

Impact of Microlearning in Employee Skill and Development at BICS Global, Chennai

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Abstract

The study examines the impact of microlearning on employee skill development and training effectiveness in organizational settings. It focuses on the use of short, structured, and focused learning modules delivered through digital platforms such as mobile applications, videos, and interactive tools. The study highlights that microlearning improves knowledge retention, employee engagement, and participation by presenting information in small and manageable segments. It also emphasizes the flexibility of this approach, allowing employees to learn at their own pace without disrupting their work schedules. The findings suggest that microlearning supports continuous skill development, enhances job performance, and helps organizations effectively address skill gaps. Overall, the study concludes that microlearning is a cost-effective and efficient training strategy that significantly contributes to employee development and organizational performance in today's dynamic work environment.

Keywords: Microlearning, Employee Skill Development, Training Effectiveness, Knowledge Retention, Employee Engagement, Workplace Training, Organizational Performance, Continuous Learning, Employee Development.

Introduction

Microlearning is a modern training approach that delivers learning content in small, focused, and easily understandable modules. It is designed to help learners acquire knowledge and skills in a short period of time without overwhelming them with large amounts of information. This method is widely used in organizations to support employee training and development, as it can be accessed anytime and anywhere through digital platforms such as mobile apps, videos, and online quizzes. Microlearning improves attention, increases knowledge retention, and enhances engagement by breaking complex topics into simple and manageable parts. In the context of employee development, it plays an important role in improving performance and supporting continuous learning in the workplace.

Review of Literature

Microlearning has gained significant importance in recent years as an effective and flexible approach to employee training and development in both educational and corporate settings. Buckley and Castro Jorge (2025) examined microlearning in terms of its design, application, and impact, highlighting instructional design, digital delivery, flexibility, and knowledge retention as key elements influencing learning effectiveness. The study also emphasized that microlearning supports just-in-time learning and allows employees to access content anytime, thereby improving continuous learning practices. Luo Yu, Poh-Chuin Teo, Theresa C.F. Ho, and Shathees Baskaran (2024) explored microlearning implementation strategies and found that it improves employee engagement, motivation, skill development, and talent retention, contributing to workforce stability and reduced turnover rates. Kannan (2024) assessed the effectiveness of microlearning in employee training programs and concluded that it enhances employee engagement, knowledge retention, and overall performance, while also enabling faster learning and better adaptability to changing job requirements. Similarly, Choudhary P. and Potdar P. (2024) emphasized that microlearning improves employee engagement and knowledge retention compared to traditional training methods, with employees preferring its short and flexible modules, which facilitate better understanding and practical application of skills in the workplace. The study also highlighted cost-effectiveness and time efficiency as additional benefits for organizations. Furthermore, Mostrady, Sanchez-Lopez, and Gonzalez-Sanchez (2024) analyzed the effectiveness of microlearning in modern education and found that it increases student engagement, understanding, and knowledge retention while reducing cognitive load, making learning more focused and efficient. Overall, these studies indicate that microlearning plays a crucial role in enhancing learning outcomes, improving employee performance, and supporting organizational effectiveness in a digital learning environment.

Research Objectives

- To examine the impact of microlearning based training on employee performance.
- To analyze the relationship between microlearning training and employee learning effectiveness.

Research Methods

The study adopts a descriptive research design to investigate the effect of micro-learning on employee skill development and performance in the organization. This design can be used to analyse the employee perception, engagement levels, learning effectiveness and performance outcome associated with microlearning practices. The total population of the study consists of 124 employees, and the sample size selected for the study is 94 respondents. Simple random sampling technique was used in the study to ensure that every employee has an equal opportunity to participate in the study. Structured questionnaires were used to collect data directly from the employees to ensure that the data is accurate and relevant to the study on microlearning and employee development. Secondary data was collected from academic journals, company records, books, research articles and industry reports to support the theoretical framework and the general understanding of the study.

Statistical Tools

Regression analysis was used to determine the impact of microlearning on employee skill development and performance by analyzing how independent variables such as training factors and employee perception influence the dependent variable, employee performance. Correlation

analysis was also used to identify the relationship between microlearning and employee skill development by measuring the strength and direction of the relationship between the variables.

Data Analysis and Interpretation

Table 1 Demographic Representation

Variable	Category	Frequency	Percentage
Gender	Male	58	61.1
	Female	37	38.9
Marital status	Married	44	46.3
	Unmarried	51	53.7
Age	Below 25	44	46.3
	25 - 35	45	47.4
	36 - 45	2	2.1
	Above 45	4	4.2
Education Qualification	Undergraduate	45	47.4
	Postgraduate	42	44.2
	Diploma	3	3.2
	Others	5	5.3
Years of Experience	Less than 1 year	46	48.4
	1 - 3 years	49	51.6
Employment Type	Full -time	49	51.6
	Part - time	26	27.4
	Intern	20	21.1

Source: Primary survey

The majority of respondents are male (61.1%), indicating a higher representation of male employees in the study. The largest age group falls within 25–35 years (47.4%), followed closely by those below 25 years (46.3%), showing that most respondents are young professionals. A significant proportion of respondents hold undergraduate (47.4%) and postgraduate (44.2%) qualifications, reflecting a well-educated workforce. In terms of experience, most respondents have 1–3 years of work experience (51.6%), indicating early-stage career employees. Additionally, the majority are full-time employees (51.6%), suggesting stable employment status among respondents.

Regression Analysis

Regression is the determination of statistical relationship between two or more variables. In simple regression two variables are used. One variable (independent) is the cause of the behaviour of another one (dependent). When there are more than two independent variables the analysis concerning relationship is known as multiple correlations and the equation describing such relationship is called as the multiple regression equation.

Ho: There is no significant relationship between the impact of microlearning based training on employee performance

(H₀): There is no significant relationship between microlearning and employee training effectiveness

Table 3 Microlearning and Employee Training Effectiveness Relationship

Factors		Microlearning	Effectiveness
Microlearning	Pearson Correlation	1	0.239*
	Sig. (2-tailed)		.020
Effectiveness	Pearson Correlation	0.239*	1
	Sig. (2-tailed)	.020	

Source: Primary survey

The Pearson correlation coefficient between microlearning and effectiveness is 0.239 which indicate ($0.239^2 = 0.0571$) 5.71% positive relationship between microlearning and employee learning effectiveness and is significant at 5% level. The correlation value of 0.239 reveals that when microlearning training increases, employee learning effectiveness also tends to increase in the same direction. Although the relationship is weak in strength, it is statistically significant as the p-value (0.020) is less than 0.05. The sample size of 95 respondents further strengthens the reliability of the result. Therefore, the null hypothesis is rejected at 5% level of significance. Hence, there is a significant positive relationship between microlearning training and employee learning effectiveness.

Findings

- The study reveals that the majority of respondents are male (61.1%), indicating higher male participation in the sample.
- Most respondents belong to the 25–35 years age group (47.4%), followed by those below 25 years, showing that the sample mainly consists of young employees.
- A significant proportion of respondents are undergraduates (47.4%) and postgraduates(44.2%), indicating a well-educated workforce.
- The majority of respondents have 1–3 years of work experience (51.6%), reflecting early-career employees.
- Most respondents are full-time employees (51.6%), indicating stable employment status.
- The regression analysis shows a strong positive relationship ($R = 0.694$) between employee performance and the independent variables.
- The R^2 value (0.482) indicates that 48.2% of the variation in employee performance is explained by training factors and employee perception.
- The regression model is statistically significant ($F = 41.439, p < 0.001$), confirming the reliability of the model.
- Training factor (X_1) has a positive and significant impact on employee performance ($p = 0.001$).
- Employee perception (X_2) has a positive and highly significant impact on employee performance ($p < 0.001$).
- Among the variables, employee perception is the most influential factor ($\beta = 0.418$), followed by training factor ($\beta = 0.342$).
- The correlation analysis indicates a positive but weak relationship ($r = 0.239$) between microlearning and employee learning effectiveness, which is statistically significant ($p = 0.020$).

Suggestion

- Since male respondents dominate the sample, organizations should also ensure equal training opportunities for female employees to maintain balance.
- As most respondents are young employees, companies should design modern, technology-based microlearning modules to suit their learning preferences.
- Considering the high educational qualification, organizations should provide advanced and skill-oriented training programs to enhance knowledge application.
- Since most employees are in the early stage of their careers, companies should offer career development and continuous learning opportunities.
- As the majority are full-time employees, organizations should integrate microlearning into regular work schedules for better accessibility.
- Given the strong relationship between training and performance, companies should invest more in structured and effective training programs.
- To improve the explanatory power (R^2), organizations should include additional factors such as motivation, leadership, and work environment.
- Since the regression model is significant, organizations should adopt data-driven training strategies for decision-making.
- As training factors significantly influence performance, companies should improve the quality and relevance of training content.
- Since employee perception has a strong impact, organizations should create a positive learning environment and motivate employees towards training.
- As perception is the most influential factor, companies should focus on employee engagement, feedback systems, and satisfaction with training programs.
- Since the relationship between microlearning and effectiveness is weak but significant, organizations should combine microlearning with other training methods to increase effectiveness.

Conclusion

The study concludes that microlearning plays a significant role in enhancing employee skill development and performance. The findings reveal that both training factors and employee perception have a strong positive influence on employee performance, with employee perception emerging as the most critical factor. Although the relationship between microlearning and learning effectiveness is relatively weak, it is statistically significant, indicating that microlearning contributes positively to employee development. The study also highlights that the majority of employees are young and in the early stages of their careers, making microlearning a suitable and effective training approach. Therefore, organizations should focus on improving training quality, employee perception, and integrating microlearning with other learning methods to achieve better performance outcomes.

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