

Success Achieved Through Informal Learning: A Study

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Abstract: Informal education plays a significant role in the success of many individuals by providing practical knowledge, skills, and real-life experiences beyond formal academic systems. Many successful people have achieved their goals through self-learning, work experience, training, mentor-ship, and continuous learning rather than relying only on degrees or certificates. Informal education helps individuals develop problem-solving abilities, creativity, adaptability, and confidence, which are essential for success in today's dynamic world. This overview highlights how learning through everyday experiences and personal effort has contributed to the achievements of successful people, proving that education is not limited to classrooms but continues throughout life. This overview focuses on how informal education supports personal and professional development, highlighting that success is not determined only by degrees but also by skills, experience, and lifelong learning.

Keywords: Informal education, success, self learning, work experience, practical knowledge, skill development, adaptability, personal and professional development.

I. INTRODUCTION AND DESIGN OF THE STUDY

Education plays a vital role in shaping an individual's knowledge, skills, and overall development. Informal education refers to learning that takes place outside the formal classroom system, such as self-learning, practical experience, training, observation, mentor-ship, and learning through daily life activities. This type of learning helps individuals gain real-world skills, adaptability, creativity, and problem-solving abilities. This study focuses on understanding how informal education has contributed to the success of individuals and how it complements or substitutes formal education. The study focuses on individuals who have achieved success through self-learning, work experience, training programs, or life skills rather than relying only on formal academic qualifications.

OBJECTIVES OF THE STUDY

- ◆ Identify the factors contributing to success
- ◆ Understand the challenges faced by individual

II. SCOPE OF THE STUDY

The scope of this study focuses on understanding how informal education contributes to the success of individuals in different fields. It examines the role of self-learning, practical experience, online resources, workshops, and mentor-ship in shaping successful careers. The study highlights how informal education complements or, in some cases, substitutes formal education. It also aims to create awareness about the importance of lifelong learning beyond traditional education systems. However, the study is limited to a selected group of successful individuals and does not represent all professions or populations.

III. STATEMENT OF THE PROBLEM

The traditional education system gives importance mainly to formal degrees and academic qualifications. Because of this, the value of informal education such as self-learning, practical experience, skill development, and life learning is often underestimated by society. Many successful people have achieved their goals through informal learning methods, but these contributions are not properly recognized or studied. This creates a gap in understanding how informal education supports success. Therefore, this study focuses on identifying the role and importance of informal education in the lives of successful people and how it contributes to their personal and professional development.

IV. RESEARCH METHODOLOGY

Primary Data: Collected directly from people using a structured questionnaire.

Secondary Data: Collected from books, journals, articles, websites, and published reports related to informal education, entrepreneurship, self-learning, and success stories of people without formal education.

SAMPLE SIZE AND SAMPLING TECHNIQUE:

The study uses the Simple Random Sampling. A total of 101 respondents were selected for the study.

TOOLS USED FOR ANALYSIS

- Frequency
- T-test

LIMITATION OF THE STUDY

The study is limited to a small group of successful individuals, and therefore the findings cannot be generalized to all successful people. The information collected is mainly based on personal experiences and opinions, which may be subjective in nature. Due to time constraints, the study could not cover all aspects of informal education in detail. In addition, the research focuses only on selected professions and does not represent all fields where informal education may contribute to success. This study has several limitations that should be considered while interpreting the findings. The sample size used for the study is limited, which may not accurately represent the entire population of successful individuals who have learned through informal education. The study relies mainly on self-reported data, and as a result, the responses may be influenced by personal opinions, memory errors, or social desirability bias. The research focuses on specific age groups and selected respondents, which restricts the ability to generalize the results to all successful individuals across different regions or sectors.

V. REVIEW OF LITERATURE

García-Penalvo and Seoane-Pardo (2014) discussed the “evolution of online learning methodologies with the emergence of Online Tutor 2.0”. Their study highlighted how advances in information and communication technologies have transformed teaching and learning processes. The authors explained that modern online education goes beyond traditional Learning Management Systems by integrating social media, virtual learning environments, and personalized learning approaches. The shift toward learner-centred and socially connected learning environments was emphasized as a major development. The study also highlighted the importance of flexibility, accessibility, and continuous interaction in online education. According to the authors, successful online tutoring requires both technological support and innovative pedagogical strategies. The research concluded that Online Tutor 2.0 represents a significant methodological advancement in digital education.

VI. AN OVERVIEW OF SUCCESS WITHOUT FORMAL EDUCATION

Success without formal education has become more apparent in today’s world, where skills, experience, creativity, and continuous self-learning are important. Many people without formal education have succeeded in fields such as entrepreneurship, skilled trades, arts, sports, online platforms, and self-employment. Informal learning strategies such as on-the-job training, mentor-ship, online tools, and personal experience enable people to gain practical knowledge and skills.

VII. DATA ANALYSIS AND INTREPRETATION

Table No. 1: Frequency distribution of successful individuals who learned through informal education based on age group.

H₀ (Null Hypothesis):

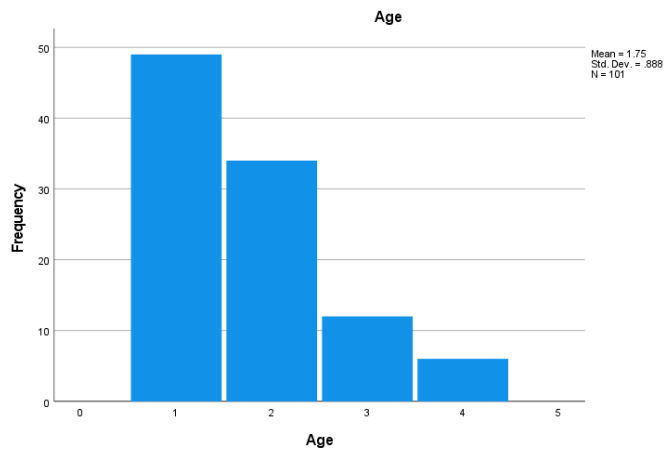
There is no significant difference in the frequency of successful individuals who learned through informal education across different age groups.

H₁ (Alternative Hypothesis):

There is a significant difference in the frequency of successful individuals who learned through informal education across different age groups.

FREQUENCIY

Age group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20	49	48.5	48.5	48.5
	21-30 years	34	33.7	33.7	82.2
	31-40 years	12	11.9	11.9	94.1
	41-50 years	6	5.9	5.9	100.0
	Total	101	100.0	100.0	



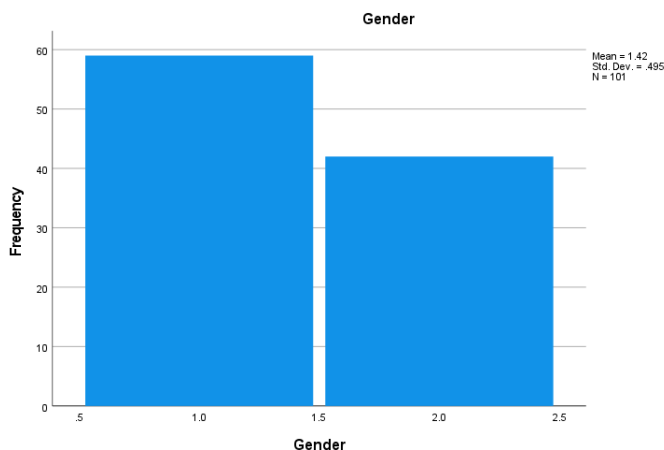
SOURCE: Primary data

INTERPRETATION

From the above chart the age have the most respondents belonged to the group of below 18 years, with 49 people of (48.5%). Close behind were 21-30 years, with 34 people each (33.7%) while the category of 31-40 years, with 12 people with (11.9%) and with 6 respondents (5.9%) were aged 41-50 years.

Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	59	58.4	58.4	58.4
	Female	42	41.6	41.6	100.0
	Total	101	100.0	100.0	



SOURCE: Primary data

INTERPRETATION

From the above table and chart, it is observed that out of 101 respondents, 59 respondents (58.4%) are male and 42 respondents (41.6%) are female. This shows that the majority of the respondents are male. However, female respondents also form a significant proportion of the sample, indicating a reasonably balanced gender representation in the study.

T-TEST

Table No. 2: t-Test analysis showing differences in opinions of successful individuals who learned through informal education with respect to selected variables (challenges of informal learning, alternative learning pathways, effectiveness of alternative pathways, skills developed, and recommendations).

H₀ (Null Hypothesis):

There is no significant difference in the opinions of successful individuals who learned through informal education with respect to selected factors related to informal learning.

H₁ (Alternative Hypothesis):

There is a significant difference in the opinions of successful individuals who learned through informal education with respect to selected factors related to informal learning.

T-TEST TABLE

Variable	Variance Assumption	Levene F	Levene Sig	t	df
Challenges of informal learning	Equal variances assumed	0	0.994	2.165	99
	Equal variances not assumed			2.135	83.89
Alternative learning pathway	Equal variances assumed	0.232	0.631	0.62	99
	Equal variances not assumed			0.608	81.568
Effectiveness of alternative pathway	Equal variances assumed	0.171	0.68	0.208	99
	Equal variances not assumed			0.207	86.777
Skills developed through alternative pathway	Equal variances assumed	1.494	0.224	-0.689	99
	Equal variances not assumed			-0.679	83.553
Recommendation of alternative learning pathway	Equal variances assumed	0.23	0.633	1.206	98
	Equal variances not assumed			1.199	86.48

SOURCE: Primary data

INTERPRETATION

An independent samples t-test was conducted to examine the differences between two groups with respect to challenges of informal learning, alternative learning pathways, effectiveness of alternative pathways, skills developed through alternative learning, and recommendation of alternative learning pathways. Eleven test results indicated that the assumption of equal variances was satisfied for all variables, as the significance values were greater than 0.05. The t-test results revealed a significant difference between the two groups only in terms of challenges of informal learning. However, no significant differences were observed between the groups regarding alternative learning pathways, effectiveness of alternative pathways, skills developed through alternative learning, and recommendation of alternative learning pathways. This indicates that while perceptions of challenges differ between the groups, their views on alternative learning methods, effectiveness, skill development, and recommendations are largely similar.

VIII. FINDINGS

- ✓ There is no significant relationship between educational background and becoming successful without formal education.
- ✓ Indicates that age group does not have a significant influence on perceptions or factors related to success without formal education.

**IX. SUGGETION**

- Educational institutions should recognize and support informal learning alongside formal education.
- Students should be encouraged to engage in self-learning, online courses, and skill-based training.
- Government and organizations can provide certifications for skills gained through informal education.
- Mentor-ship programs should be promoted to help learners gain practical knowledge and real-world exposure.
- Employers should focus more on skills and experience rather than only academic qualifications.
- Access to digital learning platforms and resources should be improved, especially for rural and underprivileged learners.
- Learners should be motivated to practice lifelong learning to stay updated with changing industry needs.

X. CONCLUSION

This study concludes that informal education plays a significant role in shaping the success of many individuals. Learning through self-experience, practical exposure, online resources, and mentor-ship helps people develop essential skills that formal education alone may not provide. Although informal education faces challenges such as lack of recognition and certification, it offers flexibility, creativity, and real-world learning opportunities. The findings highlight that success is not solely dependent on formal qualifications, but on continuous learning, skill development, and personal motivation.

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