

**Chapter-6**  
**IMPLICATIONS**  
**RECOMMENDATIONS**  
**AND**  
**LIMITATIONS**

The implications of the study, as well as its contributions to the relevant industries and theories, are discussed in this chapter. This chapter focuses on the creative workplace informal learning methods that can help employees improve their abilities. This chapter also explains the researcher's recommendation, review of literature, and the study's findings. Due to the circumstances outlined in this chapter, the study had several limitations.

## **6.1. Implications of the Study**

This thesis contributes to a better understanding of workplace informal learning, especially in terms of its impact on employee abilities. There have been past studies on informal learning, including a study on the distinctions between informal and formal/traditional learning methods, informal learning hurdles, and informal learning facilitators.

This study also gives an insight into the concept of informal learning. The study identifies informal ways and categorizes them into two broad categories: self-learning and learning from others. The present study also fills the research gap suggested in previous studies that further research can be done on learning systems at the workplace and their impact on the skills enhancement of employees (Kushwaha, & Rao, 2017).

This study may be beneficial in determining the value of employee skill up-gradation when time demands vary because it focuses on employee skill enhancement. This research will help the BPO business understand the importance of informal learning from the perspective of employees. According to the conclusions of the study, by adopting the correct informal learning tactics, BPO HR and management may encourage employees to learn or get trained.

The study's findings are beneficial not only to the BPO sector, but also to other service sector management and HR practitioners, who can learn how to engage employees in learning through innovative informal learning practices.

**6.1.1. Theoretical Implications:** Individuals learn in a variety of ways, including through self-effort/learning, and from others, according to the findings of the study. As a result, this research supports Piaget and Vygotsky's constructivism learning theory, which states that people learn from their own built knowledge or through social interaction. This research looked into and contributed to learning theories, as well as adding new informal learning methods.

**6.1.2. Practical Implications:** Quantitative research's main contribution is to acquire a better understanding of workplace informal learning and its ideas, particularly in the setting of Indian BPO, which has gotten little attention in the literature. From the point of view of employees, this study will assist the BPO business in communicating the value of workplace informal learning approaches. Based on the study's results and conclusions, BPO HR and management may assist employees in learning and developing skills by employing effective informal learning practices. Appropriate informal ways can be inculcated in HR policies to enhance different skills. The study suggests different ways for different levels of employees.

While conversing with employees, the researcher got to know that the tedium of work is a major issue for BPO employees. According to the findings of the study, employees prefer working with informal learning methods such as speaking and discussing with others, budding up, mentoring, and coaching.

Some studies (Colardyn, & Bjornavold, 2004; Kyndt, E., et al. 2013) draw attention towards informal learning assessment or certification. This study found that informal learning is 360-degree learning. It can be measured and recognized through a 360-degree appraisal system.

The study also discovered one method that **E-library** does have a negative impact on employees' identified skills. That could be considered and reviewed by management.

The study's findings are beneficial not only for the BPO industry but also for other service industries. Management and HR professionals will profit from this as well, as they will discover how to engage people in learning using exciting new informal learning approaches. Employees may also be able to recognize the advantages of informal learning and how to apply it to improve their abilities.

**6.1.3. HR World Issues:** The study's focus is on employee skill development. This research may assist in getting better understanding of the the value of skill up-grading, re-skilling, providing personalized training, and employee-centric approaches to training and development, all of which are significant issues and HR priorities for 2020-2021. (OCED, People Matter and AT&T).HR leaders around the world have expressed concerns, and the following are the main issues that will be raised in 2020 for the future workforce:

**6.1.3.i) Re -Skilling and Up-Skilling of the Workforce:** According to the OECD, approximately one-third of all employment will be transformed by 2030. To address this, CEOs, executives, HR, and management must focus on re-skilling and up-skilling existing employees in innovative and cost-effective ways. (AT&T and People Matter)

**6.1.3.ii) Personalizing the Training: :** Many employees face the challenge of not being able to learn and understand the entire concept in one sitting. Employees demand relevant, in their preferred format, and tailored-to-their-specific-learning-needs learning techniques. (Sources: L&D and Forbes)

This research has revealed how employees can enhance their abilities through low-cost, innovative, and learner-centered activities daily. As a result, the research could help with the issues of re-skilling and up-skilling the workforce in ineffective ways. The study examines informal learning approaches as a more flexible and learner-choice learning method, addressing the issue of tailored training.

#### **6.1.4. Implications for Research**

The research looked at informal learning in the workplace in a broad sense. This suggests that future studies on workplace informal learning models, diverse informal learning techniques, and other variables such as employee motivation, efficiency, organizational culture, and employee intuition should be prioritized.

Understanding the notion and importance of sample size to be researched would be a huge contribution to future research, and the current work may help in this regard.

#### **6.2. Significances of the Study**

The findings could be useful to HR professionals who would like to incorporate workplace informal learning into their policies to deliver training to their employees. This study also revealed some of the downsides of informal learning methods. So, a concern note can be made before incorporating informal learning into their learning tools. In this study, efficient methods of informal learning in businesses were discovered. As a result of the study, management and industry academics have been allowed to examine and study this topic further. As a result, studies can be conducted to understand more about informal learning and its many other characteristics.

### **6.3. Limitations of the Study and Direction for the Future Research**

The study poses the following limitations and suggests directions for future research as follows:

The researcher found that it takes tremendous effort and time to collect the data from the organizations in the BPO industry. As a result, the researcher did not cover all BPOs in the Jaipur area. With a moderate sample size, the study only covered three levels of employees for research. While designing future studies in the Indian BPO context, researchers should keep in mind that this may be a concern.

The current research examined and investigated workplace informal learning, which is rife with a variety of variables. Only two broad competencies of employees and a limited number of workplace informal learning methods were included in the study. However, research necessitates the insertion of new variables regularly. Variables such as job shadowing, leader subordinate exchange, informal spaces, human skills, and moral values, for example, can be included in the workplace learning model.

The purpose of this study is to determine the impact of informal learning on employee skills. No other factor has been taken into consideration in the present study. The study did not take into account other qualities of employees or the moderating effect of informal learning practices on other employee traits such as motivation, behaviour, performance, commitment, intentions, or personality dimensions.

The study only focused on how the participation of other members and the hierarchy of employees influenced informal learning. Informal learning, according to the researchers, revolves around learning and is influenced by the participation of other members. Employees working at different levels (lower, middle, and upper middle) prefer to learn through different modes of informal learning. In the same way, other aspects can also have an influence on the way an individual learns at work, such as whether an individual has a different personality trait and their way of learning may depend on that. The impact of personality traits on informal learning at work can be seen.

The researcher used a self-constructed scale to measure variables that met acceptable reliability and validity criteria. An improved scale can be used in future studies. This study attempts to cover the whole concept of facilitators and repercussions of workplace informal learning using the statistical tool regression. More research should be conducted to validate the model's robustness on other samples and at higher sample sizes. To strengthen the validity of the findings, further statistical tools, such as SEM analysis, might be applied.

The current study is based on two tools (quantitative and qualitative data). Qualitative data has been collected through a questionnaire and analyzed with appropriate statistical techniques. Qualitative data was collected through various interviews conducted and not analyzed with statistical tools or software. In the future, studies will be conducted over qualitative data analyzed with statistical techniques.

The researcher's primary concerns are the organization's privacy policy and its willingness to acquire data from multiple sources. Researcher must also remember that issues involving employee learning in the workplace are particularly sensitive and should be addressed with considerable sensitivity. Various alternative data collection strategies might be studied.

#### **6.4 Recommendations of the Study**

As stated above, no such study on informal learning and its impact on employee skill enhancement have been identified. Based on the literature review and the findings of the study, recommendations were made based on the following factors:

**6.4.1 Informal Learning Opportunities at Workplace:** - Informal learning is a novel way of learning because the learner chooses the method of learning. Employees feel that informal learning techniques that are not guided by any other kind of learning, such as self-directed learning, can help them learn skills and job qualities more quickly. As a result, firms should give employees greater opportunities to learn from informal learning techniques by offering time for self-study and the flexibility to discuss them with others. Subordinates should be encouraged to participate in more informal learning so that they can learn more and perform better. Informal learning develops in an open and transparent system rather than a closed one, so management should establish an environment where employees feel free to learn informally. Fresher and newcomers should receive more informal training to swiftly adjust to their surroundings and enhance their skills. To

enhance their abilities, employees should have access to more informal learning places where they can discuss work and associated concerns with co-workers, seniors, experts, juniors, and third parties.

**6.4.2 Skills Enhancement of Employees:** A skill is not a one-time acquisition concept; it must be updated on a regular basis to meet market demands. Employees receive job-related knowledge and skills from experts/trainers in a formal learning programme that is organized for a specific group of people. However, all employees may not be able to understand at the same time or in the same group and may be hesitant to ask questions. If we talk about informal learning, it is not a one-time event; it is a part of our daily routine activity that is driven by the learners' preferences. As a result, organizations should model appropriate informal learning practices for a better understanding of their employees.

HR policies and procedures should include informal learning, as well as formal learning and training programs. Offsite meetings and informal approaches such as speaking with co-workers aid in the growth of employee interest in the job for a longer period of time, particularly for those in middle management. Young people are hired and allowed to advance in their careers. In addition to formal training, department directors can allow fresher to self-learn and observe experienced employees to gain a better grasp of the job.

According to the conclusions of the study, workplace informal learning benefits employees at all levels. Knowledge, analysis, communication, presentation, and, most importantly, interpersonal skills are all talents that can be improved through informal learning approaches. Co-worker engagement was required for informal learning, which allowed employees to gain skills and learn about other people's professions while also supporting the development of multitasking skills.

**6.4.3. Workplace Informal Learning at BPO:** - Previous studies on the BPO industry have examined job satisfaction, employee retention, training, and other factors, but none have examined informal learning and skill growth. Informal learning is present at BPOs, according to the research, and staff learns in a variety of informal ways. According to the report, the BPO industry should concentrate on more advanced informal learning methods to keep people engaged in their professions for longer periods, as BPO jobs might get repetitive after a while.

BPO management should focus on establishing informal learning approaches that are adapted to different levels of employees. According to the study, more young aspirants are working at lower levels of management, so more flexible learning possibilities, such as reading, e-library, buddy-up, observation, mentorship, and coaching, should provide them with suitable monitoring. Middle management requires more connection and balance in the workplace, so learning more by engaging in others' work, such as mentoring and coaching, huddles, and offsite meetings. Upper middle-level personnel must have decision-making, presentation, ethics, and self-management abilities, which can be improved by self-learning, junior training, and increasingly casual interaction.

According to the finding, informal learning is a 360° experience, so the assessment technique should be 360° and followed frequently. Employee participation in informal learning can be encouraged by making it a part of their job and rewarding their performance every week.