

Chapter -2

REVIEW OF LITERATURE

This chapter provides a systematic review of literature that includes available literature on informal learning from more than ten years ago. In this chapter, it also examines the pertinent literature which is applicable to understanding informal learning in the special context of the workplace. The chapter included literature which explains the concept of workplace learning and the types of learning that take place at the workplace. The chapter also covers the literature that shows the impact of informal learning on employees.

The main purpose of reviewing the extensive literature is to determine the relevance of the study and to identify gaps in the literature.

2.1 Process for the Review of Literature

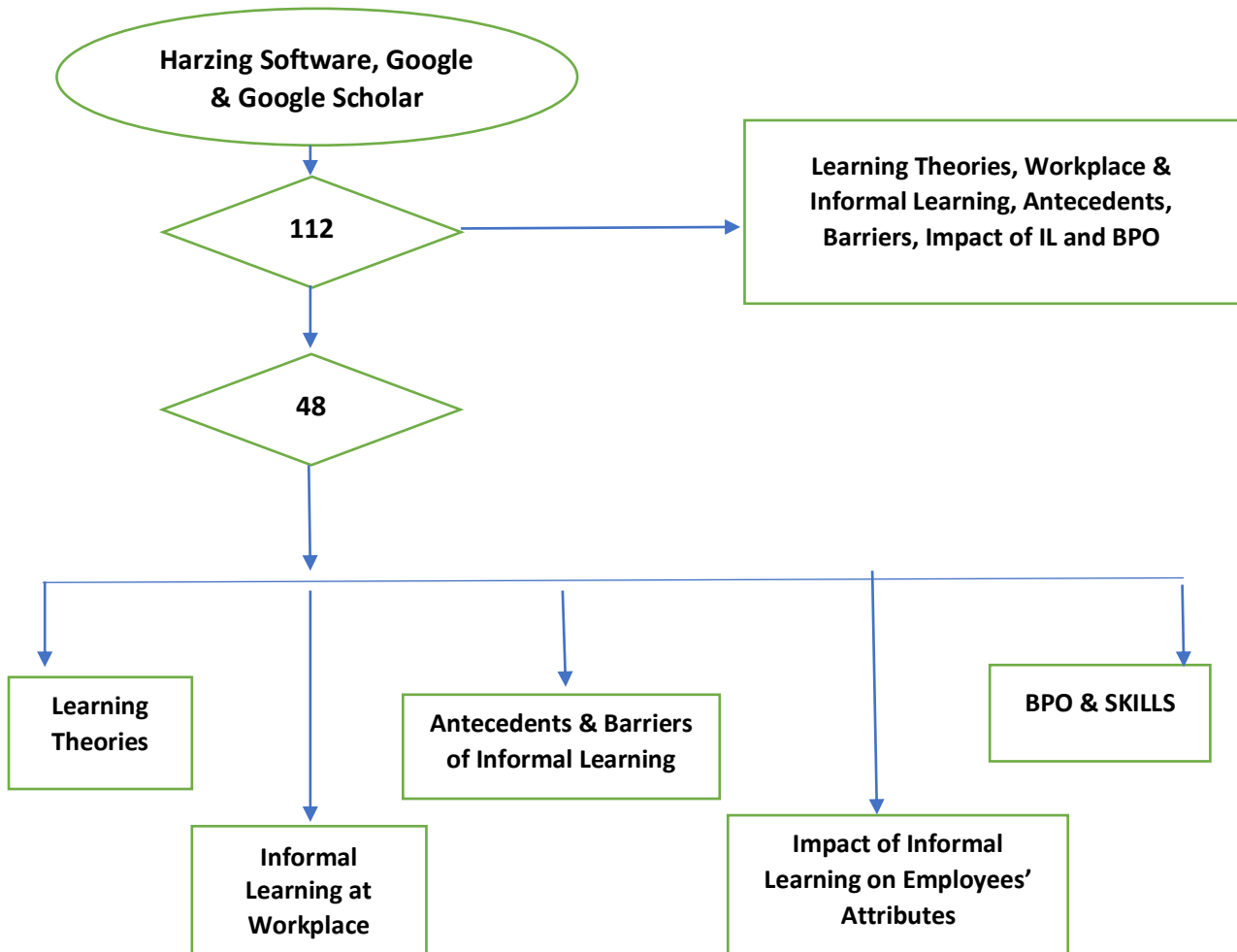


Fig.2.1 Process for the Review of Literature

Fig. 2.1, shows the graphical representation of the literature review, which describes how the researcher searched for the research paper to review for the study and also the main keywords related to the topic. The researcher read research articles and earlier studies to have a thorough understanding of the idea and to identify research gaps. Learning theories, workplace & informal learning, antecedents, impediments, the impact of informal learning, BPOs, and skills were used as keywords to find relevant studies. HERZING.COM, Google Scholar, and Google were utilized to search the available literature for this investigation. There were a total of 112 studies covering the main element of informal learning, and 48 of them were found to be relevant to the current study, with topics such as individual learning theories, antecedents/facilitators/factors of informal learning, informal learning barriers, and the relationship between informal learning and employee's

different perspectives. A few research papers were examined to learn more about BPOs, their culture, learning patterns, and essential abilities to operate in BPOs.

2.2 Review of Literature

Marsick V. J. & Volpe M. (1999), in their study they concluded that informal learning is not an individual venture. Employees need to work with others to create new solutions for problems and challenges they face in their daily routine work. According to researchers, employees' collaborative learning is based on listening to one another, checking for knowledge, ensuring that everyone has the same understanding, and negotiating around conflicts and differences of opinion, according to researchers. They also concluded that an individual's self-experiences have a significant impact on their comprehension and learning. According to the findings, businesses should foster a culture of trust among employees so that individuals know they will not be misunderstood or penalised if they ask a question or make a mistake. This will also aid in improved learning and comprehension.

Dale, M., & Bell, J. (1999), the main purpose of the study was to explore informal learning at the workplace. Examining, how it can contribute to the success of the organization. The study, especially focused on small and medium enterprises. Informal learning has been defined by researchers as "learning that takes place in a work context". It is related to the performance of an individual, their employability. Informal learning is not organized formally by the employer. It may be recognized or not and may or may not be encouraged by people." The key findings of the study are as follows:

1. Everyday activities enhance informal learning, while informal learning is an aspect of everyday activities.
2. Activities like demonstrations, shadowing, and role modelling aid in informal learning.
3. The study discovered that openness in the workplace, willingness listen to and review ideas, appreciation of accomplishments, and the emphasis on employee learning are all variables that can help learning grow.
4. Informal learning helps in the development of skills and knowledge. It enhances the employability of an individual.
5. Informal learning may help in performing the task and developing communication skills.

6. Informal learning, according to the researchers, can be linked with processes like quality control and health and safety checks.

According to the findings, informal learning has a significant impact on employee employability. It contributes significantly to the long-term prosperity of the organization. According to the researchers, informal learning is extremely difficult to formalize or validate.

David A. Cofer. (2000), in his research focused on providing a concise overview of informal learning at work. Several authors have defined it. The study reveals that the benefits of informal learning cannot be refuted, according to EDC (Education Development Centre) INC's analysis of the results. After completing research, the author discovered that a combination of the right environment and a variety of approaches (those listed above and others) is a great foundation for an organization's workplace learning activities.

Enos, M. D., et al. (2003), in their study, they determined the extent to which managers engaged in informal learning. According to the findings of the study, firms, managers, and HR departments have a significant burden to remain competitive in today's business world. In general, HRD practitioners spend a lot of money on formal training for managers' competency, yet a study found that managers learn most of their skills through informal learning. Because proficiency is the result of informal learning, organizations should encourage informal learning and focus on improving managers' cognitive abilities, regardless of how much money they spend on formal training.

Conlon, T. J. (2004), the purpose of the study was to explore informal learning and its applications to the global workplace in the formation of global professionals. The paper concluded that informal learning plays a considerable role in developing professional experts in the workplace, and in personal lives too. The researcher further notices, after reviewing the literature that a large number of employees' professional knowledge emerges from informal learning approaches. The study suggested that organizations should make plans for the learning of employees through informal ways.

Subramanian R. (2005), in his study, he described the soft skills training at BPO situated in Bangalore, India. The study showed that BPO industry is a long-term phenomenon in an increasingly global world, and countries such as India are emerging as favourite places because of lower wage rates and government policies. The BPO industry is a young industry that provides

vast opportunities for young, educated talent to get jobs and become globalized. The researcher also found the skills required in BPO, such as soft skills, pre- process training, and product, process, and help desk training. BPOs use a variety of tools to teach their employees these skills, including real-time coaching, role play, and performance monitoring and assessment. The survey also highlighted the relevance of BPO employees' cultural sensitization skills, or their ability to comprehend the culture of their client's businesses. To develop cultural sensitization among BPO employees, BPO hires cultural trainers from outside. According to the researcher, employees at BPOs in India experience challenges such as job loss as a result of monotonous work and unusual working hours.

Coetzer, A. (2007), the main purpose was to find out how employees perceive their workplace as a learning environment. He concluded that most of the employees believe that workmates and observational processes are central to learning. The study discovered that tenure, education, and age are all important factors in the study.

Berg, S. A., & Chyung, S. Y. (2008), in their study, professionals from different fields were asked to respond to questions about workplace learning and performance improvement. A total of 125 professionals from Boise, USA volunteered to participate in this study. The main purpose of this study was to identify factors that influence informal learning in the workplace and the types of informal learning activities people engage in at work. Following the survey, the researchers discovered that several factors influence informal learning, including personal interest, the job itself, the work environment, and relationships with co-workers, etc. The researcher also noticed that age and education level did not have much impact on informal learning engagement. But researchers observed that older workers intended to engage in more informal learning.

Gola G. (2009), the main purpose of this study was to find out about the social worker's process of informal learning through the narration of their experiences. The researcher concluded that informal learning can be measured and that it depends upon the intention of an individual. He said that informal learning is experimental which can be self-determined, planned, deliberate or, conversely, unconscious, emotional, random. Informal learning brings about change and positive development in an individual. The study further found that social workers learn their knowledge from formal and informal sources. The ways in which workers learn from informal sources are through colleagues, learning from practice, and learning from errors. The researcher also concluded that informal learning is not always tied to the profession and that social workers might learn informally in a variety of ways. It is also observed that the narrative method of measuring

informal learning among social workers can produce interesting results in informal learning. This approach can also be employed as a tool for investigations combined with other qualitative methods.

Van Der Heijden, et al. (2009), the researcher surveyed a total of 215 non-academic staff members of the open university of the Netherlands. The main purpose of the study was to find out the relationship between formal and informal learning and their impact on employees' employability. The study found that there was no significant relationship between formal and informal learning. Further studies observed that the employability of employees is enhanced by a mix of formal and informal learning. The study also revealed that informal learning is entirely dependent on the specific job, but it is also influenced by the organization's HRD and HRM policies.

Alonderiene, R. (2010), in this study, the researcher's main purpose was to analyse the relationship between managers' informal learning and their job satisfaction in Lithuanian SMEs. The survey was conducted and 173 SME managers were surveyed. The study found a link between managers' informal learning and job happiness, as well as confirmed that managers have a strong desire to learn and a good attitude toward learning. Managers also learned informally, primarily through teamwork, reflection, and involvement in various job-related events. This study also found that informal learning and job satisfaction had a statistically significant link. According to the report, workplace informal learning environment management should be prioritized.

Mokhtar, I. A. (2010), in his study, the researcher suggested that these six Asian government organizations can provide informal learning opportunities for more effectiveness. As a result, these Asian government organizations would also play an important role in the global economy. The researcher concluded that lifelong learning or professional development through formal learning is more expensive than informal learning. Learning or knowledge gained from formal training may not always be applied to the job.

Woojae C, and Jacobs R. L. (2011), the study investigated the effects of the formal, personal, and supporting learning environments on informal learning. The study was conducted on 203 middle managers working in Korean commercial banks. The main purpose of the study is to define the relationship between formal and informal learning, which has been overlooked in prior studies as they viewed formal and informal learning as separate entities. The study concluded that personal

and formal learning have a significant impact on informal learning, although there is no significant direct relationship found between supporting learning and informal learning.

Le Clus, M.A. (2011), in this study, the main objective was to observe the importance of informal learning and explain the various ways that informal learning can occur in the workplace. The study was based on secondary data that has been collected from various studies on informal learning in the workplace. After reviewing the various studies, the researcher summarised that informal learning is broad and also noted that informal learning is planned or unplanned learning that is impulse learning, self-directed, and involves trying new things and learning with the flow. The researcher highlighted in her study after analysing that informal learning emerges during everyday activities in the workplace, and there is the possibility for this type of learning to occur more often than formal learning.

Simona S. O. R. A. (2011), in his study, the researcher examines the three types of learning in a knowledge-based society, with a focus on informal learning. The study concluded that today's world and knowledge base society are bringing new challenges, changes, and acceleration in technologies as well as new ways of learning and working for employees. All organizations are affected by these complexities. To become learning organizations, the private sector, public sector institutions, and non-governmental organizations (NGOs) all support on-the-job learning. The researcher also discovered that in organizations, the learning pattern has shifted from traditional classroom training to a more learner-centered approach. In a fast moving and fast paced workplace, employees simply cannot wait for formal training. The researcher also noted that the economy, politics, and society in general are interconnected and that is changing at a steady speed. In this situation, the internet and new technologies are becoming useful tools to keep with us. In a competitive edge, the value of knowledge is equal to economic benefit. That's the reason researchers concluded that informal learning could be seen as a "strategic investment" in every professional activity.

The study also suggested that organizations need to develop their capability to meet new challenges, by providing better, innovative ways of learning and fostering working together to make the most of the knowledge and competence of their employees. The various ways an organization can use to support the learning of employees are new technologies, e-Learning, a

variety of learning resources, networks and communities of practice, collaborative platforms, knowledge sharing initiatives, hosted conversations, etc.

West, H. (2011), in his study revealed the importance of informal learning at the workplace. This research is based on secondary data and real-life instances witnessed by the researcher at work. The researcher has described many forms of informal learning at work in this study. Books, self-study programs, coaching, support materials and systems, and expert groups are some of the methods. Informal learning, according to the study, is a good platform for employees to communicate with other employees, experts, and share knowledge on important issues and themes. Organizations may boost productivity and cost-effectively convert information by engaging in informal learning activities, according to a new study. Instant messaging, phone calls with useful information, sales meetings, chat rooms, web-based meetings, conversations with mentors, and accidental contacts at the water-cooler are just a few instances of the informal approaches that researchers have seen in today's workplaces. The study concluded by stating that investing in people, learning resources, and information technology is an innovative strategy to increase an organization's performance.

Caniels M. C., & Kirschner, P. (2012), in this study, it is concluded that the Dutch labour workforce spent more time on informal learning as individuals were younger and more educated. In addition, full-time workers spend more time on informal learning activities than those who work fewer hours. This study also found that there is no positive relationship between informal learning activities and career success and occupational expertise. Researchers also observed that there are some barriers to participation in informal learning faced by labour, such as lack of time, inconvenience of time and place, and lack of employer support. The implication of this study is that it generates general awareness of the input of informal learning. It is suggested that managers should be aware of the limitations of formal learning and focus on learning that takes place in an informal way. Researchers also suggest that external barriers to informal learning can be removed through fair reward strategies.

Harp, N. F. (2012), the main objective of the study was to examine the phenomenon of informal learning for individuals and groups in the workplace. After doing an extensive literature review on informal learning practices at the workplace, researchers found that the workplace is full of abundant opportunities for informal learning, which can lead to innovation and the retention of talent. The study concludes that informal learning creates an environment so that employees can

learn from one another. Informal learning encourages flexibility and encourages them to do experiments. Job mentoring, experience buddying, job restructuring, job rotation, and time for self-analyzing the task are some of the informal techniques that the study discovered can be used at work.

Panda A. K. (2012) in his study, the objective was to develop an understanding of business processes and their prevailing practices. The researcher found that like traditional industries, BPO is also emerging sector with high necessity. Every year, this industry creates a large number of job openings with higher pay than traditional industries. This industry is growing at a quick pace, bolstering other industries such as telecommunications, education, and transportation. The report also found that the outsourcing industry in India is booming, although many experts believe that the BPO industry in India has received far more attention than it deserves.

Van der Klink, et al. (2012), the study focused on examining the informal learning outcomes and factors that influence informal learning positively and negatively. The study was conducted in Dutch Open University and 24 employees of the university were interviewed. The study's main findings demonstrate that the number of informal learning outcomes is skill-based, general, and relevant to a wide range of employment. The job itself, companies, and employee attributes such as age, tenure, and colleague attitude all influence informal learning. The study also concluded that employees' prior experiences trigger them immediately at the time of need. The study also suggested that further research can be done on that to what extent informal learning is powerful in improving employees competencies.

Nisbet, G., et.al. (2013), in the research paper, researchers explored the educational and workplace learning literature to identify the significance of informal interprofessional learning. The study realized that informal interprofessional learning opportunities are currently unrealised. The research supports greater recognition and utilization of informal learning opportunities in the health workplace. The study also concluded that the healthcare workplace is good opportunities for informal learning. However, these opportunities may be better if we make learning more explicit and intentional.

Kyndt, E., et al. (2013), the purpose of this study is to develop and validate a measurement instrument of informal workplace learning outcomes, focusing on socio-educational care workers. The researchers concluded after analysing the data that a validated measurement instrument on informal workplace learning outcomes contributes to the research on informal workplace learning outcomes.

Van Rijn, M.B., et.al (2013), the main purpose of this paper is to investigate the influence of an employee's career motivation and self-construal on their three informal workplace learning activities such as keeping up to date, asking for feedback from their supervisor, and knowledge sharing. The study found that career motivation is positively related to all three informal learning activities. Employee's self-construal, strengthen the relationship between career motivation, and engagement in the learning activity of keeping up-to date and knowledge sharing. Contrary to this employee' self-construal, it does not strengthen the relationship between career motivation and learning activity of feedback asking form supervisor. From findings of the study, researchers suggest that both motivational issues ("what do you want") and self-identity issue of ("who you are") are crucial for employee informal workplace learning.

Kumar, & Kumar, (2014), in their study the researchers focus on various tools and techniques for providing soft skills and also the impact of soft skills training on employee development in the B.P.O sector. The study also indicated the soft skills training given by leading organizations in the B.P.O sector. After reviewing the many soft skills training and courses offered by various B.P.O. organizations, it was discovered that the following skills courses and training are in demand: communication skills, time management, presentation skills, and team development. The study also concluded that soft skills help on excel in professional and personal life. It is also considered continuous learning. Soft skills gain importance in one's learning because it is not confined to only professional skills but touches all aspects of life.

Milligan, C. (2014), in the study, the main aim was to describe the challenges of informal learning in knowledge-intensive industries. It is also focused on the importance of personal learning networks. According to the article, a learner can control their learning in the workplace by engaging in informal learning. Consuming, connecting, creating, and contributing are the four Cs of learning identified by the study, which assists learners in documenting their learning. The study concluded that informal learning provides lifelong learning opportunities for an individual.

Noe, R. A. et, al., (2014), in their study they said that for an organization to gain and maintain a competitive advantage, human resources play an important role. The focus of organization has shifted towards training and development of employees. The study also confirmed that for the development of human resources in today's workplace, informal learning is needed that leads to self-development and the development of human capital. The researchers found that social media and blended learning more in demand for the skills and knowledge enhancement of employees.

Wahab M. S. A., et.al., (2014), in this study was to find out the informal learning at the workplace of accountants in accounting firms across Malaysia and to examine the factors which affect such learning. The researchers discovered that accountants employ a variety of informal learning methods, including meetings, group discussions, briefing sessions, reading job-related materials, and listening to audio-video cassettes, to improve their knowledge and skills in the present and future activities. Lack of time, lack of funds, lack of meaningful rewards, limited influence on firm operations, and lack of support from others are some of the environmental elements that affect informal learning activities, according to the study. According to the findings, businesses might foster a more conducive environment for accountants' informal learning activities.

Cacciattolo K. (2015), in their study, focused on the significance of workplace learning, they mentioned that the skills of employees can be enhanced and developed through workplace learning. Researchers addressed many types of workplace learning, mostly formal and informal learning, in this study. Self-directed learning, networking, coaching, and mentorship account for 80% of learning, according to researchers. Formal learning is a broad phrase that encompasses certifications and certified instruction. Informal learning, on the other hand, is inadvertent, spontaneous, and tied to a certain work. According to the study, informal learning is a crucial tool for employees' learning and training. According to the researchers, pressure, fear, and obsequiousness, among other things, are hindrances to workplace learning. They discovered that organizational culture has a significant impact on the amount and type of learning that occurs and that organizational culture includes present knowledge, the latest knowledge, and knowledge location, dealing with the latest knowledge, knowledge in an organization or group, and social interaction.

De Grip, A. (2015), in his research, the main focus was on employees' learning and skill development. In this study, the author's main aim was to find the importance of informal learning in the skill development of employees. Rapidly changing skills demand and rising mandatory retirement ages make informal learning more important for workers. The OECD's programme for the International Assessment of Adult Competencies (PIAAC) measured the relevance of informal learning in the workplace in its member countries. In this study after survey, it was found that learning by doing varies from 12% in Korea to 53%. It is also observed that 96% of an employee's activities reflect informal learning. Several countries have recognised informal learning and started validating it.

Inanc, H., et al. (2015), the main purpose of the article was to explore the enhancement of learning through the direct participation of employees. The data was collected from the British Skills and Employment Surveys of 2006 and 2012. From this study, it was confirmed that direct participation and enhanced learning of employees are directly related. Participation should be from both the organizational and employee sides. Employees get personal learning through the job and sharing information with their colleagues. The study also suggested that autonomous types of teamwork lead to different types of learning and, most notably, informal learning.

Kasemsap, K. (2015), the main aim of the study is to gain knowledge about constructivism theory and implementation. According to the findings, cognitive constructivism is required for today's firms to provide better service to consumers and suppliers, improve corporate performance, and achieve worldwide success. As a result, modern organizations must use constructivism strategic and learning to improve their overall performance.

Kumar, A., & Bhatt, R. K. (2015), in their research main purpose was to know about informal learning and Informal learning spacing in IIT, Delhi, through circulated questionnaire among 180 students of university. Study found that 67.5 % students opinioned they use informal spaces for academic purpose and library play important role in this. Researchers concluded that informal learning spaces are an important concept in academics.

Manuti, A., et.al., (2015), in their research, the main purpose was to learn about informal learning and informal learning spaces in IIT, Delhi, through a circulated questionnaire among 180 students. According to the study, 67.5 percent of students believe they use informal spaces for academic

purposes, and the library plays an important role in this. Researchers concluded that informal learning spaces are an important concept in academics.

Cho, H. J., & Kim, J. M. (2016), in study researchers tried to find out the casual relationship between informal learning, leader member exchange (LMX), empowerment, job characteristics, job efficacy, and its impact on administrative assistants. For the study only those administrative assistants were included in the study who had worked with their current supervisors for more than one year. The major findings of the study are that in the relationship between LMX and informal learning, empowerment had a negative mediating effect and job self-efficacy had a positive mediating effect. It was also discovered that LMX and empowerment had no direct effect on administrative assistants' informal learning; however, job characteristics had a direct effect on administrative assistants' informal learning. The study found that job efficacy is determined not just by an individual's self-efficacy, but also by the leaders' strategy. Finally, it is proposed that more research be done using more workplace characteristics and samples.

Jeske D. & Robnagel C. S. (2016), in their study suggests that both formal and informal learning activities are important for professional and organizational learning. The result of the study showed that asking for help from others and professional self-efficacy are the positive factors of informal learning at the workplace. Supervisors and managers play an important role in encouraging a supportive environment at the workplace, where employees can ask for help related to the job. Further the study explored that informal learning and positive attitude of employees toward learning depend on the organizational resources, managerial, and employee's self-learning attitude. The study showed that resources and learning opportunities provided to employees depend to a great extent on managerial perception and attitude towards learning. Researchers concluded that organizations are keen to sustain a knowledgeable and engaged workforce. To do this they are required to find variables that promote formal and informal learning at work in their organization.

Klein, J. D., & Moore, A. L. (2016), in this study, it is confirmed that informal learning occurs when a person is motivated to learn new things and wants to resolve problems occurring in their professional or personal life. The researchers also concluded that instant learning from other people or from any other means lead to skill acquisition among employees. The study suggested that management can support informal approaches within the organization to facilitate informal learning and improve performance.

Schurmann, E., & Beausaert, S. 2016, the purpose of this study is to explore informal learning, which has received increasing attention in the past five years and its main drivers. To fulfil the objective of the study, researchers organized semi structured interviews with the human resource department and marketing department employees. After analysing interviews study found that most of the employee's informal learning takes place by talking & collaborating with others, searching information online, seeking and giving feedback from others and reading. The study also found that talking and collaborating with others help employees deal with problems. Whereas mentoring plays a very minor role, seeking and giving feedback to others plays a vital role in enhancing employees' job performance and personal development. This study extended Lohman's framework of informal activities. The study also suggests that overall commitment towards learning. Interaction and the feedback process may be the main drivers of informal learning.

Carrasco, et.al, (2017), the main aim of the study was to analyse informal learning at work context in journals of administration especially in Brazil. Result of the study highlighted that since 2010, there has been less work published in the field of informal learning. After conducting a meta-analysis, it was discovered that informal learning at work continues to occupy a backward position compared to other forms of learning, even though it is an important instrument for workplace learning.

Caruso, S. J. (2017), this study explores the ways in which organizations can promote, capture, share, and manage the valuable knowledge of their employees. The research tried to find out the relationship between informal learning and knowledge sharing, skills sharing, and performance support. The study results confirmed that employees acquire ideas, skills, and knowledge on the job through informal learning experiences. This knowledge helps an organization to become competitive. Now, organizations are in favour of sharing knowledge and are attempting to facilitate its growth by organizing events like trade shows and open forum. The researcher indicates that organizations are realizing that knowledge of employees is human capital and is important for economic power & value.

Donato, A., et al. (2017), in their study, the main purpose was to describe the learning strategies used by IT and communication professionals (TIC) and their importance for professional development. The research has worked on differences in the use of learning strategies and made it possible to take out the meaning of informal learning. Informal learning is difficult to describe,

according to the study, which also identified the facilitators and inhibitors of individual learning. According to the findings, self-teaching should be prioritized, and skills learned from co-workers are a major influence on informal learning.

Ismail, A. I. (2017), the main objective of the study was to determine the influence of learning theories on employees. After analysis, the researcher concludes that all the learning theories are important to influence the employee's behaviour, their motivational level, and performance. The paper revealed that cognitive based approaches, non-cognitive approaches, and need based approaches all play a vital role in maintaining desired behaviours in the organization. The study also suggests that proper application of learning theories induces positive employee behaviour such as task performance and organizational citizenship behaviour. This behaviour enhances the performance of employees as well as the organization.

Janssens, L., et al., (2017), in their study, they attempted to identify how workplace learning environments affect informal learning outcomes, particularly for police inspectors. According to the findings, learning conditions such as information, feedback, and reflection are effective transmitters of both generic and organizational learning outcomes. Coaching-based learning is linked to job-specific learning outcomes. Informal learning, according to the study, is a prevalent reality in today's knowledge-based society. As a result, the company intends to provide proper learning environments to improve workplace learning.

Kushwaha P. & Rao M.K. (2017), in study, their main aim was to explore the impact of the learning system and knowledge process on individual learning outcomes. Researchers searched through a large body of research on the function of learning systems in acquiring, disseminating, and storing knowledge within companies, which leads to learning outcomes at work. The study outlined that informal learning is preferential at workplace rather than formal learning, which combines with the knowledge process and affects the organization learning outcomes (OLO).

The study also concluded that the learning system facilitates the knowledge process and further leads to learning outcomes at an individual level, which helps in completing their assigned jobs and developing their skills. The report also indicated that more research can be done on workplace learning systems and their impact on employee skill enhancement, such as team building, creativity, and listening skills, among other things.

Tews, M. J., et.al., (2017), in their study, they investigated the impact of fun activities and management assistance on informal learning. A study conducted on 206 managers It was discovered that entertaining activities such as team tasks, open communication, offsite meetings, and parties are directly associated with employees' total informal learning. However, managers' assistance is not directly related to employees' informal learning. According to the study, when people are having fun, they don't think about their appearance; instead, they give it their all with full passion, accepting their faults. According to a researcher's study, employees can lose their enthusiasm for learning new things when there is "all work and no joy," which can, in turn, have a detrimental impact on performance and the organization's capacity to remain competitive. The study further suggested that research can be conducted to examine other elements of fun and different constructs of informal learning, except for self-learning and learning from others.

Boud, D., & Rooney, D. (2018), the study described informal learning through the usage of it in a practical way. The study used practice theory as a tool to find that informal learning is an instinctive feature of everyday life. Learning doesn't mean in relation to formal programmes and training, but it is an everyday workplace occurrence. The study considered that learning is not something that happens in one situation or by some workers, but learning that proliferates in the work practices of all forms of employees. Researchers observed that informal learning is a phenomenon that depends on the daily activities, practices, and socio- material arrangements in which it is embedded. Informal learning is twisted around in the everyday practice of work. The study concluded that the concept of practice enables everyday work activities that are overlooked in other studies and examined in terms of learning. The study also suggests that the practices of daily work should be analyzed as part of informal learning.

Nygren, H., et. al., (2019), this study identified the associations between formal, non-formal, and informal learning with problem solving skills in technology rich environments (TRE). In sum, the study confirms that lifelong learning takes place through TRE. Findings from the study also suggest that learning is a combination of formal and informal learning. Furthermore, it concludes that informal, personalized, and self-directed learning may be very meaningful for the lifelong learning of an individual in the digital era.

Susomrith, P., & Coetzer, A. (2019), the main objective of the research is to determine the link between task-based and interactional informal learning techniques in small professional service organizations. According to the study's findings, employees learn at work independently and through interaction with co-workers and superiors. The study also confirmed that employees who are proactive experience higher work engagement than passive employees.

Uhunoma, O., et. al., (2020), in this study, researchers try to find the mediating relationship between organizational culture, informal learning, and work engagement of older workers in a public organizational setting. The study also found that informal learning is a pivotal component that connects organizational culture to work engagement and influences the business performance of the workplace. The findings of the study revealed that informal learning mediates the relationship between organizational culture and work engagement for older employees. The study also concludes that informal learning is an important component to enhancing employees' work engagement.

1.7 Summary of the Review of Literature

1.7.1 Concept of Informal Learning and Facilitators/Antecedents of Informal Learning (Variables)

According to reviews of studies on informal learning at work, informal learning is a significant tool for improving an employee's knowledge, abilities, and ability, but there are no established means or programmes for informal learning for employees (West, 2011; Grip, 2015; Janssens, et, al., 2017, Dale, & Bell, 1999). Some studies have been conducted to learn about the factors that can influence employees' informal learning (Van., et al., (2013); Van, et al., (2012); Heijden, et al. (2009). Studies also conducted to find out the ways and practices that facilitate informal learning at workplace. Researches has revealed that the way people behave, make decisions, and communicate is largely influenced by their personal characteristics (Gregorc, 1982; Hirsh, & Kummerow, 1990). The conclusion of studies says that personal factors (age, education, experience, background, motivational level, self-construal's etc.) influence the informal learning of an individual (Tikkanen, 2002 and Kremer's, 2005, Van der Klink, M. et al. 2012).

The organizational factors and day to day activities of employees facilitate the informal learning and the degree of employees engagement in informal learning. Studies have focused on the ways in which informal learning occurs in the workplace, where employees learn from them. (Donato, et al., 2017, Marsick, & Volpe, 1999, Dale, 1999) Some studies tried to know the techniques and methods of learning followed by organization, which are informal in nature. The conclusion of the studies mentioned is that self-learning, e-learning, mentoring, coaching, conversation with colleagues, etc., are some of the informal ways Simona, S. O. R. A. 2011; Marsick &, Watkins, 1990).

2.3.2 Studies related to Impact of Informal Learning

Furthermore, numerous studies have been published that examine the impact of informal learning on employees and examine it from a different perspective. Studies were undertaken to determine the impact of informal learning on employee behaviour, engagement, professional growth, self-development, employee productivity, knowledge enhancement, self-efficacy, job satisfaction, and employee retention, among other things. Cho and Kim (2016), Cacciattolo (2015), and West (2011). According to the studies, informal learning has a favourable impact on all prospective employees, and the majority of employee learning occurs in this manner.

“Studies also suggest that the contribution of informal learning on the skill acquisition of employees should also be studied”. (Kushwaha &, Rao, 2011; Nygren, et. al., 2019).

2.3.3 Studies related to Barriers & Huddles

Through some research, it is also found that while informal learning is an important tool for the learning of employees, some barriers are also attached. After studying it is concluded that employees experience some personal and organizational barriers while learning informally. Many researchers revealed through their studies that some of the barriers faced by employees and organizations are a lack of time, a lack of environment, a fast process, individual constraints, and organizational policies (Noble, & Hassell, 2008).

2.3.4 Studies related to the Sectors and Geographical Area

The researcher reviewed papers on the BPO sector and the skills required by BPO employees. Very few studies have been conducted on the BPO sector and its growth in India. Studies say that BPO is the fastest growing sector in India in recent years. In studies performed on soft skills required by BPO personnel, interpersonal skills, and presentation skills were shown to be significant soft skills practices by BPO employees. According to the study (Subramanian, 2005; Grip, 2015; Panda, 2012), some of the training strategies used by the BPO sector are role-playing, real-time coaching, and performance monitoring and assessment.

It was also discovered that the majority of the studies concentrated on universities, IT and communication professionals, the public sector, and socio-educational workers. Studies on informal learning have been undertaken in a variety of nations, including Spain, Nigeria, Brazil, the United States, and the Netherlands. (Carrasco, et.al, 2017, Van, et al. 2011, Donato, et al., 2017, De Grip, A. 2015). The researcher observed that informal learning was studied, and many studies were conducted in relation to concepts, relationships, differences in workplace learning, and impacts. Studies have been conducted in different countries and sectors also.

However, there is considerable room to investigate informal learning as workplace learning and its effects on employees. The researcher also discovered from the literature analysis that informal patterns are practiced in the BPO industry by employees, and the extent to which they have an impact is yet unknown.

As a result, the motivation for doing the study is to understand more about informal learning, which is gaining popularity in today's workplace, its importance, methods, limitations, and impact on employee skill development.

2.4 Research Gaps

After evaluating the research papers and literature, it was discovered that there is no one-size-fits-all strategy for studying employees' informal learning at work. There are a series of research papers that only explain the meaning, concept, and differentiation between formal and informal learning (Marsick, & Volpe, 1999; Dale & Bell, 1999; Conlon, 2004, Van, 2009, West, 2011; Susomrith, & Coetzer, 2019). In several types of research, the researchers explored the

antecedents, facilitators, barriers, and major drawbacks to informal learning (Berg, & Chyung, 2008; Gola, 2009) (Simona, 2011).

Many studies have attempted to establish a link between employee informal learning and facilitators of informal learning, such as supervisors, corporate culture, employee demographics, and so on (Van, 2013; Wahab, 2014; Grip, 2015; Cho, & Kim, 2016; Uzunoma, et. al., 2020). Only a few studies have looked into the effects of informal learning on employee performance, business productivity, and skill development (Cacciattolo, 2015; Inanc, 2015; Donato, 2017; Kushwaha & Rao 2017).

1. **And, to the best of the researcher's knowledge, very little has been done to define the relationship between employees' informal learning and skill enhancement (Cacciattolo, 2015; Kushwaha & Rao, 2017).**

2. **The researcher also found that very few studies have been conducted in India on workplace informal learning.**

The researcher found that there is still enough scope to do research as shown in Table 2.1 beside the research gaps found through literature review cited in **Miles, D. A., 2017**.

Table 2.1: Identified Research Gaps

Research Gaps	Definition	Identified Gaps
Empirical gap	The empirical gap often addresses conflicts that no study to date has directly attempted to evaluate a subject or topic from an empirical approach, (Muller-Bloch & Kranz, 2014).	Studies were conducted to determine the impact of informal learning on various aspects of employees, but very few concentrated on skill enhancement. (Cacciattolo, 2015; Kushwaha & Rao, 2017).

Fig. 2.1, shows the research gap found by the researcher after going through the extensive literature review. The researcher was motivated to expand current understanding by studying learning in different workplaces within different employee subgroups (job levels) and in a special reference to India, Jaipur Region.

The researcher choose Jaipur region for the study because, as per NASSCOM report, Rajasthan is among the top 10 states preferred for the BPO work and Jaipur is the region where renowned BPO's units are established (Infosys, Genpact, Teleperformance Mattsen Kumar, EXL, Hazlor, and Vertex).

Thus, researcher decided to bridge this gap and conduct study on:

**“IMPACT OF INFORMAL LEARNING AT WORKPLACE OF BUSINESS PROCESS
OUTSOURCING (BPO) EMPLOYEES FOR SKILL ENHANCEMENT”**