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The Intersection of E-Learning and Corporate Culture: How Technology is Reshaping Business Training

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ABSTRACT

This research examined the intersection of e-learning and corporate culture to determine how technology is influencing corporate training. The main objective was to explore new corporate systems and to identify how these were accepted, shaped according to the organizational values and to evaluate their effectiveness in improving the employees' skills and performance. This study, which showed the increasing importance of digital transformation in workforce education, also emphasized that education approaches are needed that are adaptable to the digital age and are culturally congruent. A structured questionnaire was administered to 152 professionals in various industries with descriptive statistics applied to shed light on the data collected. The results indicated a good acceptance of the e-learning, participants expressed a higher competence and weak integration to the company. Challenges included engagement problems, content quality, and insufficient support from leadership. The research established that although e-learning has revolutionized training delivery, its successful implementation is contingent on organizational readiness and cultural embedding. These findings suggest that organizations should promote a supportive learning environment and match e-learning approaches to their values in order to achieve the greatest effect.

INTRODUCTION

In today's hyper-competitive world of business, learning is no longer an option; it's a strategic priority for organizations looking to stay relevant and agile in an ever-changing market (Deshati, 2023). Innovations in technology have transformed legacy training methods with e-learning emerging as the most scalable, versatile and cost effective for employee education. E-learning, defined as the practice of utilizing digital technologies and web-based resources to facilitate the communication of knowledge and learning above and beyond the conventional classroom setting, has become a key component of today's corporate training programs (Lytochenko *et al.*, 2022). Effectively, e-learning tools enable organizations to deliver personalized and targeted content to a dispersed workforce, from onboarding and compliance training to leadership development and technical up skilling (Rohit *et al.*, 2021). But e-learning is more than just a technological solution to the problem of distance. It requires strong alignment between the organization's existing culture and a newly introduced one. Corporate culture refers to the shared values, attitudes, standards, and beliefs that characterize members of an organization and define its nature. A healthy culture can drive innovation and fast uptake, grow a learning mindset, and increase levels of employee engagement an outdated or heavily regimented culture can dampen the field of even the sweetest flowers when it comes to the introduction of the latest learning tools (Lee, 2020). Accordingly, the role of e-learning in relation to corporate culture and the effects both on each other should be understood in order to make the most of

a learning process on the individual and organizational level (Coşkun *et al.*, 2022). While the effectiveness of e-learning and the role of corporate culture in an organization for e-learning adoption have been studied independently, little research has addressed the e-learning and corporate culture (Porto, 2020). Remaining issues are still if digital training initiatives are compliant with organizational value, how leadership attitude influences adoption and what are the challenges companies have for turning e-learning into the organizational DNA? This study attempts to fill this gap by exploring how technology is fundamentally changing the nature of business training from that of corporate culture.

The study intends to investigate how providers of e-learning actually are using this form of educational service provision in cyberspace. The role of managerial support, employee motivation, and pre-existing cultural norms to influence digital training outcomes is looked at as well. Results As a contribution piece, the results inform decision makers, HR practitioners and learning designers about how to strategically introduce e-learning and maintain an ongoing practice that fosters improvements in individual skills while contributing to the re-enforcement of values and culture at the organizational level.

LITERATURE REVIEW

The incorporation of e-learning into corporate training has generated much literature, especially in relation to technological changes and levels of organizational effectiveness (Alzaabi *et al.*, 2021). E-learning, which refers to the utilization of electronic media and ICT in

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education has changed the way that organizations develop and implement their training programs (Zakota, 2019). Benefits of e-learning (cost savings, scalability, availability, flexibility) have made it an increasingly popular choice in various fields. Yet the success of e-learning is not “entirely dependent on technology but influenced by a range of wider organizational factors most notably, corporate culture” (Saad *et al.*, 2022). Organizational culture is the set of shared beliefs, assumptions and values that determine the behavior of people in an organization (Reddy, 2020). It shapes everything in an organization, from how you communicate to the type of leader you are and the way you learn and innovate. A culture characterized by continuous learning, flexibility and readiness for change is likely to be more conducive to successful e-learning implementation (Priatna *et al.*, 2020). In another token, in more structured or authoritarian cultures, staff can be resistant to new training technologies because they fear the change or don’t trust the leadership team. (Bondar *et al.*, 2020) have also pointed out that e-learning is not only a mirror to corporate culture, but can also become part of its driving force. Strong corporate cultures that endorse and promote sharing of knowledge and innovation have been found conducive in transferring digital learning tools as indicated by (Kiefer *et al.*, 2021). In addition, (Hamam, 2023) demonstrated that when content and delivery of e-learning is culturally-congruent with organizational goals and culture, employees exhibit deeper engagement with learning and better training performance. This fit is not just beneficial for learning and enhancing, but also to employee satisfaction and organizational commitment. E-learning also provides an opportunity to improve cultural values by including them in courseware, multimedia, and interactive learning objects. For instance, the profile of a company’s mission, ethics and strategic vision can be one part of leadership training or compliance through e-learning. As noted by (Klassen, 2019) that significant digital learning needs to be connected to real life organizational situations if it is to be relevant and transferable to the workplace. But there are number of obstacles regarding e-learning both as a criterion and as a corporate culture. One of the primary barriers is the perceived lack of human touch and connection with the daily work without interactive features or real-time feedback (Mandeno & Baxter, 2020). Leadership also has a strong influence on creating a culture that values and supports digital learning. Leaders who promote and participate in learning activities reduce resistance to technological change (Landa *et al.*, 2022). The motivation factor is another vital element shaped by both culture and technology. According to self-determination theory, enables intrinsic motivation to learn when individuals feel autonomous, competent, and related to their work (Yengkopiong, 2025). Learning environment based on psychological studies, self-regulation will be favored in e-learning environments, and those support self-paced, personalized learning and social cooperation. However, company support programs that recognize and

reward staff also play a major role in getting workers to embrace digital learning tools (Basak *et al.*, 2020). Recent literature also points towards the role of Learning Management Systems (LMS) and new technologies such as AI, VR, and gratification in enhancing user experience and involvement (Gowher Hassan, 2023). These new offerings provide additional avenues to structure learning to corporate strategies and employee expectations. But, tools alone are only as efficient as the culture and leadership of learning that supports them.

Conclusively, for the modernization of the corporate training, the literature addresses that e-learning has an excellent potential, but, a lot depends on cultural and organizational factors for its success. There is a symbiotic relationship; who culture decides whether or not e-learning is accepted and has effect and e-learning is a vehicle to influencing and consolidating corporate culture. Although a substantial body of research on this intersect exists, more empirical work is required to ascertain the extent to which this intersection trajectory is manifest in practical corporate life, in various industries and roles a gap addressed in the present study. This research was underpinned by a number of research questions focusing on the convergence of e-learning and corporate culture in the refashioning of business training. The main discussions were: How much have e-learning been accepted by the organizations for employee training? What Is Effectiveness of E-Learning for Skill and Training Performance Improvement Over Traditional Training? How does e-learning fit in with company values and culture? How does digital learning culture get backstopped by leadership support? What are some of the key barriers to e-learning for employees? And, finally, what enhancements do employees recommend in order to make e-learning a more effective part of their cultural environment? These questions together were intended to investigate the technical, cultural and strategic aspects of digital learning in the workplace. The main purposes of this research were to identify the use of e-learning in corporate training and to explore the effectiveness of e-learning on employee skills and performance. More specifically, the aim was to evaluate the extent to which e-learning aligns with an organization’s culture and values, to determine the role that leader support plays in creating a culture of digital learning, and to understand how employees are motivated and engaged to use e-learning platforms. Further, this research aimed to explore the most important barriers in implementing and utilizing e-learning, to explore the employees’ recommendations to enhance the efficiency and culture incorporation of digital training in the company. These goals were intended to give a complete picture of the intersection of technology and corporate culture on contemporary business training.

MATERIALS AND METHODS

The research design for the study was quantitative and a survey with the help of a structured questionnaire was used for collecting the data from the employees

and professionals working in different industries. The questionnaire was designed around themes emerging from the literature such as e-learning adoption, training effectiveness, cultural fit, leadership support, and challenges. It comprised five categories: demographic, usage behavior of e-learning, perceived training results, congruence with enterprise culture, and open questions for the challenges and recommendations. It was an online survey distributed by email and over professional networks to people working in management, human resources, training and development and general staff. A total of 152 valid responses were collected in 3 weeks. Aggregate data was collected and analyzed through the use of descriptive statistics such as frequency and percentage distributions in order to determine trends and patterns. The approach has been developed to provide wide representation of views and understanding how technology impacts business training in a variety of corporate cultures.

RESULTS AND DISCUSSION

The focus of the paper in the results and discussion section was an analysis of the responses to the structured questionnaire, seeking to establish how e-learning was being embraced and woven into the culture of businesses in different sectors. The results indicated usage patterns, perceived effectiveness, cultural fit, leadership support, and implementation issues when it came to technology-based training. Results were discussed according to the objectives of the present research and previous literature, providing insights concerning the extent of organizational adoption of e-learning, its effects on employee development and its consonance (or lack of) with organizational values. The conversation also covered the prospective and constraints of e-learning to transform corporate training, providing a more nuanced evaluation of its efficacy in corporate contexts.

Demographic Information

The demographic data indicated a broad sampling

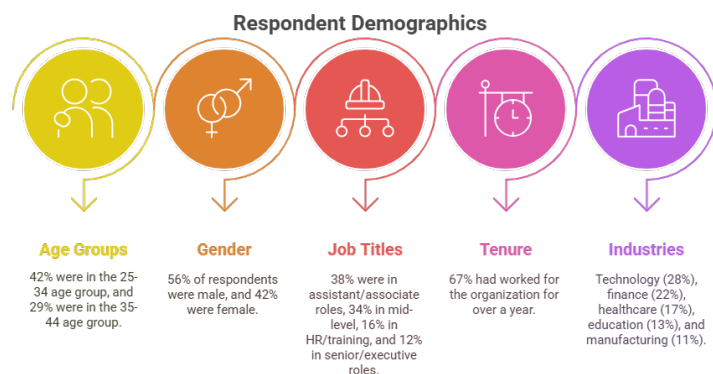


Figure 1: Demographic Information of the Respondents

of respondents, which added to a more complete understanding of e-learning adoption among differing organizational functions and industries.

Figure 1 represents that, most of the 152 respondents were in the age groups 25–34 years (42%) and 35–44 years (29%), highlighting that the workforce that interacted with e-learning was not for fresh out of college individuals new to the workforce. Gender wise the males accounted for 56% and females for 42%, 2% preferred not to tell. In terms of the titles of respondents, 38% were in assistant or associate roles, 34% in mid-level roles, 16% came from HR/training, and the final 12% were in senior or executive roles. Most employees (67%) had worked for the current organization for longer than one year, thus experienced at their own organization's internal training systems is likely to be sufficient. Industries of representation were diverse from the technology industry ($n = 14$, 28%), finance ($n = 11$, 22%), healthcare ($n = 9$, 17%), education ($n = 7$, 13%), and manufacturing ($n = 6$, 11%), and other industries ($n = 4$, 9%). The diversity of this demographic mix provided an expansive outlook on how the intertwining of e-learning and corporate culture

may vary in disparate organizational configurations, job responsibilities and seniority, and also the subsequent interpretation of training regimes and cultural fit.

E-learning Adoption and Usage

The findings about the adoption and use of e-learning revealed a good level of embedding of digital training in workplaces.

Figure 2 explains that, among all respondents, 78% indicated that their organizations already were implementing e-learning platforms, 14% reported that their organizations planned to implement it in the future, and 8% said their organizations did not have e-learning. 32% of respondents engaged in e-learning on a monthly basis, 28% on a weekly basis, and 21% every quarter with smaller minorities (19%) doing it rarely or never, which indicates different degrees of institutional commitment to lifelong learning (Kovács & Kálmán, 2022). The top content types for e-learning accessed by employees were compliance training (65%), technical/job-specific skills (59%), soft skill development (47%), and leadership training (39%), indicating that e-learning is being utilized

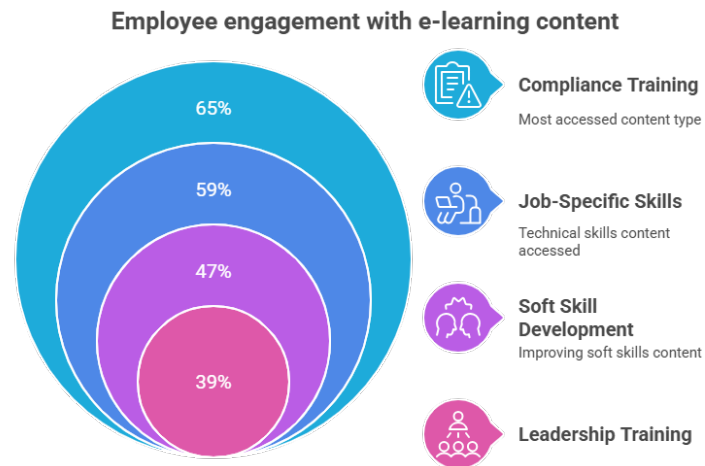


Figure 2: E-Learning Adoption and Usage

across different functions (1). The platform used showed a variety: 31% mentioned LinkedIn Learning, 26% their in-house LMS, 19% Coursera, and another such as Moodle or tools that could come from vendors. These results indicate that e-learning has been institutionalized as a mainstream corporate training methodology with adoption based on industry-type, readiness of the organization, and desire among employees for skills that are flexible and personalized in nature. But the difference in usage frequency also suggested that different access,

motivations or organizational priorities for digital learning may exist between contributions, indicating potential further strategic harmonization opportunities.

Impact on Training and Learning Outcomes

The findings from the assessment of e-learning influence on training and learning outcome revealed respondents generally held a positive perspective on how e-learning was effective in improving job performance and skills acquisition.

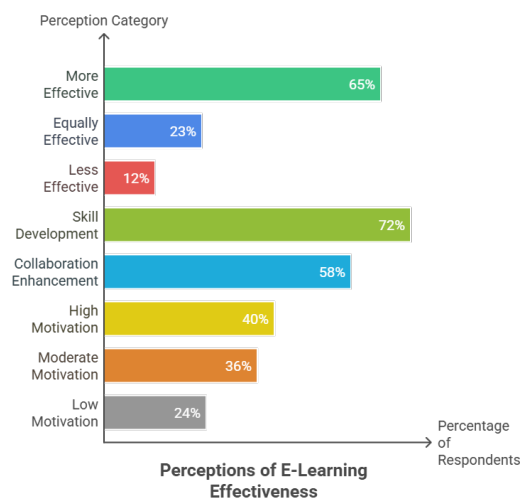


Figure 3: Impact on Training and Learning Outcomes

Figure 3 shows that, about 65% of subjects believed e-learning was more effective than face-to-face training, 23% felt that both methods were about the same and there was 12% who thought that it was less effective than face-to-face training. A clear majority (72%) said they believed e-learning had helped them easily in developing relevant skills particularly in the technical and compliance domain. What's more, 58% agreed e-learning had enhanced collaboration and communication between colleagues in their teams – this is most likely thanks to common learning platforms and developing digital skills. However motivation to complete e-learning courses

differed between only 40%, 36% and 24% feeling highly motivated, moderately motivated and with low motivation respectively, which indicates engagement as an issue to be addressed. These results indicate that though e-learning has contributed significant advantages of flexibility, skill improvement and accessibility, is still contingent on learners' involvement and content appropriateness (Landa *et al.*, 2022). Findings also showed the need to include interactive and meaningful learning experiences to motivate students and ensure the effective retention of knowledge across varied learning styles and professional settings.

Corporate Culture and E-learning Integration

The results of the integration of e-learning into the corporate culture showed a rather heterogeneous yet

overall positive compatibility of the digital training measures and the company's values.

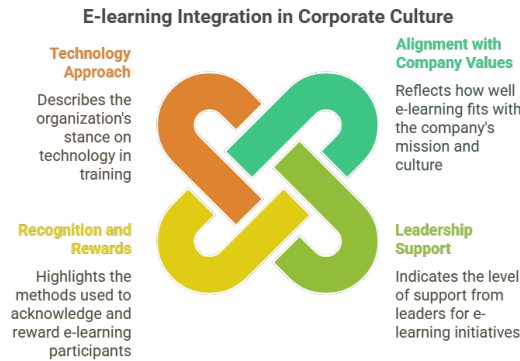


Figure 4: Corporate Culture and E-Learning Integration

The above figure explains that, 54% of respondents said that e-learning was well aligned with their company's mission and culture, with 29% saying that it was somewhat aligned, and 17% saying that there was no or little alignment. Leadership support significantly shaped the teachers' perception, as 62.0% responded that their institutions' leaders were supportive or relatively supportive in creating an environment conducive to digital based learning. In addition, 45% of the respondents reported that their companies also acknowledged and rewarded learners who have finished an e-learning course with a certificate, performance review or public recognition, boosting a culture of learning. Nevertheless, 55% of them answered only vague or no recognition, implying variations in support at the institutional level. Asked to characterize their organization's technology approach to training, 39% saw it as forward-thinking

and proactive, 35% saw it as somewhat tech-savvy, and 26% saw it as cautious or resistant. These findings show that, though organizations view e-learning as an integral strategic enabler, its effectiveness varies based on commitment from the top involving rewards and integration at identity level (Reddy, 2020). The alignment of e-learning strategies with cultural values and the strengthening of that alignment through the articulation of leadership and recognition mechanisms seem to be important for the sustainable integration of e-learning.

Challenges and Suggestions

The results on challenges and recommendations identified some critical obstacles which organizations and employees encountered that hindered high-intensity use of e-learning for business training.

Figure 5 shows that, the biggest obstacle, cited by 49

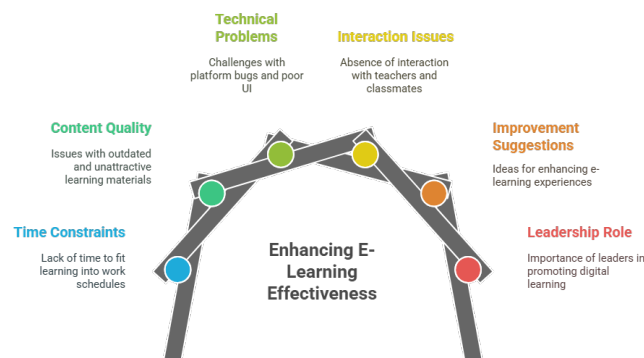


Figure 5: Challenges and Suggestions of E-Learning

per cent of those responding to the survey, and was not having enough time – suggesting that staff sometimes struggled to fit learning around their normal work load. Furthermore, 37% cited poor quality of content as a significant obstacle to effective learning, referencing outdated material and unattractive content. Technical problems, platform bugs, and bad UI for 28% of learners or the absence of interaction with teachers or classmates

for 31% that they believed compromised the depth and memorability of learning. These were obstacles for the motivation and engagement of learners to different extents. As for how the online workshop could be improved, participants cited more interactive and visually exciting content, more flexibility with the schedule, customized learning paths, and more recognition or incentives to complete the course (Bertholini, 2024).

Several also advocated that more leaders take a lead role in cultivating a culture of digital learning, such as helping lead by example—doing the training themselves. These findings point out to the fact that even though e-learning has potential benefits, they are limited by realistic and design issues. Dealing with these issues by strategic planning, improved content design, user support and cultural reinforcement is key in increasing effectiveness and use of e-learning in a corporate setting.

Findings

- By the time of the report, the vast majority of companies had implemented an e-learning platform, with 78% of those surveyed reporting that they were already in use at their respective organizations and another 14% stating their intentions to implement such systems at some point in the future.

- Sixty-five percent of participants felt that e-learning was more effective than traditional training, particularly in improving technical, compliance, and job-specific skills.

- Around 54 percent felt that culture and values were quite closely aligned with e-learning initiatives, with a further 29 percent reporting that alignment was partial at their organizations.

- Leadership support was key, and 62 percent said that leaders at their organization were supportive or somewhat supportive of digital learning initiatives.

- The results also showed great differences in employee motivation to use e-learning as 40 percent stated being highly motivated, suggesting a call for more interesting content and organizational support.

- The main obstacles were a shortage of time (49%), poor quality of content (37%), limited possibilities for interaction (31%) or the technical infrastructure (28%) and this, in turn, had an impact on their engagement and the effectiveness of the solution.

Recommendations

- The relevance and engagement of e-learning programs will be greatly improved if it can be aligned to the core values and corporate culture of the organization.

- Ensuring e-learning is encouraged and adopted at all levels of leadership for a learning society.

- To facilitate learner engagement and retention, interactive and customised e-learning content of high quality should be created.

- Learners should have the option of a flexible learning schedule that will fit the demands of their work and time.

- Recognition, and incentive designs can be added to motivate employees and courses completion.

- Technical infrastructure and user interface of e-learning platforms need to be enhanced for easy and user friendly learning.

- The company should collect regular feedback from employees to highlight what content is missing and how to better train.

- E-learning should belong to the system of performance and development, performance and

professional development to help reinforcement such as strategically anchored.

CONCLUSION

In summary, in this research, e-learning was shown to be a disruptive force in corporate training, providing greater access, a focus on skills, and greater ability to meet the needs of today's business. Adoption rates continue to be strong, and a lot of organizations say they are experiencing good results, but the success of e-learning is heavily impacted by corporate culture, level of leadership support, and level of employee participation. The results indicated that technology implementation alone is not sufficient for a successful integration also requires - a supportive organizational climate that acknowledges the significance of continuous learning and workplace culture congruency. Multifaceted barriers including time constraints, content quality, and the unwavering presence of passive learning are continuing challenges that can be overcome through intentional planning and leadership investment. At the end of the day, this transformative change will add value when e-learning becomes a part of the work cultures, its processes and when the work culture is transformed so that e-learning is constantly adjusted, encouraged, and driven by a mix of structural inducements and the sincere commitment to developing the workers.

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