



Conference Paper

Student Perceptions of E-Learning Effectiveness in Developing Managerial Skills: Evidence from Management Students


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Abstract	Manuscript Information
<p>The increasing adoption of e-learning platforms has transformed management education globally. While online learning offers flexibility and accessibility, concerns remain regarding its effectiveness in developing managerial competencies required in dynamic business environments. This study investigates management students' perceptions of e-learning effectiveness in fostering managerial skills. Drawing upon the Technology Acceptance Model (TAM) and Student Engagement Theory, the study examines the influence of e-learning quality, instructor support, and technological readiness on managerial skill development through student engagement. A quantitative research design was adopted, and data were collected from 420 management students using a structured questionnaire. Structural Equation Modelling (SEM) was employed for data analysis. The findings reveal that e-learning quality, instructor support, and technological readiness significantly influence student engagement, which subsequently enhances managerial skill development. The study contributes to the growing literature on digital learning and offers practical implications for business schools seeking to improve online management education.</p>	<ul style="list-style-type: none"> ▪ ISSN No: 2583-7397 ▪ Received: 10-12-2024 ▪ Accepted: 25-02-2025 ▪ Published: 19-03-2025 ▪ IJCRM:4(SP1); 2025: 329-332 ▪ ©2025, All Rights Reserved ▪ Plagiarism Checked: Yes ▪ Peer Review Process: Yes <p>How to Cite this Article</p> <p>Dumbhare P, Timane R. Student Perceptions of E-Learning Effectiveness in Developing Managerial Skills: Evidence from Management Students. <i>Int J Contemp Res Multidiscip.</i> 2025;4(6):329-332.</p> <p>Access this Article Online</p> <div style="text-align: center;">  </div> <p style="text-align: center;">www.multiarticlesjournal.com</p>

KEYWORDS: E-learning, Student Engagement, Managerial Skills, Management Education, Higher Education, SEM.

1. INTRODUCTION

The digital transformation of higher education has significantly altered traditional teaching and learning practices. E-learning has emerged as a strategic educational tool that enables institutions to provide flexible, accessible, and technology-enabled learning experiences. The widespread adoption of online learning during and after the COVID-19 pandemic accelerated the integration of digital technologies into management education (Dhawan, 2020).

Management education aims to develop critical competencies such as leadership, communication, decision-making, teamwork, and problem-solving. These competencies are essential for preparing students to meet contemporary organisational challenges. Although e-learning provides opportunities for interactive and self-directed learning, questions remain regarding its effectiveness in fostering managerial skills that traditionally rely on experiential and collaborative learning approaches.

Recent studies suggest that the effectiveness of online learning depends on multiple factors, including course quality, technological infrastructure, instructor support, and student engagement (Al-Fraihat et al., 2020; Martin et al., 2022). Despite growing research on online learning, limited studies have specifically examined how e-learning contributes to managerial skill development among management students. Therefore, this study seeks to explore the factors influencing students' perceptions of e-learning effectiveness in developing managerial competencies.

2. LITERATURE REVIEW

E-learning refers to the use of internet-based technologies to facilitate educational delivery and learning activities. Research indicates that e-learning enhances flexibility, accessibility, and learner autonomy while supporting collaborative knowledge creation (Bond et al., 2021). However, the effectiveness of e-learning largely depends on instructional quality and student participation.

The Technology Acceptance Model (Davis, 1989) suggests that perceived usefulness and ease of use influence technology adoption. In educational settings, students are more likely to engage with online learning systems when they perceive them as useful and user-friendly.

Management education focuses on developing technical, human, and conceptual skills essential for managerial effectiveness (Katz, 1974). Digital learning environments provide opportunities for simulations, virtual discussions, and collaborative projects that facilitate managerial competency development (Garrison et al., 2010).

Student engagement has emerged as a critical determinant of learning outcomes. Fredricks et al. (2004) conceptualised engagement as behavioural, emotional, and cognitive involvement in learning activities. Engaged students demonstrate greater motivation, participation, and knowledge retention. Research by Martin and Bolliger (2018) found that

interaction and engagement significantly enhance online learning effectiveness.

Instructor support also plays an important role in online learning success. Effective instructors provide feedback, facilitate discussions, and create engaging learning environments (Shea et al., 2021). Similarly, technological readiness influences students' ability to utilize digital platforms effectively and participate actively in online learning activities (Almaiah et al., 2022).

Although prior studies have examined e-learning adoption and student satisfaction, limited research has explored managerial skill development as an outcome variable. Furthermore, the mediating role of student engagement in the relationship between e-learning factors and managerial competencies remains underexplored, particularly among management students in emerging economies.

3. Research Problem

The increasing reliance on e-learning in management education raises concerns regarding its effectiveness in developing managerial competencies. While online learning facilitates knowledge acquisition, its contribution to managerial skill development remains insufficiently understood. Consequently, there is a need to investigate how students perceive the effectiveness of e-learning in enhancing managerial skills.

4. OBJECTIVES OF THE STUDY

1. To examine the influence of e-learning quality on student engagement.
2. To evaluate the impact of instructor support on student engagement.
3. To assess the effect of technological readiness on student engagement.
4. To investigate the relationship between student engagement and managerial skill development.
5. To examine students' perceptions regarding the effectiveness of e-learning in developing managerial competencies.

5. HYPOTHESES

H1: E-learning quality positively influences student engagement.

H2: Instructor support positively influences student engagement.

H3: Technological readiness positively influences student engagement.

H4: Student engagement positively influences managerial skill development.

H5: E-learning quality positively influences managerial skill development.

6. RESEARCH METHODOLOGY

The study adopted a quantitative and explanatory research design. The target population comprised MBA and PGDM

students enrolled in higher educational institutions. Data were collected through a structured questionnaire using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

A stratified random sampling technique was employed to ensure representation across academic programs. A total of 420 valid responses were collected and analysed.

The study utilised the following constructs:

- E-Learning Quality
- Instructor Support
- Technological Readiness
- Student Engagement
- Managerial Skill Development

Data analysis was conducted using SPSS 29 and SmartPLS 4. Reliability and validity assessments were performed before evaluating the structural model using Structural Equation Modelling (SEM).

7. RESULTS AND ANALYSIS

Reliability Analysis

Cronbach's alpha values ranged between 0.86 and 0.91, exceeding the recommended threshold of 0.70, thereby confirming internal consistency.

Construct	Cronbach Alpha
E-Learning Quality	0.89
Instructor Support	0.86
Technological Readiness	0.88
Student Engagement	0.91
Managerial Skill Development	0.90

Composite Reliability values exceeded 0.80, while Average Variance Extracted (AVE) values were above 0.50, indicating satisfactory convergent validity.

Structural Model Assessment

Hypothesis	β	t-value	Result
H1	0.42	7.54	Supported
H2	0.28	4.89	Supported
H3	0.31	5.12	Supported
H4	0.55	8.76	Supported
H5	0.39	6.45	Supported

The model explained 62% of the variance in managerial skill development ($R^2 = 0.62$), indicating substantial explanatory power.

8. FINDINGS AND DISCUSSION

The findings indicate that e-learning quality significantly influences student engagement. Well-designed online courses, interactive content, and accessible learning platforms enhance students' willingness to participate actively in learning

activities. This finding supports previous research by Sun et al. (2008) and Bond et al. (2021).

Instructor support emerged as another significant determinant of engagement. Students who received timely feedback and academic guidance demonstrated greater involvement in online learning activities. This finding aligns with the Community of Inquiry framework proposed by Garrison et al. (2010).

Technological readiness positively affected engagement, suggesting that students with higher digital competencies experience fewer challenges in navigating online learning environments. Furthermore, student engagement significantly enhanced managerial skill development, indicating that active participation is essential for acquiring communication, leadership, and problem-solving skills.

9. CONCLUSION

The study demonstrates that e-learning can effectively contribute to managerial skill development when supported by high-quality instructional design, technological readiness, and instructor support. Student engagement plays a pivotal role in translating online learning experiences into meaningful managerial competencies. As management institutions continue to adopt digital learning strategies, emphasis should be placed on enhancing engagement through interactive pedagogies and technology-enabled learning experiences.

10. Implications and Future Scope

The findings offer practical implications for management educators and policymakers. Institutions should invest in digital infrastructure, faculty development programs, and learner engagement strategies. Future research may explore longitudinal assessments of managerial skill development, comparative studies between online and hybrid learning models, and the integration of artificial intelligence and virtual reality in management education.

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