

A STUDY ON DETERMINANTS (ENABLERS) OF E – LEARNING EFFECTIVENESS, AMONG THE IT EMPLOYEES DURING THE PANDEMIC PERIOD OF COVID – 19.

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ABSTRACT

Learning is a continuous process, and it becomes more critical to learn, when the norms of learning are redefined by new challenges not just in terms of content design and skill set, but also the very approach towards learning, when the world has awoken to the new challenge of Covid – 19 Pandemic, in the Early 2020. As a means, many organizations, irrespective of their domain and nature have to adapt towards new blend of technologies to sustain the organizational learning function. Employees, especially from IT sector had to proactively upgrade themselves with every opportunity, towards which E – Learning plays a significant role in terms of upskilling and reskilling IT employees. However, what was thought to be temporary makeshift, proved to be a regular mode over the long run. Over the past two years, many E – Learning platforms like Teams, Webex, Zoom etc., have redesigned the learning pedagogy and redefined the domain of learning. As an outcome multiple web based opportunities towards E – learning have cropped up, in the form of E – Certification Courses, Work Shops, Development Programs etc., In this maize of options, the Employees' approach towards E – learning and its effectiveness, in terms of Management support received, Designation or the Career level in the current organization, Experience, Qualification etc, play a crucial role as determining factors. The Study investigates those major determinants or influencing factors upon E – Learning Effectiveness and the intensity of IT Employees' attitude towards those factors.

Key words: E – Learning, Effectiveness, Management Support, Designation, Upskilling, Enablers, Determinants and Attitude.

Introduction

In the Era of Pre and Post Pandemic timeline, three 'E's or Electronic - EEE has gained the prominence. The first one being E – Commerce, and the next one E – Entertainment and last but not least is E – Learning (Electronic Learning). In terms of today's dynamic nature of world, the change is the only phenomenon which is constant and ongoing. Though the concept of Online or E – Learning is not entirely new to the world, but the Outbreak of Covid 19 in Early 2020, has transformed our very fundamental approach towards E – Learning. What used to be an additional and advanced option till then has become the one and only option. This transformation of E – Learning from being an alternative to the only option has contributed towards many emerging theories and principles. The prevailing urgency and the irreplaceable requirement of social distancing had made E – Learning even more relevant, and the grip of E – learning in the context of both Corporate and Academic training has become much stronger due to prevailing conditions.

Tough the fact remains unchanged that in terms of interaction and direct communication, the traditional mode of training and learning will always have an upper hand, but owing to the

changed circumstances, the certainty towards the effectiveness of E – Learning not as an alternative but as the only option, and the factors contributing towards such effectiveness is sceptical and are subject to further research.

As the new knowledge is continuously added to the existing domain, the existing knowledge and skill set of the employees will become obsolete until and unless they frequently update and upgrade their skills either by means of extensive corporate training or self learning out of personal interest (Jokic S, Pradanjac, Erica and Durin, 2011). In order to fulfil the above objective of employee skill up gradation, Various E – Learning modes and tools are adhered at organizational level and Individual level.

In the recent times, Massive Open Online Courses (MOOCs) have received profound attention within the field of E – Learning (Noesgaard S.S, Orngreen, 2015). In fact many corporate firms are encouraging their manpower to get trained through these MOOCs and other E – Learning tools by recognizing and motivating the staff accordingly.

As technology is the major driving force with respect to Information technology (IT) and Software Industry and since the life cycle of any technology adapted in this field is brief, the need to bridge the skill gap among the Human Resources (HR) in IT Industry is more compelling than ever. Hence the usage of the E – Learning is more relevant in the IT and software Industry.

The Mobility, Just-in-time availability and apparent cost-effectiveness of E-Learning have made it an enticing training and learning medium for employee development (Renee E. et al, 2005).

E-Learning will be the default mode of training in many industries in the future; it eliminates geographical limitations, allowing companies to train their personnel anywhere in the world (Rubasree et al, 2021). The study is an attempt to distinctively highlight the various factors / determinants which enable the process of E – learning among IT employees. It specifically explores the relationship between Employees Career Level in the current organization and the variables related to management support towards the effectiveness of E – Learning.

Need for the Study

As the use of E-Learning in corporate towards on-the-job training has grown exponentially in the last decade, it has increased even more due to the pandemic situation. With more and more employees opting for E – Learning towards filling their skill gap, it has become a challenging task for the HR Trainers who design the E – Learning modules and the policy makers to make the corporate E – learning more appealing and effective. The study attempts to bring in better clarity towards the key drivers or enablers for Employees E – learning effectiveness and establishes the significance of distinctive relationship among the variables under study, there by equipping the management with better organizational learning.

Literature Review

Several Studies have addressed the use and acceptance of E – learning as the most suitable means of training and learning in the sphere of IT Industry. The pre pandemic period was a luxury scenario where we could foresee and plan accordingly so as to be prepared for the next technological change, while the pandemic has created the need to learn faster, be more agile, adaptable, and emotionally resilient in the face of the unknown (Quin Bradley, 2020).

This agility and adaptability are need of the hour, especially when it comes to IT industry, where the technological life cycle is brief when compared to other sectors. Since the changes are

so frequent in IT sector, there is a constant need to upgrade the staff and fill their skill gap, in order to ensure the competency among Organizational HR. And towards filling this Gap, both employees and employers play a major role in terms of Upskilling and Reskilling.

From the management perspective, reskilling an internal candidate can cost as little as the one-sixth of hiring and training an external candidate (Deloitte Human Capital Trends, 2019). E – Learning is an effective tool in accommodating the objectives of both upskilling and reskilling, without compromising with the learn ability.

Learning is defined as the principles, facts, and techniques that are understood and absorbed by trainees (Kirkpatrick, 1979). And towards enabling better learning in dynamic industrial environment, many Corporate Companies, have diverged from the traditional concept of training to E – Learning, which has gradually become an industry Standard, Beyond just the virtual trainings IT Firms host, learning management systems (LMS's) are also a key reason why many agencies are taking their live virtual and electronic trainings (Daniel Singley, 2011).

Even over the academic front, E-Learning has continued to gain acceptance and popularity among adult students who see the medium as a means of professional development and self-actualization (Nubi Achebo et al, 2019). This popularity is boosted by recent studies showing that there are no significant differences in learning outcomes when you compare traditional and E - Learning (Brown and Liedholm, 2002).

As the new age technology redefines the means of learning, we can relate it to the changes and the rate at which those changes are accepted by Learners. As per the available literature, the Technology Acceptance Model (TAM) has been utilized to explain why users adopt technology and e-learning, revealing that the prime motivations for adoption are ease of use and the usefulness of technology (Davis, 1989). As it is for any learning system, as the level of sophistication increases, the attitude to apply it decreases, hence such systems at organizational level should be built with a friendly and easy-to-use interface and diverse learning programs through the enhanced E-Learning system (Thuong Pham et al, 2021).

Despite the willingness of employees, there are constraints towards E – learning, where the involvement of management would smoothen the path for an aspiring employee. Towards E – Learning, Financial support is paramount as e-learning infrastructure and application software may be quite costly. Hence, organizations must be willing to invest in training and E – Learning (Indeeren Vencatachelum et al, 2006).

E – Learning eases communication and improves the relationships that sustain organizational learning due to which the organizational teams support team members undergoing E – Learning, by adjusting the work load and accommodating the employee friendly policies like Flexi-Time (Valentina et al, 2015). Towards the aspiring employees opting for E – learning, it becomes even more effective when their efforts are formally recognized in terms of both intrinsic and extrinsic motivation at work place.

When the organization recognizes the efforts towards change, indeed it plays a key role in the success and continuity of organizational change (Atkinson, 1994). Apart from that in an organizational context, there are other factors affecting the effectiveness of E-Learning such as content, mode of interaction, and customization of the module as per the learner's requirements (Vivek Agarwal et al, 2017), E-learning is seen to be effective because of the positive attitudes, self-efficacy, usability, and behavior of workers (Sumit Sharma et al, 2021). when it comes to interaction, especially social interaction with trainers and with co-learners / peers is imperative

to achieve better E - Learning quality (Thuang Pham et al, 2021).

Objective and Methodological Overview

Though the world has witnessed the fruits of E – Learning in a selected timeframe of pandemic, but still real potential of E – learning and its essence is yet to be revealed and explored from the context of corporate training. In fact it is still at nascent stage and needs further focus and organized application to reach its full potential (Amita Maxwell, 2016). The study mainly concentrates on the determining factors in the light of key drivers and enablers towards E – Learning Effectiveness.

The objectives of the study are as follows:

1. To determine the enabling factors towards E – Learning Effectiveness
2. To Study the E – Learning Effectiveness in the light of organizational / Management Support.

Hypotheses of the study:

H₀: There is no significant relationship among the identified variables of the study, which means all the means of the identified variables are equal.

H₁: There is significant relationship among the identified variables of the study, which means all the means or at least one mean among the identified variables are not equal.

In order to access the enablers towards E – Learning effectiveness in the light of Management Support, convenience non probability sampling method is used, where in the research is made by using the survey method through a questionnaire in which the conceptual application of E - Learning and its various determinants are investigated among employees related to IT Services, who have undergone E – Learning towards their Upskilling and Reskilling needs, while the Pandemic period of last 3 years either by means of their personal choice and interest or by means of formal organizational training.

The survey was conducted on a random sample of Employees from various IT organizations in order to examine the organizational factors that positively affect the effectiveness of E - Learning and Upskilling, as well as the determination of the extent to which E – learning is used for such purposes, i.e. what kind of Organizational Support is anticipated from the employees towards their E – Learning requirement, how does it influence the employee attitude towards the E – Learning effectiveness.

Apart from the demographic data, the questionnaire contains 38 questions grouped into 3 categories: 1 Managerial Support and related factors, 2 Interruptions and Barriers, 3. Generic Factors. The questionnaire is based on a 5 point Likert scale, in which by selecting one of the alternatives, respondents express their degree of acceptance or disagreement with the question content.

Based upon the literature review seven variables are identified which act as enablers towards better E – learning effectiveness in the context of Organizational Support, and the relationship of these variables towards employee career level in the current organization is analyzed as a Nominal scale, the details of variables are as follows:

S.No	List of Variables	Details
Variable (V1)	1 Management Support (MS)	The Support Received from Management either in terms of sponsoring the E – learning Fully or Partially.
Variable (V2)	2 Application of Newly Acquired Skills (AONS)	Providing the Platform where the Employee can apply his newly acquired skill set by means of E - learning
Variable (V3)	3 Work Load Adjustments while E – Learning (WLA)	Decreasing or adjusting the regular work load as and when required as per the E – learning Schedule of the Employee
Variable (V4)	4 Flexi-Time (FT)	Provision of Flexi time option so as to accommodate the employee with his / her E – learning Schedule.
Variable (V5)	5 Intrinsic Motivation (IM)	Appreciating the Employee openly, Recognition, Applause
Variable (V6)	6 Extrinsic Motivation (EM)	Rewards, Better Appraisal, Incentives, Increments, Promotions, Career Advancement.
Variable (V7)	7 Ease of Use (EOU)	Perceived Ease of use in terms of application, simplicity.

Table – 1 List of Variables Selected For the Study

The Responses are based on following interpretations:

Scale:1- Strongly Agree (SA), 2 – Agree (A), 3- Neutral / Not Applicable at my Work place (NA), 4 – Disagree (D), 5 - Strongly Disagree (SDA).

The study sample includes a total of 120 respondents of whom 54 were men and 66 women.

The distribution of respondents based on their Educational Qualification is as follows (professional degree-respondent): 9 PhD Doctorates, 51 post Graduates/ Master degree holders, 49 Graduate, 11 Diploma holders. Distribution of respondents based on their respective aggregate years of service: More than 18 years – 14, 12 to 18 Years – 20, 8 to 12 Years – 22, 3 to 8 years – 25, Less than 3 Years - 35, missing data for three subjects.

Distribution of respondents Based on their current career level in the Organization: Entry Level – 24, Middle Level – 75, Top level – 16, Freelancers / Gig – 5.

Towards the following study the Nominal scale of responses that are considered is with respect to the Employee Career Level in the current organization (ECL).

Data Analysis:

Upon the Analysis of Data, the variables and the research responses can be interpreted as follows:

	ECL	MS	AONS	WLA	FT	IM	EM	EOU
SA	24	31	28	37	44	26	33	29
A	75	57	78	61	60	63	63	64
NA	8	26	13	17	15	23	19	18
D	7	6	1	4	1	5	4	6
SDA	6	0	0	1	0	3	1	3

Table – 2 Respondents Opinion towards Determining Enablers of E – Learning Effectiveness

Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
0.692	8

Table – 3 Reliability Statistics Towards Research Tool Used

The study utilized the reliability analysis through Cronbach's Alpha methods. Our empirical methods prove the reliability of the data tool used in the research. Since Cronbach's Alpha Value is greater than 0.5, hence the research questionnaire used is reliable.

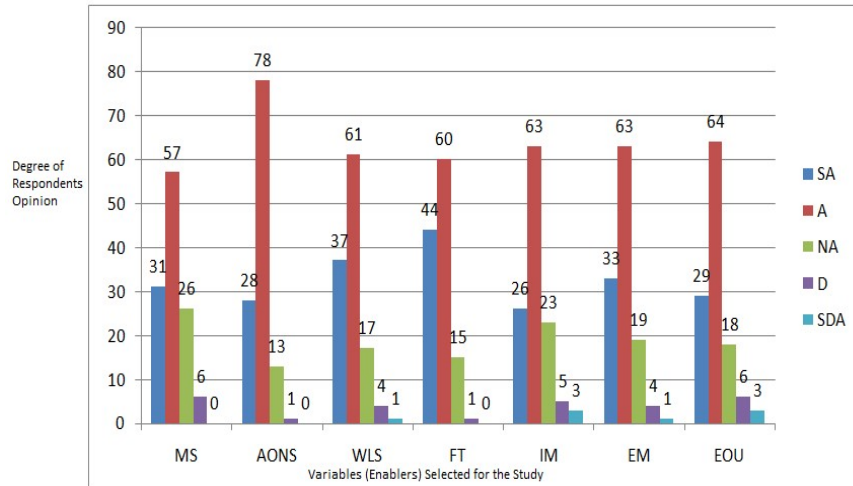


Figure – I Representation of Respondents Opinion Towards Enabling Variables of study

From the above descriptive analysis, it is clear that the majority of employees who have undergone E – learning for their upskilling and reskilling needs, agree that the above selected variables play a significant role in terms of determining the effectiveness of E – Learning, especially in the context of organizational support. To be specific, overall, 72.6% of participants stated that the above variables under study affect the E – learning Effectiveness.

S.N	Details	Mean	Standard Deviation
V1	Management Support	2.06	0.823
V2	Application of newly Acquired Skills	1.89	0.605
V3	Work Load Adjustments while E - Learning	1.93	0.811
V4	Flexi time	1.77	0.692
V5	Intrinsic Motivation	2.13	0.888
V6	Extrinsic Motivation	1.97	0.804
V7	Ease of use	2.08	0.904

Table – 4 Descriptive Statistics of the Variables

From the Table - 4 it is imperative that there is a significant relationship among the identified

variables of the study, which means all the means or at least one mean among the identified variables are not equal. This is confirmed using further analysis.

To figure out the validation of study hypotheses based on statistical analysis, correlation analysis is calculated using SPSS towards the identified variables of the study.

Correlations								
		Management Support	Application of New Skills	Work load Adjustment	Flexi time	Intrinsic Motivation	Extrinsic Motivation	Ease of Use
Management Support	Pearson Correlation	1	.856**	.900**	.835**	.944**	.929**	.931**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001
	N	120	120	120	120	120	120	120
Application of New Skills	Pearson Correlation	.856**	1	.856**	.845**	.871**	.875**	.892**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001	<.001
	N	120	120	120	120	120	120	120
Work load Adjustment	Pearson Correlation	.900**	.856**	1	.898**	.889**	.963**	.914**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001	<.001
	N	120	120	120	120	120	120	120
Flexi time	Pearson Correlation	.835**	.845**	.898**	1	.815**	.866**	.837**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	<.001	<.001
	N	120	120	120	120	120	120	120
Intrinsic Motivation	Pearson Correlation	.944**	.871**	.889**	.815**	1	.911**	.960**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001	<.001
	N	120	120	120	120	120	120	120
Extrinsic Motivation	Pearson Correlation	.929**	.875**	.963**	.866**	.911**	1	.940**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001		<.001
	N	120	120	120	120	120	120	120
Ease of Use	Pearson Correlation	.931**	.892**	.914**	.837**	.960**	.940**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	
	N	120	120	120	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

***Correlation is Significant at 0.01 Level.**

Table – 5 Correlation Analysis of Variables

Interpretation

From the Table - 5 it is evident that at least one relationship among the study variables is significant at 0.01 level of significance. Hence it can be concluded that H_1 at 1 % level of significance (Since all the relationship values are greater than 0.7) by means of correlation analysis, it is concluded that not all means of the study variables are equal.

There by it can be interpreted that there is a significant relationship among all the seven variables, Data is substantiating that the studied variables, i.e. Management Support and other variables are useful for predicting the dependant variable i.e. Effectiveness of E - learning. Therefore, we are rejecting null hypotheses and we are accepting alternative hypotheses.

In other words, our findings have proved that effectiveness of e-learning is positively related to Management Support, Application of newly acquired skills, Provision of Work load Adjustment and Flexi time, Ease of use, intrinsic and Extrinsic Motivation.

Chi-Square Test Analysis

Chi- Square Test between Nominal Scale (ECL) and Ratio Scale (Variables)

Test 1: Employee Career Level at the current organization (ECL) Verses Management Supporting (MS) towards E - Learning Effectiveness.

Chi Square Test (ECL Vs MS)			
	Value	df	Asymtotic Significance (2 - Sided)
Pearson Chi-Square	15.730 ^a	12	0.204
Likelihood Ratio	16.493	12	0.17
Linear by linear Association	0.859	1	0.354
N of Valid Cases	120		

Table – 6 Chi Square Analysis of ECL Vs MS (Variable 1)

H₀: There is no significant relationship between Employee Career level in the current organization (ECL) and Management Support (MS) towards E- Learning effectiveness.

H₁: There is significant relationship between Employee Career level in the current organization (ECL) and Management Support (MS) towards E- Learning effectiveness.

From Table - 6 it is evident that P value (0.204) is greater than 0.05 significance value. Hence the Null Hypothesis (H₀) is rejected and Alternative Hypothesis (H₁) is accepted, stating that there is statistically significant relationship between Employee Career Level in the current organization and Management support towards E – learning effectiveness.

Test 2: Employee Career Level at the current organization (ECL) Verses Employee being provided with an opportunity to apply the newly acquired skill set (AONS) in terms of E - Learning Effectiveness.

Chi Square Test (ECL Vs AONS)			
	Value	df	Asymtotic Significance (2 - Sided)
Pearson Chi-Square	8.388 ^a	12	0.754
Likelihood Ratio	9.375	12	0.671
Linear by linear Association	0.182	1	0.669
N of Valid Cases	120		

Table - 7 Chi Square Analysis of ECL Vs AONS (Variable 2)

H₀: There is no significant relationship between Employee Career level in the current organization (ECL) and Employee being provided with an opportunity to apply the newly acquired skill set (AONS) in terms of E - Learning Effectiveness.

H₁: There is significant relationship between Employee Career level in the current organization (ECL) and Employee being provided with an opportunity to apply the newly acquired skill set (AONS) in terms of E - Learning Effectiveness.

From Table - 7 it is evident that P value (0.754) is greater than 0.05 significance value. Hence the Null Hypothesis (H₀) is rejected and Alternative Hypothesis (H₁) is accepted, stating that there is statistically significant relationship between Employee Career Level (ECL) in the current organization and Employee being provided with an opportunity to apply the newly acquired skill set (AONS) and its effect towards E - Learning Effectiveness.

Test 3: Employee Career Level at the current organization (ECL) Verses Work Load Adjustment (WLA) during Upskilling period and its Effectiveness towards E - Learning.

Chi Square Test (ECL Vs WLA)			
	Value	df	Asymtotic Significance (2 - Sided)
Pearson Chi-Square	17.044 ^a	16	0.383
Likelihood Ratio	15.285	16	0.504
Linear by linear Association	5.542	1	0.019
N of Valid Cases	120		

Table - 8 Chi Square Analysis of ECL Vs WLA (Variable 3)

H₀: There is no significant relationship between Employee Career level in the current organization (ECL) and reduced work load or Work Load Adjustment (WLA) during Employees E – learning period and its effect on E – Learning Effectiveness.

H₁: There is significant relationship between Employee Career level in the current organization (ECL) and reduced work load or Work Load Adjustment (WLA) during Employees E – learning period and its effect on E – Learning Effectiveness.

From the Table - 8 it is evident that P value (0.383) is greater than 0.05 significance value. Hence the Null Hypothesis (H₀) is rejected and Alternative Hypothesis (H₁) is accepted, stating that there is statistically significant relationship between Employee Career Level (ECL) in the current organization and provision of reduced work load or Work Load Adjustment (WLA) during Employees E – learning period and its affect on E – Learning Effectiveness.

Test 4: Employee Career Level at the current organization (ECL) Verses Provision of Flexi-Time (FT) option to Employee undergoing E – Learning and its effect on E – Learning Effectiveness.

Chi Square Test (ECL Vs FT)			
	Value	df	Asymtotic Significance (2 - Sided)
Pearson Chi-Square	12.086 ^a	12	0.439
Likelihood Ratio	11.531	12	0.484
Linear by linear Association	3.456	1	0.063
N of Valid Cases	120		

Table - 9 Chi Square Analysis of ECL Vs FT (Variable 4)

H₀: There is no significant relationship between Employee Career level in the current organization (ECL) and Provision of Flexi-Time (FT) option to Employee undergoing E – Learning towards E – Learning Effectiveness.

H₁: There is significant relationship between Employee Career level in the current organization (ECL) and Provision of Flexi-Time (FT) option to Employee undergoing E – Learning towards E – Learning Effectiveness.

From the Table - 9 it is evident that P value (0.439) is greater than 0.05 significance value. Hence the Null Hypothesis (H₀) is rejected and Alternative Hypothesis (H₁) is accepted, stating that there is statistically significant relationship between Employee Career Level (ECL) in the current organization and provision of Flexi-Time (FT) option to Employee undergoing E – Learning towards E – Learning Effectiveness.

Test 5: Employee Career Level at the current organization (ECL) Verses Intrinsic Motivation (IM) of an Employee and its contribution to E – learning Effectiveness.

Chi Square Test (ECL Vs IM)			
	Value	df	Asymtotic Significance (2 - Sided)
Pearson Chi-Square	14.619 ^a	16	0.553
Likelihood Ratio	16.884	16	0.393
Linear by linear Association	0.039	1	0.842
N of Valid Cases	120		

Table - 10 Chi Square Analysis of ECL Vs IM (Variable 5)

H₀: There is no significant relationship between Employee Career level in the current organization (ECL) and the Intrinsic Motivation (IM) he/she subjected to, towards E – Learning Effectiveness.

H₁: There is significant relationship between Employee Career level in the current organization (ECL) and the Intrinsic Motivation (IM) he/she subjected to, towards E – Learning Effectiveness.

From the Table - 10 it is evident that P value (0.553) is greater than 0.05 significance value. Hence the Null Hypothesis (H₀) is rejected and Alternative Hypothesis (H₁) is accepted, stating that there is statistically significant relationship between Employee Career Level (ECL) in the current organization and the Intrinsic Motivation of an Employee in terms of E – Learning Effectiveness.

Test 6: Employee Career Level at the current organization (ECL) Verses Extrinsic Motivation (EM) of an Employee and its contribution to E – learning Effectiveness.

Chi Square Test (ECL Vs EM)			
	Value	df	Asymtotic Significance (2 - Sided)
Pearson Chi-Square	12.746 ^a	16	0.691
Likelihood Ratio	17.129	16	0.377
Linear by linear Association	1.496	1	0.221
N of Valid Cases	120		

Table – 11 Chi Square Analysis of ECL Vs EM (Variable 6)

H₀: There is no significant relationship between Employee Career level in the current organization (ECL) and the Extrinsic Motivation (EM) of an Employee and its contribution to E – learning Effectiveness.

H₁: There is significant relationship between Employee Career level in the current organization (ECL) and the Extrinsic Motivation (EM) of an Employee and its contribution to E – learning Effectiveness.

From the Table – 11 it is evident that P value (0.691) is greater than 0.05 significance value. Hence the Null Hypothesis (H₀) is rejected and Alternative Hypothesis (H₁) is accepted, stating that there is statistically significant relationship between Employee Career Level (ECL) in the current organization and Extrinsic Motivation (EM) of an Employee in terms of E – Learning Effectiveness.

Test 7: Employee Career Level at the current organization (ECL) Verses perceived Ease of Use (EOU) towards new skill set and its effect on E – Learning effectiveness.

Chi Square Test (EVS Vs EOU)			
	Value	df	Asymtotic Significance (2 - Sided)
Pearson Chi-Square	17.982 ^a	16	0.325
Likelihood Ratio	17.601	16	0.348
Linear by linear Association	0.147	1	0.701
N of Valid Cases	120		

Table - 12 Chi Square Analysis of ECL Vs EOU (Variable 7)

H₀: There is no significant relationship between Employee Career level in the current organization (ECL) and the perceived Ease of Use (EOU) towards new skill set in terms of E – learning Effectiveness.

H₁: There is significant relationship between Employee Career level in the current organization (ECL) and the perceived Ease of Use (EOU) towards new skill set in terms of E – learning Effectiveness.

From the Table - 12 it is evident that P value (0.325) is greater than 0.05 significance value. Hence the Null Hypothesis (H₀) is rejected and Alternative Hypothesis (H₁) is accepted, stating that there is statistically significant relationship between Employee Career Level (ECL) in the current organization and the perceived Ease of Use (EOU) towards new skill set in terms of E – Learning Effectiveness.

Conclusion:

Due to the emerging need to stay ahead of global competition, Organizations need to empower their Human Resources with latest technologies and keep employees skills up to date and this seems to be practical only when the learning is taken beyond the known limitations of traditional modes of learning, which is none other than E – Learning or Digital Learning. When the concept of E – learning is integrated, with that of Organizational training, it yields the best results from both Employee and Employer perspective.

Apart from that, the added advantages of E – learning include cost-effectiveness, Reduced Duration of Time, Mobility, Storage and Reuse Option, makes it even more profitable and suitable for the growing organizational need.

When such need is recognized in its true sense and when the organizations encourage their staff towards their E – learning efforts, it makes a sea of difference in terms of Effectiveness of E-Learning, Employee Perception towards the organization.

A core strength of the study remains in its approach wherein a qualitative approach is applied in an area where previous studies are dominated by quantitative studies

It distinctly highlights the tone of Employees who are participants in this research’ in terms of their perceptions of what forms of Management support encourages E - Learning. This methodology allowed close observation of the relevant variables and factors which resulted in new information that extends the body of knowledge about Management support towards E - learning. The information gathered from this research contribution will enable the corporate HR practitioners and policy makers towards enhancing the learning culture of organization and to support employee learning. Apart from that, the research data provides better clarity and differentiation between the types of support provided by organizations and that has not been reported in previous research.

Limitations and Scope for Future Research:

However, the focus of the study is limited towards analyzing the significance of relationship between Employee Career Level in the current organization and the variables under study, similar analysis can be done by altering the other nominal scales like Gender, Age, Total Experience and Qualification of the Respondents etc. In terms of ratio scale the factors identified for scale are enablers alone, as is the case for any progressive concept, even the E – learning has got the challenges, interruptions or barriers, which hamper its effectiveness, further research should be conducted in adding the criticality to the existing study. This Study is made with respect to IT Employees and IT related functions alone, future studies should try to replicate the findings of this study with respect to the organizations in other Industrial fields with more diversified sample size.

In the organizational scenario, the attitude of Employees towards E – Learning and its role towards career advancement, when compared to the traditional modes etc are subjects for further research.

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