



E-LEARNING EFFICACY OF USERS IN PRIMARY CORPORATE SECTOR ORGANIZATIONS

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Abstract: E-learning enables skill development and information acquisition from any location, at any time, and at any time. Schools and colleges and universities are being forced to close as a result of COVID-19 Pandemic. Throughout this time period, there has been a noticeable surge in the adoption of digital learning by professionals and students. Nowadays, there is a wide array of e-learning systems available. These platforms can take the form of a mobile application, audio podcast, video conferencing software, or learning management system (LMS) software. In today's world, the internet, cloud computing, and mobile technologies have infiltrated virtually every aspect of human life. E-learning (electronically-based learning) has expanded its wings across numerous industries and opened up numerous opportunities. Education and Learning & Development have exploded in growth during the previous few years, with E-learning contributing significantly to the industry's development in developing economies. Due to the requirement of acquiring skills and promptly responding to day-to-day problems provided by an ever-changing work environment, the question of E-learning efficacy has emerged and must be addressed across industries vis Primary, Secondary and tertiary. The purpose of this research study to investigate Individual E-learning efficacy (IEE) of the learners and the Organisational E-learning efficacy (OEE) of the organisations in the primary sector, as well as the tools and technology used for e-learning. The primary research instrument is there on the data collection from the employees of Primary Corporate sector organization/Industries. Data analysis that was carried out was the analysis of quantitative data. Quantitative analysis is utilised to quantify the success of e-learning through the use of figures and percentages. The findings suggested that e-learning was a successful tool for remote learning during the pandemic of coronavirus illness (Covid-19).

Keywords: E-learning, Learner efficacy, Learnability factor, Primary Sector E-learning

I. INTRODUCTION:

The current environment in which digital learning and microlearning take place The rising tendencies of the new world of work and the Future of Work (FoW) in Industry 4.0 (4th Industrial revolution) are rapidly becoming a daily reality for millions of working professionals and thousands of businesses worldwide. Numerous megatrends are reshaping our industry and the way we work—the mobile revolution, edge computing, augmented reality, big data, cyber-security, the energy crisis, cloud orchestration, artificial intelligence, smart machines, and linked products, to name a few. This means that jobs are evolving at a breakneck pace. It is no longer acceptable to stop studying. It is critical and urgent for the success of our business. Numerous company leaders, managers, and employees concur and express concern about how technologies such as robotics, machine learning (ML), and artificial intelligence (AI) are transforming professions and the need for continuous evolution. This anxiety is justified, as some jobs are disappearing because of technological advancements, while others are evolving or transforming.

Learning is the highest-rated organisational challenge across all industries, as per (Deloitte's 2019 Global Human Capital Trends study). Employees rated the "opportunity to learn" as a top reason for taking on a job role/professional assignment, and most chief experience officers (CXOs), chief executive officers (CEOs), business leaders, and chief to develop robust work-centric and engaging learning programmes and an evolving-growth culture, thereby facilitating skill up-gradation in the natural progression of the job. If any business/human resource executive want to do this, it is expected that a new model of digital and self-learning will emerge as an inspiration from the evolution of information technology (IT), which has brought about dramatic changes over the previous decade or so. Simply put, new modes of learning, both digital and micro, have emerged and are rapidly becoming the norm for developing the future workforce in terms of attitude/mindset, skills, and competencies, thereby creating a cult of "future of work" and "inbred talent pool" to meet changing/ evolving business needs.



Web-based, mobile-based, and desktop-based e-learning technologies are the most often used. Through an e-learning platform, learners can access online content and tools that aid instructors in delivering and managing educational programmes. By 2020, The advent of video conferencing software, dynamic content websites, and the expansion of the internet have increased electronic communication options, as well as access to and delivery of educational information (Kirti Punia, 2013). Learners increasingly rely on language learning software or online flashcards, while schools increasingly make use of online classroom services. Online certifications and degree programmes are becoming increasingly popular among professionals. A lot of factors contribute to the quality of an e-learning course, including the student's involvement and learning, the course's content, granularity, interactivity, and customisation. It is commonly accepted that technological advancements, both at work place and elsewhere, have had a significant impact on people's lives, with the most of this influence being beneficial and positive, such as the rise of a "mobile" workforce via telecommuting technologies. Individuals and organisations have benefited from these technical advancements. Jan & k, (2019) (Arumugam, Jan & k, 2019) The relationship between essential success variables for total quality management adoption and business performance is investigated using a two-step structural equation modelling approach. Nonetheless, there is growing concern about technology's "dark side" and its detrimental effects on individual well-being. For example, one of ergonomics' primary goals is to protect workers' physical and mental health through the use of the most appropriate technology and machinery. E-learning is a catch-all term that refers to any form of education that makes use of electronic instructional materials supplied via the internet. It is an informal term that refers to web-based or online education (Trombley and Lee, 2002). Globalization has increased the importance of knowledge acquisition for acquiring a competitive edge, and as a result, Learning has become critical to the acquisition, application, and development of knowledge (Longworth and Davies, 1996). With the widespread adoption of internet technology and mobile applications, enormous new opportunities for education and training delivery have emerged, and with rapidly growing internet usage, e-learning has progressed into a portable and flexible new method for learners to acquire critical knowledge. Learners who have access to an e-learning system can now access instructional resources in a variety of formats (text, images, sound, video streaming, video repository, audio podcasts, and so on) at any time and from any location as long as they have internet access. Additionally, they can communicate both individually and concurrently with trainers and other learners in discussion, message boards, instant breakout rooms, and video calls. Additionally, individuals have the option of self-paced instruction, which gives them entire control over the approach and content of their education (Trombley and Lee, 2002; Zhang and Zhou, 2003). Instruction attempts to promote the development of learning skills that result in changes in the learner's knowledge, or, to put it another way, to promote learning (Mayer, 2019). Currently, educational technologies greatly facilitate teaching and learning (TL) processes, particularly those carried out in educational settings via online learning platforms (i.e. E-learning) and traditional face-to-face classrooms (Rodrigues et al., 2018). E-learning has been defined as instruction delivered via a digital technology designed expressly for the purpose of facilitating learning. This device could be a desktop computer, a laptop, a game console, a smartphone, a touchscreen tablet, or a wearable device (Mayer, 2017).

II. LITERATURE REVIEW

Chen (2008) defined eLearning as "a type of training delivered via computer in order to facilitate learning." Perspectives on the digital learning systems market – issues and opportunities. Kirkpatrick et al (1954, 1979) emphasized the importance of assessment in terms of process, whereas Cascio (1982) and Giangreco et al. (2010) emphasized the importance of evaluation in terms of outcome. in terms of organizational focus. Chella et al. (2018) have incorporated this concept in their new book, "HR Here and Now."

Nguyen et al. (2020) suggested that technology-assisted learning is the most effective way of digital inclusion. Learning is the optimum platform for implementing L&D. L&D helps to employee motivation, job satisfaction, and engagement, as well as to the development of a value-based culture and individual competencies (van Dam, 2017). According to Janssen and Van Yperen (2004), creative ideas and their execution improve organisational performance, and so L&D and digital learning will alter the global employment environment. According to the organisational perspective, learning and development is a means of collective development that contributes to the achievement of organisational goals and aids in individual development. Moreover, knowledge and abilities (Harrison, 2009). Reyna (2011) and Ficheman and Lopes (2018) established a link between teaching and learning about digital ecosystems (DTLEs), which include hardware, software, operating systems, and networking technologies. These are then seamlessly connected via digital technology to form a digital learning ecosystem. effectively to achieve the desired learning results in the workplace. This is further confirmed by Wannapiroon (2016)'s findings, which indicate that a range of media are used to accomplish learning objectives by both learners and instructors, this is especially true in the digital learning environment, and it has become crucial in the realm of digital learning. The context and utility of the digital learning ecosystem in enhancing organisational outcomes Sarnok et al. (2019) discovered that the "Digital Learning Ecosystem" consists primarily of two key components: (1) the digital learning environment, which includes software, hardware, and a network; and (2) the digital storytelling learning and teaching community, which consists of three components: teaching (by

instructors/coaches/mentors/managers/leaders, etc.), learning, and supporting (from superiors, peers, friends, family, etc.). Gopal Sakarkaret al (2012) .'s article gave a comparative analysis of several e-learning platform architectures. The purpose of this study was to examine the research and design issues inherent in improving an intelligent e-learning system. for the purpose of offering online classroom training. The term "technology" has a variety of connotations and encompasses a large number of structures. In recent years, the term "technology" has been primarily linked with computers and other gadgets used by workers to interact, share information, and execute job responsibilities. Along with desktop computers, laptop computers, mobile phones, personal digital assistants (PDAs), pagers, and blackberries all illustrate how Workplace flexibility, efficiency, and productivity are enhanced by the usage of technology. It is self-evident that these technologies have been ingrained in practically every element of employment as a necessary component of job performance and organisational productivity. T. Arumugam & R. Mathai (2016). Our grasp of the complex interaction between people and computers/other technology is rapidly developing, but it is still quite imprecise (Olson & Olson, 2003). Self-efficacy is a critical component of social cognitive theory. Bandura defines it as a characteristic that influences an individual's assessment of himself/herself and the way his/her behaviour develops, particularly with relation to his/her capacity to organise the activities necessary to successfully complete a task (Askar and Umay, 2001). Additionally, Bandura (1977) defines self-efficacy as a person's belief in his or her ability to do the steps necessary to respond to probable events.

III. METHODOLOGY

This study is part of a broader study conducted at Madhav University in Rajasthan, India, investigating the efficacy of e-learning in the corporate sector. The goal of this study is to ascertain how corporate sector employees utilise e-learning technologies and their level of satisfaction with their use as a workplace training tool. The study takes use of secondary data collected between 2020 and 2021 from employees of key corporate sector organisations. The data set includes measures of e-learning efficacy. The employees' gender, age, work experience, education level, job satisfaction level, and level of e-learning interactivity were collected as background data, whereas their reaction levels were determined via a survey with some predefined questions and response options as (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. SPSS software was used to examine the data. Until this research, no specific survey had been designed to assess the relationship between e-Learning and employee dedication, happiness, enthusiasm, and work performance. The lead investigator conducted an assessment of all known studies on e-Learning in order to ascertain common characteristics connected with e-Learning and employee performance and satisfaction. on e-Learning to determine whether there are any shared characteristics between e-Learning and employee satisfaction and performance. The poll sampled 150 employees from the Primary Sector Organizations. An email message was sent to company management to notify them of the to provide information about the study's nature and to notify personnel that they would be approached. Employees responded to the survey online by clicking on a URL provided via email. The poll was conducted over a three-month period and lasted 60 days. We gathered demographic information such as age, gender, job status, industry, and place of employment.

IV. DISCUSSION OF THE RESULTS

4.1. Background of the respondents

The purpose of this study was to determine the effect of eLearning on corporate personnel. More precisely, the research examined the effect of e-Learning on employee productivity, work performance, and job satisfaction. In all, 113 employees participated in the survey. The demographics are shown on the table 1 below. The sample size used for the study was 113 respondents, out of it 85 were Male respondents and 28 were Female respondents

Table 1: Demographic Factors

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	28	24.7	24.7	27.7
Male	85	75.3	75.3	100.0
Total	113	100.0	100.0	

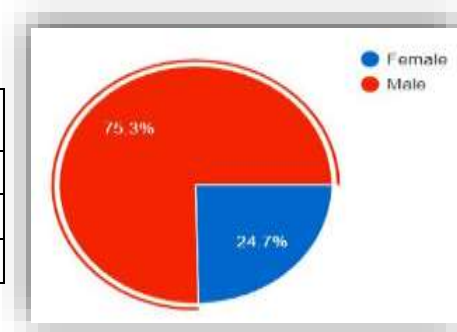


Figure 1. Respondents in Terms of Gender

The respondents were predominantly youthful (54.6 percent were under the age of 40) and educated (80.7 percent were high school graduates). Male respondents made up 75.3 % of the sample, while female respondents made up 24.7 %. The following table summarises the demographic factors of the study's respondents. The respondent's chronological age in years is denoted by the term "age." The term "gender" relates to the respondent's self-identified gender identity. The bulk of poll respondents were between the ages of 20 and 30, 31 - 40, 41 - 55, and 56 - 70, representing 13.2 %, 41.4 %, 39.7 %, and 5.7 %, respectively. The average age of the respondents was 25 years. Female participants made up 24.7 percent of the total, while male participants made up 75.3 percent.

4.2 Comfortability factor in use of e-learning technology

Table 2: Comfortability of use of e-learning technology

Valid Options	Frequency	Percent	Valid Percent	Cumulative Percent
Not very Comfortable	2	1.7	1.7	1.7
Not Comfortable	27	23.5	23.5	25.2
Comfortable	70	62.2	62.2	87.4
Very Comfortable	14	12.6	12.6	100.0
Total	113	100.0	100.0	



Figure 2. Comfortable to use E-learning technology

As depicted in Table 2, 74.8 % believe that eLearning increases employee comfort. Only 25.2 % claimed that electronic learning does not result in increased employee comfort. According to the data, 1.7 percent reported being uneasy, 23.5 % being neutral, 62.3 % reported being comfortable, and 12.6 % reported being extremely comfortable.

4.3 Acceptance of e-learning training instead of face-to-face learning

Table 3: Acceptance of use of e-learning technology instead of face-to-face learning

Valid Options	Frequency	Percent	Valid Percent	Cumulative Percent
Not Very Acceptable	5	4.1	4.1	4.1
Not Acceptable	40	35.4	35.4	39.4
Acceptable	59	52.6	52.6	92.0
Very much Acceptable	9	7.9	7.9	100.0
Total	113	100.0	100.0	

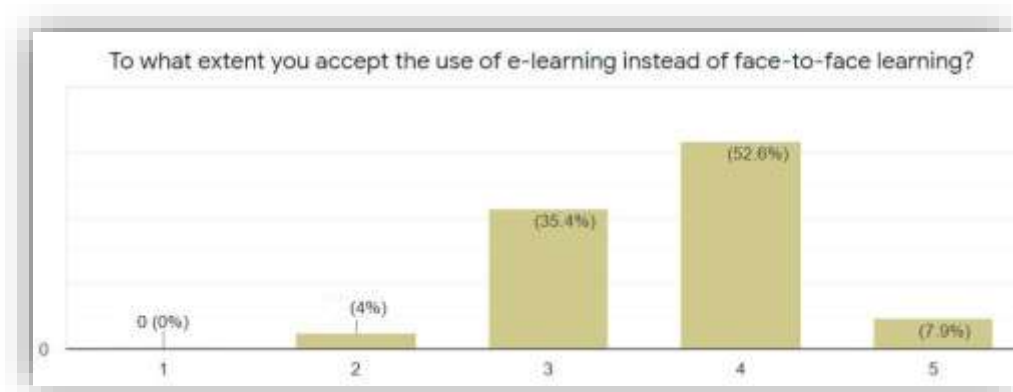


Figure 3. Acceptance of Online training instead of f2f training

As displayed in Table 3, 60.5 % believe that e-Learning results in increased employee acceptance. Only 4% indicated that e-Learning does not result in an increase in employee acceptance. According to the statistics, 4% answered that using E-learning in lieu of face-to-face training is unacceptable, 52.6 percent stated that using E-learning in lieu of face-to-face training is acceptable, and 7.9 percent stated that using E-learning is extremely acceptable.

4.4 Enthusiastic about taking E-learning mode in training

Table 4: Enthusiastic about taking e-learning training mode.

Valid Options	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	1.8	1.9	1.9
Neutral	18	15.9	15.9	17.8
Agree	79	69.9	69.9	87.7
Strongly Agree	14	12.3	12.3	100.0
Total	113	100.0	100.0	

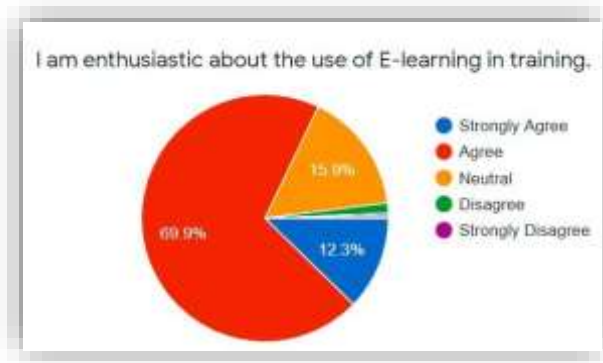


Figure 4. Enthusiastic about taking E-learning training mode

As shown in Table 4, 82.2 % expressed enthusiasm for the use of e-learning. Only 17.7 % responded that eLearning does not result in an increase in employee enthusiasm. According to the data, 12.3 % expressed strong agreement, 69.9 % expressed agreement, 15.9 % expressed neutrality, and 1.9 % expressed disagreement.

V. CONCLUSION

The data was gathered from both primary and secondary sources and is being collated and displayed above, along with analytical insights on the difficulties, challenges, and possibilities associated with L&D and digital learning. The purpose of this study was to determine the effect of using eLearning in employee training on employee happiness, productivity, and job performance. The proposed theoretical framework for determining if employee eLearning usage correlates with organisational commitment is deduced. It may be inferred that because the model is significant, the end-user survey can be utilised as a reference for trainee reaction-based satisfaction. Additional research is needed to improve the models in several areas, including the addition of new variables such as learners' level of motivation, characteristics, life-style, as



well as values, which can be collected via new survey(s); the addition of a pretest; and post - test; and the use of additional data from multiple companies and sectors. These digital learning trends, as articulated by the corporations, align with the findings of numerous studies and industry practitioners (HR executives, L&D managers, and business leaders), as illustrated above. This demonstrates unequivocally that "embracing Digital Learning, Digital Platforms, and a Digital Learning culture are critical business dimensions for firms in the twenty-first century that wish to grow exponentially, or risk being left behind in the global competitive race."

The analysis result shows that with reference to Demographic data, the average age of the respondents was 25 years. Female participants made up 24.7 %, while male participants made up 75.3 %. With reference to comfortability of use of E-learning technology, as per data it is seen that 1.7% stated that they were not comfortable, 23.5% stated that they were neutral, 62.3% stated that they were comfortable, 12.6% stated that they were very comfortable. The inferred data for Acceptance of E-learning shows, 4% feel that use of E-learning instead of face to face training was not acceptable, 52.6% stated that use of E-learning instead of face to face training was acceptable, 7.9% conferred that use of E-learning is very much acceptable. For E-learning enthusiasm in training, the analysis shows 12.3 % stated strongly agree, 69.9 % stated that agree, 15.9 % stated neutral, 1.9% stated that they disagree. As shown by the results, users have great Self-efficacy towards electronic form of training and learning.

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