

# Impact of Continuous Learning Culture and Employee Self Efficacy on Training Effectiveness: Empirical Evidence from Insurance Sector in India

Pooja Sharma<sup>1</sup> and Richa Sharma<sup>2</sup>

<sup>1</sup> Jiwaji University, Gwalior

*Received: 13 December 2015 Accepted: 1 January 2016 Published: 15 January 2016*

---

## Abstract

In today's competitive global era, organizations need to retain efficient and competent employees who perform excellent work in a congenial environment. The purpose of the research is to examine the positive and significant impact of continuous learning culture and self efficacy on training effectiveness in the context of insurance sector. Three variables were being examined, continuous learning culture and self efficacy as an independent variable and training effectiveness as a dependent variable. For this purpose data was collected from two hundred employees from various two insurance companies in India especially Delhi through questionnaires. Data from target respondents was analyzed in the form of reliability analysis. Linear and multiple regression were applied to find the impact of independent variables on dependent variable. Findings of the study revealed that continuous learning culture and self efficacy have a positive and significant impact on training effectiveness.

---

**Index terms**— continuous learning culture, insurance sector, self efficacy and training effectiveness.

## 1 Introduction

India is a developing country and it has the capability to become a strong nation with its huge natural, technological and human resources. In this era of stiff competition, rapidly changing the needs and preferences of customer, only a learning organization can stay ahead. In developing the human resource and instilling a culture of learning in an organization, training plays a crucial role in deciding the competitive edge of an organization over the market players. Training is inevitable function of an organization as it develops the skills and knowledge of an employee, enables them to take up challenging tasks and assist the organization to compete the today's rapidly changing situations of business.

## 2 a) Continuous Learning Culture

Systematic training enables an opportunity for learning and these learning processes depends upon Author ??: UGC-NET senior Research Fellow, Jiwaji University, Gwalior, Madhya Pradesh, India Mailing address: 07, aliza bagh, shinde ki chhawani, lashkar, Gwalior, Madhya Pradesh, India. e-mails: smileypoojasharma90@gmail.com, rich\_sharma29@yahoo.co.in many factors such as the design of the training programme, learning style of the trainees and the learning environment of the organization. As organizations struggle to survive in an increasingly competitive environment, Continuous knowledge acquisition potentially leads to increased productivity and help organizations to remain effective and competitive.

### 3 b) Self efficacy

Self-efficacy is an individual's general belief, that they are able to change their performance when desired. It is the people's judgment of their capabilities to organize and execute courses of action, required to attain designated types of performance.

### 4 c) Training effectiveness

Training effectiveness is evaluated by measuring a number of training and transfer results. It basically deals with how trainees are applying newly acquired skills from training to the job or behaviour that is retained and applied in the workplace.

### 5 d) Insurance sector

In the current scenario insurance sector has become a challenging field which is full of exciting tasks for the employees. Life Insurance Corporation (LIC) is the sole public sector company in life insurance business and General Insurance Corporation of India is a public sector non life insurance company.

i. (David Pollitt, 2009) stated the significance of training to customer facing staff of AXA sun life insurance sector. He said that in a fiercely competitive, tightly regulated insurance sector, a customer-facing staff must be trained to fairly sell the right product at the right time. (Cody Cox. B, 2009) examined the moderating effect of individual differences in the relationship between framing training for technical and nontechnical content areas. Self-efficacy and goal orientation were examined as moderators. Result indicated that there was a threeway interaction between performance orientation, age, and frame for technical training and a three-way interaction between performance orientation, selfefficacy, and frame for nontechnical training. (Ramachandran, 2010) studied the effectiveness of training programme of different cadre of employees, working in a public sector organization and suggested that employees were differed in effectiveness of training programme on the basis of demographic characters. (Canning, 2011) suggested that the organizations should develop working groups where younger workers can learn the knowledge and skills from older employees and benefitted by the experiences of them. So that experiences of older employees should be valued. When an individual willingly learn new skills then the individual takes the "education initiative" (Warr & Fay 2001). (Sessa and London, 2006) proposed three approaches, through which individuals can learn. These approaches are: adaptation, generation and transformation. In adaptation approach an employee can learn by continuously adapting to changes in the environment. This learning is unintentional and unintended. Through generation, an Individual can learn by generating new knowledge and conditions. In transformation learning encourages reflection and result in transfer of knowledge from learning to work. (Maurer, Weiss and Barbeite, 2003) found that the perceived intrinsic benefits like career planning was the key predictor of an individual's willingness to participate in a learning activity. (Hinds et al., 2001) revealed some differences which were shown by experts and beginners in a way of communication during training program. He stated that matching the skill levels of the trainer and the trainee increase the likelihood that the trainees can learn.

IV.

## 6 Rationale of the Study

Present study reports the empirical results of a study designed to examine the impact of certain variables on training effectiveness and highlights the significance of training activities. Broadly the research seeks to enlighten the public insurance sector enterprises specifically the LIC of India with the knowledge and experience to expand the horizon of training practices for a sustainable organizational development.

But, the research gap that we found by the study of aforementioned literature is that, there is no indepth study was conducted in insurance sector for measuring the outcomes through training practices. This study is expected to provide some insights in that area, and fill an important knowledge gap. Hence this study is rationale for measuring the impact of all the independent variables (continuous learning culture and self efficacy) on the dependent variable (training effectiveness.) Indian insurance sector.

V.

## 7 Hypothesis

Based on the above discussions and supports from the preceding works, the following hypothesis was established for this study: H 1 : There is positive and significant impact of continuous learning culture on training effectiveness.

H 2 : There is positive and significant impact of self efficacy on training effectiveness. H 03 : There is no significant combined impact of both the independent variables (continuous learning culture and self efficacy) on training effectiveness.

---

## 8 PROPOSED MODEL

### 9 Independent variables

Dependent variable The responses taken on the Likert type of 1 to 5 where 1 represent strongly disagree and 5 represent the strongly agree. Total responses were elicited on 30 items, which took 15 minutes to answer.

### 10 c) Measurement

? Self-efficacy. An eight-item scale to measure selfefficacy was drawn from previous research (Jones, 1986).

? Continuous learning culture is assessed using a ten items scale taken from Tracy et al., ??1995).

? the above table it can be concluded that the value of Cronbach Alpha for all the three variables is more than 0.7. Therefore it could be used in this study.

### 11 b) Linear regression

The regression table provides the result of constant, coefficient of determination, t-value.

Coefficient is the slope of regression line and it explains that 1 unit change in independent Variable will bring how much change in dependent variable. The coefficient of determination ( $R^2$ ) explains how much variation in the dependent variable is explained by the independent variable.

### 12 i. Linear regression values for continuous learning culture as independent variable and training effectiveness as dependent variable

The regression results interpret the value of coefficient .729 that indicates 1% change in independent variable (continuous learning culture) can result in 72.9% change in dependent variable (Training effectiveness). This relationship is positive and significant as shown by small p value. The regression results interpret the value coefficient .809 that indicates 1% change in independent variable (self efficacy) can result in 80.9% change in dependent variable (training effectiveness). Thus, if self efficacy is increased by 1%, this will result in 80.9% increase in effectiveness. This relationship is positive and significant as shown by small p value. Thus supporting  $H_2$ , that self efficacy has positive impact on training effectiveness. So we can conclude that there is significant combined impact of continuous learning culture and self efficacy on training effectiveness. Hence null hypothesis of our study has been rejected.

### 13 ii. Linear regression values for self efficacy as independent variable and training effectiveness as dependent variable:

### 14 iii. Multiple regression values for continuous learning culture and self efficacy as independent variables and training effectiveness as dependent variable

## 15 Implications of Study

The results of this study have contributed to the body of knowledge in the field of individual characteristics (self efficacy) in the insurance sector of India. Our study discovered the positive and noteworthy association between training and effectiveness. Theoretically speaking, findings of the study revealed a significant relationship between continuous learning culture, self efficacy and transfer of training. There are few practical indications that we can draw from this study for academicians, researchers and various service industries. For researchers, it acts as a knowledge base for further studies related with this topic. For service industry the result will provide a great help in developing a learning culture where employees conveniently learn new knowledge and skills related their task. It provides guidelines to enhance self efficacy of employees.

## 16 IX.

## 17 Limitations of the Study

This study has some limitations, firstly this study examined relationship between continuous learning culture and training effectiveness, and it took only some dimensions under each variable. Secondly the study was done on few cities of India, all cities were not covered in it, and so the generalization of the results and findings are not warranted. Thirdly, the data was collected within a period of time, so the findings are confined for a particular period and cannot be generalized for longer period of time. Fourthly, we applied multiple regressions but if other measurement versions were used, then the result would be different.

### 18 X.

### 19 Future research

141 Firstly, future work can overcome limitations of the present study in terms of number of respondents and focusing  
 142 on the whole state that will help in generalizing the findings of the study. Secondly, future research can look for  
 143 other moderating and mediating variables that can affect the relationship between continuous learning culture,  
 144 self efficacy and training effectiveness. Other variables may be considered like supervisory support and motivation  
 145 to learn for examining the effectiveness of training.

### 20 XI.

### 21 CONCLUSION

148 In today's global dynamic era organizations are forced to function effectively in changing situations and under  
 149 various complications, and it is crucial for companies to have the qualified employees at the right job at the  
 150 right time in order to survive the surrounding competition. So that training is considered as a fundamental and  
 151 effectual instrument in accomplishment of the firm's objectives. Training is a performance development process  
 152 to foster learning new techniques and methods to perform job with fullest efficiency and effectiveness. Training  
 153 builds and strengthens relationships with and among workplace partners and better engage employers, unions to  
 respond to the challenges of workplace. <sup>1</sup>



Figure 1: Figure 1 :

<sup>1</sup>© 2016 Global Journals Inc. (US)

1

d) Tools Used for data Analysis: Cronbach alpha was applied to assess reliability and the relationship between the variables was established through linear and multiple Regression.

VII.

Results  
and  
Dis-  
cus-  
sions

a) Reliability: Reliability reflects the consistence of a set of items variables scale by measuring the concept in a particular. In this study, reliability measurement is important to verify the variables consistencies through continuous learning culture, self efficacy and training effectiveness. Cronbach's alpha is computed using SPSS scale reliability programme for each set of constructs. The value of Cronbach's alpha is reported in Table 1.

[Note: Training Effectiveness: This will be measured with five item scale from xiao (1996) and six items from Galanou, E. & Priporas, and C. V., (2009).]

Figure 2: Table 1 :

2

Model			Std. Error of the Estimate	Change Statistics			
	R	Adjusted R Square		R Square Change	F	Sig. F	Change in df
1	.628	.626	8.58373	.628	231.450	.000	1
2							198

a. Predictors: (Constant), continuous learning culture

b. Dependent Variable: training effectiveness

Model summary table indicates that value of coefficient of determination (R<sup>2</sup>) is .628 reveals that continuous learning culture accounts to 62.8% variation in effectiveness.

Figure 3: Table 2 :

3

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.101	2.175		4.547	.000
	Continuous learning culture	.602	.045	.729	14.780	.000

a. Dependent Variable: training effectiveness

Figure 4: Table 3 :

4

Model		Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics		Sig. F
R	R Square				Change	df1 df2	Change
dimension0	1	.684	7.35126	.684	367.954	1	.000
.810	a					198	

[Note: a. Predictors: (Constant), self efficacy b. Dependent Variable: training effectiveness Model summary table indicates that value of coefficient of determination ( $R^2$ ) is .684 reveals that self efficacy accounts to 68.4% variation in training effectiveness.]

Figure 5: Table 4 :

6

Model		R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics		Sig. F	Durbin-Watson
R						Change	df1 df2	Change	
dimension0	1	.827	.653	6.84535	.656	235.539	2	.000	1.548
a							197		

a. Predictors: (Constant), continuous learning culture and self efficacy  
b. Dependent Variable: training effectiveness

Figure 6: Table 6 :

7

Figure 7: Table 7 :

---

5

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.226	1.897		4.268	.000
	Self efficacy	1.010	.045	.809	19.264	.000
a. Dependent Variable: training effectiveness						

Figure 8: Table 5 :





- 
- [Galanou and Priporas ()] 'A model for evaluating the effectiveness of middle managers' training courses: evidence from a major banking organization in Greek'. E Galanou , C V Priporas . *International Journal of Training and Development* 2009. 13 (4) p. .
- [Maurer et al. ()] 'A model of involvement in work-related learning and development activity: The effects of individual, situational, motivational and age variables'. T J Maurer , E M Weiss , F G Barbeite . *Journal Applied Psychology* 2003. 88 p. .
- [Tracey et al. ()] 'Applying trained skills on the job: The importance of the work environment'. J B Tracey , S I Tannenbaum , M J Kavanagh . *Journal of Applied Psychology* 1995. 80 (2) p. .
- [Hinds et al. ()] 'Bothered by abstraction: The effect of expertise on knowledge transfer and subsequent novice performance'. P J Hinds , M Patterson , J Pfeffer . *Journal of Applied Psychology* 2001. 86 p. .
- [Gundry et al. ()] 'Building the creative organization'. L Gundry , J Kickul , C Prather . *Organizational Dynamics* 1994. 22 (4) p. .
- [Sessa and London ()] *Continuous Learning in Organizations: Individual, Group, and Organizational Perspectives*, V I Sessa , M London . 2006. Taylor & Francis.
- [Ramachandaran ()] 'Effectiveness of training programs of NLC -An Analysis'. R Ramachandaran . *Kegees Journal of Social Science* 2010. 2 (1) p. .
- [Tziner et al. ()] 'Effects of Trainee Characteristics on Training Effectiveness'. A Tziner , M Fisher , T Senior , J Weisberg . *International Journal of Selection and Assessment* 2007. 15 (2) p. .
- [Jayawardana and Prasanna (2007)] 'Factors Affecting the Effectiveness of Training Provided to Merchandisers of Garment Industry in Sri'. A K Jayawardana , H A Prasanna . *Lanka Sri Lankan Journal of Management* 2007. July-December 200. January-June 2008. 12 (3 & 4) . (Nos. 1 &)
- [Mathieu et al. ()] 'individual and situational influences on the development of self-efficacy: implications for training effectiveness'. J E Mathieu , J W Martineau , S I Tannenbaum . *Personnel Psychology* 1993. 46 p. .
- [Mcgill et al. ()] 'Management practice in learning organization'. M McGill , W Slocum , D Lei . *Organizational Dynamics* 1992. 21 (1) p. .
- [Canning ()] 'Older workers in the hospitality industry: valuing experience and informal learning'. R Canning . *International Journal of Lifelong Education* 2011. 30 (5) p. .
- [Warr and Fay ()] 'Short report: Age and personal initiative at work'. P Warr , D Fay . *European Journal of Work and Organizational Psychology* 2001. 10 (3) p. .
- [Jones ()] 'Socialization tactics, selfefficacy, and newcomers' adjustments to organizations'. G R Jones . *Academy of Management Journal* 1986. 29 p. .
- [David ()] 'Southern coaches' managers in a better way of working'. Pollitt David . *Journal of human resource management international digest* 2009. 17 (5) p. .
- [Cody et al. ()] 'The Moderating effect of individual differences on the relationship between the framing of training and interest in training'. B Cody , Margaret E Cox , Beier . *The International Journal Training and Development* 2009. 13 (4) p. .
- [Xiao ()] 'The relationship between organizational factors and the transfer of training in the electronic industry'. J Xiao . *Human Resource Development Quarterly* 1996. 7 (1) p. .
- [Bhatti and Kaur ()] 'The Role Individual and Training Design Factors on Training Transfer'. M A Bhatti , S Kaur . *Journal of European Industrial Training* 2010. 34 (7) p. .
- [Vikas ()] 'training & development in public organization with reference to lic, India'. Agarwal Vikas . *Gurukul Business Review (GBR)* 2011. 7 p. .