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Virtual Reality for Corporate Training: Modelling the Effects of Immersive Learning Technologies on Employee Competence Development

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Abstract
Purpose: This study examines the effects of Virtual Reality (VR)-based immersive learning technologies on employee competence development within corporate training environments. It aims to explore how immersive experiences, organisational conditions, and technological factors interact to shape learning outcomes in real-world organisationalsettings. Methodology: A qualitative exploratory research design was adopted. Data were collected through semi-structured interviews, non-participant observation, and document analysis involving employees and training personnel with experience in VR-based training. The data were analysed using thematic analysis supported by NVivo, following systematic coding and theme development procedures to ensure analytical rigour. Findings: The findings reveal that VR-based training enhances employee competence development through immersive engagement, experiential learning, and repeated practice. A strong sense of presence and interactivity was found to improve attention, skill acquisition, and confidence. However, the effectiveness of VR training is influenced by organisational support, system usability, simulation fidelity, and learner readiness, with challenges such as cognitive overload and discomfort affecting outcomes. Practical Implications: The study highlights the need for organisations to invest in high-quality VR infrastructure, align immersive training with job-specific tasks, and strengthen organisational support systems. It also underscores the importance of user preparation and instructional design in maximizing the benefits of immersive learning technologies. Originality: This study provides qualitative insights into employees' lived experiences with VR-based training and integrates experiential learning, immersion, and technology acceptance perspectives into a unified framework, offering a MORE understanding of immersive learning in corporate contexts.

Keywords: *Virtual Reality (VR), Immersive Learning, Employee Competence Development, Corporate Training, Experiential Learning, Technology Acceptance*

I. Introduction

The rapid diffusion of digital technologies has transformed contemporary employees training method, compelling organisations to explore innovative approaches for developing employee competence in highly dynamic work environments. Among these emerging technologies, Virtual Reality (VR) has gained significant attention as a powerful immersive learning tool capable of simulating real-world scenarios with high levels of interactivity, presence, and realism. Unlike traditional training methodssuch as classroom instruction, videos, or text-based modules, VR-based training creates a multi-sensory environment that enables employees to learn by doing, experiment safely, and engage in repeated practice without operational disruptions (Rommel & Yousef, 2024). As a result, corporate organisations are increasingly adopting VR solutions to enhance skill acquisition, performance efficiency, and employee competence development.

The growing interest in VR is further driven by advances in hardware affordability, improved graphical rendering, and the integration of artificial intelligence into training systems. These developments have enhanced the accessibility and scalability of immersive learning across sectors such as healthcare, manufacturing, aviation, logistics, and public administration. Existing studies suggest that immersive learning environments can foster deeper engagement, enhance knowledge retention, and support adaptive learning pathways compared to traditional e-learning approaches (Dumitrescu, 2025). In particular, VR aligns with adult learning principles by enabling experiential, self-directed, and context-specific learning, thereby making it a promising tool for competence development in organisational settings.

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Despite this potential, the adoption and effectiveness of VR-based corporate training are shaped by several contextual factors, including technology acceptance, organisational readiness, content quality, perceived usefulness, and employees' prior digital experience. While practitioners often assume that immersion automatically translates to improve learning outcomes, research indicates that the impact of VR on competence development varies across settings and depends on training design, feedback quality, and the nature of job tasks (Dubielet al., 2025). Moreover, organisations face challenges related to high initial costs, limited technical expertise, and safety issues such as motion sickness, and uncertainty about return on investment factors that may hinder widespread adoption (Monik, 2026).

There is therefore a growing need to model and empirically examine how immersive learning technologies influence employee competence development, especially within corporate environments in developing economies where digital transformation is uneven. Understanding the mechanisms through which VR enhances knowledge, skills, and behavioural competencies will provide evidence-based insights to guide strategic investments in immersive training solutions. Such insights are crucial for organisations seeking to build technologically adaptive workforces, strengthen competitive advantage, and respond effectively to increasing workplace complexity.

1.1 Statement of the Problem

Despite the increasing adoption of Virtual Reality (VR) as an innovative tool for corporate training, empirical findings on its actual effectiveness in strengthening employee competence development remain inconsistent. While several studies report that immersive VR environments enhance knowledge acquisition, task performance, and behavioural skill development (e.g., Radhakrishnanet al., 2023; Christopouloset al., 2024), other research indicates that the learning benefits of VR are marginal or dependent on specific contextual factors such as user experience, training design, and organizational support systems (Changet al.,2023; Singleet al,2025). These contradictions raise concerns about whether VR-based training reliably leads to meaningful competence gains across different corporate settings.

In many developing economies, organisational investments in VR technologies are often motivated by global digital transformation trends rather than grounded evidence on learning impact (Okoh&Omachi, 2025). Consequently, organisations adopt immersive learning tools without fully understanding how core features such as presence, interactivity, and simulation fidelity translate into measurable workplace competencies. Further challenges such as high implementation costs, limited technical expertise, motion sickness, and inadequate customization of VR content frequently hinder effective utilization (Chasokela, 2025). These issues contribute to a persistent gap between technological expectations and actual training outcomes.

Moreover, existing research rarely provides robust explanatory models that clarify the causal pathways through which VR-based immersive learning influences employee competence development. Scholars highlight the absence of integrative frameworks that link immersive technology attributes with cognitive, behavioural, and performance outcomes (Baxter &Hainey, 2023). Without such evidence, organizations face difficulties in evaluating return on investment, predicting training effectiveness, and making informed decisions about scaling or institutionalizing VR-based training programs.

Therefore, there is a critical need to systematically examine and model the effects of immersive learning technologies on employee competence development, particularly within corporate environments experiencing digital transition. Addressing this gap will provide evidence-driven insights needed to guide strategic investments, optimize training design, and enhance workforce development in technology-enabled organisations.

1.2 Aim of the Study

This study aims to explore how employees experience Virtual Reality–based immersive learning technologies and to examine the conditions that shape their effectiveness in developing workplace competence within corporate settings.

1.3 Research Questions

Q_1How do employees experience and perceive the use of Virtual Reality–based immersive learning technologies for workplace competence development?

Q_2What organisational, technological, and learner-related conditions shape the effectiveness of VR-based corporate training in enhancing employee competence?

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II. Literature Review

2.1 Virtual Reality as an Immersive Learning Technology

Virtual Reality (VR) creates a sensory and psychological experience for users as an alternative to physical reality. More than a single technology, VR represents a dynamic set of tools and techniques designed to generate the psychological sensation of presence in an artificial environment. It is commonly defined as a computer-generated, three-dimensional environment that enables users to interact with virtual elements in ways that mimic real-world experiences (Slater & Sanchez-Vives, 2016). Central to VR's effectiveness are its immersive properties; presence, interactivity, and fidelity which shape how users perceive and engage with simulated environments (Radianti et al., 2020). From a theoretical perspective, this aligns with immersion and presence theory, which posits that the degree to which users feel "present" in a virtual environment significantly determines the depth of cognitive and behavioural engagement (Slater, 2009).

Underpinning VR design is the understanding that human perception is shaped by sensory inputs that mirror real-world experiences. The closer a virtual system replicates natural sensory stimuli, the more convincing and effective the learning experience becomes (Stefano & Spence, 2025). This theoretical foundation explains why VR is particularly effective in training contexts that require realism and experiential interaction. Consequently, organizations increasingly deploy VR in environments that are dangerous, costly, or impractical to replicate physically, such as safety training, engineering simulations, and complex operational tasks (Freina&Ott, 2015). These applications reflect the broader goal of achieving high-fidelity simulations that enhance learning transfer and skill acquisition (Bohil et al., 2009; Gupta, 2022).

2.2 VR-Based Corporate Training and Employee Competence Development

VR-based training methods involve the use of immersive simulations that allow learners to engage actively with content in environments that replicate real-world scenarios. This aligns strongly with Experiential Learning Theory (ELT) proposed by David Kolb, which posits that knowledge is created through the transformation of experience via cycles of concrete experience, reflective observation, abstract conceptualization, and active experimentation. VR facilitates this cycle by providing hands-on, practice-oriented learning environments where employees can experiment, make mistakes, and refine their skills in a safe and controlled setting (Mustapha et al., 2025; Danmali et al., 2024).

Competence development, encompassing cognitive, technical, and behavioural capabilities, is therefore enhanced through repeated practice and experiential engagement. Empirical studies demonstrate that VR improves attention, retention, and procedural accuracy (Petersen et al., 2019). In healthcare, VR enhances surgical precision (Shahrezaei et al., 2024), while in industrial contexts, it improves hazard recognition and operational safety (Al-Hamad &Gilányi, 2025). However, some studies report comparable outcomes between VR and traditional training approaches, suggesting that the effectiveness of VR is contingent on instructional design, system usability, and learner readiness (Komolafe et al., 2026). These findings reinforce the theoretical argument that experiential learning outcomes depend not only on exposure to experience but also on how effectively that experience is structured and contextualized.

2.3 User Experience and Perceptions of Immersive Learning

User experience is a critical determinant of VR training effectiveness, particularly when examined through the lens of the Unified Theory of Acceptance and Use of Technology (UTAUT) developed by ViswanathVenkatesh. This model highlights perceived usefulness, perceived ease of use, and self-efficacy as key drivers of technology adoption and engagement (Wong, Hui & Kong, 2023). In immersive learning environments, these factors are amplified due to the complexity of interaction and the cognitive demands placed on users. Employees who perceive VR as relevant, intuitive, and beneficial to their job performance are more likely to engage deeply with training content, leading to improved competence outcomes (Makransky& Mayer, 2022).

However, VR introduces unique experiential challenges that influence user perceptions. Issues such as cyber-sickness, sensory overload, cognitive strain, and visual fatigue can negatively affect engagement and learning effectiveness (Weech, Kenny & Barnett-Cowan, 2019). From a theoretical standpoint, these factors interact with immersion and presence, shaping how users interpret and respond to the virtual environment (Slater & Sanchez-Vives, 2016). While quantitative studies have examined acceptance metrics, there remains a lack of qualitative insight into how employees interpret these experiences

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within organizational contexts. This gap highlights the need to explore the subjective and contextual dimensions of VR training, particularly how employees negotiate technological challenges and derive meaning from immersive learning experiences.

2.4 Organisational and Technological Conditions Influencing VR Effectiveness

The effectiveness of VR-based training is also shaped by organisational and technological conditions that influence how immersive learning is implemented and experienced. Organisational support such as leadership commitment, resource allocation, and alignment with strategic training objectives—plays a crucial role in facilitating successful adoption (Sameh, 2024). From the perspective of UTAUT, these factors can be understood as facilitating conditions that enable or constrain technology use within organizations. A strong training culture that encourages innovation and continuous learning further enhances employees' willingness to engage with VR systems. Additionally, aligning VR simulations with real job tasks ensures that learning experiences are relevant and transferable, thereby strengthening competence development outcomes.

Technological conditions, including hardware quality, system usability, and simulation fidelity, are equally important in shaping user experience and learning effectiveness. High-quality VR systems enhance immersion and support experiential learning processes, while technical limitations can disrupt engagement and reduce learning efficiency (Radianti et al., 2020). These insights suggest that VR training effectiveness emerges from the interaction between immersive technological design (presence theory), experiential engagement (ELT), and organisational support structures (UTAUT facilitating conditions). Thus, VR should be understood not as an isolated tool but as part of a broader socio-technical system that integrates human, organisational, and technological elements.

2.5 Identified Gaps in the Literature

Three major gaps are evident in the existing literature. First, VR training research remains dominated by quantitative and experimental approaches, with limited qualitative exploration of employees' lived experiences. Second, few studies integrate experiential learning, technology acceptance, and immersion theories into a unified analytical framework. Third, there is a lack of comprehensive models explaining how organisational, technological, and learner-related factors jointly influence competence development in real-world corporate environments.

The present study addresses these gaps by adopting a qualitative approach to explore employees' experiences with VR-based training and by integrating experiential, technological, and immersive theoretical perspectives to explain competence development outcomes.

III. Methodologies

3.1 Research Design

This study adopts a qualitative exploratory research design to explore how employees experience Virtual Reality (VR)-based immersive learning technologies and how organisational and technological conditions shape competence development. A qualitative approach is appropriate because the study seeks to capture subjective perceptions, contextual influences, and meaning-making processes that cannot be fully understood through quantitative measurement. This design is consistent with calls for deeper interpretive inquiry into workplace adoption of immersive learning systems (Radianti et al., 2020; Makransky& Mayer, 2022). The focus is therefore on generating rich, contextualised insights rather than generalisable statistical associations.

3.2 Study Setting

The research is situated within corporate organisations that have integrated VR technologies into their employee training and development programmes. These organisations were selected because they represent early adopters of immersive learning technologies and provide real-world environments where VR is deployed for competence enhancement. The setting allows for an examination of actual experiences, organisational practices, and technological infrastructures influencing VR training effectiveness.

3.3 Sampling Strategy

A purposive sampling technique was used to recruit participants who had direct experience with VR-based training in their organisations. This included employees who had completed VR training modules, training managers responsible for implementation, and technical staff supporting the VR systems. Purposive sampling ensures that information-rich cases are selected based on their relevance to the research questions. The target sample size was 15-25 participants, consistent with

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qualitative standards for achieving interpretive depth and thematic saturation.

3.4 Data Collection Methods

Data were collected through semi-structured interviews, allowing participants to narrate their experiences, interpretations, and perceptions in their own words. Interview questions focused on (a) employees' subjective experiences of VR training, (b) perceived effects on competence development, and (c) organisational and technological conditions influencing training effectiveness.

In addition, non-participant observation of VR training sessions was conducted to document behavioural patterns, interaction with the VR system, and contextual factors affecting engagement. Organisational documents such as training manuals, implementation reports, and VR usage guidelines were also reviewed to supplement interview and observational data.

3.5 Data Analysis

Data were analysed using thematic analysis following Braun and Clarke's (2019) six-phase framework:

i. Familiarisation with the data
ii. Generating initial codes
iii. Searching for themes
iv. Reviewing themes
v. Defining and naming themes
vi. Producing the final report

NVivo data analysis software was used to support systematic coding, organisation of emerging themes, and cross-case comparison. Analysis focused on identifying patterns in user experiences, organisational and technological influences, and perceived impacts on competence development.

IV. Results and Discussion

4.1 Overview of Data Analysis Procedure

Data collected from semi-structured interviews, observations, and organisational documents were analysed using thematic analysis supported by the NVivo software. The analysis followed the six-phase process proposed by Braun and Clarke (2019): familiarisation, coding, theme development, review, definition, and reporting. Interview transcripts were imported into NVivo, where initial open coding was conducted to identify meaningful data segments related to participants' experiences with VR-based training.

Through iterative coding and constant comparison, similar codes were grouped into categories, which were subsequently refined into broader themes. The use of NVivo enhanced analytical rigour by enabling systematic organisation of data, transparent coding processes, and efficient retrieval of thematic patterns. Triangulation of interview data with observational notes and organisational documents further strengthened the credibility of the findings.

The coding process resulted in the identification of five major themes and several sub-themes, reflecting key dimensions of employees' experiences with VR-based training. These themes capture the interplay between immersive experience, competence development, and contextual conditions,aligning with the study's conceptual framework.

Table 1: NVivo Coding Structure and Thematic Development

S/N	Main Theme (Node)	Sub-Themes (Child Nodes)	Sample Codes	Illustrative Meaning
1	Immersive Learning Experience and Engagement	-Sense of Presence -User Engagement -Sensory Experience -Discomfort & Fatigue	"feels real" "fully involved" "interactive environment" "dizziness" "visual strain"	Captures how employees experience immersion, engagement, and sensory interaction within VR environments
2	Experiential Skill Development and Competence Acquisition	-Hands-on Practice -Skill Improvement -Confidence Building -Learning Retention - Task Relevance	"learning by doing" "repeat practice" "confidence increased" "real-life application"	Reflects how VR supports experiential learning and development of knowledge, skills, and behavioural competence
3	Organisational Conditions	- Management Support - Training Culture - Resource	"support from supervisors" "training encouraged" "lack of equipment"	Shows how organisational environment influences VR adoption and effectiveness

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		Availability - Implementation Strategy		
4	Technological Conditions	- System Usability - Hardware Comfort - Software Performance - Simulation Fidelity	"easy to use" "system lag" "realistic simulation"	Explains how technical quality affects user experience and learning outcomes
5	Learner-Related Factors	-Digital Readiness - Self-Efficacy - Adaptability - Perception of Usefulness	"not used to tech" "became comfortable" "useful for my job"	Highlights individual differences influencing engagement and learning effectiveness

Source: Authors' Analysis (NVivo Output, 2026)

As shown in Table 1, the themes highlight that employee competence development is shaped not only by immersive learning experiences but also by organisational, technological, and individual factors. The prominence of codes related to presence, engagement, and hands-on practice suggests that experiential interaction is central to learning effectiveness, while codes associated with discomfort and system usability indicates potential constraints to VR adoption.

4.2 Emergent Themes

Analysis of the data resulted in the identification of five initial themes, as presented in Table 1. These themes were further refined and conceptually grouped into three higher-order themes to enhance analytical clarity and alignment with the study's conceptual framework.

The three overarching themes are:

i. Immersive Learning Experience and Engagement
ii. Experiential Skill Development and Competence Acquisition
iii. Contextual Conditions Shaping VR Training Effectiveness

The third theme represents a higher-order category that integrates organisational, technological, and learner-related factors, reflecting the broader contextual conditions influencing VR training effectiveness.

4.3 Theme 1: Immersive Learning Experience and Engagement

Participants consistently described VR training as highly engaging due to its immersive and interactive nature. Many reported a strong sense of presence within the virtual environment, which enhanced concentration and reduced distractions. One participant noted:

"It felt like I was actually inside the work environment, not just watching a training video. I was fully involved in what I was doing." (Participant 7)

Similarly, another participant stated:

"The experience was very real. I could focus better because everything around me was part of the training." (Participant 3)

These findings indicate that immersion plays a critical role in shaping engagement and attention. However, some participants also reported challenges related to discomfort and sensory overload:

"After some time, I started feeling a bit dizzy, and it affected how long I could stay focused." (Participant 11)

This suggests that while immersive environments enhance engagement, excessive sensory stimulation may negatively impact user experience. This finding aligns with existing research highlighting both the benefits and limitations of immersive technologies (Radianti et al., 2020).

4.4 Theme 2: Experiential Skill Development and Competence Acquisition

Participants emphasized that VR training provided hands-on, practical learning experiences that improved their skills and confidence. Many described the ability to practice tasks repeatedly in a safe environment as a major advantage:

"I was able to repeat the task several times until I got it right without worrying about making mistakes." (Participant 2)

Another participant highlighted the impact on real-world performance:

"After the VR training, I felt more confident doing the actual job because I had already practiced it virtually." (Participant 9)

These responses demonstrate how VR facilitates experiential learning by allowing employees to actively engage in simulated tasks. Observational

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data further confirmed that participants improved their performance through repeated interaction with the system. This supports Experiential Learning Theory, which emphasizes learning through active experience and reflection.

However, some participants noted that the effectiveness of VR depended on how closely the simulation matched real job tasks:

"Some scenarios were very helpful, but others didn't fully reflect what we actually do at work." (Participant 5)

However, the extent of competence development varied depending on the quality of simulation design and relevance to real job tasks, reinforcing the importance of contextual alignment in VR training.This suggests that relevance and realism are critical for effective competence development.

4.5 Theme 3: Contextual Conditions Shaping VR Training Effectiveness

The findings reveal that organisational, technological, and individual factors significantly influence the effectiveness of VR training. Participants frequently mentioned the importance of organisational support:

"The training was effective because we had proper guidance and support from our supervisors." (Participant 1)

In contrast, lack of support reduced effectiveness:

"Sometimes the equipment wasn't available, or there was no one to help when issues came up." (Participant 10)

Technological factors also played a key role in shaping user experience. Participants noted that system performance and usability affected their engagement:

"When the system worked smoothly, it was a great experience, but any technical issue immediately disrupted the learning." (Participant 6)

Additionally, individual differences influenced how participants adapted to VR:

"At first, it was difficult because I wasn't used to this kind of technology, but after some time, I became more comfortable." (Participant 8)

These findings align with the UTAUT framework, which emphasizes the role of facilitating conditions and user readiness in technology adoption.

4.6 Discussion of Findings

The findings of this study demonstrate that VR-based immersive learning significantly enhances employee engagement and competence development through the creation of realistic and interactive training environments. Participants' strong sense of presence supports existing research indicating that immersive technologies improve attention, focus, and cognitive involvement (Radianti et al., 2020; Makransky& Mayer, 2022). This aligns with immersion theory, which posits that the psychological experience of "being there" is central to effective learning in virtual environments (Slater & Sanchez-Vives, 2016).

However, the findings also reveal important contradictions within the literature. While several studies report superior learning outcomes in VR environments, others find no significant difference between VR and traditional training methods (Makransky et al., 2019; Parong& Mayer, 2018). In some cases, immersive environments may even lead to cognitive overload, reducing learning efficiency despite increased engagement. This divergence suggests that immersion alone does not guarantee improved competence outcomes; rather, the effectiveness of VR depends on how well the learning experience is designed and aligned with instructional objectives. The present study contributes to this debate by showing that employees value immersion, but only when it is accompanied by usability and task relevance.

Furthermore, the results strongly support Experiential Learning Theory developed by David Kolb, as participants emphasized the importance of "learning by doing" and repeated practice within VR environments. These findings are consistent with studies demonstrating that experiential, simulation-based learning enhances skill acquisition and retention (Petersen et al., 2019; Shahrezaei et al., 2024). However, contrary evidence suggests that experiential immersion may not always translate into better knowledge retention, particularly when learners focus more on navigating the environment than on learning content (Makransky et al., 2019). This indicates that experiential engagement must be carefully structured to avoid distraction and ensure meaningful learning.

In addition, the study extends the Unified Theory of Acceptance and Use of Technology (UTAUT) proposed by ViswanathVenkatesh by highlighting the critical role of organisational, technological, and learner-related factors in shaping VR training effectiveness. Consistent with prior research, facilitating conditions such as organisational support, system usability, and technical reliability significantly influence user engagement and adoption (Radianti et al., 2020). However, some studies argue that even when these conditions are met, resistance to new technologies and lack of digital readiness can limit the effectiveness of VR training (Tarafdar et al., 2019). The findings of this study partially support this

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view, as participants with limited prior exposure to digital tools initially struggled to adapt to VR systems.

Generally, the study advances existing literature by demonstrating that VR training effectiveness is not determined by technological sophistication alone but by the interaction between immersion, experiential learning processes, and contextual enabling conditions. While VR offers significant potential for enhancing employee competence, its impact is contingent upon instructional design quality, user readiness, and organisational support structures. This integrated perspective helps reconcile conflicting findings in prior studies and provides a more nuanced understanding of how immersive technologies can be effectively deployed in corporate training environments.

V. Conclusion and Practical Implications

5.1 Conclusion

This study advances understanding of how Virtual Reality (VR)-based immersive learning technologies contribute to employee competence development by situating learning outcomes within a broader socio-technical context. Rather than viewing VR effectiveness as a direct product of technological immersion, the study highlights the importance of aligning immersive experiences with organisational readiness, instructional design, and user capabilities. This perspective underscores that the value of VR in corporate training lies not merely in its novelty, but in how effectively it is integrated into structured learning systems.

The study also contributes theoretically by bridging experiential learning, immersion, and technology acceptance perspectives into a unified explanation of VR training effectiveness. It demonstrates that competence development emerges from the interaction between experiential engagement, perceived usefulness, and enabling organisational conditions. By addressing inconsistencies in prior research, the study provides a more nuanced framework for understanding when and how immersive technologies can deliver meaningful learning outcomes in organisational settings.

5.2 Practical Implications

Based on the findings, the following recommendations are proposed for organisations, policymakers, and training practitioners:

1. Organisations should prioritize the acquisition of reliable and user-friendly VR systems with high simulation fidelity. Poor system performance, discomfort, and technical glitches can undermine the effectiveness of immersive training. Investment in ergonomic hardware and stable software platforms is essential for sustaining user engagement and learning outcomes.
2. VR training programmes should be carefully designed to reflect actual workplace scenarios and tasks. The relevance of simulation content to real job responsibilities is critical for ensuring the transfer of learning and competence development. Organisations should collaborate with subject-matter experts to develop context-specific VR modules.
3. Management support and a culture that encourages innovation and continuous learning are key to successful VR adoption. Organisations should provide adequate technical support, training resources, and incentives to encourage employee participation and sustained use of immersive technologies.
4. Employees should be adequately prepared to use VR systems through orientation programmes and continuous support. Building digital competence and self-efficacy will reduce resistance to technology and improve overall training effectiveness, particularly for employees with limited prior exposure to immersive systems.
5. VR training should not focus solely on immersion but should incorporate sound instructional design principles. Structured learning pathways, feedback mechanisms, and guided reflection should be embedded within VR experiences to maximize learning outcomes and avoid cognitive overload.
6. Policymakers and organisational leaders should establish clear policies and frameworks guiding the integration of VR into corporate training. These policies should address issues such as cost-benefit evaluation, user safety, ethical considerations, and long-term sustainability of immersive learning systems.

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