. When taking lecturers at a learning institute, they will need a high motivation in implying self-learning to increase their knowledge to perform well at their job. Learning organisation should develop a continuous commitment in working on problems and solutions (Redding, 1997). Especially, IT sectors who are expected to learn continuously through their employees. Therefore, Self-directed learning and motivation directly influences performance in a learning organisation. A study by March (1991) argues that every individual in an organisation should contribute some amount of knowledge and learning through involvement by practical methods. Self-learning is an important factor for the growth of Indian IT industries since the flow of knowledge is a part of practice of a new or old employee. This flow needs some amount of communication from one individual to another

A company has to at least make a simple review on examination about the value of self-learning at work since the thought might be seen as a benefit to both individual and companies. Furthermore, individuals who are accountable with their self-learning cannot be acknowledged as same as social dimension hence the assumptions of the learning organisations cannot be taken since it is a simplistic view. If the learning process is from a social point of view, then knowledge development and learning are seen as separate factors (Lave & Wenger, 1991). Even if the learning is taken as a self-directed one, individuals who are exposed to perspectives of others has an impact on them. Hence, it can be said that a ‘collective knowledgeability’ is what an individuals are exposed on since the process is not a free-standing one and more than one community might be a part of their practices. Some of the practices, relationships and specific sets of standards are understood when understanding the terms of an individual learning. Present individual concluded that the source about where, whom an individual learns can be taken as an important issue. A self-learner’s nature, commitment and their extent of self-directed learning is often affected by the set of social relationships and individuals at work place. Another factor which are collectively agreed by many interviewees is that self-learning has impact on organisational performance.

## 5.1 Conclusion and Recommendations

When in practice, this number of communal and interpersonal influences may be an influence of an individual which is already proven to have an effect on their commitment to self-directed learning. Individuals, who are playing as a part of involving with their learning and development networks, are explicitly disrupted by the source of knowledge development, creation and transformation. Participation or involvement within their networks will influence on an individual’s knowledge exposure. Self-directed learning is therefore partly an empowerment issue, an issue of choice by the learner. It is also about knowledge about, and means and awareness of alternatives. Such choices are definitely mediated by power and information in the learners context, as well as education and motivation of the learner to decide the best alternative. Facilitating learners is an individual issue, an organisation issue and a national issue. Each of these domains has their vested interests in supporting and perhaps directing learning. Such direction lies at the heart of the ‘self’ versus ‘other-directed’ learning debate.

When taking a professional background, SDL and motivation does play a important role in maintaining the existing knowledge. Hence, this study aims to describe the importance

of SDL and motivation taking from the perspectives of an IT sector. The foundation of future lies with the utilization of learning theory from the perspectives of learning organisation. Since a new culture or evolution will contribute in adding value to the concepts of IT sectors. A learning organization is generally described as a source of skills where the knowledge is created, acquired and shared within individuals and units. In order to study the learning organisation in-depth then, the factors which contribute more in creating a learning organisation should be studied. After analyzing, there will be proper guidance in designing and planning the development about the patterns for establishing can be seen. While implying this procedure, motivation can be taken as a main factor which can be seen from each individual, and the findings of these results can act as a guideline in developing plans and policies for prescribing culture. The results of this study can help IT companies in providing a basis for continuous learning taking SDL and motivation as a factor. Finally, the results of this research can significantly benefit in proposing theory in improving quality and a guideline to sustain a life-long learning procedure. This study may also help in assessing in performance index (KPI) to further increase the quality of learning and training given to an individual. Thus, this research will benefit and make a huge impact in improvement of learning organisations. SDL can be explained as an activity for which the learner takes the initiative and responsibility for the learning process and plays a significant role in developing and maintaining individual learning in support of the learning organization. Therefore, considering critical possibilities for SDL to contribute to workplace effectiveness, future studies should look at how to improve organizational capacity, as well as, individual abilities through SDL.



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