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Exploring Factors for E-learning Readiness in the Workplace: A Case of a Company Head Office in Yangon

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Abstract

Some organizations in Myanmar have started using e-learning systems as part of their learning and development plans caused by the pandemic crisis. Most organizations have also begun using online learning systems, which allow their employees to connect and learn virtually, even in an emergency. This research aims to examine the factors that influence employees' e-learning readiness in the organization. This study examined the influence of eight factors of perception, attitude, motivation, knowledge sharing practices, management support, technology access, technological competencies, and content readiness on e-learning readiness in a Company Head Office in Yangon. In this mixed-method research, only operational employees and managers participated in an online survey. The seventy-five employees responded to the 5-point Likert scale questionnaire with open-ended questions. The quantitative data analysis consisted of Cronbach's Alpha Reliability Test, descriptive analysis, inferential analysis. Content analysis was used to analyze the qualitative data. The results indicated that perception with p value less than 0.05 (p value) = 0.000<0.05 and technological competencies with p value less than 0.05 (p value) = 0.024<0.05 have significant influence on the e-learning readiness. The qualitative data highlights technology access, technological competencies, perception, attitude, and motivation at the personal level, technology access, technological competencies, knowledge sharing practices and management support at team or departmental level, and content readiness at the organizational level to improve e-learning readiness. According to the overall results, the employees' current e-learning readiness level is in a good situation although there are some areas to develop for better engagement of employees in the e-learning implementation process. In conclusion, strategies and recommendations are: 1) to provide more technological supports in terms of devices and learning space; 2) to provide more departmental trainings and team collaborations through online; 3) to have strategic plans for e-learning whether it is departmental or for the whole organization; and 4) to utilize interesting and effective contents for employees.

Keywords: e-learning, e-learning readiness, perception, technological competencies, personal level, team or departmental level, organizational level

Introduction

According to data from the 1990s, businesses have used modern learning technologies (electronic-learning) to educate and reskill their workforce. Moreover, shorter knowledge life cycles, the increasing quality and knowledge accessible on the internet, and the cost-effectiveness of e-learning have driven businesses to invest in online learning technologies

(Schweizer, 2004). Corporate e-learning allows employees to engage in a lifelong learning process while developing their competencies to cope with external market conditions and internal organizational requirements. As a result, an increasing number of businesses have used e-learning for training and skills development.

The Company Head Office aims to empower employees by providing skill and capability enhancement at all levels to meet ever-changing consumer demands. However, due to the emergency in the pandemic period, the Head Office had to conduct yearly online training held physically. Therefore, it becomes a company requirement to determine the e-learning readiness level of employees to make sure employees are adept with existing virtual working conditions and a potential to introduce e-learning for employees' learning in the future.

Research Objectives

1. To determine the factors that influence e-learning readiness in the organization.
2. To understand employees' perception and expectations on e-learning.
3. To propose recommendations and strategies for e-learning readiness in the organization.

Research Questions

1. What are the factors that influence e-learning readiness in the organization?
2. What are the perception and expectations of employees on e-learning?
3. What are the recommendations and strategies based on the findings?

Literature Review

Organizational Learning

Organizational learning is a dynamic process for sustainable growth while improving core competencies (Galvin, 2008, Keating, 1995, as cited in Kaewprasith, 2017). Individuals perform as "agents" for organizations to learn, relearn and collect organizational knowledge while initiating the learning process (Wang & Ahmed: 2003, as cited in Kaewprasith, 2017). Effective organizational learning can bring competitive advantages to the organization (Dai, 2012, as cited in Kaewprasith, 2017). However, the effectiveness of organizational learning may vary depending on how individuals practice learning, share knowledge at work, and how the top management retains and allows individuals to reuse within the organization (Davis et al., 2014, as cited in Kaewprasith, 2017).

Learning and Development

Organizations have always needed people who can perform effectively as the change is taking place more rapidly than before. In the workplace, employees need to take on new work, adapt to new processes, receive additional responsibilities, master new technologies, and adhere to new legal requirements to adapt to those dramatic changes. In addition, due to a tighter budget and smaller organizations, people tend to have less money and time to spend on training and development. Therefore, according to the nature of today's world, organizations have more development needs and requirements.

Training means 'An instructor-led, content-based intervention that leads to desired changes in behavior' (Sloman, 2005, p. 7, as cited in Clifford & Thorpe, 2007).

Learning is "the process of increasing knowledge and skills and developing our attitudes or beliefs so that we have the opportunity for increased choice" (Thorpe & Clifford, 2000). Learning needs to be continuous, and it can no longer be the sole responsibility of human resources or training departments. Individuals and line managers must identify learning needs and ensure that everyone receives the appropriate development to achieve business goals and objectives. Training and development functions are more likely to be seen as fundamental to all staff development activities, while learning and development functions are perceived as consultative, advisory, or facilitative (Clifford & Thorpe, 2007).

E-learning as Complementary Learning

E-learning can transform the way employees learn whether it is in the workplace or in their home and it becomes one option for any organization that seeks to improve the skills and capacity of its employees. E-learning is about training and instruction and learning customized according to individuals. According to Nichols (2008 , as cited in David et al., 2012), e-learning is pedagogy empowered by digital technology. With e-learning, learning will become more integrated with work, shorter, and effective through just-in-time delivery systems as it delivers content through electronic information and communication technologies (ICTs). The use of facilities may involve a systematized feedback system, computer-based operation network, video conferencing, worldwide websites, and computer- assisted instructions (Ajayi, 2008, as cited in David et al., 2012). E-learning is a means of achieving three primary outcomes: improved and consistent lifelong learning of employees, improved productivity, improved innovation, and competitive advantages (David et al., 2012).

Key Benefits of E-learning

Just-in-time learning is one of the value-added key features of e-learning as e-learning can integrate individual learning with organization needs and provide employees the knowledge and skills they need. Employers can also insert modules or contents relevant to organizations' needs in e-learning platforms by developing internally or licensing from developers. Another main benefit of using e-learning is cost-effectiveness, especially for organizations already using information and communications technologies in their work processes. Travel expenses of both professional trainers and employees, the cost of the absence of employees away from work, and venue rental costs cut back with the help of e- learning. In addition, it can also save time for employees as they can focus on the knowledge they need when it delivers just-in-time (David et al., 2012).

Barriers to Implementing E-learning

The sources of misalignment of e-learning implementation could potentially be the results of cost, lack of appropriate content, language barriers, difficulties in measuring the effectiveness of e-learning, strategic planning, direction, business objective, e-learning awareness, incentives, and management support (Baldwin-Evans et al., 2004, as cited in

Magalhaes, 2008). Different people possess different levels of computer literacy, and it may also have some variations according to different generations. In an organization where employees are more competent with computer literacy, it is easier to adapt to e-learning than those who are less competent. Computer literacy includes the understanding of computer characteristics, capabilities, applications, and having the ability to implement this knowledge skillfully and productively in a personalized manner (VanFossen & Berson, 2008 as cited in Magalhaes, 2008).

Review on Literature Related to the Dependent Variables

The needs for e-learning readiness assessment

Regardless of the benefits of e-learning, there are also several barriers and disadvantages of e-learning to implement in an organization successfully. Therefore, it is vital for organizations to determine the requirements and needs to adapt e-learning successfully to deliver more benefits to employees. According to Aydin and Tasci (2005), the experts remind managers that they should be careful to adopt the e-learning process in their organizations. They point out that adapting e-learning without careful planning can lead to cost overruns, unappealing training products, and failure. They also state that e-learning strategies require considerable analysis, development time, money, technological infrastructure and leadership support to ensure that it is successful (Aydin & Tasci, 2005). Assessing the readiness of the organization by identifying goals, needs, motivators, resources, and constraints lessen the pain from e-learning (Aldrich & Ross, 2000; Bonk, 2001; Colbrunn & Van Tiem, 2000, as cited in Haney, 2002).

Assessment of e-learning readiness helps organizations design e-learning strategies comprehensively and to implement their goals effectively (Kaur & Abas, 2004, as cited in Okinda,2014). E-learning readiness assessments also provide essential information to organizations that can meet the specific needs of each learning group (McConnell International, 2000, as cited in Okinda, 2014).

Understanding e-learning is a great benefit to an organization before it calls in external assessment experts, thus requiring an assessment of e-learning implementation needs before full implementation. Therefore, managers should assess their companies' readiness for e-learning before adopting this innovation (Haney, 2002).

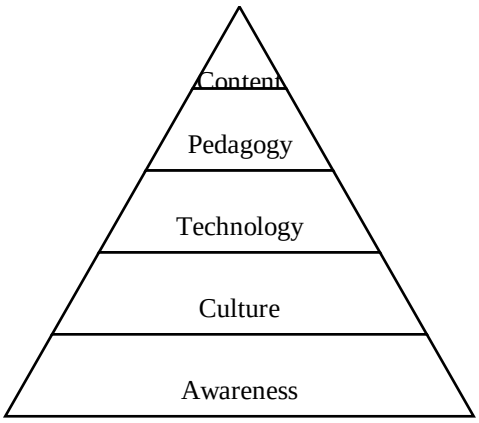
Model for E-learning Institutional Readiness Assessment

The model developed by (Omoda & Lubega, 2011, as cited in Mosa et al., 2016) depicts a hierarchy of factors, including awareness and culture which influence most on implementation and readiness, followed by technology, pedagogy, and content. The study also found that the level of awareness about technology and learning methods can help facilitate the implementation of e-learning systems. Culture is another aspect that can affect the implementation, as culture is a combination of values, beliefs, norms and behaviors. The latest technology allows effective e-learning implementation. Pedagogy is also essential as teaching and learning in e-learning is different from the traditional teaching style and the instructors need to receive proper training to teach well through e-learning. The technological aspects in

the model present the availability of resources for e-learning: for instance, a sufficient number of computers and the provision of enough fast and stable internet services in the organization.

Figure 1

Model for E-learning Institutional Readiness Assessment



Source : Mosa, Mahrin, and Ibrrahin (2016)

The Impact of Corporate E-learning on Employees' Productivity, Job Satisfaction, Over-all Job Performance, and Organizational Commitment

E-learning

E-learning combines technology with learning, delivered using telecommunication and information technologies that support learning and organizational goals (Chen, 2008, as cited in Ellis & Kuznia,2014). The commitment of senior management, being user-friendly and practical courses, corporate investment in human capital, and organizational culture that supports innovations and changes are some forces that contribute to the ability to use eLearning (Schweizer, 2004, as cited in Ellis & Kuznia,2014). E-Learning and e-training are synonymous and the success of e-learning is beneficial to both customers and employees (Schlag, 2001, as cited in Ellis & Kuznia,2014). In a study by Sarmento (2010, as cited in Ellis & Kuznia, 2014) that analyzed the use of e-learning in the hotel industry, it is found that e-learning can increase productivity and production volumes.

Job Satisfaction, Training, and Organizational Commitment

Top and Gider (2013, as cited in Ellis & Kuznia,2014) found that there was a significant positive relationship between job satisfaction and organizational commitment. Kuznia (2006, as cited in Ellis & Kuznia,2014) states that employees who receive proper training tend to show higher levels of organizational commitment and they also put much effort to support their teams and align with group goals. In a study that analyzed the relationship between training and the effectiveness of organizational commitment and satisfaction, it showed that employees who perceived training to be effective were more committed to their organizations than those who saw training as ineffective (Yap et al., 2010, as cited in Ellis & Kuznia,2014).

Training, E-learning , and Organizational Performance

Training has the significant effect on almost all human resource related conceptions of employee motivation, job performance, job satisfaction, and productivity (Akbar Jan et al., 2015, as cited in Saikumari et al.,2018). Recent studies also proved a relationship between training and E-Learning (Pilar et al., 2006, as cited in Saikumari et al.,2018). E-learning is a web-based learning ecosystem to disseminate the information, communication, and knowledge to educate and train. (Cidral et al., 2018, as cited in Saikumari et al.,2018).

Organizational performance is the collective form the individual performance in an organization; therefore, the training is conducted to the individuals in an organization to enhance the organizational performance (Raja et al., 2011; Mercedes et al., 2013, as cited in Saikumari et al.,2018). As Chien and Chen (2012, as cited in Saikumari et al.,2018) concluded that the training quality of e-learning has a significant relationship with organizational performance.

Review on Literature Related to the Independent Variables

The Technology Readiness Index (TRI)

Parasuraman and Rockbridge Associates, Inc. developed the Technology Readiness Index (TRI) to measure technology readiness of a person. Parasuraman stated that TRI also can be used to assess the technology readiness of internal customers (employees). Empirical studies suggest that there are both positive and negative aspects in people's beliefs about technology and there are four specific technology readiness dimensions: optimism, innovativeness, discomfort, and insecurity (Mick & Fournier, 1998; Parasuraman & Colby, 2001, as cited in Lai, 2008). The optimism dimension means individuals have a favorable view toward technology and believe in the benefits of technology while maximizing job efficiency and enhancing people's lives at work and home. The dimension of innovativeness represents the degrees in which a person believes that he or she is a thought leader, and initial in trying out new technology-based products or services. The discomfort dimension refers to a person perceiving that they do not have enough control over technology and lack confidence in using the new technologies properly. Finally, the Insecurity dimension refers to disbelief in technology-based transactions and doubting about ability to work well (Lai, 2008). Several empirical studies indicate that the we can use TRI scale to determine the relationship between technology readiness and behaviors of technology usage (Colby & Albert, 2003; Farby, 2004; NTRS, 1999, 2000, 2001; Parasuraman & Colby, 2001, as cited in Lai, 2008).

Information Technology and Knowledge Sharing

Knowledge sharing practices refer to formal and informal events that influence knowledge sharing (Massa & Testa, 2009, as cited in Abu-Shanab et al., 2014) or brainstorming and new idea discussions (Coak et al., 2008, as cited in Abu-Shanab et al., 2014). The recent development in IT has made organizations easier in interact with employees, customers, suppliers, and other partners (Tseng, 2008, as cited in Abu-Shanab et al., 2014). According to Lau & Tsui (2009, as cited in Abu-Shanab et al., 2014), knowledge management and

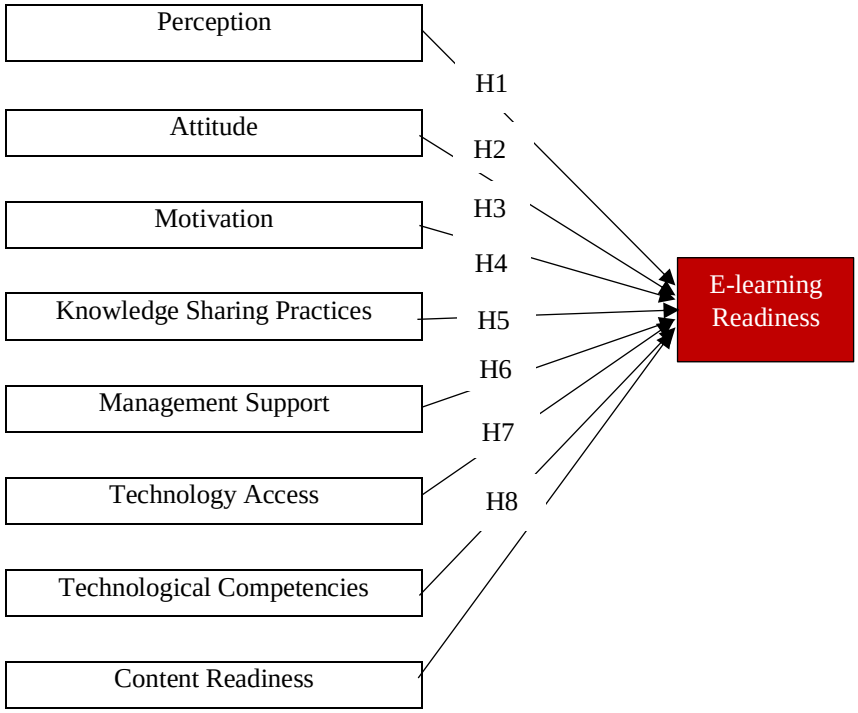
knowledge sharing tools such as search engines, the internet, intranets, and peer-to-peer knowledge tools help learners learn everywhere and anytime within the learning environment.

Conceptual Framework

Perception, attitude, motivation, knowledge sharing practices, management support, technology access, technological competencies and content readiness are independent factors that affect the dependent factor of e-learning readiness in the Company Head Office,Yangon.

Figure 2

Conceptual Framework (Developed for this research by the researcher, 2021)



Research Methodology

Research Design

To accomplish this research study, the researcher used the mix research methods. The qualitative data was obtained from middle management and operational staffs during the focus group online meeting (interviews) to identify the current situation of the company, learning and development needs, interests and perceptions on e-learning, and some factors that may need to take account for readiness of e-learning to implement effectively.

The quantitative data was collected using questionnaires from supervisors and operational staffs who are working at Company Head Office Yangon to determine the means that influence e-learning readiness at Yangon.

Research Instruments

The questionnaire was drawn from the conceptual framework and distributed online. The questionnaire consisted of a set of 45 questions for the respondents to complete.

The questionnaire comprised nine variables: perception (Q10-Q13), attitude (Q14-Q17), motivation (Q18-Q21), knowledge sharing practices (Q22-Q25), management support (Q26-Q29), technology access (Q30-Q33), technological competencies (Q34-Q37), and content readiness (Q38-Q42) were measured with 6-points Likert scale ranging from strongly agree to strongly disagree.

Three open-ended questions were also included in the online questionnaire as follows:

1) In your opinion, what specific support areas (psychological, human resources, technological, and content) do you need to enhance e-learning readiness? (Personal level),

2) In your opinion, what specific support areas (psychological, human resources, technological, and content) do you need to enhance e-learning readiness? (Team/Departmental level), and

3) In your opinion, what specific support areas (psychological, human resources, technological, and content) do you think need to enhance e-learning readiness in your company? (Organizational level)

Research Population

The target respondents in this research study were the total population of the entire employees and managers (N=75 employees) who work in the Company Head Office Yangon, from various departments.

Results and Discussion

Demographic results in this study showed that there were 75 respondents-employees; thirteen (13) managers, twenty (20) supervisors, and forty-two (42) operational employees. Among 75 respondents, 38 were female, and the rest 37 were male. Most of the respondents were between the age of 20-29 years old (66.7 percent) and 1-5 years of working experience at the company (74.7 percent) as the majority. In addition, most of them are working in the sales and marketing departments and restaurant departments (37.3 percent).

The demographic results showed that the respondents of the age of 40-49 years old (4 percent) and working experience of 11-15 years (2.7 percent) and less than one year (2.7 percent) are the minority. Moreover, only 4 percent were employees of the government and public affairs departments.

Research Objective I - To determine the factors that influence e-learning readiness in the organization. Researcher used quantitative method (Multiple Linear Regression) to achieve the research objective 1 in the Table 1 as shown below:

Table 1

Summary of Hypotheses Testing

Hypotheses	Standardized Coefficients (Beta)	MLR (Beta)	Level of Sig	Results
H1	Employees' perception on e-learning has significant influence on e-learning readiness.	.513	.000	Supported
H2	Employees' attitude on e-learning has significant influence on e-learning readiness.	.165	.291	Not supported
H3	Employees' motivation on e-learning has significant influence on e-learning readiness.	-.126	.457	Not supported
H4	Knowledge sharing practices in the workplace has significant influence on e-learning readiness.	.013	.912	Not supported
H5	Management support has significant influence on e-learning readiness.	-.002	.992	Not supported
H6	Technology Access has significant influence on e-learning readiness.	-.193	.143	Not supported
H7	Technology competencies of employees has significant influence on e-learning readiness.	.327	.024	Supported
H8	Content Readiness has significant influence on e-learning readiness.	.105	.482	Not supported

Remark: based on level of p value <0.05

Table 1 shows employees' perception on e-learning readiness and technology competencies of employees have significant influence on e-learning readiness because their levels of significant value are less than 0.05. Therefore, H1 and H7 are supported. Attitude, motivation, knowledge sharing practices, management support, technology access, and content readiness have p value more than 0.05. Hence, there is no significant influence of these variables on e-learning readiness.

Perception has highest influence on e-learning readiness with its β at 0.513 and p value at 0.000. Based on the questionnaire results, employees' perception towards the benefits of e-learning on their life-long learning, productivity and career development has impacts on their e-learning readiness. Employees are ready to adopt e-learning to enrich their knowledge, skills, and experience but they just partly agreed that e-learning is useful to improve their productivity.

Technological competencies also influence on e-learning readiness with β is at 0.327 and p value is 0.024, which means that it has the second highest effects on e-learning readiness. For this factor, employees possess basic internet skills such as such as e-mailing, chatting, and surfing. However, they need to improve a little bit for effective communication with others using information and communication technologies. By doing this, employees will be more ready to cope with e-learning.

Although perception of employees influences on e-learning readiness, their attitude towards e-learning and motivation of employees to involve in e-learning has no significant influence on e-learning readiness. It is also found that employees in the company usually share and exchange their work-related experiences, ideas and they are also able to ask help from their co-workers and superiors. In addition, they also expect management to explain and handle the issues in embracing e-learning in the workplace. However, they are not much important in employees' readiness level to adopt e-learning. It is also found that employees' technology accessibility and content readiness do not significantly influence on their e-learning readiness.

Research Objective II- To understand employees' perception and expectations on e-learning.

To achieve the second objective of the research study, the researcher used the results from qualitative (open-ended questions). The total number of respondents for the qualitative questionnaire are 75 employees and some of them suggested two or more areas in one question. Based on the responses from three open-ended questions, Figure 2 shows the areas that employees expect more improvement in the Company head office, Yangon.

Figure 3

Percentage of Employees' Responses on the Areas for Improvement

Personal Level	Team Level	Organizational Level
• Technology access and Technological competencies 41.25%	• Technology access and Technological competencies 45.45%	• Technology access and Technological competencies 30.53%
• Perception, Attitude and Motivation 26.25%	• Knowledge sharing practices and Management support 20.45%	• Content Readiness 23.16%
• Content Readiness 12.5%	• Content Readiness 11.36%	• Knowledge sharing practices and Management support 17.89%
• Knowledge sharing practices and Management support 11.25%	• Others 10.23%	• Perception, Attitude and Motivation 8.42%
• Others 5%	• Perception, Attitude and Motivation 6.82%	• Others 8.42%
• All areas 1.25%	• All areas 1.14%	• All level 7.37%
• Nothing 2.5%	• Nothing 4.55%	• Nothing 4.21%
• **Total Responses 80 (100%)**	• **Total Responses 88 (100%)**	• **Total Responses 95 (100%)**

Figure 2 resents the results from qualitative (open-ended questions) for future improvement of the areas that employees expect to see in Company head office, Yangon. As the questions were focused on the four main areas that researcher want to emphasize for this study, most significant areas are from those areas. At the same time, although some employees think they are ready enough to use e-learning in the workplace, majority of employees have at least two number of areas in their mind that they expect improvement and development for e-learning readiness if it is possible.

Employees' expectations to see improvement comprised three personal, department or team, and organizational levels. At the personal level, there are 80 responses from the employees. The most significant areas employees think needed to improve are technology access and technological competencies with 41.25%. They think that if they are more competent with technological skills, they will be more ready for e- learning. Perception, attitude, and motivation are the second most responded areas, with 26.25% of responses for employees to nourish themselves. As this is the personal level, employees think that if they prepare themselves psychologically, it would be easier for them to embrace e-learning, and

they also perceive that they need to strengthen their attitude and perception of e-learning while being motivated to learn electronically.

At the team or departmental level, with 45.45% of responses, technology access and technological readiness are also the most requested areas to improve. Employees think that if the company provided more technological and electronic devices, they would participate more in e-learning sessions. The second most requested areas are knowledge sharing experiences and management support, with 20.45% of responses and employees answered that if they had more human resources support within departments and teams, they would also be more involved in the e-learning implementation process.

At the organizational level, with 30.53% of total responses, technology access and technological competencies are the areas that employees think need to be improved most. Some employees want a learning space or e-learning environment within the company with enough technological facilities. Content readiness with 23.16% of responses is the second most requested area at the organizational level. Employees want the contents that they can learn for their job, and they also think that if organizational use the contents that are engaging, relevant to their job, and require more interaction, they would engage in e-learning sessions and be ready for e-learning.

Research Objective III- To propose recommendations and strategies for e-learning readiness in the organization. At the end of the research, the researcher used both quantitative and qualitative results to recommend the strategies for the final findings.

Upon the quantitative findings, recommendations for e-learning readiness in the organization comprised areas: perception and technological competencies. Based on the both quantitative and qualitative results the researcher would like to recommend as following;

1. More Technological Supports in terms of devices and learning space (Technology Access).

In the study by Omoda and Lubega (2011, as cited in Mosa et al., 2016) found that the level of awareness about technology and learning methods can help individuals in facilitating the implementation of e-learning systems. According to Engholm and McLean (2001, as cited in Mosa et al., 2016) individual learners must take responsibility, manage their time well, and possess basic technical and learning skills to be ready for e-learning.

2. More departmental trainings and team collaborations through online.

According to Thorpe and Clifford (2000) learning is the process of increasing knowledge, skills and developing people attitudes. David et al. (2012) also said that consistent lifelong learning and improved productivity are of the outcomes that can be achieved by e-learning. In addition, in a study by Sarmento (2010, as cited in Ellis & Kuznia, 2014) which analyzed the use of e-learning in the hotel industry, it is found that e-learning increases productivity and production volumes. Employees' perception towards e-learning effects on their productivity level and career development. More practical trainings conducted via online help to improve employees' perception. Their good perception on e-learning benefits increase over time as they start to see the impacts of e-learning on their performance.

Employees will also become familiar with e-learning (Technological Competencies) and it will enhance their good perception and attitude towards e-learning. (Perception, Attitude).

3. Strategic plans for e-learning whether it is departmental or for the whole organization.

When organization have strategic plans for successful e-learning implementation, there should be also goals and objectives that must be achieved by e-learning (knowledge sharing practices and management support). And these goals, objectives, and plans should have enough transparency for employees to recognize the value and purpose of implementing e-learning in the workplace. By starting to see the benefits of e-learning, employees will also be more motivated to engage in e-learning process (Motivation).

4. Utilizing interesting and effective contents for employees.

The contents that are relevant with employees' jobs and the ones that require user involvement are interesting contents to the employees. Only employees are interested in the contents, they would engage in e-learning sessions to reapply in their jobs so that contents become effective. (Content Readiness).

Conclusion

The researcher concluded the readiness levels of significant factors on e-learning readiness and highlighted some impactful areas from respondents' suggestions for better e-learning readiness in the organization. Based on the quantitative findings, perception has highest influence on e-learning readiness with its b at 0.513 and p value at 0.000. Based on the questionnaire results, employees' perception towards the benefits of e-learning on their life-long learning, productivity and career development has impacts on their e-learning readiness. Employees are ready to adopt e-learning to enrich their knowledge, skills, and experience but they just partly agreed that e-learning is useful to improve their productivity. Parasuraman and Colby(2001) proved that optimism is one of the supports that may increase a person's technology readiness. Therefore, it can be assumed that if employees perceive that they are ready to adopt e-learning, it also enhances their e-learning readiness level. Technological competencies also influence on e-learning readiness with b is at 0.327 and p value is 0.024, which means that it has the second highest effects on e-learning readiness. For this factor, employees possess basic internet skills such as such as e-mailing, chatting, and surfing. However, they need to improve a little bit for effective communication with others using information and communication technologies. By doing this, employees will be more ready to cope with e-learning. According to Engholm and McLean (2001), employees who possess basic technical and learning skills, are encouraged to learn and share information and knowledge in the workplace and this influence their e-learning readiness. Hence, employees being competent with basic internet skills have good readiness level for e-learning.

In summary, e-learning readiness level of Company head office, Yangon is in positive situation when measured with eight main dimensions; perception, attitude, motivation, knowledge sharing experiences, management support, technology access, technological competencies, and content readiness. Moreover, these eight factors play important roles to determine e-learning readiness in the organization. However, it still has some areas that employee would like organization to improve for more e-learning readiness. Employees also think they need financial support, strategic plans for e-learning, learning space and more technological devices, marketing about e-learning in the company for more awareness, and time management to effectively use e-learning. According to the result of highest and lowest mean of e-learning readiness in quantitative result, employees believe that they can use e-

learning to gain job-relevant knowledge. Therefore, if the Company Head Office Yangon keeps practicing the current practices and improve some areas which are suggested by employees, it will be much more ready for them to embrace and utilize e-learning as new learning system in the workplace.

Suggestions for Further Studies

This research is designed for e-learning readiness of employees that are working in Company Head Office, Yangon. The researcher evaluated employees' e-learning readiness with 8 main dimensions; perception, attitude, motivation, knowledge sharing practices, management support, technology access, technological competencies and content readiness. Based on the results of Multiple Linear regression from 75 respondents, the total eight independent variables (perception, attitude, motivation, knowledge sharing practices, management support, technology access, technological competencies, and content readiness) can explain 45.3% of the variability of our dependent variable (e-learning readiness). The remaining 54.7% can be used for future study to identify more variables that can help for employees' e-learning readiness in the organization.

In this research, the researcher focused employees who are working in Company head office which is located in Yangon, Myanmar. Therefore, for further study, researcher would like to recommend to focus on different target group of employees who are working in different locations. In addition, after assessing e-learning readiness, there are more phases that organization has to go through for successful, effective and efficient implementation of e-learning as a new learning system in the workplace such as evaluating the effectiveness of e-learning on organizational performance and determining the role of e-learning in employees' learning. So, the next researcher can focus on these areas. In this study, the result of hypothesis testing indicated that among eight independent factors, perception and technological competencies have significance influence on e-learning readiness and other six factors; attitude, motivation, knowledge sharing practices, management support, technology access and content readiness have no significance influence on e-learning readiness. There may be difference in the results based on different variables and target group. In addition, there may also be other important factors which influence on employees' e-learning readiness in the organization. In the future, for e-learning readiness of employees', other different types of organizations with different culture and different target groups should be studied to obtain better scope of readiness factors.

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