

# A Study on the Impact of Technology on Employee Training and Development at C.S. Globus, Coimbatore

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**Abstract** - Technology-driven transformation in employee training has become a defining feature of modern organizational strategy. This study examines the impact of technology-based training on employee skill development, learning effectiveness, and workforce readiness at C.S. Globus, a web design and development company in Coimbatore, Tamil Nadu. Using a descriptive research design, primary data were collected from 150 employees through a structured questionnaire of 25 items covering training frequency, technology usage, perceived benefits, challenges, and overall satisfaction. Percentage analysis was used to interpret findings. Results reveal that 64.7% of employees engage with technology-based training daily or weekly, and 82% report improvements in skill development. Key benefits include flexibility, faster learning, and access to diverse resources, while technical issues (34.7%), lack of interaction (30.0%), and internet connectivity problems (18.7%) emerge as primary challenges. The study concludes that while technology significantly enhances training outcomes at C.S. Globus, a blended approach combining digital tools with human mentoring is essential for sustainable workforce development.

**Keywords:** Keywords: Technology-based training, employee development, e-learning, digital tools, skill development, C.S. Globus.

## 1. INTRODUCTION

In today's rapidly evolving digital landscape, technology has emerged as a cornerstone of organizational learning and development strategies. Companies across all sectors are reimagining employee training through the lens of digital innovation, replacing traditional classroom-centric models with flexible, scalable, and personalized technology-enabled learning systems. This transformation is particularly evident in technology-driven organizations, where the pace of change demands

continuous skill upgradation and adaptive learning capabilities.

C.S. Globus, a web design and development company based in Coimbatore, Tamil Nadu, serves as the organizational context for this study. With a team of approximately 20 skilled professionals serving over 200 clients across diverse industries, the company relies heavily on its workforce staying current with the latest digital tools and technologies. As such, the effectiveness of employee training directly influences the quality of services delivered and the organization's competitive positioning.

Despite the widespread adoption of technology-based training solutions, critical questions remain about their actual effectiveness, employee acceptance, and the barriers that hinder their full realization. This study seeks to address these questions by examining how employees at C.S. Globus perceive and engage with technology-based training, evaluating its impact on skill development, and identifying the challenges that limit its effectiveness.

## Objectives of the Study

1. To examine employees' awareness and usage of technology-based training platforms at C.S. Globus.
2. To evaluate the impact of technology-based training on employee skill development and learning outcomes.
3. To compare the effectiveness of technology-based training methods with traditional classroom approaches.
4. To identify the key challenges faced by employees in adopting and using digital training tools.
5. To provide actionable recommendations for enhancing the effectiveness of technology-enabled training programs.

## 2. LITERATURE REVIEW

The integration of technology into employee training and development has attracted significant scholarly attention over the past decade. Researchers have explored multiple dimensions of this phenomenon, ranging from the effectiveness of specific digital tools to broader questions of organizational readiness and learner engagement.

Noe et al. (2020) argue that e-learning platforms have fundamentally altered the economics of corporate training by enabling scalable, on-demand delivery of learning content. Their work highlights that technology-based training is particularly effective when combined with structured instructional design principles and learner support mechanisms. Similarly, Salas et al. (2018) found that simulation-based training and gamification elements significantly improve knowledge retention and skill transfer compared to passive learning approaches.

Regarding adoption barriers, Sharma et al. (2020) identify system complexity, inadequate technical support, and poor data quality as critical inhibitors of technology-based training effectiveness. Their findings align with earlier work by Davis (1989), whose Technology Acceptance Model underscores that perceived ease of use and perceived usefulness are the primary determinants of technology adoption among employees.

In the Indian organizational context, Gupta and Sharma (2023) report that digital learning initiatives have delivered measurable improvements in employee performance when supported by strong managerial involvement and ongoing technical training. They also note that organizations with limited digital infrastructure face disproportionate challenges in realizing the full potential of technology-enabled learning.

The TalentLMS 2026 L&D Report highlights a persistent gap between training program availability and actual employee completion rates, emphasizing that access alone is insufficient without engaging, contextually relevant content design. The World Economic Forum (2023) further underscores the urgency of continuous reskilling, projecting that 44% of workers' core skills will be disrupted within five years due to technological advancement.

Collectively, the literature establishes that technology-based training offers substantial potential for improving workforce capability, but its success is contingent upon

organizational readiness, learner engagement, quality of content, and adequate technical infrastructure. This study contributes to this body of knowledge by providing empirical evidence from a small-to-medium technology firm in India.

## 3. RESEARCH METHODOLOGY

This study adopts a descriptive research design to examine the current state of technology-based training at C.S. Globus and its perceived impact on employees. The descriptive approach is appropriate as the study aims to capture existing attitudes, behaviors, and experiences rather than establish causal relationships.

### Population and Sample

The target population comprises all employees of C.S. Globus, Coimbatore. Given the organization's workforce of approximately 150 employees across design, development, testing, and support functions, a census sampling approach was adopted, and 150 structured questionnaires were distributed. All 150 responded, yielding a 100% response rate.

### Data Collection

Primary data were collected through a structured questionnaire comprising 25 items organized into five thematic sections: frequency and type of technology-based training usage, effectiveness compared to traditional methods, impact on skill development, benefits of technology in training and challenges and overall satisfaction. Secondary data were sourced from academic journals, industry reports, and company documents.

### Tools of Analysis

- Percentage analysis for frequency distributions and demographic patterns.
- Comparative analysis for technology-based versus traditional training preferences.
- Thematic categorization of perceived benefits and challenges.

## 4. DATA ANALYSIS AND FINDINGS

### A. Frequency of Technology-Based Training Usage

Respondents were asked how frequently they use technology-based platforms for training reveals that 28.0% of employees use technology-based training platforms daily, and 36.7% do so weekly. Combined, 64.7% of employees have embedded digital training into

their regular workflow, reflecting a strong culture of continuous learning at C.S. Globus. Only 15.3% use such platforms rarely or never, suggesting minimal resistance to technology adoption.

### B. Impact of Technology-Based Training on Skill Development

Employees were asked whether technology-based training improved their skills. A substantial majority of respondents affirm the positive impact of technology-based training on skill development. Specifically, 56.7% report clear improvement, and an additional 25.3% note improvement in some situations, yielding a combined positive response rate of 82.0%. This strongly suggests that digital training tools are delivering meaningful learning outcomes for the majority of employees at C.S. Globus.

### C. Key Challenges of Technology-Based Training

Despite widespread adoption and positive perceptions, employees identified several challenges in using technology-based training. Technical issues emerge as the most significant barrier, reported by 34.7% of respondents. This is followed by lack of human interaction (30.0%), internet connectivity problems (18.7%), and difficulty in using the systems (16.7%). These findings highlight that infrastructure limitations and the absence of interpersonal learning dynamics are the two most critical pain points that undermine the effectiveness of digital training at C.S. Globus.

## 5. SUGGESTIONS

- Invest in Reliable Digital Infrastructure:** C.S. Globus should prioritize upgrading internet connectivity and technical systems to minimize disruptions during online training sessions, directly addressing the most cited barrier (34.7% technical issues).
- Adopt a Blended Learning Model:** Given employee preference for a combination of digital and classroom-based training, the organization should develop a structured blended learning framework that integrates self-paced e-learning with periodic instructor-led sessions for complex, interactive skill development.
- Enhance Human Interaction in Digital Training:** To address the lack of interaction concern (30.0%), virtual classroom features, discussion forums, peer learning groups, and live Q&A sessions should be incorporated into the digital training ecosystem.

- Provide Continuous Technical Support:** A dedicated technical helpdesk for training platform issues should be established, along with onboarding sessions for new digital tools to reduce friction and build employee confidence.

- Develop a Feedback-Driven Training Culture:** Regular surveys and feedback mechanisms should be institutionalized to continuously assess training relevance, platform usability, and employee satisfaction, enabling agile improvement of training programs.

## 6. CONCLUSIONS

This study demonstrates that technology-based training has achieved strong penetration and acceptance at C.S. Globus, with 64.7% of employees engaging with digital platforms daily or weekly and 82% reporting positive skill development outcomes. These findings affirm that technology serves as an effective enabler of employee learning and workforce capability enhancement in a small technology firm context.

However, the study also reveals that technical infrastructure limitations, reduced human interaction, and internet reliability concerns significantly constrain the realization of technology's full potential in training. These barriers are not insurmountable; they require deliberate organizational investment in infrastructure, instructional design innovation, and a culture of continuous learning support.

The overarching conclusion is that sustainable training effectiveness at C.S. Globus – and in similar organizations – emerges not from technology alone but from a thoughtful integration of digital tools with human mentoring, structured feedback systems, and robust technical support. When these elements align, technology-based training transitions from a supplementary tool to a strategic driver of organizational performance and competitive advantage.

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