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**FACTORS AFFECTING EMPLOYEES'
MOTIVATION TO USE
E-LEARNING FOR TRAINING**



Bachelor's thesis

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ABSTRACT

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Title of the Publication: Factors Affecting Employees' Motivation to Use E-learning for Training

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Keywords: E-learning, employee training, employee motivation, strategic HRM.

Employee training is an important operation in each organization as employees need to have efficient skills in order to perform the job well. Employees can be trained traditionally or through *e-learning*, which is a modern training method.

This thesis is commissioned by Fune Trainer Oy, which is an e-learning company based in Tampere, Finland. Fune Trainer offers comprehensive e-learning services, such as know-how development consultation, content and video production, and learning management systems (LMS). The research problem is to *find out the factors that affect employees' motivation to use e-learning for training.*

This research is based on literature about e-learning, strategic HRM, and motivational Expectancy Theory. This research is based on a descriptive and quantitative research method. Data was collected through a questionnaire, which was made in Questback Essential program. The questionnaire responses (53) were analyzed using SPSS software and Questback Essential program.

Based on the research results, employees want to use e-learning for work-related training but they do not want to replace other training methods with it. Instead, the employees want to have e-learning available as an additional and supportive training method.

The most important factors that affect employees' motivation to use e-learning are e-learning *being accessible anytime and anywhere, allowing independent learning* and being *easy to use*. Other motivational factors were the *need of career development, having more interesting work, getting supervisors support and promotion.*

TIIVISTELMÄ

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Tämä opinnäytetyön toimeksiantaja on Fune Trainer Oy. Fune Trainer tarjoaa yrityksille monipuolisia verkkokoulutukseen liittyviä palveluja. Opinnäytetyön tarkoituksena on kasvattaa HR asiantuntijoiden ja muun yleisön tietämystä verkkokoulutuksen hyödyistä ja käytettävyydestä henkilöstön kehittämiseen.

Tämä opinnäytetyö perustuu monipuoliseen kirjallisuuteen verkko-oppimisesta, strategisesta henkilöstöjohtamisesta, työntekijöiden motivaatiosta ja odotusarvoteoriasta. Tämä opinnäytetyötutkimus käyttää kuvailevaa ja kvantitatiivista tutkimusmenetelmää. Data on kerätty kyselyllä, joka tehtiin Questback Essential-ohjelmalla. Kyselyn vastaukset (53 kpl) on analysoitu käyttämällä SPSS ohjelmaa ja Questback Essentials-ohjelman omia tulostaulukoita. Tutkimusongelmana oli *löytää tekijät, jotka vaikuttavat työntekijöiden motivaatioon käyttää verkko-oppimista koulutustarkoituksiin.*

Tutkimustulosten mukaan eri työntekijöitä motivoivat eri asiat. Tulosten mukaan työntekijät eivät halua 100% korvata nykyisiä koulutusmetodeja verkko-oppimisella mutta he silti haluavat, että verkkokoulutusta on tarjolla lisäkouluttamiseksi varten. Syinä tähän työntekijät mainitsivat erityisesti ajankäytön.

Tärkeimmät tekijät, jotka vaikuttavat työntekijöiden motivaatioon käyttää verkko-oppimista ovat verkkokoulutuksen hyödyt kuten *käytettävyys ajasta ja paikasta riippumatta, mahdollisuus itsenäiseen opiskeluun ja verkko-oppimisen helppous.* Muita motivaatiotekijöitä ovat *tarve kehittää uraa, mielenkiintoisempi työ ja tuki esimieheltä.* Lisäksi työntekijöitä motivoi henkilökohtaisesti arvostetut palkinnot ja kannusteet kuten *ylennyksen saaminen.*

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1 INTRODUCTION

Employees are important for each company and traditionally they have been seen as the biggest cost of companies. Now it is, however, more understood that in addition to the cost, employees are an investment that should be taken care of as they have an impact on the company's reputation, profitability, quality of products and services, and customer service (Elnaga & Imran, 2012, 137). Therefore, employee wellbeing, motivation and satisfaction towards work are extremely important because without employees, companies would not be able to operate.

Employee motivation has a huge impact on the overall job satisfaction and it can be increased in many ways. According to previous studies, one way to increase employee motivation is to provide efficient training programs. Employees are able to enhance their skills and gain new knowledge by training themselves. (Hanaysha & Tahir, 2015, 275.)

Employee training has usually been done on-site or off-site of the workplace but this is changing, as the new technology is bringing more flexible and low-cost training methods. As jobs are constantly changing with more work being done over the Internet, it is obvious that the training practices have to be updated as well.

E-learning is an excellent method for employee training and it has many benefits (Rosenberg, 2001, 30). This study will examine the factors that affect employees' motivation to use e-learning for training purposes. With this information, the human resource (HR) professionals can learn more about the benefits of e-learning and make decisions about using it for employee training.

1.1 Industry background

According to Statistics Finland (2016), there were approximately 2 413 000 employed people in Finland, including employees, self-employed and unpaid family workers. In addition, there were 624 782 businesses in Finland (Finland Patent and Registration Office, 2016).

In order for a company to be successful, it is required to have employees who are mastering various skills to be able to perform different work-related tasks. Employee training plays a huge role in the success of a company because the markets, customer demands, working styles and technology are constantly changing. (Manna, 2008.) This means the employees and their skills must be developed constantly in order to keep up with the changes.

The importance of Human Resource Management (HRM), where employee training decisions and operations are usually planned, has been increasing during the recent years (Burma, 2014). It is now commonly understood that the investment in employees, such as offering training, is essential in order to attain better return on investment and performance for the company (Management Study Guide, 2017).

Employee training offers many benefits for both employers and employees, as it can make staff members to work harder, feel more secure, and add value to the company (Manna, 2008,1). Traditional training methods are changing and retreating away from the newer and more flexible methods such as e-learning, which is a result of the modern and continuously developing technology.

1.2 Fune Trainer Oy – commissioning party

Fune Trainer Oy, an e-learning company based in Tampere, Finland, commissions this thesis. Fune Trainer offers different e-learning services such as know-how development consultation, learning management systems (LMS) and content and media production. All the services that Fune Trainer offers are for improving internal employee training practices in companies. Fune Trainer is aim-

ing to digitalize the employee, customer and other training practices in Finland by providing cost-effective, flexible and modern e-learning methods and tools. Fune Trainer's main belief is that employees are the key factors in each company's success. Thereby, each company should have efficient employee training methods and tools available, and optimize the use of technology.

Writing this thesis for Fune Trainer came from the need to provide more information about e-learning to HR professionals, customers, social media followers and website visitors of Fune Trainer. Based on customer feedback, companies understand the need and importance of employee training but many of them do not have enough knowledge about e-learning, its benefits, and how it can be used in employee training.

This study aims to expand the HR professionals' and public's knowledge in e-learning and its benefits. This thesis will include theoretical literature about strategic HRM, employee training, motivation and e-learning. Theoretical literature introduces terminology and the main aspects of each theoretical area to the reader. Additionally, this thesis contains research results about the factors that affect employees' motivation towards using e-learning for training. The end of the thesis will consist of an analysis of the research results and recommendations for using e-learning for employee training.

1.3 Research problem and research questions

This thesis aims to collect information about the factors that affect employees' motivation to use e-learning for training purposes. With the information this research will provide, different individuals and HR professionals will learn what are the motivational factors they should know before implementing e-learning as a training method.

The research problem of this thesis is **to identify the factors that affect employee motivation towards the use of e-learning for training purposes**, and this all will be accomplished by implementing a descriptive and quantitative re-

search methods. The research questions, that will be used to solve the research problem, are following:

- **What kind of benefits does e-learning provide for employee training?**
- **What are the factors affecting employees' motivation to use e-learning for training?**
- **How to motivate employees to use e-learning for training?**

This thesis focuses on the importance of strategic HRM as it builds the base for employee motivation and training. The thesis takes the resource-based view and focuses on the importance of the employees. One of the motivational theories, the Expectancy Theory, is introduced as the theoretical framework in the research to solve the research problem together with the other theoretical literature.

2 THEORETICAL BACKGROUND

2.1 Strategic Human Resource Management (HRM)

Strategy is a systematic process that starts with thinking and ends with acting (Armstrong, 2006, 114). Furthermore, strategy is a process of change and the purpose of it is to improve the organization's operations (Torrington, Hall, Taylor & Atkinson, 2014, 45).

HRM means simply the management of the company's employees, who are the biggest asset for each company. The main activities in HRM are selecting, appraising, rewarding and developing the company's employees (Armstrong, 2006, 5-6).

Strategic HRM stands for "an integrated approach to the development of HR strategies that enable the organization to achieve its goals". Strategic HRM is important for each organization as it determines the direction of the company. (Armstrong, 2006, 113.)

The purpose of strategic HRM is to match the company's HR practices, with its business strategy. Strategic HRM sees employees as the strategic resource of the organization and a way to attain competitive advantage. The aim of implementing strategic HRM is to get skilled and motivated employees, also called the *human capital* of the company, which can bring long-term advantages for the organization. (Armstrong, 2006, 113-114.)

Strategic HRM plays an important role in this study, as it works as the base for employee training. Furthermore, decisions and plans concerning employee training are made in the HRM department of an organization (Burma, 2014, 87).

2.1.1 Resource-based view in strategic HRM

Resource-based view (RBV) is focusing on the internal resources of an organization. These resources are, for example, human capital, overall strategy and the performance of an organization. All of these internal resources are important but RBV highlights especially the importance of employees. (Torrington, Hall, Taylor & Atkinson, 2014, 56-59.) One of the RBV's objectives is to improve employees' capabilities. Employees will add value to the organization if they are motivated, skilled and satisfied with their work. (Armstrong, 2006, 118.)

The VRIO analysis is a tool to analyze the company's internal resources and capabilities, which can be either tangible or intangible. Tangible resources are usually machines and buildings that the company owns, which rarely bring competitive advantage. Intangible resources such as brand reputation or unique training, however, may bring competitive advantage. (Strategic Management Insight, 2017.)

The VRIO analysis is used in order to find out whether the company's internal resources can lead to a sustainable competitive advantage. VRIO comes from words *valuable*, *rare*, *costly to imitate* and *organized to capture value*. (Strategic Management Insight, 2017.)

In the example of VRIO analysis (below), human capital is used as the internal resource. The following questions must be asked in order to find out whether the human capital is bringing competitive advantage to the company:

1. Is the human capital of the company *valuable*? Does the human capital help to increase the customer value of the company's products and services? If the answer to this question is no, the company may get competitive disadvantage. (Strategic Management Insight, 2017.)
2. Is the human capital of the company *rare*? Is the human capital one of a kind that only one or few companies have? If the answer to this question is no, the company will face competitive parity. (Strategic Management Insight, 2017.)

3. Is the human capital of the company *costly to imitate* by competitors? Is the human capital hard to substitute, imitate and buy by competitors? If the answer to this question is no, the company will gain temporary competitive advantage. (Strategic Management Insight, 2017.)
4. Is the firm *organized to capture value*? Are the company's management systems, organizational culture, policies and structure making sure that they are getting the full potential of the human capital? If the answer to this question is no, the company will gain temporary competitive advantage. (Strategic Management Insight, 2017.)

If the answer to all of the above questions is yes, a company may gain sustainable competitive advantage through its unique employee training methods.

According to Armstrong (2006), “the values and HR policies of an organization constitute an important non-imitable resource”, if the companies:

- Have better employees in quality than competitors.
- Encourage their employees to learn.
- Have specific organizational values and culture that tie the whole organization together.

Adapted from Armstrong (2006, 117-118).

Companies may achieve the non-imitable resource, and accomplish the above requirements by training their employees. However, before encouraging employees to learn, it is suggested to make sure that the whole organization works together. (Armstrong, 2006, 118.) In other words, the whole organization has to be committed to employee training and support their employees with efficient tools and knowledge.

2.1.2 Employee motivation

Motivation is an “internal process leading to behaviour to satisfy needs”, according Lussier (1998, 176). All behaviour is based on a need deficiency. When a person has a need, he or she is motivated to look for ways to fulfill the need and then taking the action to fulfill the need. This is followed by satisfaction or dissatisfaction, when evaluating whether the need deficiency was successfully fulfilled or not. In work life, motivation is simply the willingness of an employee to do something in order to achieve the organization’s goals. (Lussier, 1998, 176.) The whole motivational process can be seen in Figure 1.

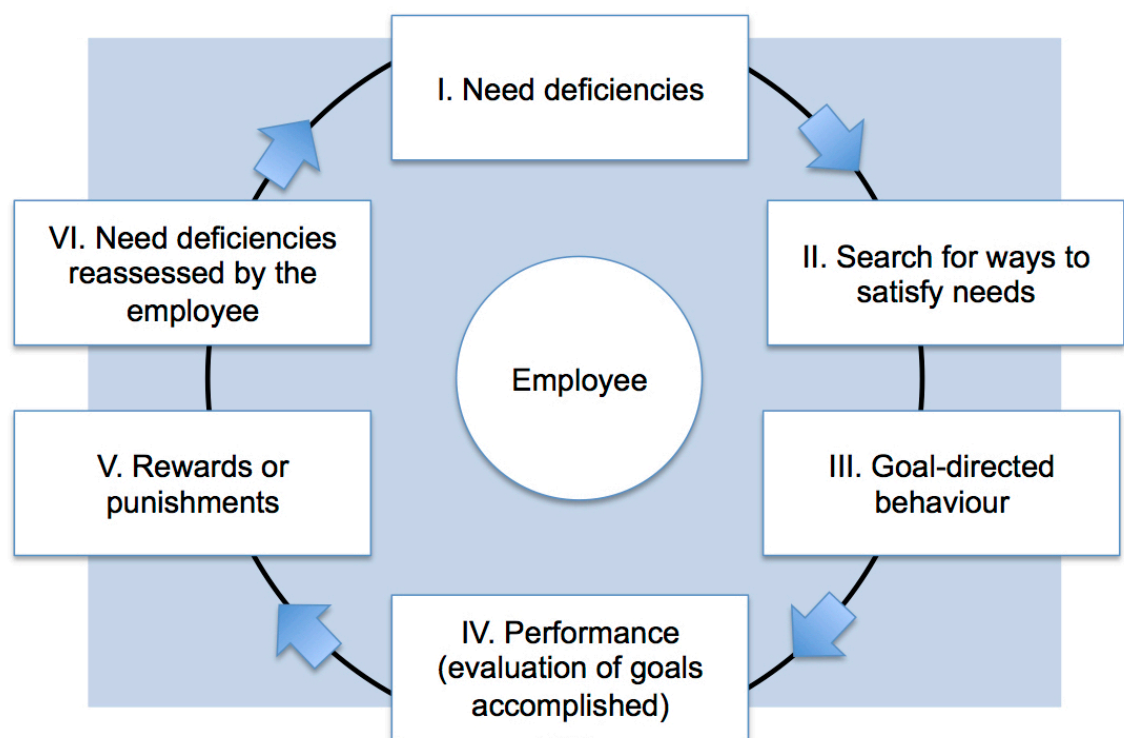


Figure 1 - The Motivational Process: A General Model. Adapted from Ivancevich, Konopaske, Matteson (2007, 112).

There are two types of motivation, according to Armstrong (2006, 254):

- **Intrinsic motivation** – internal factors that influence a person to behave or move in a certain way. These factors include the feeling that work is important, interesting and challenging, and the fact of people having au-

tonomy. In addition, these factors include opportunities and development possibilities towards skills and work that is challenging.

- **Extrinsic motivation** – external factors, such as rewards, praise, promotion or punishment that influence a person's behaviour. Extrinsic motivation is, according to Armstrong, "what is done to or for people to motivate them".

Because employees are a diverse group with different goals and behaviours, it is important to know what factors are affecting their motivation. As Ivanevich, Konopaske and Matteson (2007) write, there are three areas, which have an effect on employee motivation. These areas support the previously introduced types of motivation (intrinsic and extrinsic) because they both contain internal and external motivational factors. These three areas are:

1. **Organizational issues** such as compensation, benefits, career opportunities and company reputation.
2. **Job issues** such as work schedules, opportunities to learn new skills and challenging work.
3. **Leader issues** such as leaders or supervisors being reliable, good motivators and coaches, flexibility in solving problems.

All of the areas, which have been listed above, can have an impact on employee motivation and job satisfaction. This has also been supported by Hanaysha's and Tahir's research (2015, 275). Authentic leadership and the culture of an organization have also been studied to have an impact on job satisfaction (Azanza, Moriano & Molero, 2013).

2.1.3 Increasing employee motivation with training

Training is a planned and systematic activity that targets to improve the skills and knowledge that is needed to perform the job well (Sultana, Irum, Ahmed, Mehmood, 2012, 645). Effective training can make employees perform better

because they know more about the company, and the job they are supposed to do. Effective training prepares employees with knowledge, which is essential for the future, and it also helps them to manage their skills better. (Hanaysha & Tahir, 2015, 275.) When employees see that the company is investing in them, and gives opportunities for development, they are more likely to do their best and be more satisfied with their work (Elnaga & Imran, 2013, 138).

Increasing employee motivation through training provides many advantages for companies. Organizations that have effective training programs for their employees, may enjoy better return on investment, performance, and company reputation (Elnaga & Imran, 2013, 138).

A training program has to meet the needs of the employees because otherwise it might not be as efficient, or bring all possible advantages for the organization. Additionally, there must be communication between the employees and management in order to make the training program as effective as possible. (Hanaysha & Tahir, 2015.)

There are many different employee training methods available, such as on-site training, company handbook, peer mentoring, off-site training, Internet, guide sheet, satellite broadcast, web casts, and teleconferences (Switzer, Thomas & Featheringham, 2006, 351). This study, however, focuses on the modern and Internet based training method, e-learning, which will combine most of the training methods together.

Based on the above discussion, the author has created the following hypothesis:

H₁ – Receiving training improves employees' motivation towards work.

2.2 Employee training with e-learning

E-learning (i.e. electronic learning) indicates using Internet technologies to optimize knowledge and performance, and it is based on three criteria, according to Rosenberg (2001, 28-29):

1. “E-learning is networked, which makes it capable of instant updating, storage/retrieval, distribution and sharing of instruction or information”.
2. “It is delivered to the end-user via computer using standard Internet technology”.
3. “It focuses on the broadest view of learning-learning solutions that go beyond the traditional paradigms of training”.

E-learning is developing alongside the technology. E-learning, which is a new way to think about learning, supports different learning styles that people have because materials can consist of wide-range of multi-media, such as live stream audio and video technology (Sambrook, 2003, 506). E-learning materials can also be text-files, PDF-files, PowerPoint presentations and pictures, according to FAO’s “A guide for designing and developing e-learning courses” (2017, 11).

E-learning is not limited to place or time, as it is a flexible way to implement training. The requirement to use e-learning for training is to have a device such as a laptop, smart phone or a tablet. Further requirements are a working Internet connection, and a platform where the learning material can be put, such as learning portals and Learning Management Systems (Rosenberg, 2001, 152, 157, 161).

This study briefly introduces the Learning Management Systems, as they are one of the most important e-learning services that Fune Trainer offers to their customers.

2.2.1 Learning Management Systems

Learning Management Systems (LMS’s) are digital learning environments where the training materials can be transferred. The most common way to use a LMS is to build online courses in the system for training purposes. In addition, the courses can have course-related forums for students to use. The LMS’s can be built according to the company’s brand and they are adjustable and easy to use.

LMS's bring functionality and flexibility to employee training by being virtual places where employees can plan, access, launch and manage the e-learning and the learning materials by themselves. Management teams can see through the LMS reporting functions what the employees have been studying, and which employee is ready to perform a specific work-related task. (Rosenberg, 2001, 161.)

2.2.2 Benefits of using e-learning in employee training

E-learning offers various benefits for organizations and their employees. One example of the benefits is lower costs because e-learning is not limited to any specific place and it reduces the travel costs related to training. In addition, training gets faster and there is not necessarily a need for a classroom. (Derouin, Salas & Fritzche, 2005, 921.)

Another benefit is that e-learning enhances business responsiveness. This means the organization may contact unlimited amount of people on the Internet at the same time, which creates more possibilities for businesses. (Rosenberg, 2001, 30.)

E-learning can provide homogenous training for everyone, which means that the quality of training will be constant and same for every employee. E-learning is, however, also editable for different kinds of learning needs. (Rosenberg, 2001, 30.)

E-learning materials can be updated, changed or removed very easily. If a company's operational instructions change, they can be updated immediately. This makes employees and customers able to stay updated with the possible changes. (Rosenberg, 2001, 30.)

Because e-learning works on the Internet, it is not limited to time. Training materials can be used anytime and anywhere around the world, which makes skill and knowledge development flexible (Rosenberg, 2001, 30). This all can reduce the

training gaps between regional, national and international distances (Dominici & Palumbo, 2013, 88).

E-learning is easy to adopt as Internet users are increasing constantly (The World Bank, 2016). Furthermore, because Internet is global and Web-enabled, it works globally on different operating systems, browsers and platforms (Rosenberg, 2001, 31).

One of the biggest benefits that e-learning provides is that people are able to share their knowledge with each other. Web-based communities can be built and used for sharing thoughts related to studies. E-learning solutions are flexible and can have a large amount of participants. Furthermore, e-learning can bring better customer service because customers can benefit from the amount of information that is available and accessible for them. (Rosenberg, 2001, 31.)

As this study has stated, training employees and training employees with e-learning can bring many benefits for companies and employees. The theoretical background has been used to explain the terminology and what kind of benefits e-learning can bring to employee training. Based on the theoretical information, the following hypotheses have been created:

H₂ – Employees prefer e-learning instead of other learning methods because it

H_{2.1} Reduces training-related travel time

H_{2.2} Supports different learning styles

H_{2.3} Is accessible anytime and anywhere

H_{2.4} Is easy to use

H_{2.5} Allows communication with other students

H_{2.6} Allows independent learning

2.2.3 The Expectancy Theory

The Expectancy Theory is one of the motivational theories. According to the Expectancy Theory, “motivation depends on how much people want something and how likely they are of getting it” (Lussier, 1998, 186).

The Expectancy Theory is based on the following hypotheses:

- Internal needs & external environment factors affect the individual's behaviour.
- Individual decides his or her's behaviour.
- Individuals have different needs, wishes and goals.
- Behavioural decisions are based on the observation of the outcome.

Adapted from Lussier (1998, 186).

According to Expectancy Theory, there are two main variables that play an important role in motivation. These variables are *expectancy* (expectations of a person towards his or her abilities to complete something) and *valence* (the value a person puts on the outcome or reward). (Lussier, 1998, 186.)

Generally, the Expectancy Theory believes that the better the individuals expectations, the better the motivation is. If a person doesn't believe he or she is able to do it, he or she is not that motivated to do it either. As an example of the Expectation Theory, if an employee has an expectation that his or her effort to develop skills through training will give a reward, he or she is more likely to work harder on it.

According to the Expectancy Theory, employees need some kind of rewards or incentives to motivate them to participate in training program. These motivational incentives may be extrinsic/external or intrinsic/internal. Usually the end results that employees pursue from training are more interesting and challenging work and gained knowledge, which will increase motivation to participate in training. This means employees might want new work related tasks after training such as

more responsibility or pay raises, which the management should be aware of. (Australian HR Institution, 2017.)

Some incentives that the companies may offer their employees, who go through training programs, can be recognition, and making the employees to mentor and train other employees with the new skills. (Australian HR Institution, 2017.) According to eLearning Industry (2017), the LMS's enable for example the use of certificates, which can be used for recognition.

As stated in this thesis, employee motivation can be affected by many factors. Managers and instructors can have an impact on employees' expectations and motivation towards using e-learning for training. Therefore, it is suggested that managers offer assistance for employees, as an incentive for training (Australian HR Institution (2017). Based on the above and previous (literature section 2.1.2) discussion, the author of this thesis has created the following hypotheses:

H₃ – Extrinsic motivational factors (supervisors support, praise and promotion) motivate employees to use e-learning for training.

H₄ - Intrinsic (skill and career development, important work, challenging and interesting work) motivate employees to use e-learning for training.

H₅ –Getting a reward or incentive (such as new work tasks, more responsibility, pay raises, and recognition) motivates employees to use e-learning for training.

2.3 Research framework

The research framework combines the whole research in one figure. Figure 2 shows how the research problem and research questions connect with the hypotheses. On the right side of each hypothesis are the questionnaire questions, which will be used to examine whether the hypotheses are confirmed. The questionnaire questions have been created based on the theoretical literature, and the commissioning party's knowledge and experience in e-learning industry.

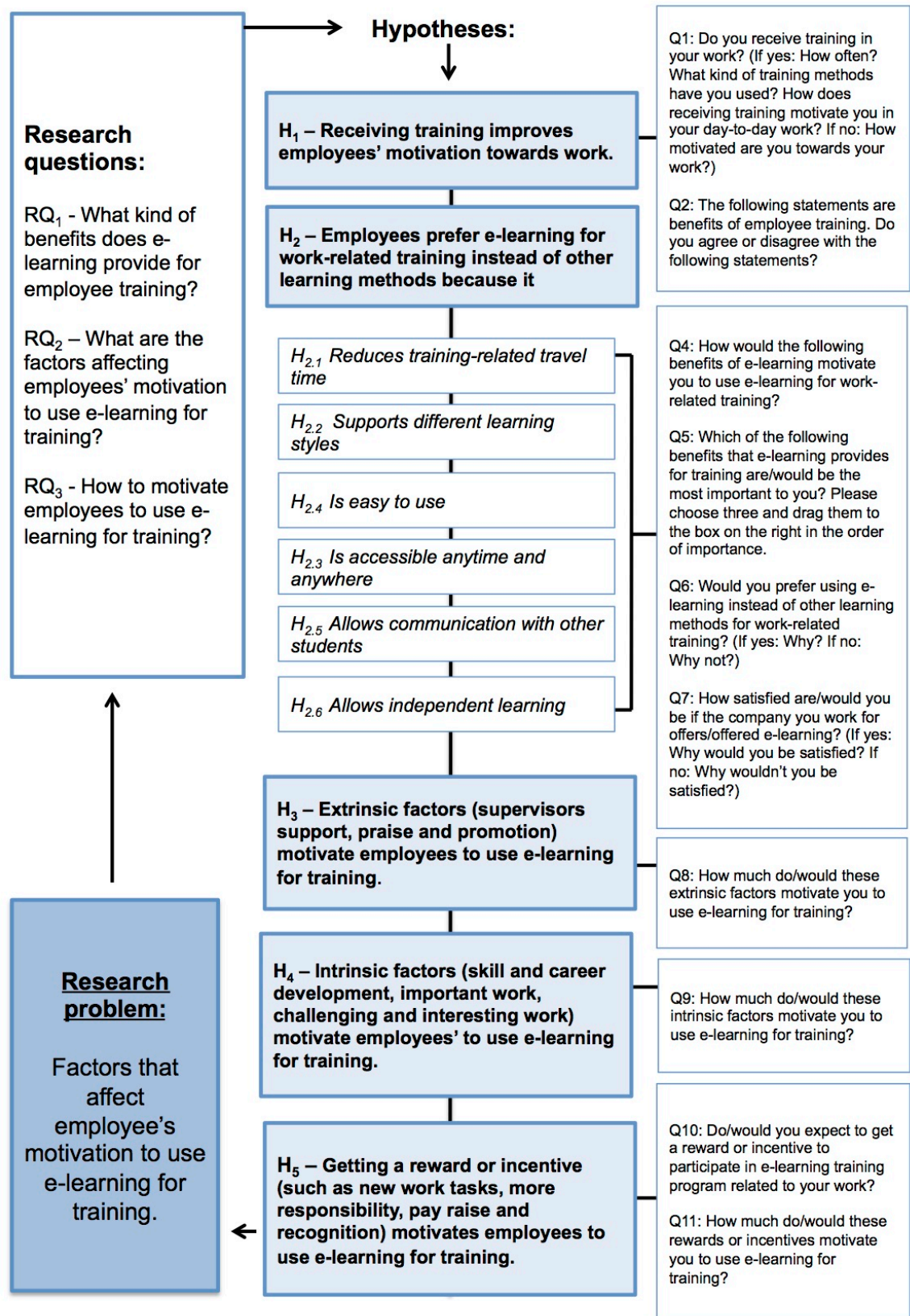


Figure 2 – The research framework.

3 RESEARCH METHODOLOGY

3.1 Data collection method

This research is based on the descriptive and quantitative research methods. Descriptive research is “-- used to describe characteristics and/or behaviour of sample population” (Research Methodology, 2016). Quantitative research instead, examines the relationship between two variables (dependent and independent variables), and it is mostly numerical analysis of the results. The data is usually collected by questionnaires in quantitative researches (University of Southern California, 2017).

The reason why these methods were chosen was the suitability of the methods to this research topic based on the research problem and questions. Quantitative research was chosen for this research mainly because it made it easy to share the questionnaire to Fune Trainer’s social media followers anonymously, and was able to provide numerical information of the data.

Data was collected through a questionnaire, which was designed and implemented through Questback Essential program. The questionnaire link was shared on Fune Trainer’s social media channels (Facebook, Twitter and LinkedIn) on February 16, 2017. The questionnaire was available until February 24, 2017, and all the participants were chosen randomly as they had the full power to choose whether to do or not to do the questionnaire.

3.2 Validity

The social media links were provided with a brief description of the purpose of the questionnaire, and its author. When the actual questionnaire link was opened, a more detailed description of the questionnaire, such as its purpose and aims, were provided. Also the instructions to complete the questionnaire, and author’s contact details were provided in case the participants wanted to know more about the research or ask questions.

The questionnaire was anonymous, so no personal information other than gender, age, working country, and the company's turnover and employee amount, was asked. The questionnaire was available in Finnish and English to make sure the participants understood the questions correctly and for the convenience. Based on the previous discussion, the author has followed ethical principles of implementing a questionnaire (McLeod, 2014).

The demographical questions were at the end of the questionnaire to ensure the respondents would answer the most important research questions first. Demographical questions were secondary but important as well by giving background information. Questionnaire questions related to the hypotheses were in the same order as they appear in the research framework (p.16, Figure 2). This was done mainly to make the analysis of the results faster and more convenient.

The questions were routed in the Questback Essential program based on the participants' answers. This was done mainly to get more specific information about the topics and to make the questionnaire participation as smooth as possible. Some questionnaire questions had extra questions connected to them based on the participants' answers. Full questionnaire questions can be seen from Appendix 1.

3.3 Reliability

The reliability issue related to the questionnaire was taken care by calculating the Margin of Error and Sample Size. Margin of Error is the percent, which tells how much the questionnaire results are going to deviate from the total population. Sampling size is the amount of participants, which is required for the questionnaire to be valid based on the population and sample size. (Survey Monkey, 2017.)

Margin of Error was calculated with the Survey Monkey's Margin of Error calculator, which is accessible online. The population size is the amount of people the questionnaire was sent to. In this research, the population size was the total amount of Fune Trainer's social media followers, **348** people. The questionnaire

received total of **53** responses. Based on the Survey Monkey calculator results, Margin of Error was **12%** with normal confidence level of 95%.

Sample size was also calculated with the Survey Monkey's Sample size calculator, which is also available online. In order to calculate the Sampling size, the population and the Margin of Error were needed. Based on Survey Monkey's Sample Size calculator, the required sampling size for this research to be reliable was **57**.

Based on the above results, the questionnaire would have required four more responses in order to be fully reliable. The acquired amount of responses (53 responses) however, is not far from the required amount, which makes the questionnaire results quite reliable. Nevertheless, more responses would have been needed to implement a statistical analysis of the results.

3.4 Limitations with the research

The research did not come across to any major limitations. One limitation, however, was that because the questionnaire was done online, there was no efficient ways to encourage more people to take the questionnaire than just to share the questionnaire link again on different social media channels. Another way to implement this research would have been an interview but it was not possible because of lack of time. Total participation amount was, nevertheless, higher than the researcher was expecting. All participants were random and anonymous because they had the power to choose whether to join the questionnaire by clicking the link on social media channels.

Another limitation with the research occurred in the analysis stage. While analyzing the research results, the author found out that some of the questionnaire questions had been designed in the wrong way to get the originally desirable data type, correlation study. This made some changes as the data had to be analyzed more descriptively and generally.

The questionnaire questions were also quite separate from each other, which had an impact on the final results. The thesis results ended up being more general than originally denoted.

4 FINDINGS AND ANALYSIS

Frequency tables for all of the findings can be found in Appendix 3 in the same order as they were asked in the questionnaire. Questionnaire questions can be found from Appendix 1.

4.1 Background information about the respondents

4.1.1 Location, gender and age distribution

The total amount of acquired responses was 53 (Figure 3). Most of the participants were working in Finland. Other countries that were mentioned by the participants were Canada (9), Singapore (1), USA (1), El Salvador (1) and Hong Kong (1). The amount of participants who were not employed at the time of the questionnaire was 13.

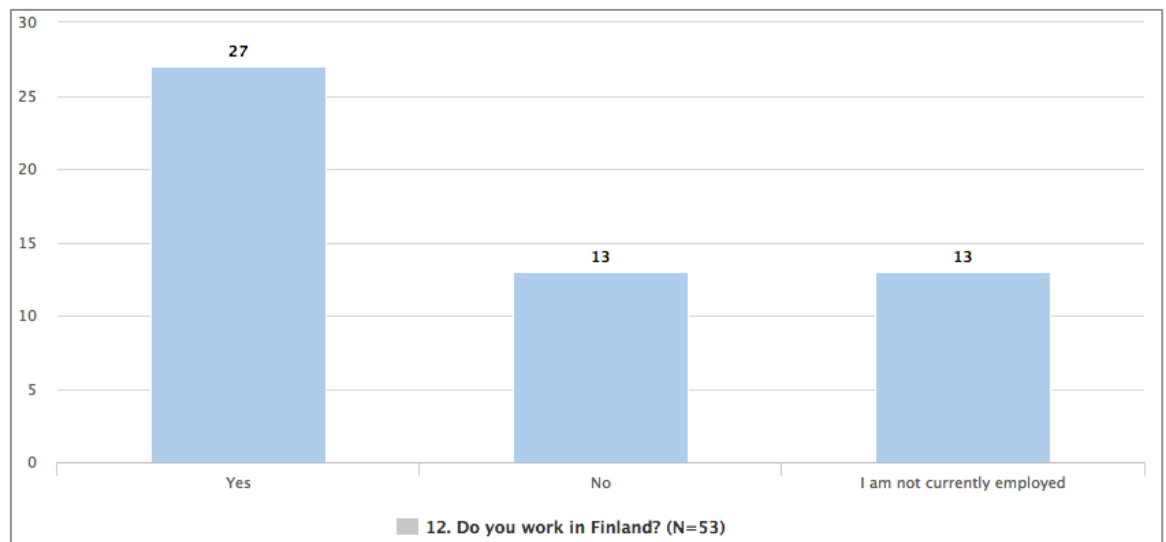


Figure 3 – Participants working in Finland. (N=53)

Most of the responses were from females with 38 responses while acquired responses from men were 15 (Figure 4). The age distribution shows that 25 responses came from people aged between 19 and 29, which was the majority (Figure 5). The questionnaire acquired responses from all of the other age

groups, except from the “18 or under” group, which was not chosen at all.

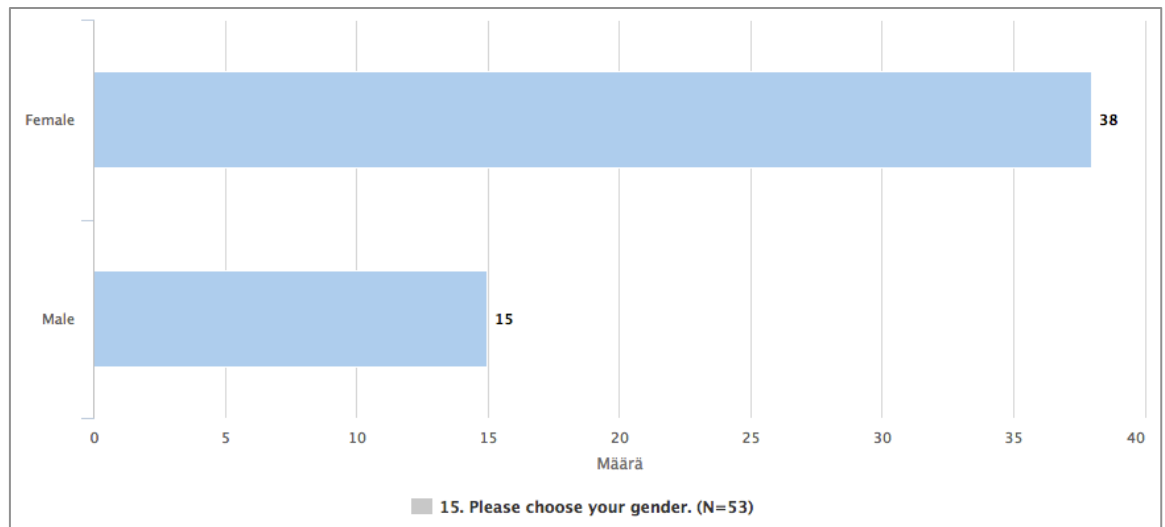


Figure 4 – Gender distribution of the participants. (N=53)

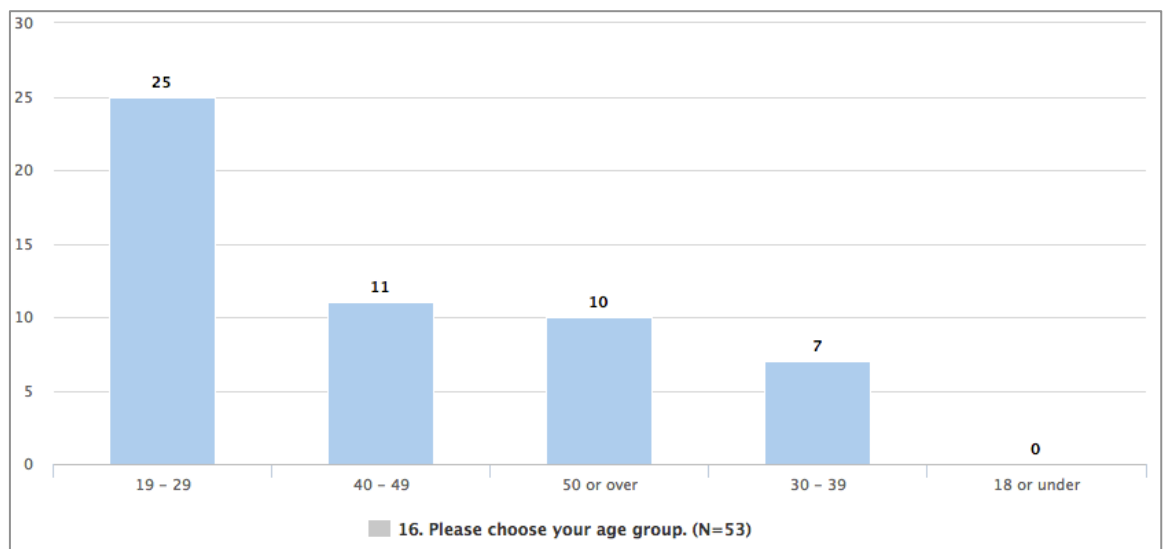


Figure 5 – Age distribution of the participants. (N=53)

4.1.2 Employee amount and company's annual turnover

Based on the research results, most of the participants work in a company with fewer than 200 employees (Figure 6). In addition, most of the companies' annual turnover was 1-19 million or 50 million euros or more. This means most of the participants' workplaces are small and medium-sized enterprises (SME's) (European Commission, 2017). Some of the participants (17) did not know their workplace's annual turnover (Figure 7).

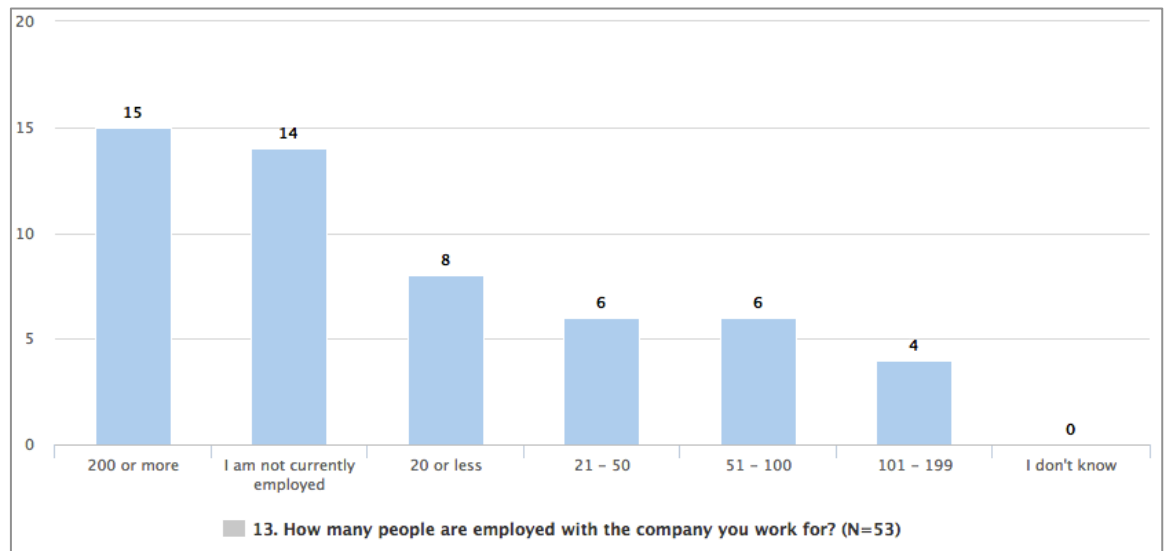


Figure 6 – Employee amounts in participants' workplaces. (N=53)

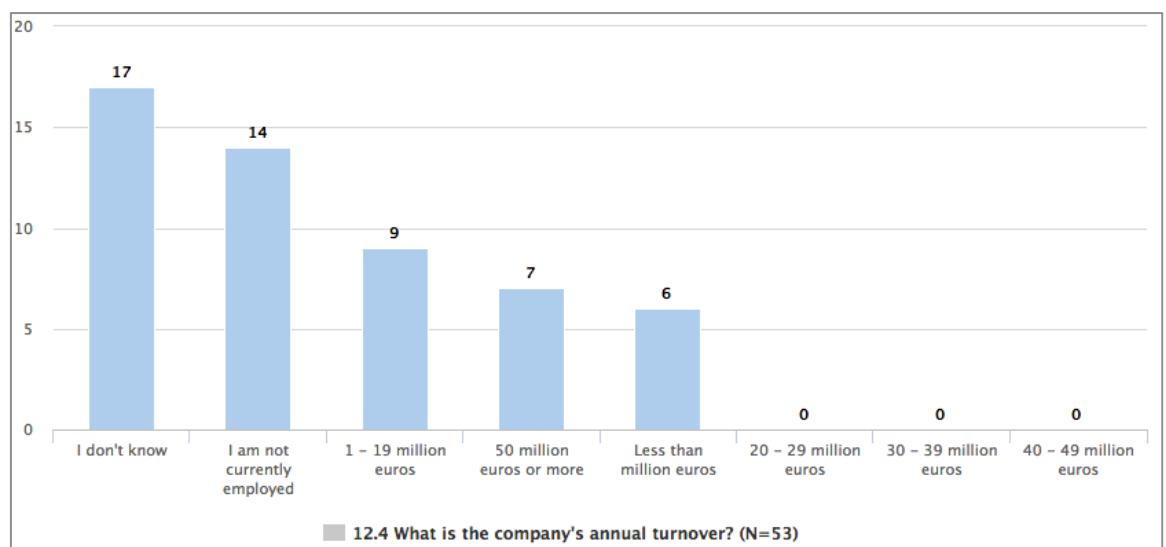


Figure 7 – Annual turnover of participants' workplaces. (N=53)

4.1.3 Training methods and times

Participants were asked in the first questionnaire question whether they received training in their day-to-day work. As the results show, 28 of the participants receive training in their day-to-day work, 10 do not receive training, and 15 were not employed at the time of the questionnaire (Figure 8). The participants who receive training were required to determine how often they attended the training sessions, and what training methods the company they worked for offered. Ac-

cording to the results, the training sessions mostly occur “few times a year”, which was the most popular choice with 13 responses (Figure 9). Different workplaces seem to have different amounts of training, which can be seen from Figure 9.

Companies used all kind of training methods, including e-learning (Figure 10). The most common training methods were on-site and off-site training. One participant wrote that he or she receives also “peer-to-peer training”.

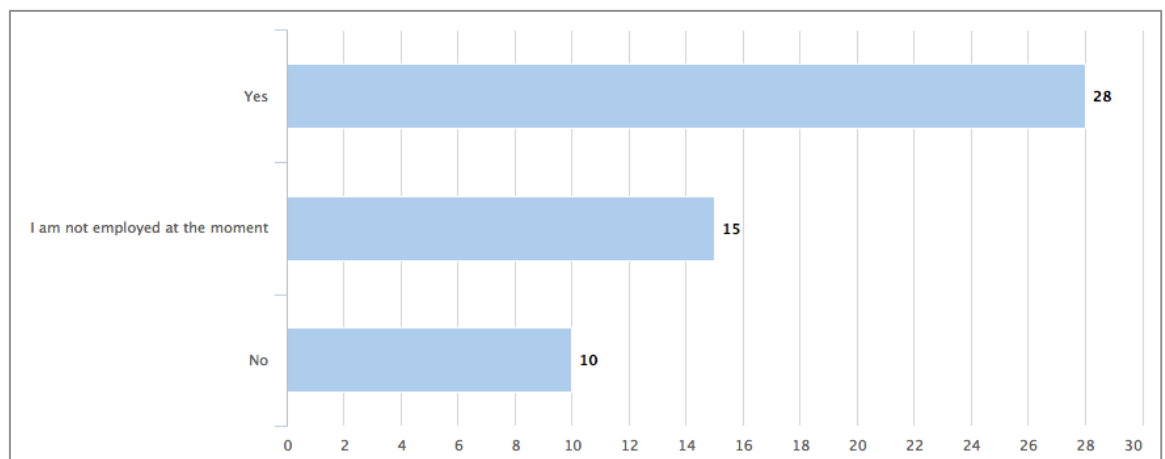


Figure 8 – Q1. Work-related training usually focuses on learning new skills or developing the already existing skills. Do you receive training in your day-to-day work? (N=53)

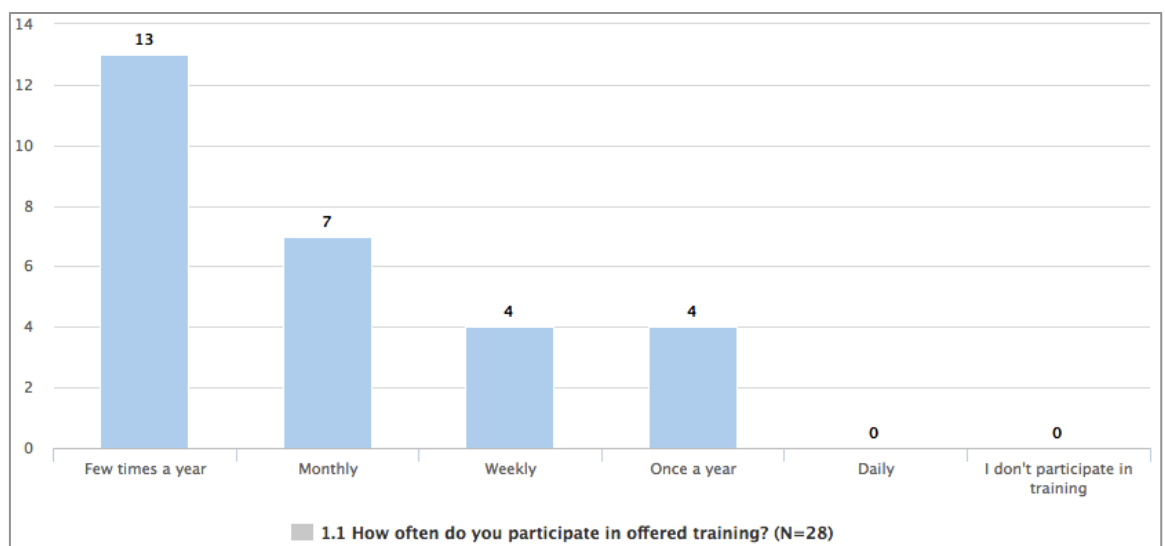


Figure 9 – Participation in offered training. (N=28)

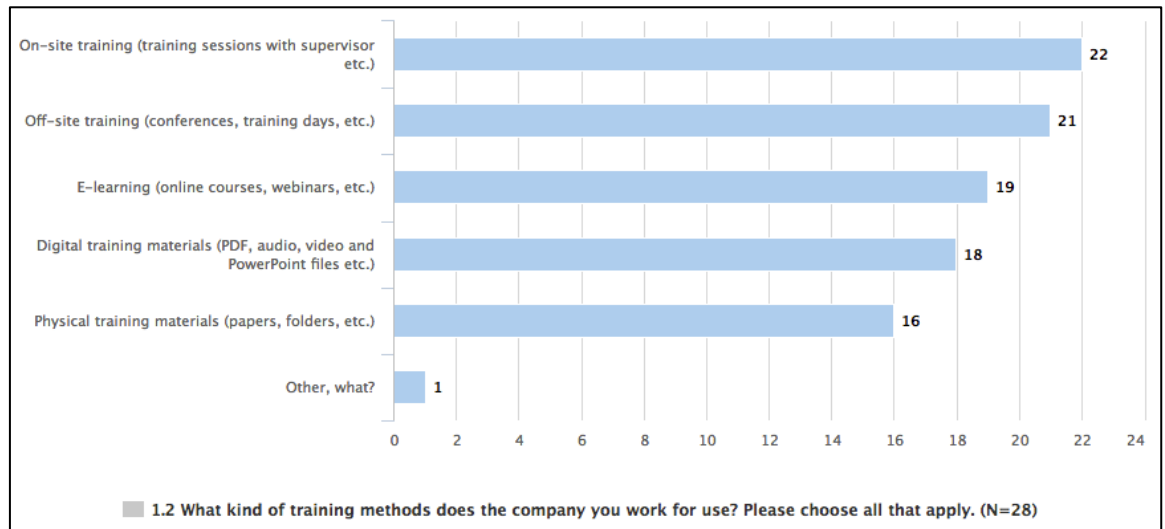


Figure 10 – Used training methods in participants' workplaces. (N=28)

4.1.4 Previous experience with e-learning, used e-learning methods and most used devices

Most of the participants had previous experience in using e-learning for training with 43 responses (Figure 11). The rest, which was 10 participants, who had not used e-learning for training, had not had the possibility to use it. One participant wrote not knowing about e-learning before, which was the reason for not using it for training.

Learning portals, online courses and individual digital materials were the most commonly used e-learning methods (Figure 12). Online forums were the least used e-learning methods and one participant added Moodle as the other e-learning method. Moodle is actually a learning platform (Moodle, 2016).

The participants were asked to choose the devices they had used for e-learning, and they were able to choose multiple choices. Most used devices were computers with 42 answers (Figure 13). Smart phones came second but with a surprisingly low 13 responses. Tablets were used but only by 12 of the participants.

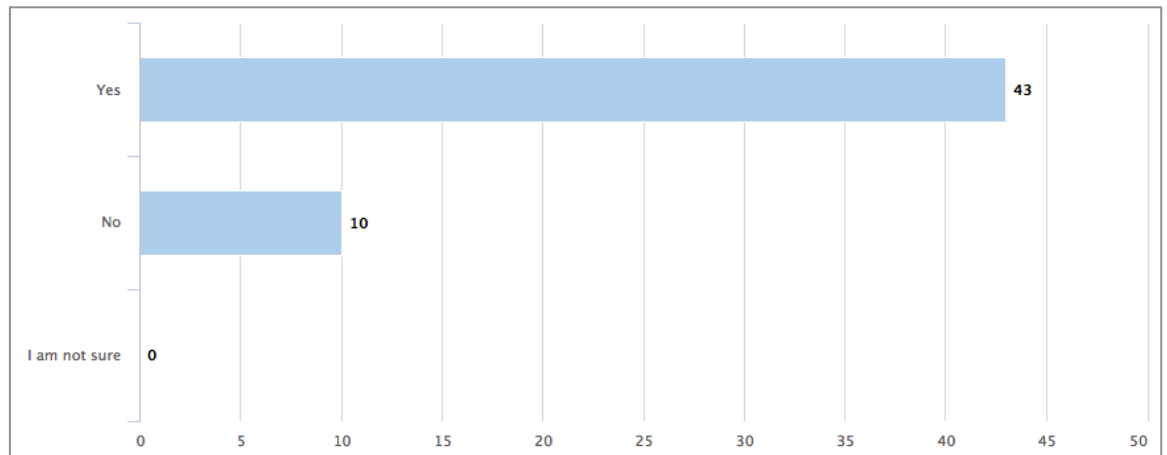


Figure 11 – Q3. E-learning (“electronic learning”) uses Internet technologies for training. E-learning is usually implemented by using computers, smart phones or tablets to access learning materials such as online courses. Have you used E-learning for training before? (N=53).

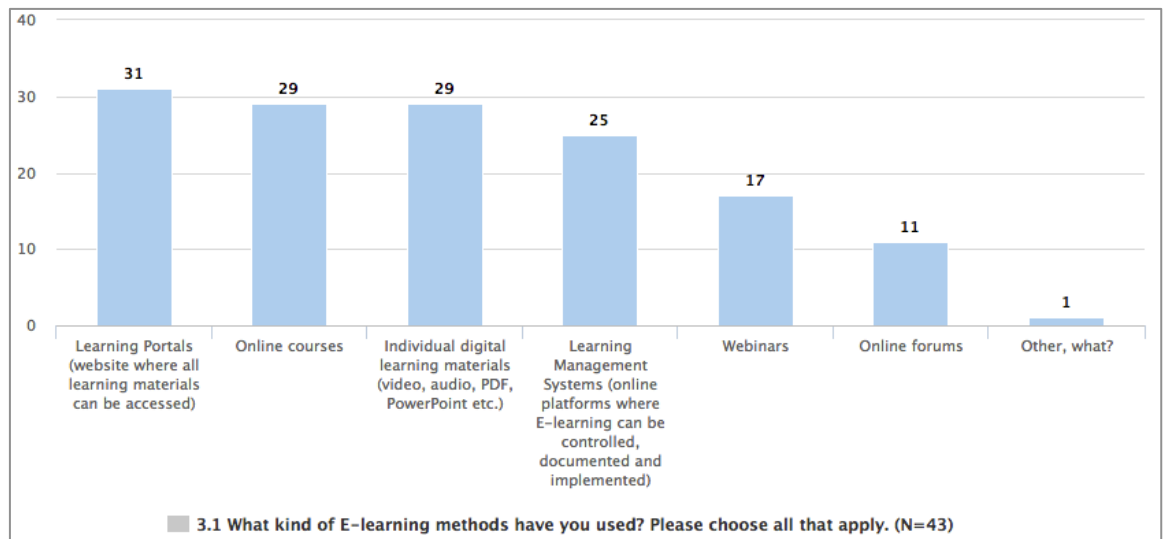


Figure 12 – Used e-learning methods by participants. (N=43)

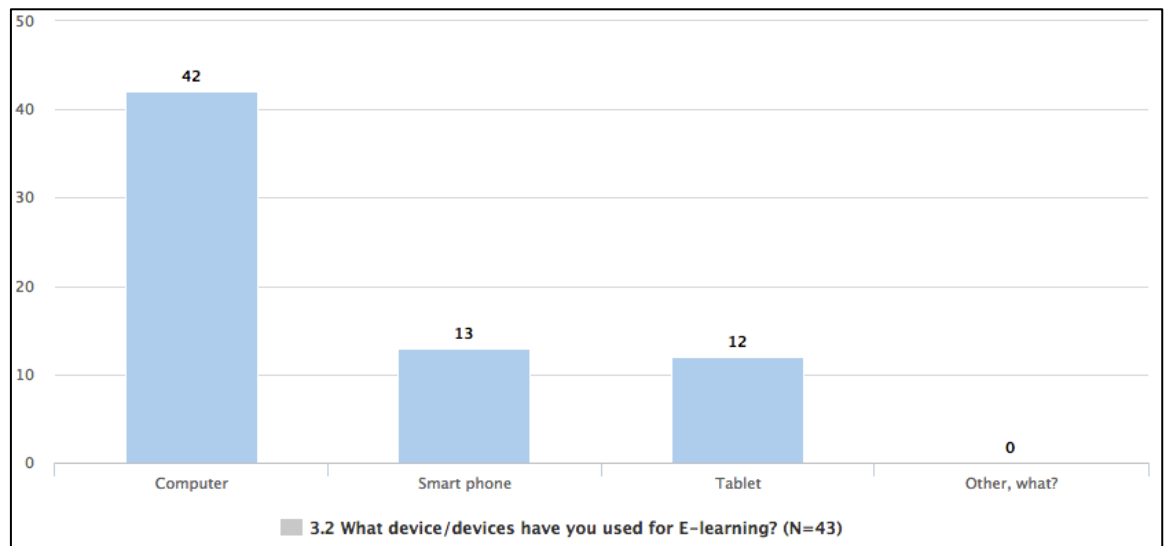


Figure 13 – Devices used for e-learning. (N=43)

4.2 Receiving training improves motivation towards work

H₁ - Receiving training improves employees' motivation towards work.

There were a total of 28 people who were receiving training in their day-to-day work (Figure 14). These participants were asked to answer few extra questions about their training. The participants were also required to rate their motivation towards work based on receiving training. According to the results, 14 participants answered that receiving training “motivates them a little bit” in their day-to-day work (Figure 15). Additionally 13 participants answered that receiving training “motivates them a lot” in their day-to-day work. Only one participant answered that receiving training “doesn’t motivate him or her at all”.

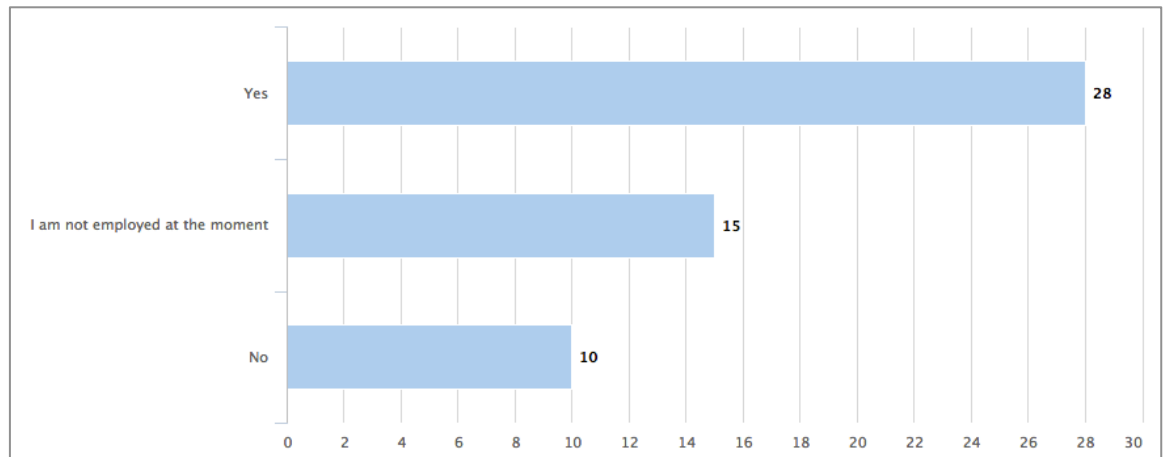


Figure 14 – Q1. Work-related training usually focuses on learning new skills or developing the already existing skills. Do you receive training in your day-to-day work? (N=53)

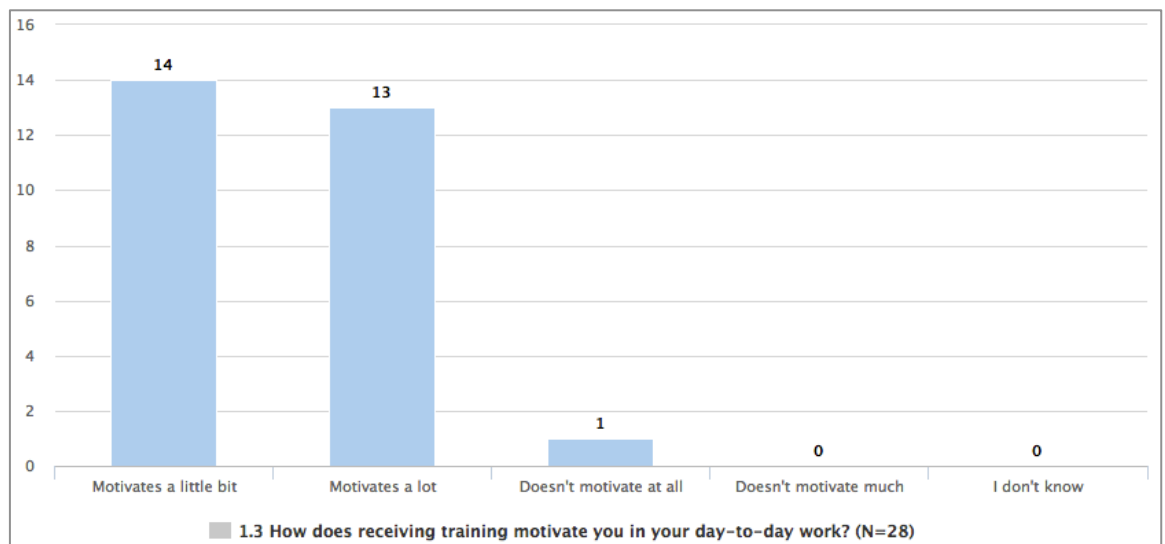


Figure 15 – Motivation towards work from participants who receive training in their day-to-day work. (N=28)

The ten people, who did not receive training in their day-to-day work, were also asked to rate their motivation towards work. Results showed these people are not very motivated towards work (Figure 16). This was done in order to compare the motivational levels between the people who receive training and the people who do not receive training.

As it can be seen from the results, there are more negative answers concerning the motivation towards work in the group of people who do not receive training in their day-to-day work (Figure 16). Thus, when comparing the motivation towards work from people who receive and do not receive work-related training, we can

say receiving training has an impact on improving employee's motivation towards work. This has also been supported by the literature about increasing employee motivation with training (section 2.1.3), which means the hypothesis (H_1) is confirmed.

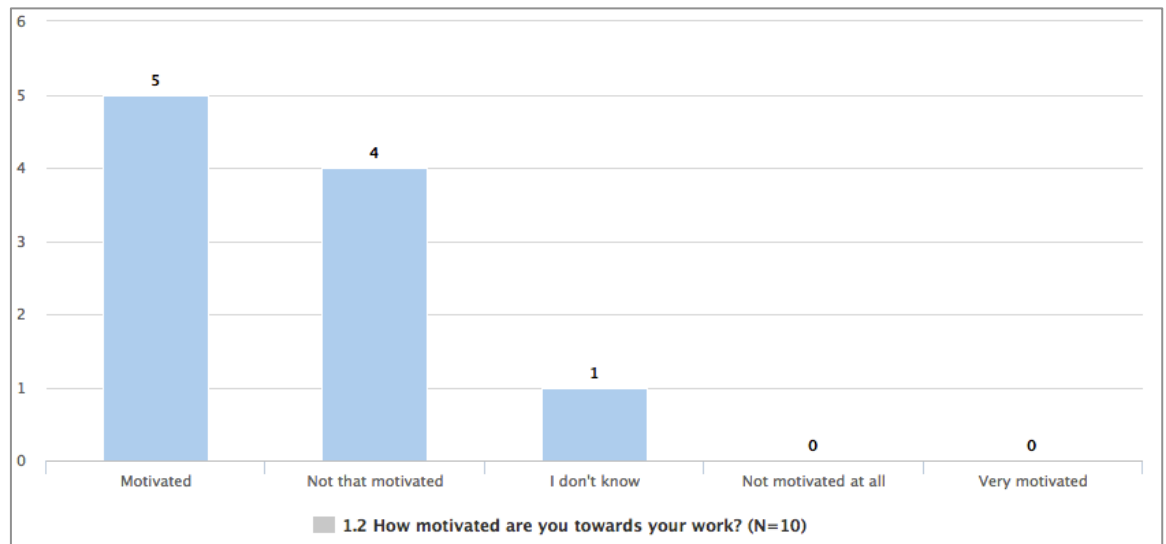


Figure 16 – Motivation towards work from participants who do not receive training in their day-to-day work. (N=10)

Additionally, the participants who were not employed at the time of the questionnaire, and the participants who were not receiving training, were asked how important it was for them to receive training in their day-to-day work. The results show that receiving training is quite or very important to most of the participants (Figure 17).

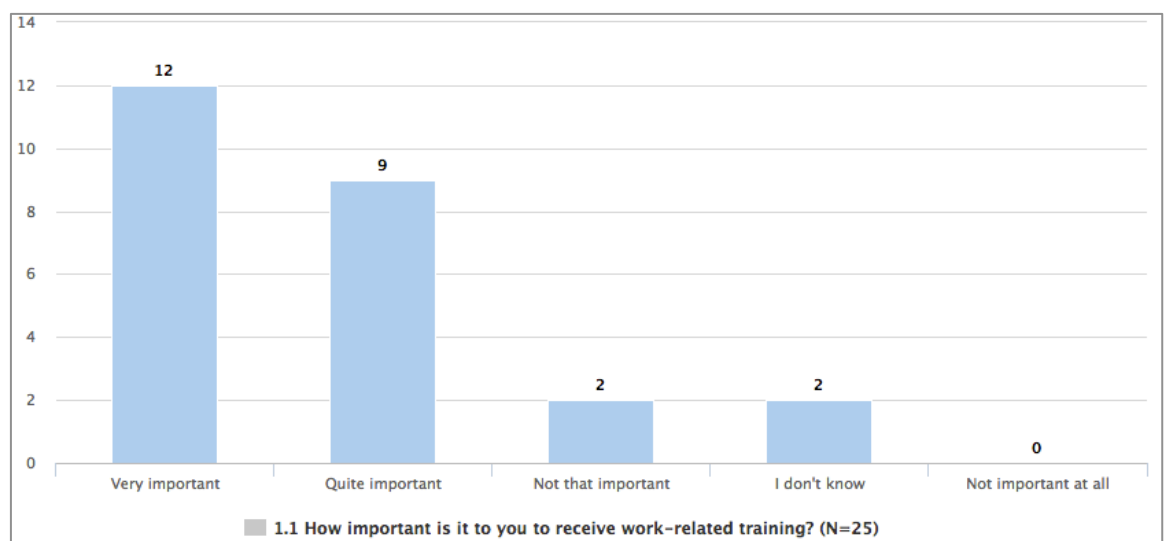


Figure 17 – Importance on training by participants who were not employed & did not receive training in their day-to-day work. (N=25)

Participants were also asked to answer to the statements about the benefits of employee training. What can be seen from the results is that employees value training possibilities and they generally think training makes them to manage their skills better, do better job, helps them to improve their skills, and somewhat improves satisfaction towards work (Figure 18). Training's effect on satisfaction towards work was lower than the researcher expected.

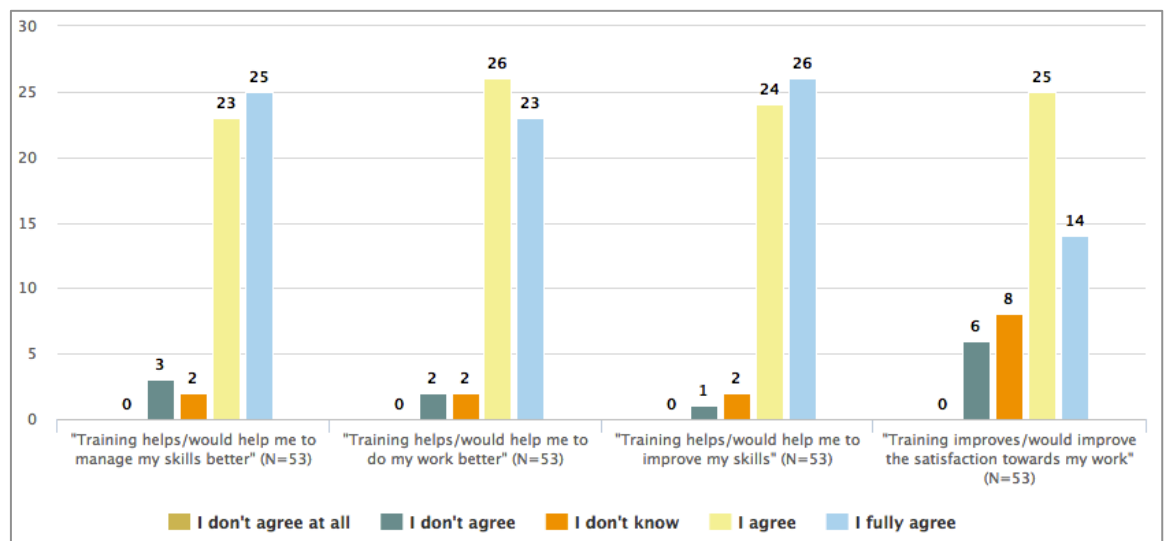


Figure 18 – Participants' agreement levels with the benefits of employee training. (N=53)

4.3 Employees prefer e-learning instead of other learning methods because of the benefits

H₂ - Employees prefer e-learning instead of other learning methods because it

H_{2.1} Reduces training-related travel time

H_{2.2} Supports different learning styles

H_{2.3} Is accessible anytime and anywhere

H_{2.4} Is easy to use

H_{2.5} Allows communication with other students

H_{2.6} Allows independent learning

The participants were first asked to rate their motivation to use e-learning based on each benefit. The results show that participants are motivated differently, and not all benefits motivate everyone in the same way (Figure 19). According to the results, the benefits of e-learning motivate participants to use e-learning for work-related training purposes.

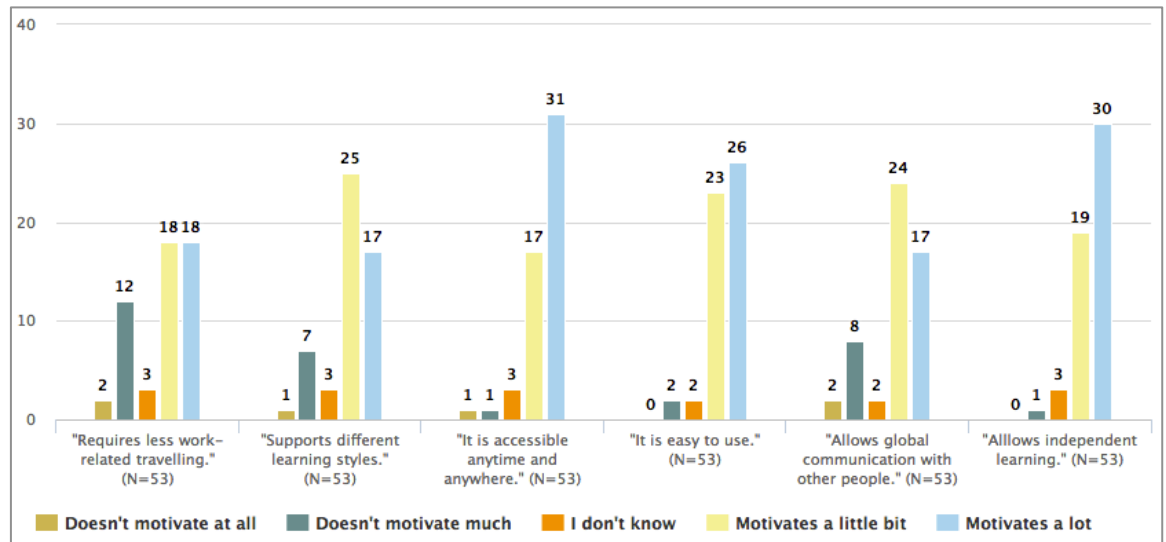


Figure 19 – Benefits of e-learning motivating employees. (N=53)

The participants were also asked to choose up to three of the most important benefits of e-learning, and put them in the order of importance. The results show mean values for each benefit of e-learning (Figure 20). The benefits with the lowest mean values were rated 1st, 2nd and 3rd. According to the results, the top most important motivators (rated in the order of importance) from the benefits of e-learning were:

- "Accessible anytime and anywhere" (mean value 1.7, rated 1st)
- "Requires less travelling" (mean value 1.8, rated 2nd)
- "Supports different learning styles" (mean value 1.9, rated 3rd)

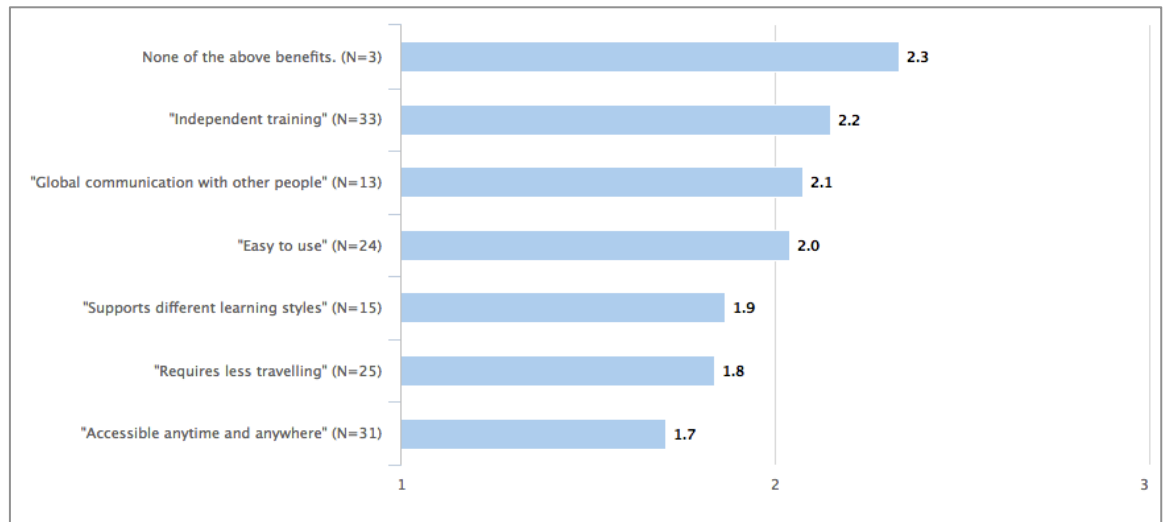


Figure 20 – Benefits of e-learning rated in the order of importance. (N=53)

The most chosen benefits, not being in the order of importance, were following (Table 1):

- "Independent training" (33 choices)
- "Accessible anytime and anywhere" (31 choices)
- "Requires less travelling" (25 choices)

Only three participants chose "None of the benefits" option (Table 1). This can mean they either did not think e-learning benefits were important to them, they were not sure which benefits to choose or for other unknown reason.

Table 1 – Participants' preferences of the benefits of e-learning. (N=53)

"Requires less travelling"	25
"Supports different learning styles"	15
"Accessible anytime and anywhere"	31
"Easy to use"	24
"Global communication with other people"	13
"Independent training"	33
None of the above benefits.	3

Furthermore, the participants were asked whether they prefer e-learning instead of other learning methods. Most of the participants prefer using e-learning for

work-related training instead of other training methods with 23 responses (Figure 21). Additionally, 19 participants would not prefer using e-learning instead of other learning methods. The rest of the respondents, which was 11 people, were not sure whether they would or not prefer using e-learning for work-related training instead of other learning methods (Figure 21).

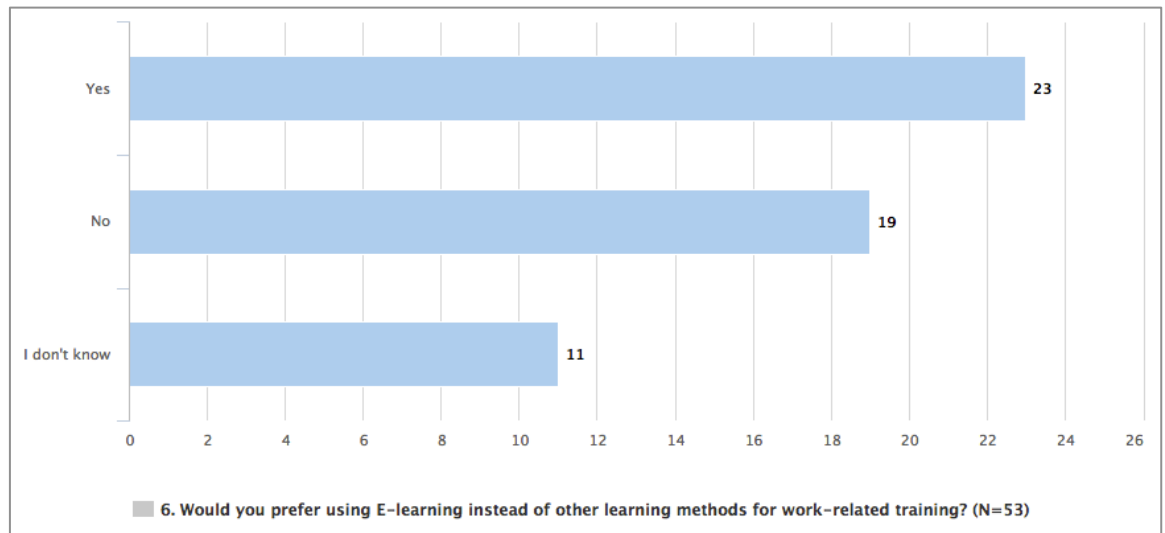


Figure 21 – Preferences of using e-learning instead of other learning methods. (N=53)

The participants who answered “yes” and “no” to the question about preferring to use e-learning instead of other learning methods, were routed to an extra question. In the extra question, the participants were required to write an explanation why they would or would not prefer to use e-learning instead of other learning methods (Table 2). This was an open answer question, which made participants able to write their explanation.

Most of the results and comments explaining why the employees would or would not prefer e-learning support the hypothesis (H_2); employees prefer e-learning instead of other methods because of the benefits. Participants valued especially the *reduced travel time*, *easiness to use*, *independence in learning* and *accessible anytime and anywhere* (Table 2).

It is noticeable that employees value different things. According to the comments from participants who did not prefer e-learning instead of other training methods,

employees have different needs and desires when it comes to work-related training (Table 3). Interestingly some participants, who do not prefer e-learning instead of other learning methods, still think it could be a valuable tool and used for a change or additional training (Table 3). This means these employees do not want to use e-learning as the only training method, but to use it as an additional method to improve the training practices in an organization.

Employees value the benefits of e-learning but some of them still prefer traditional face-to-face training sessions and meeting people based on their personal preferences (Table 3). Additionally, employees seem to have individual needs, which is also supported by the literature dealing with employee motivation (literature section 2.1.2).

Table 2 - Reasons for preferring e-learning instead of other learning methods.

Reasons why participants prefer e-learning instead of other training methods:	
"Lower costs especially for smaller companies"	"Less travelling, materials right there when I need then if I have a digital version".
"Fast, easy, can do at home."	"Saves time, I can study at home."
"I can study whenever and wherever."	"Reduces travelling. On the other hand meeting other people at the training events has it's benefits."
"It is today's world, easy, cheap and interactive."	"People can join the same specific training despite their location."
"It is not dependent on time. You can study whenever it best suits you."	"I wouldn't have to travel."
"Fast and simple. With my schedule I could use the benefits."	"I enjoy independent learning, which is not attached to time or place."
"Reduced training costs, ability to reach more variety. For example webinars could be used when it suits to schedule."	"Mainly because I can control how I learn. I can go at whatever pace suits me, and I can do it whenever I feel like doing it."
"More independent work."	"As a mother of young children I don't like to travel somewhere else. I do a lot of night shifts, which make it possible to carry out online courses and study materials. Learning starts from myself and I can set

	up my own pace. I keep myself better on track when I can read the topic, which is harder, multiple times or go back to the topic that was already studied."
"It's easy to use, and you always have it with you. I like being able to access it anywhere."	"Scheduling mainly."
"Because it is so flexible."	"Saves time from travelling and it is more flexible to carry out alongside work."
"Faster, time saving, efficient and can do again."	"Easy and effortless."

(The answers in Finnish have been translated to English by the author of this thesis)

Table 3 - Reasons for not preferring e-learning instead of other learning methods.

Reasons why participants do not prefer e-learning instead of other training methods:	
"I prefer meeting the trainer and other students face-to-face instead of impersonal electronic encountering"	"I would use e-learning additionally to normal learning methods where it is useful. For example independent learning and learning during situations where I can't learn would be intelligent. In my opinion it can't replace normal methods".
"In addition to independent learning, I require conversations and debate. I am still doubtful towards the interaction in e-learning between the students, instructor and the study group. Part of the training can be done online but the actual training days have their benefits."	"The straight contact to the trainer can't be replaced by any other method."
"Training with my coworkers is important time together. E-learning could bring some change, though."	"It is important to meet people in the training situations."
"Social interaction is important"	"It depends on the training. In some cases e-learning is "cold". As a learning industry professional, I prefer learning by doing

	and really interacting with people."
"I have never used it before and it feels complicated. I would have to know how to download a program. I also often hear that the programs won't work."	"Training sessions make it possible to share the valuable opinions openly with other students."
"I like to collaborate and share ideas. While e-learning can help bridge distance, I would prefer face to face interaction."	"I find it hard to "unplug" from day to day work and make time for e-learning as opposed to scheduled courses."
"I learn better by doing and do not retain as much information from reading and not implementing the knowledge in a real setting."	"Prefer out of the office training. It is difficult to focus on work related training when it is offered in the office, typically there are too many other distractions. Hands on learning is more beneficial to me."
"Because it is not exactly the same as face to face interaction."	"I think that by using e-learning, you can sometimes lose focus compared to when you are learning from a lecture or physical means."
"Face to face still has the human component."	"Social experience is missing. It reduces the professional feeling."
"In the traditional training where the trainer is actually there, you get more out of it and can focus better. When you look at the screen you might not be as focused. In the traditional training you have a better chance to ask questions, you see other people working in the same industry and you can see people you know. These are huge pluses."	

(The answers in Finnish have been translated to English by the author of this thesis)

All the participants were also asked how satisfied they would be if the company they work for offered e-learning for training purposes. The results were as follows: 30 participants answered they would be "satisfied", 11 participants answered they would be "very satisfied", 11 participants answered "indifferent", and only one participant answered "dissatisfied" (Figure 22). This means employees want to use e-learning for work-related training. The people who were "satisfied", "very satisfied" or "dissatisfied" were routed to an extra question, and asked to write an explanation for their answer.

Based on the comments, many participants value the benefit of e-learning being accessible anytime and anywhere (Tables 4 & 5). One of the participants wrote he or she would be satisfied if the company offered e-learning but if that was the only available training method, he or she would not be happy (Table 4). Another participant wrote that he or she would do better job if he or she was able to use e-learning (Table 4). The participant who was “dissatisfied” said that people use machines already too much. I prefer live situations more” (Table 5).

According to the research results, it seems like the hypothesis (H_2) is strongly supported. There are, however, some limitations to prove the hypothesis fully confirmed because of the relatively high amount of participants not knowing whether they prefer e-learning instead of other methods or not (Figure 21). This could be a result of lack of information, experience in e-learning or other unknown reason. Furthermore, the participants who did not prefer e-learning still gave somewhat positive comments about e-learning (Table 3). The most of the participants also answered they would be satisfied if their workplaces offered e-learning (Figure 22).

In general, employees seem to prefer and value e-learning based on its various benefits and flexibility. E-learning should be available as an additional training method as employees seem to value being able to access the learning materials despite the location or time and they would feel satisfied if it was offered (Table 5).

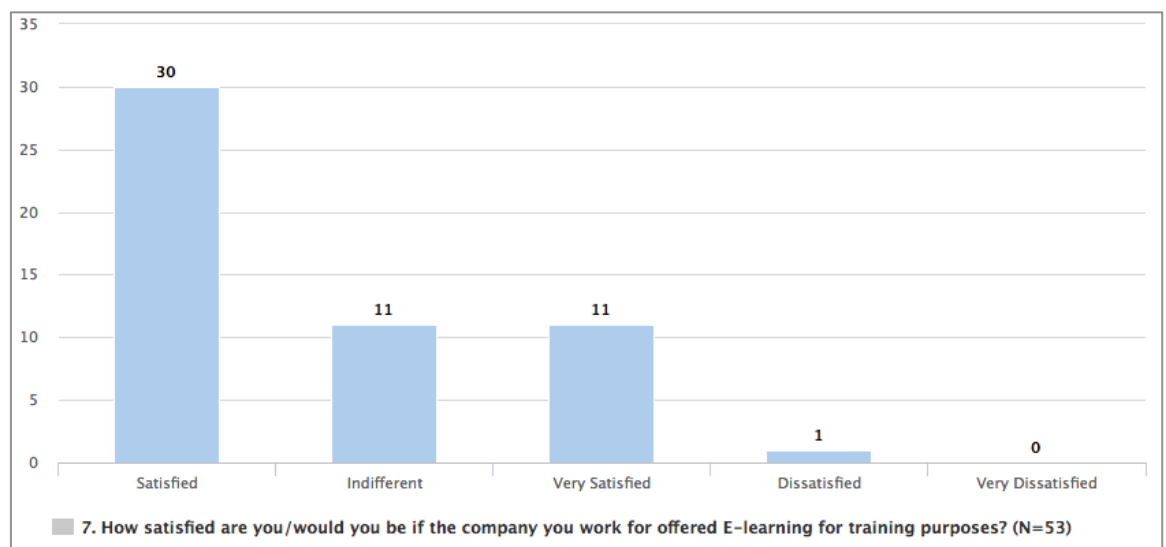


Figure 22 – Satisfaction levels if the workplaces offered e-learning for training.

Table 4 - Reasons why participants would be satisfied if their workplaces offered e-learning.

Reasons why participants would be satisfied or very satisfied if the companies they work for offered e-learning:	
"I would get concrete help and guidance to my work and I would be able to rehearse things from there."	"It would motivate me to do better job."
"I enjoy learning new things. My motto is lifelong learning."	"It would be a nice way to increase my skills."
"It makes it easier to combine work and training."	"It supports learning together. In addition you can deepen the knowledge in your areas of interests independently."
"Many trainings can be done entirely online, for example getting to know some programs. People are able to study whenever they want and they don't have to travel to the training venue."	"I think it is a better way of learning. More efficient and better use of my time."
"Easier to schedule."	"It allows me to take the courses when I'm available and have time to commit to the training. When companies are trying to cut training costs online allows me to continue to take courses without the travel costs."
"It would support my learning and would help to combine work and free-time very nicely."	"Modern training, which wouldn't be bounded to time and place."
"Because it would be modern and something different."	"It is the modern time."
"I wouldn't have to sit at boring lectures."	"Because employees can train at their convenience."
"Learning at home."	
"Because it might reduce training costs and would increase possibilities to join training programs. Now many important training events will be missed."	"I would be satisfied if we had a chance to use E-learning but if it was the only way to do training, I would be upset."

(The answers in Finnish have been translated to English by the author of this thesis.)

Table 5 – Reasons why participants would be satisfied if their workplaces offered e-learning.

Reasons why participant would be dissatisfied if the company they work for offered e-learning:	
"People use machines already too much. I prefer live situations more."	

(The answers in Finnish have been translated to English by the author of this thesis)

4.4 Extrinsic factors motivate employees to use e-learning for training

H₃ - Extrinsic motivational factors (supervisors support, praise and promotion) motivate employees to use e-learning for training.

Based on the research results, *supervisor's support*, *praise* and *promotion* are good external motivators (Figure 23). Employees seem to find the external motivators in the different way as motivation is based on the individual's needs (literature section 2.1.2). The results, however, show that *promotion* is one of the most preferable motivators with 26 of the participants choosing it as "motivates a lot" (Figure 24). *Supervisor's support* and *praise* seem to be important motivators too although some employees might need other extrinsic factors more than the others. Based on the results, and above discussion, the hypothesis (H₃) is confirmed.

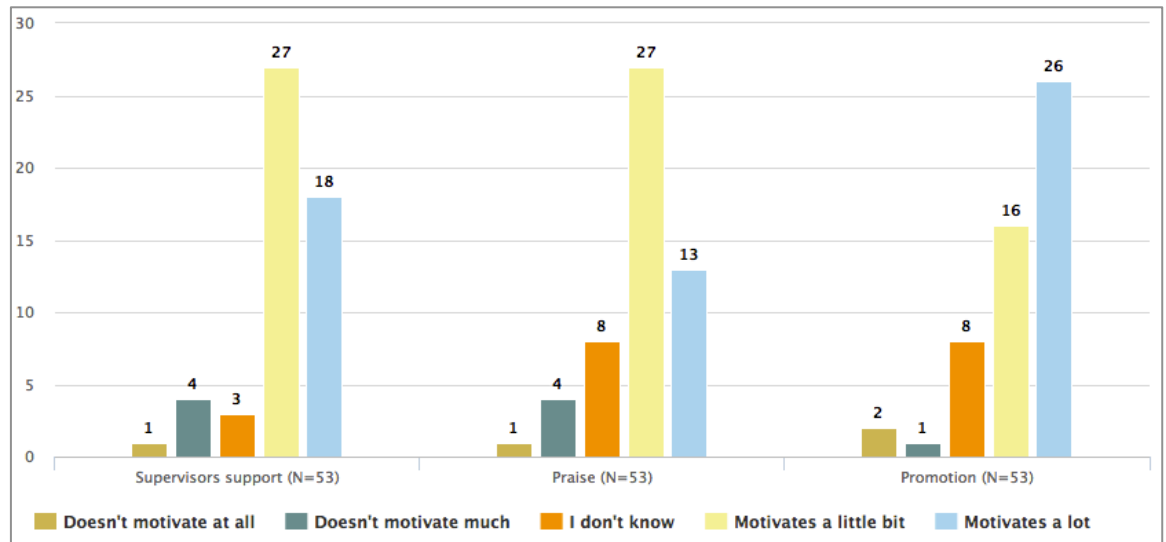


Figure 23 – Participants' motivation to use e-learning for training based on extrinsic factors. (N=53)

4.5 Intrinsic factors motivate employees to use e-learning for training

H₄ - Intrinsic (skill and career development, important work, challenging and interesting work) motivate employees to use e-learning for training.

Participants were asked to rate their motivation towards each intrinsic factor. Based on the results, the participants were strongly motivated by the factors, such as *career development*, *more interesting work*, *work that feels more important*, *skill development* and *more challenging work* (Figure 24). This shows that employees are motivated based on their personal needs. Employees also seem to want to develop their careers and skills.

Some of the participants answered *more challenging work* and *work that feels more important* are “not motivating much” or “not motivating at all”. This can mean that these participants do not place a big value on more challenging work; they could already have enough challenge or for some other reason. This is supported by the Expectancy theory (literature section 2.2.3) as different people place different value on certain things and get motivated differently.

In conclusion, employees get motivated by the intrinsic factors to use e-learning for work-related training. This, however, must be done in a way that supports the

needs of each employee and meets their expectations and values. Based on the above discussion, the hypothesis (H_4) is confirmed.

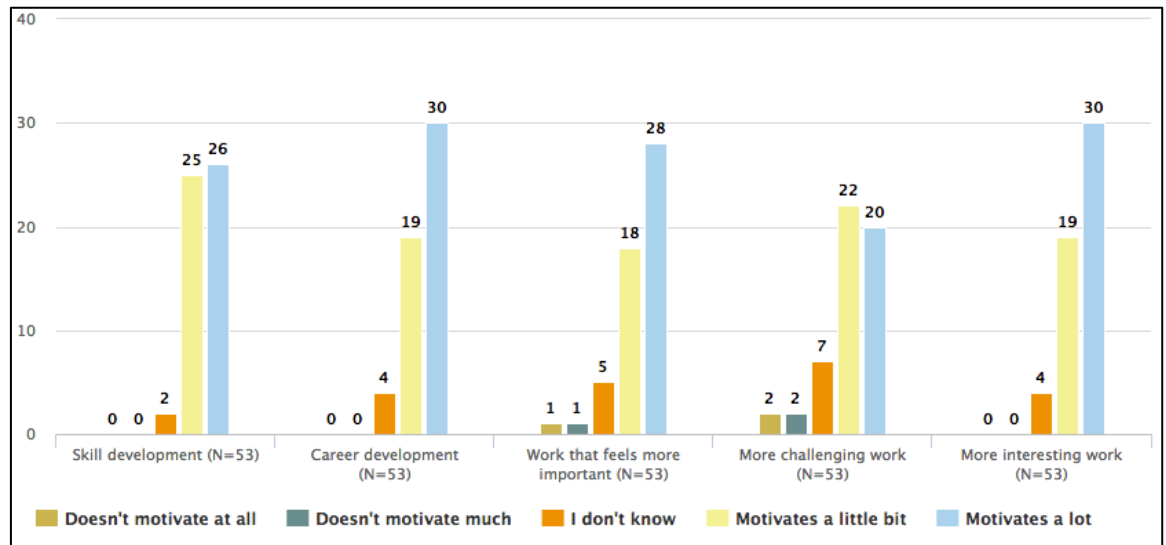


Figure 24 – Participants' motivation to use e-learning for training based on intrinsic factors. (N=53)

4.6 Rewards and incentives motivate employees to use e-learning for training

H_5 - Getting a reward or incentive (such as new work tasks, more responsibility, pay raises, and recognition) motivates employees to use e-learning for training.

First, the participants were asked whether they expect to get a reward or incentive to participate in work-related training program. What the results showed was that 29 of the participants did not expect to get a reward to go through a work-related training program (Figure 25). Only 17 participants were expecting to get a reward or incentive when seven participants did not know whether they would or not expect a reward or incentive.

Second, the participants were required to rate their motivation to use e-learning based on few incentives and rewards. The strongest incentive was *pay raise* with 30 answers for “motivating a lot” (Figure 26). The differences between the participants' preferences can be seen from the results, as people seem not wanting or needing the same things (Figure 26).

Although incentives and rewards are motivating employees to use e-learning for work-related training, more specific research questions should be asked to find out how much getting an incentive or reward actually motivates an individual to use e-learning for training, and why would it motivate the employees. In conclusion, the hypothesis (H_5) is confirmed as rewards and incentives generally motivate employees to use e-learning for training.

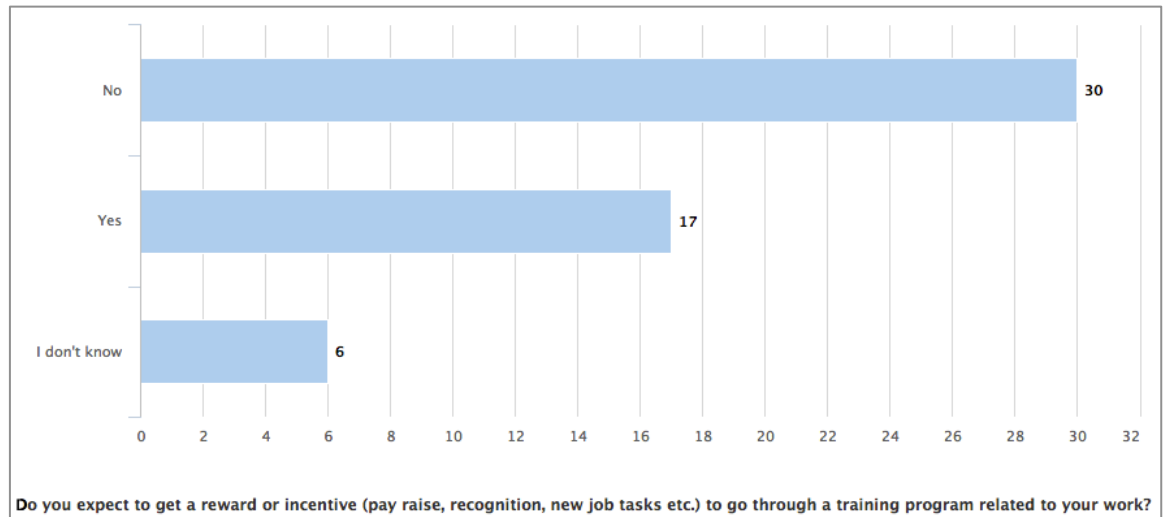


Figure 25 – Expectation of getting a reward or incentive (pay raise, recognition, new job tasks etc.) to go through a work-related training program. (N=53)

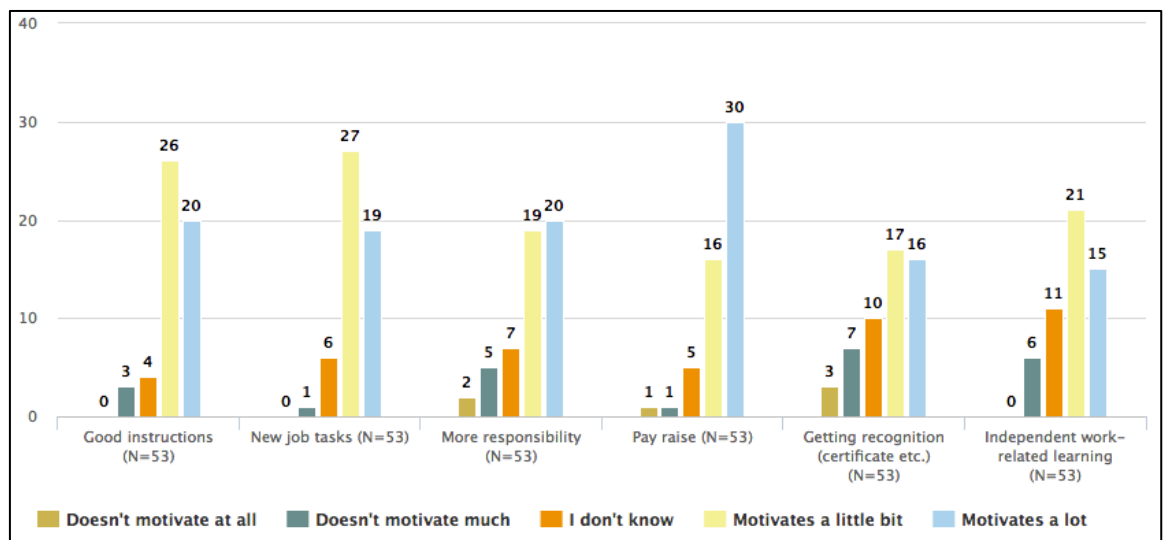


Figure 26 – Participants' motivation to use e-learning for training based on incentives and rewards. (N=53)

5 DISCUSSION AND RECOMMENDATIONS

This thesis examines the **factors affecting employees' motivation to use e-learning for training**, which is the research problem. Motivational factors, which have an impact on employees are important when organizations are planning to use e-learning methods for employee training. This section discusses about the research results and also gives recommendations for future researches.

Because the results are based only on the frequency distributions and participants' answers and explanations, they are general and distributional (Appendix 3). Therefore, the results are not fully reliable, but they may be used for directional purposes on examining the factors affecting employees' motivation towards using e-learning for training.

5.1 Discussion

The created hypotheses and questionnaire questions were based on the literature. The research results can be seen from table below (Table 6), which combines the main areas and topics of the research. All the survey questions can be seen from Appendix 1.

Table 6 - Hypotheses and research outcomes.

H₁ - Receiving training improves employees' motivation towards work.	<i>Receiving training improves employee's motivation towards work (full analysis in section 4.2)</i>
H₂ - Employees prefer e-learning instead of other learning methods because it H_{2.1} Reduces training-related travel time H_{2.2} Supports different learning styles H_{2.3} Is accessible anytime and anywhere	<i>Employees prefer e-learning instead of other learning methods but they do not want it to be the only available training method. Employees prefer e-learning based on</i>

<p>H_{2.4} Is easy to use</p> <p>H_{2.5} Allows communication with other students</p> <p>H_{2.6} Allows independent learning</p>	<p><i>the benefits (H_{2.1} – 2.6) but mostly they want to use it as an additional training method to make training possible for everyone. Employees valued especially e-learning being accessible anytime and anywhere.</i></p> <p><i>(Full analysis in section 4.3.)</i></p>
<p>H₃ - Extrinsic motivational factors (supervisors support, praise and promotion) motivate employees to use e-learning for training.</p>	<p><i>Extrinsic motivational factors motivate employees to use e-learning for training but different employees find different factors more or less motivational. The strongest extrinsic motivator was promotion (full analysis in section 4.4).</i></p>
<p>H₄ - Intrinsic (skill and career development, important work, challenging and interesting work) motivate employees to use e-learning for training.</p>	<p><i>Intrinsic motivational factors motivate employees to use e-learning for training but different employees find different factors more or less motivational. The strongest intrinsic motivators were more interesting work and career development (full analysis in section 4.5).</i></p>
<p>H₅ - Getting a reward or incentive (such as new work tasks, more responsibility, pay raises, and recognition) motivates employees to use e-learning for training.</p>	<p><i>Rewards and incentives motivate employees to use e-learning for training but not all employees expect a reward or incentive. Pay raise was the best reward/incentive.</i></p>

	(full analysis in section 4.6).
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RQ₁ . What kind of benefits does e-learning provide for employee training?

Based on the literature, e-learning can bring many benefits for employee training. E-learning can reduce training costs, it helps to provide the same quality of training for all employees, it is not limited to time, and employees are able to share knowledge with each other. (Rosenberg, 2001, 31-31.)

Based on the research results, employees value the benefits of e-learning being *accessible anytime and anywhere, being easy to use, and allowing independent learning* (Figure 19). The most important benefits (rated in the order of importance) were *accessible anytime and anywhere, requires less travelling, and supports different learning styles* (Figure 20). Thus, e-learning can bring flexibility to employees' busy life by helping them to access learning materials even at home, and make their scheduling easier. Employees also value independence in learning, which e-learning method allows. Employees seem to want to develop their careers, and skills, by combining e-learning and other training methods (Table 2). Companies should have e-learning available as employees want to have such modern, diverse and beneficial training method available.

RQ₂ - What are the factors affecting employees' motivation to use e-learning for training?

RQ₂ was also the research problem of this study. Employees get motivated differently as motivation is based on individual's personal goals and desires (literature section 2.1.2). According to the research results, some of the factors affecting employees' motivation to use e-learning for training are the *extrinsic (promotion, supervisor's support)* and *intrinsic factors (career development, more interesting work, work that feels important)* (Figures 23 & 24). These factors are also strongly supported by the literature (section 2.1.2).

The research results also showed that employees are motivated to use e-learning, because of its various benefits. The most valued beneficial factors of e-

learning were *accessible anytime and anywhere*, *supporting different learning styles*, and *easiness to use*, and employees also get motivated by *independent learning* (Figures 19 & 20).

The findings are interesting, although it was known that employees get motivated differently to use e-learning for training. Some employees might be more familiar with the modern technology, and use it more in day-to-day work than the others, which may affect their attitude towards using e-learning for training.

Nevertheless, employees get motivated to use e-learning for training mainly because of its benefits. E-learning could be a good solution for busy lives and long distances; employees would not have to travel that much, and they could learn more often (Table 4). Employee motivation to use e-learning is based on personal needs, values, goals, and the benefits of e-learning. E-learning works as an additional training method in each organization, as it makes each employee able to enhance his or her skills whenever, and wherever he or she wants. In order to support all employees, companies should have different kind of training methods available so that people, who want to do most of the training sessions face-to-face, can still get them.

RQ₃ - How to motivate employees to use e-learning for training?

Organizations have different training methods available, and training also occurs differently (Figures 9&10). This is most likely based on different jobs; some jobs may require more training than the others, and some workplaces may have more resources for training than the others. Additionally, some jobs can use variety of training methods while some jobs may be compatible with fewer methods.

Based on research results, employees value work-related training, which is generally important for them (Figure 18). Companies can motivate their employees to use e-learning for training by offering incentives and rewards such as *pay raises*, *recognition*, *giving more responsibility* and *providing support and good instructions* (Figure 26). Not all of the employees need incentives or rewards to

use e-learning for training as they get motivated differently, and value different things.

Employee motivation can also be affected if continuous learning is not required or supported by the job or organization. Also, if the employee does not have a personal desire for development, he or she might not be willing to even try new learning methods. Companies should plan e-learning training based on the needs of employees'. When needs and goals are identified and supported, e-learning will be more effective, and employees are more motivated to use it.

5.2 Recommendations

Because this research faced some limitations with the collection of the data, it is recommended that future researches use both quantitative and qualitative research methods to examine the topic. It is also recommended that already existing researches will be used when designing the research questions.

More specific questions should be created in order to find out what are the most important motivational factors for employees when using e-learning. It is also recommended that future researches use more motivational theories as a theoretical background and support because it would give better base for questionnaire questions. One of the major limitations in this research was the fact that the extrinsic and intrinsic questions were asked separately, and the participants were not able to compare them in the same question. In order to find out the most important factors, future researches should be more open, and interview the participants to find out what exactly motivates or would motivate them to use e-learning for training. Future studies should be conducted on the individual level.

The descriptive and quantitative research methods used in this study were able to find out the general information about the factors that affect employees' motivation to use e-learning for training. One suggestion is that future researches will use experimental quantitative research to find out what factors affect employees' motivation to use e-learning. Experimental quantitative research examines the

before-after phenomenon, which could be a good tool to see how the motivational factors actually worked (University of Southern California, 2017).

6 CONCLUSIONS

Based on the literature, and the research results, employees have different needs. What works with one employee might not work with another employee. People get motivated differently and therefore there should be a variety of motivators available.

In general, employees are familiar with e-learning, and want to use it for work-related training (Figures 11, 12 & 21). Research results showed that employees like e-learning but they do not want to replace other learning methods with it. Instead, they would like to have it available as an additional and supportive training method on top of the traditional methods (Tables 2 & 4). Participants stated that e-learning is the modern way of learning, and it would make for example their time management easier, and training more flexible. As some participants also stated, e-learning could bring savings for organizations (Table 4).

Employees are willing to try and use e-learning, as it is important for them to develop their skills and careers (Figures 21, 22 & 24). Employees get motivated by the benefits of e-learning, and many workplaces already use some kind of e-learning methods for training (Figures 10 & 19).

E-learning supports learning by bringing flexibility, and it is a great way to increase the know-how levels in an organization by allowing unlimited access to learning materials. As one participant, a mother of young children wrote, she prefers e-learning because she does not like to leave the house, and she likes that she can go through the study materials as many times as possible (Table 2).

E-learning does not necessary have to replace other training methods. Instead, it can be used to support the other training methods by bringing flexibility and accessibility despite the location and time. HR managers should listen to the employees' needs, wants and desires in order to plan the best and most effective e-learning entity. It is recommended that employees get support, guidance, rewards and instructions to use e-learning for work-related training, and that the whole company culture supports continuous learning.

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QUESTIONNAIRE IN ENGLISH

Factors Affecting Employee's Motivation to Use E-learning for Training

Hi!

And welcome to the questionnaire, which aims to find out the factors that affect employees' motivation to use E-learning for training. This questionnaire will be anonymous so there is no need to fill out any personal information. In addition, it will take approximately 10 minutes of your valuable time to complete the questionnaire.

This questionnaire is part of a Bachelor of Business Administration thesis research and the commissioning party is Fune Trainer Ltd. The creator of the questionnaire is a 3rd year student from Kajaani University of Applied Sciences, Finland.

The responses will bring valuable and interesting information about employees' thoughts about using E-learning for training. The results of this questionnaire will be published in the final thesis research and on Fune Trainer's website and social media channels.

If you have questions or you'd wish to learn more about the questionnaire, don't hesitate to contact me at elisakemppainen@kamk.fi.

Kind regards,

Elisa Kemppainen



NOTICE! Questions marked with * are compulsory. When you are going to the next page by clicking "Next", your answers will be saved and you cannot change them anymore.

1) * 1. Work-related training usually focuses on learning new skills or developing the already existing skills. Do you receive training in your day-to-day work?

☐

Yes

☐

No

☐

I am not employed at the moment



2) * 1.1 How often do you participate in offered training?

☐

Daily

☐

Weekly

- ☐ Monthly
- ☐ Few times a year
- ☐ Once a year
- ☐ I don't participate in training

3) 1.2 What kind of training methods does the company you work for use? Please choose all that apply.

- ☐ Physical training materials (papers, folders, etc.)
- ☐ Digital training materials (PDF, audio, video and PowerPoint files etc.)
- ☐ On-site training (training sessions with supervisor etc.)
- ☐ Off-site training (conferences, training days, etc.)
- ☐ E-learning (online courses, webinars, etc.)
- ☐ Other,
what?

4) * 1.3 How does receiving training motivate you in your day-to-day work?

- ☐ Doesn't motivate at all
- ☐ Doesn't motivate much
- ☐ I don't know
- ☐ Motivates a little bit
- ☐ Motivates a lot



5) * 1.1 How important is it to you to receive work-related training?

- ☐ Not important at all
- ☐ Not that important
- ☐ I don't know
- ☐ Quite important
- ☐ Very important



6) * 1.2 How motivated are you towards your work?

- ☐ Not motivated at all
- ☐ Not that motivated
- ☐ I don't know
- ☐ Motivated

☐ Very motivated



7) * 2. The following statements are benefits of employee training. Do you agree or disagree with the following statements?

	I don't agree at all	I don't agree	I don't know	I agree	I fully agree
"Training helps/would help me to manage my skills better"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Training helps/would help me to do my work better"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Training helps/would help me to improve my skills"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Training improves/would improve the satisfaction towards my work"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) * 3. E-learning ("electronic learning") uses Internet technologies for training. E-learning is usually implemented by using computers, smart phones or tablets to access learning materials such as online courses. Have you used E-learning for training before?

☐ Yes

☐ No

☐ I am not sure



9) * 3.1 What kind of E-learning methods have you used? Please choose all that apply.

☐ Online courses

☐ Learning Management Systems (online platforms where E-learning can be controlled, documented and implemented)

☐ Learning Portals (website where all learning materials can be accessed)

☐ Individual digital learning materials (video, audio, PDF, PowerPoint etc.)

☐ Online forums

☐ Webinars

☐ Other,

what?

10) * 3.2 What device/devices have you used for E-learning?

☐ Computer

☐ Smart phone

☐ Tablet

☐ Other,
what?



11) * 3.1 Why haven't you tried E-learning before?

- ☐ I am not interested in it
- ☐ I haven't had the possibility
- ☐ I didn't know about it before
- ☐ Other,
what?



12) * 4. How would the following benefits of E-learning training motivate you to use E-learning for work-related training?

	Doesn't motivate at all	Doesn't motivate much	I don't know	Motivates a little bit	Motivates a lot
"Requires less work-related travel- ling."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Supports different learning styles."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"It is accessible anytime and any- where."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"It is easy to use."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Allows global communication with other people."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Allows independent learning."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13) 5. Which one of the following benefits that E-learning provides for training are/would be the most important to you? Please choose max. three and drag them to the box in the order of importance.

"Requires less work-related travelling."

"Supports different learning styles."

"It is accessible anytime and anywhere."

"It is easy to use."

"Allows global communication with other people."

"Allows independent learning."

14) * 6. Would you prefer using E-learning instead of other learning methods for work-related training?

☐ Yes

☐ No

☐ I don't know



15) * 6.1 Why would you prefer e-learning instead of the other learning methods? Please write below.



16) * 6.1 Why wouldn't you prefer e-learning instead of the other learning methods? Please write below.



17) * 7. How satisfied are you/would you be if the company you work for offered E-learning for training purposes?



18) * 9.1 Why would you be satisfied?



19) * 7.1 Why wouldn't you be satisfied?



20) * 8. How much do/would the following external factors motivate you to use E-learning for training?

	Doesn't motivate at all	Doesn't motivate much	I don't know	Motivates a little bit	Motivates a lot
Supervisors support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21) * 9. How much do/would the following internal factors motivate you to use E-learning for training?

	Doesn't motivate at all	Doesn't motivate much	I don't know	Motivates a little bit	Motivates a lot
Skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work that feels more important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More challenging work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More interesting work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22) * 10. Do you expect to get a reward or incentive (pay raise, recognition, new job tasks etc.) to go through a training program related to your work?

- ☐ Yes
- ☐ No
- ☐ I don't know

23) * 11. How much do/would the following factors motivate you to use E-learning for training?

	Doesn't motivate at all	Doesn't motivate much	I don't know	Motivates a little bit	Motivates a lot
Good instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New job tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pay raise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting recognition (certificate etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent work-related learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



24) * 12. Do you work in Finland?

- ☐ Yes

- ☐ No
- ☐ I am not currently employed



25) 12.1 In which country do you work?

--



26) * 13. How many people are employed with the company you work for?

- ☐ 20 or less
- ☐ 21 - 50
- ☐ 51 - 100
- ☐ 101 - 199
- ☐ 200 or more
- ☐ I don't know
- ☐ I am not currently employed

27) * 12.4 What is the company's annual turnover?

- ☐ Less than million euros
- ☐ 1 - 19 million euros
- ☐ 20 - 29 million euros
- ☐ 30 - 39 million euros
- ☐ 40 - 49 million euros
- ☐ 50 million euros or more
- ☐ I don't know
- ☐ I am not currently employed

28) 15. Please choose your gender.

- ☐ Female
- ☐ Male

29) * 16. Please choose your age group.

- ☐ 18 or under

- ☐ 19 - 29
- ☐ 30 - 39
- ☐ 40 - 49
- ☐ 50 or over

30) 17. Do you have any comments related to E-learning? You may write your thoughts here.

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FREQUENCY TABLES

EMPLOYEE TRAINING:

1. "Are you receiving training in your day-to-day work?"					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am not employed at the moment	15	28,3	28,3	28,3
	No	10	18,9	18,9	47,2
	Yes	28	52,8	52,8	100,0
	Total	53	100,0	100,0	

1.1 "How often do you participate in offered training?"					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weekly	4	7,5	14,3	14,3
	Monthly	7	13,2	25,0	39,3
	Few times a year	13	24,5	46,4	85,7
	Once a year	4	7,5	14,3	100,0
	Total	28	52,8	100,0	
Missing	System	25	47,2		
Total		53	100,0		

1.2 What kind of training methods does the company you work for use? Please choose all that apply.				
		Responses		Percent of Cases
		N	Percent	
Training Methods ^a	"Physical training materials (papers, folders etc.)"	16	16,7%	57,1%
	"Digital training materials (PDF, audio, video and PowerPoint etc.)"	18	18,8%	64,3%
	"On-site training (training sessions with supervisor etc.)"	22	22,9%	78,6%
	"Off-site training (conferences, training days etc.)"	21	21,9%	75,0%
	"E-learning (online courses, webinars etc.)"	19	19,8%	67,9%
Total		96	100,0%	342,9%
a. Dichotomy group tabulated at value 1. *				

"Other, what?"				
		Frequency	Percent	Cumulative Percent
Valid		52	98,1	98,1
	Peer to peer	1	1,9	100,0
	Total	53	100,0	

1.3 "How does receiving training motivate you in your day-to-day work?"

		Frequen- cy	Percent	Valid Per- cent	Cumulative Percent
Valid	Doesn't motivate at all	1	1,9	3,6	3,6
	Motivates a little bit	14	26,4	50,0	53,6
	Motivates a lot	13	24,5	46,4	100,0
	Total	28	52,8	100,0	
Miss- ing	System	25	47,2		
Total		53	100,0		

1.2 "How important is it to you to receive work-related training?"

		Frequen- cy	Percent	Valid Per- cent	Cumulative Percent
Valid	Not that im- portant	2	3,8	8,0	8,0
	I don't know	2	3,8	8,0	16,0
	Quite important	9	17,0	36,0	52,0
	Very important	12	22,6	48,0	100,0
	Total	25	47,2	100,0	
Miss- ing	System	28	52,8		
Total		53	100,0		

1.2 "How motivated are you towards your work?" (Participants not receiving training)

		Frequen- cy	Percent	Valid Per- cent	Cumulative Percent
Valid	Not that motivat- ed	4	7,5	40,0	40,0
	I don't know	1	1,9	10,0	50,0
	Motivated	5	9,4	50,0	100,0
	Total	10	18,9	100,0	
Miss- ing	System	43	81,1		
Total		53	100,0		

2. “The following statements are benefits of employee training. Do you agree or disagree with the following statements?”

		Responses		Percent of Cases
		N	Percent	
BenefitsOfTraining ^a	I don't agree	12	5,7%	22,6%
	I don't know	14	6,6%	26,4%
	I agree	98	46,2%	184,9%
	I fully agree	88	41,5%	166,0%
Total		212	100,0%	400,0%
a. Group				

E-LEARNING:

3. “E-learning (“electronic learning”) uses Internet technologies for training. E-learning is usually implemented by using computers, smart phones or tablets to access learning materials such as online courses. Have you used E-learning for training before?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	81,1	81,1	81,1
	No	10	18,9	18,9	100,0
	Total	53	100,0	100,0	

3.1 “What kind of E-learning methods have you used? Please choose all that apply.”				
		Responses		Percent of Cases
		N	Percent	
ElearningMethods ^a	"Online courses"	29	20,4%	67,4%
	"Learning Management Systems (online platforms where E-learning can be controlled, documented and implemented)"	25	17,6%	58,1%
	"Learning Portals (website where all learning materials can be accessed)"	31	21,8%	72,1%
	"Individual digital learning materials (video, audio, PDF, PowerPoint etc.)"	29	20,4%	67,4%
	"Online Forums"	11	7,7%	25,6%
	"Webinars"	17	12,0%	39,5%
	Total	142	100,0%	330,2%
a. Dichotomy group tabulated at value 1.				

"Other, what?"				
		Frequency	Percent	Valid Percent
				Cumulative Percent
Valid		52	98,1	98,1
	Moodle	1	1,9	100,0
	Total	53	100,0	100,0

3.2 “What device/devices have you used for E-learning?”				
		Responses		Percent of Cases
		N	Percent	
UsedDevices ^a	"Computer"	42	62,7%	97,7%
	"Smart Phone"	13	19,4%	30,2%
	"Tablet"	12	17,9%	27,9%
Total		67	100,0%	155,8%

a. Dichotomy group tabulated at value 1.

4. “How would the following benefits of E-learning training motivate you to use E-learning for work-related training?”

		Responses		Percent of Cases
		N	Percent	
BenefitsOfElearning ^a	Doesn't motivate at all	6	1,9%	11,3%
	Doesn't motivate much	31	9,7%	58,5%
	I 1 know	16	5,0%	30,2%
	Motivates a little bit	125	39,3%	235,8%
	Motivates a lot	140	44,0%	264,2%
Total		318	100,0%	600,0%

a. Group

5. “Which one of the following benefits that E-learning provides for training are/would be the most important to you? Please choose max. three and drag them to the box in the order of importance.”

		Responses		Percent of Cases
		N	Percent	
ImportanceOfBenefitsOfElearning ^a	"Requires less travelling"	25	17,4%	48,1%
	"Supports different learning styles"	15	10,4%	28,8%
	"Accessible anytime and anywhere"	31	21,5%	59,6%
	"Easy to use"	24	16,7%	46,2%
	"Global communication with other people"	13	9,0%	25,0%
	"Independent training"	33	22,9%	63,5%
	"None of the benefits"	3	2,1%	5,8%
Total		144	100,0%	276,9%

a. Dichotomy group tabulated at value 1.

6. "Would you prefer using E-learning instead of other learning methods for work related training?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	11	20,8	20,8	20,8
	No	19	35,8	35,8	56,6
	Yes	23	43,4	43,4	100,0
	Total	53	100,0	100,0	

7. "How satisfied would you be if the company you work for offered E-learning for training"?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dissatisfied	1	1,9	1,9	1,9
	Indifferent	11	20,8	20,8	22,6
	Satisfied	30	56,6	56,6	79,2
	Very satisfied	11	20,8	20,8	100,0
	Total	53	100,0	100,0	

MOTIVATIONAL FACTORS TO USE E-LEARNING FOR TRAINING:

8. "How much do/would the following external factors motivate you to use E-learning for training?"

		Responses		Percent of Cases
		N	Percent	
ExternalFactor-s ^a	Doesn't motivate at all	4	2,5%	7,5%
	Doesn't motivate much	9	5,7%	17,0%
	I don't know	19	11,9%	35,8%
	Motivates a little bit	70	44,0%	132,1%
	Motivates a lot	57	35,8%	107,5%
Total		159	100,0%	300,0%
a. Group				

9. "How much do/would the following internal factors motivate you to use E-learning for training?"

		Responses		Percent of Cases
		N	Percent	
InternalFactor-s ^a	Doesn't motivate at all	3	1,1%	5,7%
	Doesn't motivate much	3	1,1%	5,7%
	I don't know	22	8,3%	41,5%
	Motivates a little bit	103	38,9%	194,3%
	Motivates a lot	134	50,6%	252,8%
Total		265	100,0%	500,0%
a. Group				

10. "Do you expect to get a reward or incentive (pay raise, recognition, new job tasks etc.) to go through a training program related to your work?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	6	11,3	11,3	11,3
	No	30	56,6	56,6	67,9
	Yes	17	32,1	32,1	100,0
	Total	53	100,0	100,0	

11. How much do/would the following factors motivate you to use E-learning for training?

		Responses		Percent of Cases
		N	Percent	
IncentivesAndRewards ^a	Doesn't motivate at all	6	1,9%	11,3%
	Doesn't motivate much	23	7,2%	43,4%
	I don't know	43	13,5%	81,1%
	Motivates a little bit	126	39,6%	237,7%
	Motivates a lot	120	37,7%	226,4%
Total		318	100,0%	600,0%
a. Group				

BACKGROUND INFORMATION OF PARTICIPANTS:

12. "Do you work in Finland?"		Fre- quency	Per- cent	Valid Per- cent	Cumulative Percent
Valid	Yes	27	50,9	50,9	50,9
	No	13	24,5	24,5	75,5
	I am not currently employed	13	24,5	24,5	100,0
	Total	53	100,0	100,0	

13. "How many people are employed with the company you work for?"		Fre- quency	Per- cent	Valid Per- cent	Cumulative Percent
Valid	20 or less	8	15,1	15,1	15,1
	21 - 50	6	11,3	11,3	26,4
	51 - 100	6	11,3	11,3	37,7
	101 - 199	4	7,5	7,5	45,3
	200 or more	15	28,3	28,3	73,6
	I am not currently employed	14	26,4	26,4	100,0
	Total	53	100,0	100,0	

12.4 "What is the company's annual turnover?"		Fre- quency	Per- cent	Valid Per- cent	Cumulative Percent
Valid	Less than million euros	6	11,3	11,3	11,3
	1 - 19 million euros	9	17,0	17,0	28,3
	50 million euros or more	7	13,2	13,2	41,5
	I don't know	17	32,1	32,1	73,6
	I am not currently employed	14	26,4	26,4	100,0
	Total	53	100,0	100,0	

15. "Please choose your gender"					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	38	71,7	71,7	71,7
	Male	15	28,3	28,3	100,0
	Total	53	100,0	100,0	

16. "Please choose your age group"					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19 - 29	25	47,2	47,2	47,2
	30 - 39	7	13,2	13,2	60,4
	40 - 49	11	20,8	20,8	81,1
	50 or over	10	18,9	18,9	100,0
	Total	53	100,0	100,0	