

Work-Based Learning- Towards Achieving Sustainability & Productivity in Organizations

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Abstract---This study is founded on the idea that workplaces may foster a culture of continual learning. If learning is to take place at work, it is important to make sure that the environment is appropriate and that learning projects are implemented. After that, the discussion shifts to adult learners and how their circumstances differ from those of children. Globalization, the information society, technology, and shifting demographics are all considered significant factors in understanding the context of adult learning. Based on the foregoing knowledge, the researcher hopes to produce tangible results that demonstrate how work-based learning and adult learning can increase sustainability and production for the organization over time.

Keywords: Work Based Learning, Adult Learning, Sustainability, Productivity.

INTRODUCTION

In the modern organizational setting, the organization's ability to learn is crucial to its success and sustainability. According to Jarvis (1987), learning rarely takes place in blissful isolation from the learner's reality; rather, it is closely tied to and influenced by it. By fostering a learning organization and promoting adult learning, lifelong learning opportunities can ensure the longevity of innovations and entrepreneurship within the organization. Organizations are set up to accomplish goals and increase production, and these things can only be done by implementing the best human resource management techniques. Conducting periodic continuous training and development programs is one of the factors that boost organizational productivity. Jawaharlal Nehru once quoted, "It is good to have goodwill, it is good to have enthusiasm, but it is essential to have training".

Organizations spend up to \$200 billion a year on training and development, but a large portion of this money seems to be wasted on poorly planned or executed interventions. For decades, researchers have focused on factors including techniques, program design, and learner characteristics as they have considered the causes of unsuccessful training. Adult learning, which places a focus on adult learning behaviour's, can be effectively used in a business setting to improve staff training and development. The researcher hopes to produce a concrete result from the study that will be done among workers in a few different service industries in the city of Guwahati (Assam) based on the aforementioned understanding. This study will aid in understanding how training programs and productivity are related, as well as how adult learning can improve training programs and increase production.

Organizations that train adults must be aware that the needs, pace, and style of adult learning vary. Depending on their IQ level, folks have varied learning demands. The biggest obstacles to communication with all types of learners are personal differences. In a training session, no communication technique can simultaneously satisfy each student. Evoking a response is a crucial part of learning, according to experiences and learning theories. Because it emphasizes adult learning, self-learning is becoming increasingly popular in most organizations because it focuses on improving the effectiveness of training programs. The emphasis on adult learning is because individual employees in an organization have varied learning preferences and styles. The pace of adult learning varies. The study advances knowledge of current training practices as well as how adult learning and work-based learning might aid in the development of a learning organization. The study argues that work-based learning and adult learning if included as a part of organizational training, not only promote the achievement of sustainable productivity but also help in reducing the costs involved in conducting

training activities. Cost and funding are major issues that organizations face when conducting a training program.

LITERATURE REVIEW

Knud (2016) compared Peter Jarvis' concept of learning with two other theories in his article "Peter Jarvis and the Understanding of Adult Learning," which Jarvis himself has referred to as "the most comprehensive." Jarvis's understanding is characterized by a solid foundation in philosophical considerations paired with in-depth research of adult learning in relation to practical assignments, according to Etienne Wenger's social theory of learning and "The three dimensions of Learning," which are both published by Routledge. Extending the logic of the industrialism thesis, it is asserted that people in control of capital have created a worldwide infrastructure of information technology. Learning societies have emerged as a superstructural phenomenon as a result of globalization (Peter Jarvis, 2010).

Learning is an existential process that may start just before birth and likely comes to an end when we stop being aware members of the learning society. (2004) Peter Jarvis. Since learning is a process of modifying the experiences we have, which always happens when an individual interacts with a wider society, no theory of learning can legitimately omit the life world or the wider social environment within which we exist. 2007's Peter Jarvis. The process of changing the entirety of our experience through thought, action, and emotion, and thereby changing ourselves as we continue to incorporate perceptions of the outside world into our biographies, is what is meant by human learning, according to Peter Jarvis (2007).

Researchers today discuss the idea of a corporate university to promote continual learning in the workplace. Corporate universities use the most recent developments in information and communication technologies to improve employee skills and productivity through custom training. By assisting in the recruitment and retention of talent, training in this model in particular offers value to the company's business goals and is more sensitive to corporate needs than other learning intervention methods. Their primary focus is on promoting a shared culture and enacting changes across the board (Akram A, 2002). If societies are to achieve a sufficiently sustainable form environmentally, socially, and economically, they must undergo an unprecedented and historic change in a short amount of time. Education will have to play a key role in any such transaction; education will be transformed the process; and it is necessary and possible to build on the limited progress already made. We define education as a continuous process of learning, doing, and reflecting that involves all citizens 1996 (Stephens Sterling).

Investors are diversifying their portfolios by putting money into businesses that support the idea of corporate sustainability. Investors are drawn to this new investing approach because it promises to increase shareholder value over the long term by seizing opportunities and controlling risks associated with continuing social, environmental, and economic trends. It is capable of gathering qualitative non-financial data for criteria like management quality, corporate governance frameworks, reputational risks, human capital management, stakeholder relations, and corporate social responsibility (Dow Jones Sustainability Index; 1999). It focuses on potential obstacles.

An ancient Greek philosopher named Plato claimed that everything we know comes from within, meaning that the more we learn and reflect on our inner selves, the more knowledgeable we become. But Plato's student Aristotle believed that knowledge may be gained via experience rather than being innate. This is an early illustration of the famous conflict between nativism and empiricism, or between nature and nurture. In contrast to the empiricist (nurture) perspective, which holds that most traits are taught, the nativist (nature) perspective holds that traits are generally inborn¹. The Aristotelian perspective could only endure with the passage of time and the development of society. Learning is the process of developing new knowledge, abilities, habits, or dispositions through experimentation, repetition, or exercise.

Either an active or a passive medium can be used to teach knowledge. Since the dawn of humanity's educational system, direct interaction between the teacher and the student has been the cornerstone of active learning. When using a passive medium, such as reading books, the instructor and the learner are not in close proximity. The means of passive learning have been strengthened by contemporary

technological advancements. This is mainly because of recently developed technology instruments for effective electronic information dissemination and data warehousing. These developments have opened the door for "e-learning," a completely new method of education. Universities, governments, organizations, and businesses are adopting this method of learning. The rapid acceptance of e-learning across all potential spectrums is being accelerated by technological advancement in this area and increased societal recognition of the benefits it brings.

A mass higher education system that is re-evaluating its teaching, and learning methods, and utilizing the usage of communication and information technologies is the outcome of changes on a global scale. Corporate employees need to be kept up to date on new developments and have quick access to fresh information if businesses are to remain competitive in the increasingly fast-paced knowledge-driven economy. With the help of this innovative learning method, businesses may provide their workforce with the necessary training in occupation-related topics. It is crucial for the corporation to offer the right combination of information sources at the appropriate moment in order to maintain the highest level of competitiveness for their human resource. It is difficult to get this advantage in a knowledge-based economy, but e-learning provides ways and means to do so (Phuldeep Kumar & Umesh Gulla; 2017).

CSR is a notion that broadly refers to people and organizations that are a part of society. The CSR idea is inextricably linked to the idea of sustainable development, which is followed by moral behaviour that is open and honest and takes into account the expectations of all parties involved. In order to effectively manage the social and ethical challenges connected to its activity, it specifically refers to the integration of ethics into the strategic vision of the entity. CSR should be incorporated into company plans and will have an impact on how organizations conduct in connection to their workforce, society, and environment. The primary objective of CSR is to influence organisations to become more sustainable, subject to safeguarding stakeholders' interests. To accomplish this, new training initiatives are required. The "option" of e-learning is one that businesses may decide to adopt since it is the most economical instrument for employee training and also because it is easy to use, adaptable, and produces quick results. Because e-Learning is the most flexible and effective technology to include within a company's training plan (IonetViorel, Aura Mihai, and Gheorghe Asachi; 2008), the study presents this framework related CSR e-learning training programmes.

EMPIRICS

Nowadays programme for training and development are now among the most crucial things that an organization can do for its employees because they enable them to acquire the information, abilities, and attitudes they need to perform better in their existing positions. It also aids in increasing profitability and keeping the correct personnel. In this study, the researcher investigates how adult learning concepts might be applied to the development of professional development programs and a culture of lifelong learning within organizations. Knowing how adults choose to learn in organizations and how it might further lead to learning organizations is why adult learning is being focused on. Overall personality development results from training. Personality development is a process of self-education that aims to improve talent, potential, self-discipline, employability, and professional abilities.

The researcher's goal in this study is to gather information from employees of a chosen few organizations to:

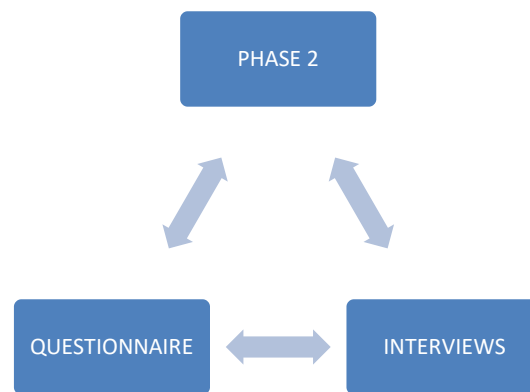
- 1.) Discover the training techniques currently in use and whether they aid in the overall development of the workforce and organization.
- 2.) How productivity is impacted by the existing training methodology.
- 3.) Does the instruction offered promote learning.
- 4.) How the practise of training today encourages lifelong learning.

In order to gather information from a group of staff working in hospitals (100+ beds) and hotels (4 star and 5 star), the researcher utilised a questionnaire and in-person interviews as a tool to perform the study. A total of 56 employees were spoken with and surveys were distributed. The questionnaire was created with the understanding that in order to improve present training practises, a comparison of the training techniques now utilised by organisations is required, as well as how adult learning and lifelong learning might be implemented into training programmes.

Phased data collection allowed for the extraction of superior results. The several stages are listed below:

PHASE 1: In the initial phase of the study, HR managers and supervisors were questioned about the organization's training procedures and the operation of the training programmes. Additionally, information was gathered on the various training programmes and the number of training sessions each employee received over the course of a year. In order to encourage lifelong learning within the organization, it was important to determine whether organizations were still using traditional training methods or had changed their approach and included more technology-oriented learning. When creating the training program, did the organization pay consideration to the idea of adult learning and lifelong learning? This was the most crucial issue that needed to be answered in the first phase of the study. Describe how the productivity of the company and employee performance have been impacted by these training programs.

PHASE 2: Data collection using questionnaires and interviews was done in the second phase of the study, which was split into two parts.



Before distributing the questionnaires to the employees, unstructured interviews were conducted in order to make them more comfortable and to help them comprehend the significance of the study. Responding to questionnaires would be more objective and useful if employees were aware of the terms and the purpose the study was done.

PHASE 3: Once the data from the first two stages of the study had been collected, the third part of the investigation was carried out. This aided in conducting an accurate analysis of the information that the HR managers, managers, and employees gave. This stage's goal was to respond to queries such as:

- a) Organisations' current techniques of training.
- b) The quantity of training sessions held annually.
- c) Types of instruction offered provided.
- d) When making training plans, does the idea of adult learning and lifelong learning receive any consideration.
- e) What does the business think of the idea of a learning organization.
- f) Do workers understand the value of lifelong learning

To assess how seriously an employee and the company take a training program, as well as to assess the current situation in order to decide how a learning organization might finally provide improved productivity and sustainability, it is imperative to submit detailed replies to the questions mentioned.

PHASE 4: On the basis of the responses to the questions from PHASE 3, the researcher carefully reviewed all the data and information that was acquired during this phase. It was feasible to draw conclusions about how the organization thinks, plans, and executes its strategies and how these elements impact both the efficiency of each individual employee and the performance of the entire organization.

RESULT OF THE INVESTIGATION

The first phase of the study made it evident that organizations continue to use traditional training methods; the only changes that were discernible were in the participants and the trainers, with only minor modifications to the course material. When asked about the usage of contemporary technology, the only additions were the use of projectors and the internet. The same training continues every time a

new person joins the company, and training policies have not been updated in a very long time. Refresher pieces of training update current skills for those working in technical lines have increased due to the organization's requirement to achieve results, but that is the only change that can be observed.

In the second phase of the survey, when employees' opinions regarding training programs were also asked, the results were unexpected. Most employees claim that the sole benefits of a training program are a day off from work, some decent refreshments, and occasionally the opportunity to meet up with friends or travel. Most employees believed that the following factors contributed to the training programs' lack of seriousness:

- a) The majority of workers were unable to comprehend the advantages of the training for their jobs.
- b) Second, the training sessions were frequently too drawn-out and continuous, which caused the interest to wane over time.
- c) The trainer was frequently viewed as uninteresting and unable to meet the demands of the personnel.
- d) Lack of understanding among employees of the need for lifelong learning and how it may affect both individual and organizational productivity.

Another significant issue with training program failure in organizations that have been identified following data analysis is:

- a) Organisations do not routinely update their training policies.
- b) As organizations work with adults, adult learning policies should be implemented to increase the effectiveness of training programs.
- c) Lack of knowledge of learning organizations and lifelong learning concepts.
- d) The majority of businesses don't get the rewards of training initiatives since they frequently view them as necessary expenses.

CONCLUSION

The effectiveness and long-term viability of an organization in the modern world primarily depend on how that organization learns. Training, and especially opportunities for continuous learning through self- and e-learning based on pedagogical principles, contribute to the development of learning organizations that support innovation and entrepreneurship within the company. In conclusion, a learning organization abandons the belief that the top management alone can and should perform all of the thinking for a whole company. In order to create their own community founded on the values of liberty, humanity, and a shared desire to learn, learning organizations encourage all of their employees to explore their own hidden abilities and skills.

Every organization places a premium on productivity, which can only be attained by implementing modern Human Resources procedures. As a result, organizations invest in the training and development of their employees. But because adults learn at their own pace and in their own ways, adult learning can be used by businesses to make up for the shortcomings of conventional training techniques. It is possible to create self-learning modules, and e-learning can make them even more dynamic and effective. Using adult learning and e-learning in the training process can encourage employees to apply the idea of life-long learning to their professional lives, which in turn results in the development of learning organizations. This shall lead to better productivity in the organizations. Benefits of such programs could include increased productivity, lower training costs, and the ability for corporations to fund their own training initiatives.

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