



Exploring Factors Influencing Users' Readiness to Adopt Online Training

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Abstract

Online training readiness refers to the preparedness and willingness to utilize digital technologies training. Online training offers benefits such as convenience, flexibility and cost savings due to reduced travel and venue expenses. This study aims to examine factors influencing Human Resource Officers' readiness to adopt online training in Zanzibar's public sectors. A mixed research design was adopted encompassing both qualitative and quantitative research methods. The qualitative method using a systematic literature review guided by the PRISMA was deployed to identify factors influencing readiness for online training. Contents analysis method was used to analyse textual data and probability criteria was used to determine the frequency of occurrence (FO) of the factors. Identified factors were Motivation, Online learning facilities, Online communication skills, Learner control, Computer Internet self-efficacy, Technological tools, and Self-directed learning. Pearson's correlation coefficient (r) was used to evaluate relationship between the identified factors (independent variables) and readiness to adopt online training (dependent variable). To determine whether the relationship is significant or not, the probability value (p -value) was used. Questionnaire developed by using Google form was used to collect data from human resources officers where 163 responses were collected. The study found a significant positive correlation between readiness to adopt online training and motivation ($r=0.200$, $p=0.010$), online communication skills ($r=0.282$, $p=0.000$), computer internet self-efficacy ($r=0.232$, $p=0.003$), technological skills ($r=0.225$, $p=0.004$), learner control ($r=0.269$, $p=0.001$), and self-directed learning ($r=0.311$, $p=0.001$). Therefore, the identified seven factors are all key for successful implementation of online training.

Keywords: Online Training, Readiness, PRISMA, Human Resource

1. Introduction

Online training refers to the use of various technology tools, software applications and systems to provide training. In online training environment, the trainers and trainees are separated from each other (Taşkın & Erzurumlu, 2021; Dehghan et al., 2022). Moreover, online training referred to as virtual learning, distributed learning, networked, or web-based learning provides

a fast and efficient way for sharing knowledge with learners in different areas as well as reduced cost, easy access to resources, using electronic devices at different times and places and facilitate better education, makes easy for accessing the materials, online videos (Mohalik & Sahoo, 2020). Online training is a reliable tool for delivering educational/training courses. It is most used in the education sectors such as higher education to strengthen the teaching system, but also to increase the efficiency of spreading or acquiring learning materials (Landa et al., 2021; Stecuła & Wolniak, 2022). Online training can also be used to share knowledge between organizations/institutions or in the community (Saintika et al., 2021), and to employees who need to add skills, knowledge, and efficiency to their jobs (Thongmak, 2021).

The global shift toward digital learning environments has transformed the way organizations deliver training and professional development. Online training offers significant advantages including cost reduction, improved accessibility, and enhancing interactions (Salam & Farooq, 2020; Stecuła & Wolniak, 2022). These benefits were amplified during the COVID-19 pandemic, which forced many institutions to replace face-to-face training with online alternatives (Alyoussef, 2023). However, using an online training system is faced by challenges such as limited access to internet connectivity, inaccessibility of computers for all people, low quality of Internet connections, and inadequate computer skills for users (Stecuła & Wolniak, 2022).

Despite the widespread adoption of online learning technologies in education sector (Landa et al, 2021), health sectors (Al-Teete et al., 2023) and other sectors, many public sectors in developing countries, including Zanzibar, remain heavily reliant on face-to-face training methods. Human Resource Officers serve as the backbone of workforce development. They are responsible for designing, implementing, and monitoring employee training programs, making their readiness to adopt new training modalities crucial for organizational performance. Currently, in Zanzibar, training for HROs is typically delivered through face-to-face that require the physical attendance of over 300 HROs from Unguja and Pemba islands. This method presents significant challenges such as: Logistical complexity such as coordinating travel, accommodation, and scheduling for large groups is resource intensives, high operational costs in terms of transportation, printing, and venue expenses strain public budget, limited monitoring capabilities. These challenges align with the global concerns regarding the inefficiencies of traditional face-to-face delivery. Online training presents an opportunity to address these issues, but its successful implementation depends on the readiness of HROs to engage with digital learning platforms. Readiness refers to the state of preparedness and willingness of all stakeholders in terms of mental, physical, and material for the better success of the implementation of the project (Nwagwu, 2020). Before implementing any system, organizations and system users need to be assessed, this simplifies the process of preparing for its adoption.

Chathuranga & Dissanayake, (2022) conducted a study on “Examining factors influencing the online learning readiness of students pursuing Management program in undergraduate level, aimed to examine factors that influence online learning readiness. The study identified that technological skills, technology infrastructure, online communication, motivation, self-directed learning, and learner control were the factors that influence online learning readiness. Scherer et al., (2021) conducted a study on “Profiling teachers’ readiness for online teaching and learning in higher education: Who’s ready?” aims to examine the readiness of teachers for online teaching and learning at the time of the COVID 19 pandemic. The study was focused on three factors which are: Technological factors and Pedagogical Content Knowledge (TPACK) self-efficacy, online teaching presence, and institutional support. The researcher

argues that readiness has many aspects and “requires taking individual and Contextual perspective”.

Taşkin & Erzurumlu, (2021) conducted a study on “investigation into online learning readiness of higher education students during covid-19 pandemic” aimed to examine the readiness of learners and used a scale of online learning readiness to determine the readiness levels of students which consists of five factors which were computer and internet self-efficacy, self-directed learning, learner control, motivation for learning, and online communication self-efficacy. Researchers relate gender with readiness factors, and the result showed that readiness differs in gender in which the self-directed learning of females was higher than males, and online communication self-efficacy of males was higher than females.

Saintika et al., (2021) conducted an “Analysis of e-learning readiness level of public and private universities in Central Java, Indonesia” aims to identify the readiness level of e-learning from universities and students' sides in public and private universities in Indonesia. The study proposed a framework that produces eight factors, four from the university, which are lecturer's characteristics, e-learning facilities, learning environment, and learning management, and four factors from the student's side, which are self-learning, motivation, learner's control, and student's characteristics.

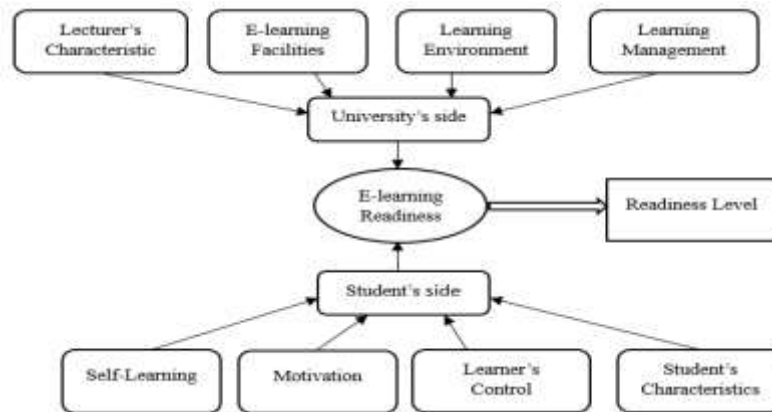
Martin et al., (2019) conducted a study on “Examining perception of their readiness to teach online” aim to measure the trainers' attitudes on the importance of online teaching competencies and trainers' perception of their ability to teach online. Researchers used the competencies factors which were course design, course communication, and technical competencies.

Despite availability of related research studies that examines online learning readiness factors in various sectors such as education and health, there is a noticeable research gap concerning online learning readiness factors specifically tailored to the Human Resource sector within public organizations for utilizing online training systems. This study focuses on exploring readiness factors for using online training from previous studies to come up with the key factors influencing Human Resource Officers to adopt online training.

1.1 Online training readiness frameworks

Assessing the readiness is essential before implementing online training systems, as low readiness can result in poor adoption rates, low engagement and wasted resources (James-Springer & Cennamo, 2021). Frameworks for measuring online training readiness have been proposed such as framework by Saintika et al., (2021), with the aim to measure the readiness level of universities and students. The framework that can be used to measure the readiness variables between the organization side who are the trainers and the trainee side who are the students with eight variables. Four variables of the organization side which are the lecturer's characteristics, e-learning facilities, learning environment, learning management, and four variables which are for trainee/student side are self-learning, motivation, learner's control, and student's characteristic as shown in Figure1.

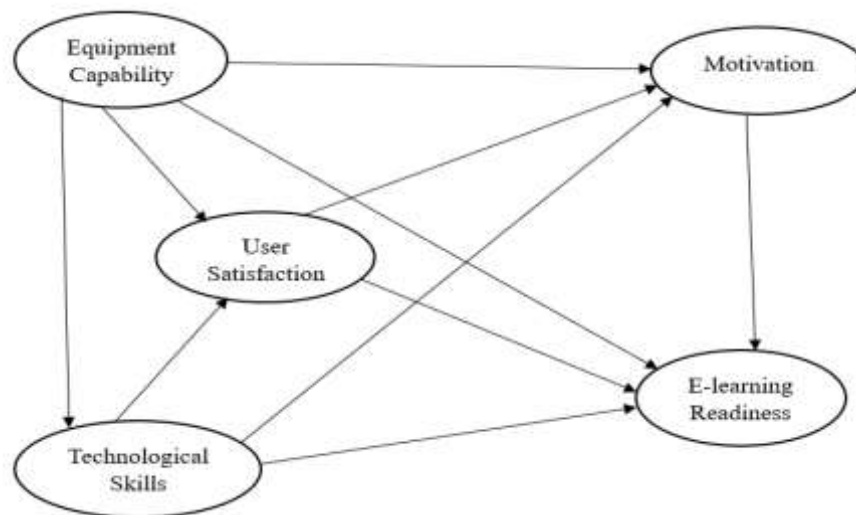
Figure 1: Framework of e-Learning readiness



Source: Saintika et al., 2021

Furthermore, the framework by Wagiran et al., (2022) with the aim to examine the role of technological skills, equipment capabilities, user satisfaction, and motivation on e-learning readiness and to achieve with their aim, as shown in Figure 2.

Figure 2: Conceptual Framework of e-Learning Readiness



Source: Wagiran et al., 2022

1.2 Theoretical foundation: technology adoption and digital readiness

Understanding users' readiness to adopt online training systems requires a theoretical understanding of technology adoption frameworks. Two widely recognized frameworks in this area are the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT). These frameworks explain how individuals accept and use new technologies and have been extensively applied in studies examining e-learning and digital training environments (Kampa, 2023; Scherer et al., 2021; Martin et al., 2019).

TAM proposes that technology adoption is primarily influenced by two key constructs: perceived usefulness and perceived ease of use (Lee et al., 2003; Davis et al., 1989). Perceived usefulness refers to the extent to which individuals believe that using a technology will improve their job performance, while perceived ease of use refers to the degree to which the technology is perceived as effortless to use. In the context of online training, these constructs are closely related to factors such as technological skills, computer internet self-efficacy, and online

communication self-efficacy, which determine users' confidence in interacting with digital learning systems.

UTAUT extends TAM by introducing additional determinants of technology use. UTAUT identifies performance expectancy, effort expectancy, social influence, and facilitating conditions as key predictors of technology acceptance. In organizational contexts, facilitating conditions such as availability of technological infrastructure and online learning facilities play an important role in enabling employees to adopt digital training systems. Similarly, motivational factors and self-directed learning abilities influence employees' willingness to engage with online training platforms.

These theoretical frameworks are particularly relevant for examining readiness to adopt online training in public sector organizations. Public institutions often face unique challenges related to digital transformation, including infrastructure limitations, varying levels of digital skills among employees, and organizational readiness for technological change.

1.3 Public sector digital readiness and workplace training context

A lot of the research on online learning readiness has been done in educational institutions such as colleges and universities, but there some research showing how important digital readiness is in public sector organizations. Public-sector digital readiness is the degree to which organizations have the digital infrastructure they need to adopt and use digital technologies for digital transformation. This includes things like internet access and digital devices, as well as the skills and knowledge of their employees and the policies and leadership support they need to do so. Research on e-government and digital transformation indicates that the effective implementation of digital systems relies on both organizational preparedness (e.g., the availability of ICT infrastructure and institutional backing) and individual preparedness (e.g., skills, motivation, and attitudes towards technology utilization). These dimensions indicate both institutional and individual readiness (Mergel, Edelman, & Haug, 2019).

Moreover, the utilization of online learning readiness frameworks has progressively expanded beyond conventional educational environments to encompass workplace training and professional advancement. In businesses, online training is used to help employees do their jobs better, encourage them to keep learning, and make it easier for branches that are far apart to share information. Employees, like HROs, have to balance training with their regular work, so self-directed learning, learner control, and motivation are more important than they are for students in formal education. Studies in organizational learning indicate that employees are more inclined to engage in online training when they recognize its relevance to their job performance and when sufficient support systems are established (Noe, Clarke, & Klein, 2014).

This study expands the current body of research by integrating insights from public-sector digital readiness and workplace training literature, positioning online training readiness within a professional and institutional framework, rather than solely within the education sector. This viewpoint is especially pertinent for comprehending the preparedness of Human Resource Officers in Zanzibar's public sector, where effective implementation of online training relies on both individual skills and organizational readiness.

2. Methods

This study adopted mixed method design encompassing both qualitative and quantitative research methods. The qualitative component involved a Systematic Literature Review (SLR) guided by the PRISMA framework, which ensured a transparent and systematic process to identify factors influencing readiness to adopt online training from prior researches. The

PRISMA approach was selected because it provides a transparent and replicable process for identifying, screening, and selecting relevant literature. This method helps ensure methodological rigor and reduces bias in literature selection. Further, content analysis was then applied to extract readiness factors, and a probability-based frequency of occurrence (FO) criterion was used to ensure that only factors consistently reported in the literature were selected for further evaluation.

2.1. Search strategy

A systematic search strategy was employed to identify relevant studies investigating online learning readiness. The search was done in two well-known academic databases: Google Scholar and ScienceDirect. ScienceDirect was chosen because it has a lot of peer-reviewed journal articles in the fields of education and technology. Google Scholar was used to expand the search and include research from other fields. ResearchGate was also used as an extra source to find accessible versions of peer-reviewed articles that were already listed in the two academic databases.

The search focused on publications from 2011 to 2023 to get the most up-to-date information on how online learning and digital training are being used. Only studies published in English were taken into account. To get more and better search results, the following search terms were combined with Boolean operators (AND / OR): "online learning readiness," "e-learning readiness," "online training readiness," "readiness factors," "readiness determinants," and "online learning adoption."

2.2. Criteria for inclusion and exclusion

The following criteria for inclusion and exclusion were used to make sure that the literature being reviewed was relevant and of good quality.

Criteria for inclusion:

- i. Research disseminated from 2011 to 2023
- ii. Research composed in English
- iii. Research that investigates online learning preparedness, e-learning preparedness, or online training preparedness
- iv. Investigations that ascertain factors or determinants affecting readiness
- v. Journal articles or conference papers that have been peer-reviewed and have full text that is easy to find

Criteria for exclusion:

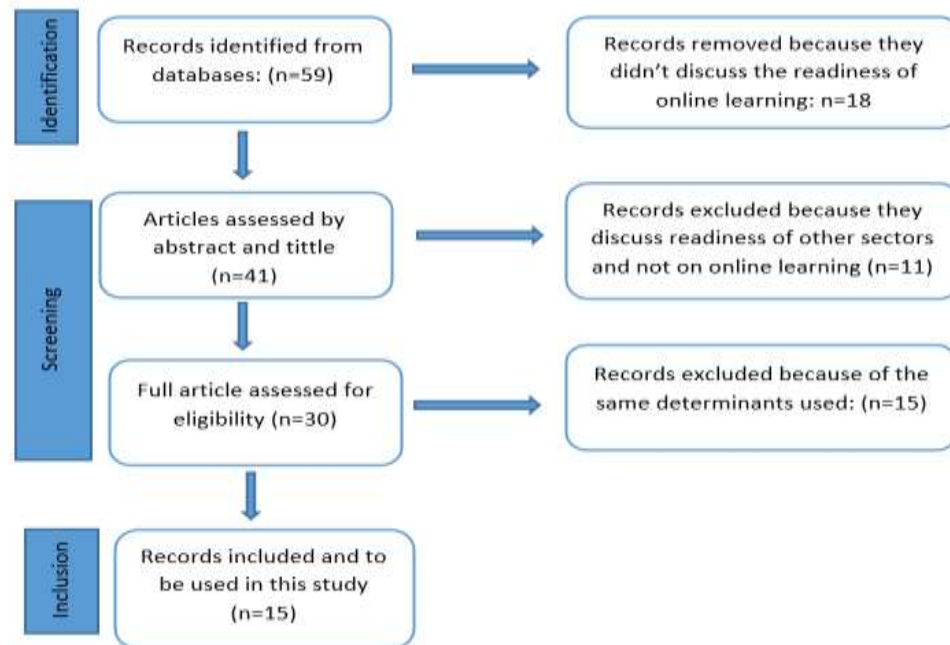
- i. Research that is not related to online education or training preparedness
- ii. Studies concentrating exclusively on unrelated technology adoption contexts
- iii. Articles lacking full-text access
- iv. Duplicate entries
- v. Studies that didn't say anything about readiness factors or determinants

2.3. The process of screening and choosing

The process of screening and choosing followed the three PRISMA steps: Identification: There were 59 records found in the chosen databases at first. Screening: During the screening process, 18 records were discarded for failing to address online learning readiness. We looked at 41 studies in more detail by reading the abstracts and full texts. At this point, 11 studies were left

out because they looked at other technological contexts that had nothing to do with being ready to learn online. Inclusion: Out of the remaining 30 articles, 15 studies were omitted due to the duplication of similar readiness factors. Finally, 15 studies met all of the criteria for inclusion and were kept for further analysis. Figure 3 shows the PRISMA flow diagram showing how this process was done.

Figure 3: Search strategy using PRISMA Method



2.4. Selection of factors using probability criteria

Contents analysis as a qualitative data analysis method was used to identify factors of online learning readiness, each study from the 15 articles was reviewed to extract readiness factors. Through this process, twenty-four (24) factors were obtained. To ensure the reliability of factor selection, a frequency-of-occurrence (FO) probability criterion was applied. The frequency of occurrence (FO) of the factors, was calculated as number of frequent a factor occurred in different publications divide by total number of publications

$$\frac{\text{No. of factors frequently occurred in publications}}{\text{Total no. of publications}}$$

Factors appearing in more than three publications were considered sufficiently supported in the literature and were retained for empirical evaluation. Using this criterion, seven (7) factors were identified as the most relevant determinants of online training readiness. These factors were subsequently used to develop the questionnaire instrument for the quantitative phase of the study.

2.5. Evaluating factors influencing HROs' readiness to adopt online training

A questionnaire was designed with 35 items using the five likert scale technique rated from Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. From each factor, five questions were derived and Google form was used as a data collection tool to collect data from Human Resource Officers. This study used a purposive sampling approach, focusing on individuals directly involved in online training. A total of 163 HROs working in public sector

organizations in Zanzibar, participated in data collection by responding to the questionnaire, as they are responsible for implementing training programs and therefore represent the most relevant group for assessing readiness to adopt online training.

The questionnaire was distributed electronically using an online google form. A total of 163 valid responses were obtained. For ethical considerations, participation in the survey was voluntary, respondents were informed about the purpose of the study, and their responses were collected anonymously and used for this academic research study only. No personally identifiable information was collected, and respondents had an option to withdraw from participation in the study at any stage.

Data collected via the questionnaire was analysed using statistical technique via the SPSS software. The following analyses were performed: Demographic analysis to show distribution of respondents in terms of gender, age, office category, and experience in using online learning platforms and systems; Descriptive statistics analysis to find out the responses means, standard deviations, and frequencies for all variables; and correlation analysis which examine relationships between factors and online training readiness.

Further, the study applied statistical analysis using SPSS, including descriptive statistics and Pearson correlation analysis to evaluate the relationships between the identified factors and readiness to adopt online training. The use of correlation analysis allowed the study to determine both the strength and significance of relationships, with statistical significance assessed at $p < 0.05$.

3. Results

This section presents the findings/results obtained from the specific objectives, interpretation of the results, and analysis of the results using the Statistical Package for the Social Sciences (SPSS) software. The analysis includes a summary of demographic analysis, descriptive statistical analysis, and frequency distribution analysis. The hypotheses were tested using Correlation analysis as a result of final conceptual model of factors influencing HROs readiness to adopt online training obtained.

3.1. Exploring factors influencing readiness to adopt online training

From the PRISMA structured process, 59 studies were initially retrieved and screened using defined inclusion and exclusion criteria, resulting in 15 studies that met the eligibility criteria. The eligible 15 studies were used to identify factors influencing readiness to adopt online training from prior researches. Contents analysis identified 24 factors influencing readiness to adopt online training.

Further, by using the frequency of occurrence probability criterion, factors with high frequency of occurrence (factors occurred in more than 3 articles) were taken as a suitable factor to be considered for evaluation. This process reduced the initial 24 factors to only 7 factors, which were finally used to measure the readiness of HROs to adopt online training.

The factors with their corresponding frequency of occurrence (FO) and probability factor (p) are learner control, Motivation, Online learning facilities, Technological skills, Self-directed learning, Computer internet self-efficacy and Online communication self-efficacy.

- 1) Learner control (FO = 5, $p=0.33$, 33.3%)
- 2) Motivation (FO = 9, $p=0.6$, 60%)
- 3) Online learning facilities (FO = 9, $p=0.6$, 60%)
- 4) Technological skills (FO = 4, $p=0.266$, 26.6%)
- 5) Self-directed learning (FO = 6, $p=0.4$, 40%)

- 6) Computer internet self-efficacy (FO = 4, $p=0.26$, 26.6%)
- 7) Online communication self-efficacy (FO = 6, $p=0.4$, 40%)

3.1.1. Learner control

Learner control plays a crucial on measuring online training readiness and describes learners' ability to control themselves during the learning process (Fearnley & Malay, 2021). Learner control was used to measure the readiness of Human Resource Officers to the successful in online training. In addition, this factor was used to measure the readiness of Human Resource Officers in terms of controlling themselves in the learning process, controlling using the internet for surfing and instant messages during the learning process to reduce distraction, and keeping themselves updated with the new features of educational technologies.

3.1.2. Motivation

This is an important factor and plays a crucial role in online learning (Rafique et al., 2021). Motivation was used to measure the readiness of Human Resource Officers in terms of their willingness to spend time on online learning, willingness to learn in their offices to save expenses and efforts, comfortability of using online learning systems, as a driver for complying the change according to technology growth, and the experience on using educational technologies such as Zoom Meeting, Google Meet, Microsoft team, and Learning Management Systems (LMS).

3.1.3. Online learning facilities

Online learning facilities are defined as the accessibility of digital tools used for successful online training, this includes the availability and functionality of computers or any other devices for providing access to participate in the online training, network, or access to the internet that enables access to the online learning system or resources, power backup in case power cut-off. (Darab & Montazer, 2011; Saintika et al., 2021). Online learning facilities were used to assess the readiness of organizations where Human Resource Offices are located and the assessment of digital tools used to conduct online training. The assessment is based on Information Technology (IT) infrastructures such as networks, internet, power backup, and technological devices such as computers, mobile phones, tablets, etc. for conducting online training.

3.1.4. Technological skills

Technological skills refer to the competence/ability of trainers and trainees to use technology needed to conduct and receive online learning system (Saintika et al., 2021). Also, technological skills are defined as the ability of students to have knowledge and skills to use devices and access online tools (Suwawi et al., 2021). Technological skills was used to assess the readiness in terms of skills or knowledge of using online training tools, communication skills on the online training that allow trainers and trainees to communicate with each other and to be understanding, knowledge on how to connect devices that are used to conduct training to the internet, and skills on fixing some of the network problems when they occur during online training in progress.

3.1.5. Self-directed learning

This is also an important factor to be measured when determining the readiness of Human Resource Officers (Fearnley & Malay, 2021). From the analysis, this factor was found in 6 publications out of 15. Self-directed learning was used to measure how learners can plan their own work and keeping online on time without enforcement, and can learn themselves through instructional videos. Tang et al., (2021) said Self-directed learning is a process in which

learners take the initiative to find a way how fulfil their learning needs, diagnose their learning problems, formulate their learning objectives, and implement their learning strategies.

3.1.6. Computer internet self-efficacy

Computer internet self-efficacy is a belief in trainers and trainees in their skills to use basic computer programs. This plays a crucial role in measuring the readiness of Human Resource Officers to use online training system (Rafique et al., 2021). This factor was used to measure the readiness in terms of confidence of using computers and the internet to perform basic functions, to manage different software as well as to upload and download documents.

3.1.7. Online communication self-efficacy

Online communication self-efficacy is defined as the ability of trainees to develop their ability to formulate effective communication in group discussion, as well as online communication self-efficacy is a perception of how individuals have the confidence to communicate/express themselves online with people who have never seen (Tang et al., 2021). Online communication self-efficacy was used as a factor for assessing the readiness of Human Resource Officers in terms of confidence in communicating through Web conferencing platform and performing the basic functions of Learning Management Systems (LMS).

3.2. Evaluation of factors influencing readiness to adopt online training

3.2.1. Demographic analysis

The demographic analysis of this study focuses on several key variables: gender, age, office category, and experience in using online learning platforms and systems. Table 1 summarizes the demographic information of the 163 respondents who participated in the study.

Table 1: Demographic information

	Variable	Classification	Frequency	Percent
	Gender	Female	69	42.3
		Male	94	57.7
		Total	163	100
	Age	31 – 40 years	83	50.9
		41 – 50 years	62	38
		51 – 60 years	6	3.7
		Below 30 years	12	7.4
		Total	163	100
	Office Category	Agency	22	13.5
		Authority	19	11.7
		Corporation	16	9.8
		Institution	34	20.9
		Local government	20	12.3

		Ministry	52	31.9
		Total	163	100
	Experience in Using Online learning Platforms and Systems	1 – 3 years	62	38
		4 – 6 years	49	30.1
		Below 1 year	30	18.4
		Over 6 years	22	13.5
		Total	163	100
	Preferred Features for Future Online Training Systems	Combination of both Web conferencing and LMS features	93	57.1
		Learning Management Systems (LMS) features	29	17.8
		None of them	6	3.7
		Web conferencing features	35	21.5
		Total	163	100

3.2.2. Descriptive statistical analysis

Descriptive statistical analysis is classified into two types: measures of central tendency which assess the mean value and measures of spread which evaluate the standard deviation. The mean score represents the average or central value of a dataset, while the standard deviation indicates the amount of variation or spread of the data points around that average. A low standard deviation means data points are clustered closely to the mean, signifying low variability, whereas a high standard deviation means data points are spread out over a wider range, indicating high variability. Together, they provide a summary of a dataset's centre and spread. Value of each factor as shown in Table 2.

Table 2: Descriptive statistic data

Factors	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	163	1.80	5.00	4.1202	0.60677
Technological Skills	163	1.60	5.00	3.8319	0.68743
Learner Control	163	1.80	5.00	4.1190	0.65833
Computer Internet Self-efficacy	163	1.00	5.00	4.0638	0.59492
Online Communication Skills	163	1.00	5.00	4.1288	0.58105

Online Learning Facilities	163	1.00	5.00	3.9276	0.66734
Self-directed Learning	163	1.00	5.00	4.2736	0.64749
Readiness to Adopt	163	1.00	5.00	4.2479	0.68451

The highest mean score and standard deviation is the mean score of self-directed learning which are 4.27 and a standard deviation of 0.647 while technological skills, has the lowest mean score of 3.83 and a standard deviation of 0.69.

3.2.3. Correlation analysis

Pearson correlation analysis is used to measure the strength and direction of a linear relationship between two continuous variables, producing a Pearson correlation coefficient (r) between -1 and 1. It helps to determine if variables change together in same direction (positive correlation), change in opposite directions (negative correlation), or have no linear relationship (near zero). Data linearity and normality were the assumptions considered in the Pearson correlation analysis. The data were screened prior to analysis to ensure that these assumptions were reasonably satisfied. Descriptive statistics and data distribution patterns indicated that the variables followed approximately normal distributions. In this study, statistical significance was set at $p < 0.05$. Pearson correlation analysis revealed significant positive relationships between all seven readiness factors and online training readiness. The results indicate associations between readiness factors and the adoption of online training rather than causal effects. The strongest correlation was observed for self-directed learning ($r=0.311$, $p=0.000$) as shown in Table 3.

Table 3: Correlation analysis

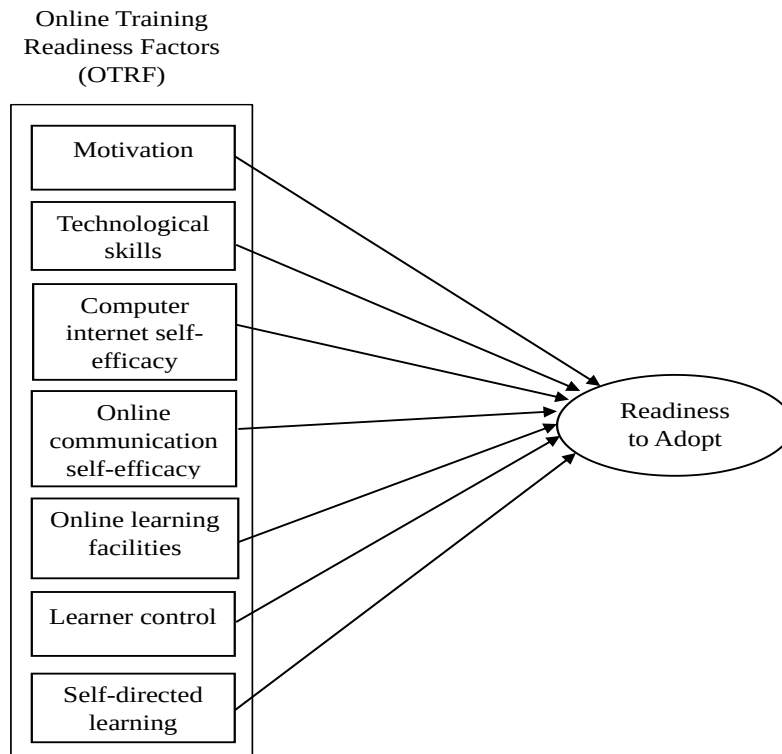
Factor	r	p-value
Motivation	0.200	0.010
Online Learning Facilities	0.288	0.000
Online Communication Self-Efficacy	0.282	0.000
Learner Control	0.269	0.001
Self-Directed Learning	0.311	0.000
Technological Skills	0.225	0.004
Computer Internet Self-Efficacy	0.232	0.003

The result found all seven factors positively influence readiness to adopt online training in which, Motivation positively influence readiness to adopt online training ($r=0.200$, $p=0.010$), online learning facilities ($r=0.288$, $p=0.000$), online communication skills ($r=0.282$, $p=0.000$), computer internet self-efficacy ($r=0.232$, $p=0.003$), technological skills ($r=0.225$, $p=0.004$), learner control ($r=0.269$, $p=0.001$), and self-directed learning ($r=0.311$, $p=0.001$). Therefore, those were the factors influence HROs readiness to adopt online training.

3.2.4. Conceptual Model of factors influencing HROs readiness to adopt online training

Based on the evaluation result, all factors were positively correlating to the online training. That means all seven factors had a positive influence on readiness to adopt online training. Figure 4 depicts conceptual model of factors influencing HROs readiness to adopt online training.

Figure 4: Conceptual model of factors influencing HROs readiness to adopt online training



4. Discussion

This study aimed to examine factors influencing users' readiness to adopt online training. Human Resource Officers' in Zanzibar's public sectors were used as case study. Seven factors were obtained and evaluated. learner control, Motivation, Computer internet self-efficacy, online communication self-efficacy, self-directed learning, technological skills and online learning facilities were the key factors influencing online learning readiness. The identified factors were supported by Rafique et al., (2021);Fearnley & Malay, (2021);Taşkin & Erzurumlu, (2021); Wagiran et al., (2022). As per evaluation based on correlation analysis results all the factors had a positive significant impact on Human Resource Officer's readiness to adopt online training, this findings is consistent with the research by Chathuranga & Dissanayake, (2022) and Abdullah & Toycan, (2017). The results indicate associations between readiness factors and the adoption of online training rather than causal effects. The result showed HROs were highly motivated to adopt online training, had confidence to communicate through online, and use computers and internet, have the skills of using online technological tools, had enough facilities to conduct online training as well as can direct themselves on learning process. This study employed items defined in TAM and UTAUT as readiness factors identified through a systematic literature review, offering a comprehensive framework for understanding the determinants of Human Resource Officers' readiness to adopt online training systems.

The findings exhibited substantial positive correlations among all seven readiness factors and online training readiness, thereby providing empirical validation for the proposed conceptual

model. Nevertheless, owing to the exploratory nature of this study, it did not employ multiple regression analysis or Structural Equation Modelling (SEM), which could yield more profound insights into the relationships between the identified readiness factors and the adoption of online training. Future studies should utilize more sophisticated analytical methodologies, including multiple regression analysis or structural equation modeling (SEM). These methodologies would enable researchers to analyze the comparative impact of each variable and evaluate causality.

This study is constrained by the absence of a risk-of-bias assessment in the systematic literature review (SLR), which could further augment methodological rigor. Future studies are advised to integrate risk-of-bias assessments when performing systematic reviews. Another limitation of this study is the analysis of data obtained through the survey instrument (questionnaires), which concentrated solely on descriptive statistics and correlation analysis; while incorporating internal consistency measures, such as Cronbach's alpha, would enhance the reliability assessment of the constructs. Future studies should conduct thorough reliability and validity assessments, incorporating exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to enhance the validation of the survey instrument.

The results of this study offer actionable insights for policymakers, organizational leaders, and stakeholders engaged in the deployment of online training within the public sector. The presence of online learning resources was determined to have a considerable impact on the willingness to embrace online training. So, public sector organizations should put money into reliable internet connections, good digital devices (like computers and tablets), and stable power supply systems. To make sure that people can fully participate in online training, it is important to make sure they have access to these resources.

The results show how important it is to have good computer and internet skills, as well as online communication skills. To fix this, companies should set up structured training programs to help their workers get better at using technology. These programs might include training in basic and advanced ICT skills, hands-on workshops on how to use online training platforms like video conferencing tools and Learning Management Systems, and ongoing professional development efforts to improve self-directed learning and learner control. These kinds of interventions will make employees more confident and better able to participate in online training. Motivation and self-directed learning were also found to be important factors in being ready. Organizations should create a culture of learning by giving rewards and recognition for taking part in online training, encouraging flexible learning schedules, and promoting a culture of ongoing learning and professional growth.

There needs to be clear rules and strategic frameworks at the policy level to help public sector organizations use online training. They could include making national or organizational rules for using digital training, setting aside money for digital infrastructure and training programs, and adding online training to current plans for developing human resources. Policymakers should also encourage cooperation between government agencies and technology companies to make sure that online training systems are used in a way that lasts.

5. Conclusion

This study aimed to examine factors influencing trainee readiness to adopt online training, taking HROs in Zanzibar as a case study. The study adopted mixed method design to fulfil the objectives of this study. Data collected using a Google form as a data collection tool. 163 responses were obtained from Human Resource Officers and analysed using correlation analysis. The findings of this study identified seven factors influencing Human Resource Officers readiness to adopt online training.

All the Pearson correlation coefficient (r) are positive implying that there are positive relationships of all factors and readiness to adopt online training. All the relationship between identified factors and readiness to adopt online training are all significant demonstrated by all p -values being less than 0.05. Hence the study shows significant positive relationship between the identified factors and readiness to adopt online training. Therefore, the identified seven factors are key for successful implementation of online training.

The findings of this study make a meaningful contribution to the body of knowledge on e-learning readiness, particularly within the context of public sector organizations. The identified factors and proposed conceptual framework for policymakers and organizational leaders, to strengthen the adoption and implementation of online training systems. Moreover, the factors established in this study can be utilized to assess readiness across other professional sectors and organizational settings.

Despite these contributions, the study faced several limitations, including a restricted sample composed solely of HROs, reliance on qualitative data collection methods, and the use of correlation analysis as the primary analytical technique. To address these limitations, future research should employ mixed-method approaches, broaden the sample population to include various employee categories, and utilize more advanced statistical methods such as regression analysis to provide deeper insights into the determinants of online training readiness.

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