

**Determinants of Employees use of Digital Platforms for Training:
Exploratory Approach****MERADI Samir ^{1♦}, DIOUANI Hela ², ABDELHAK Soumia ³**¹ Djillali Liabes University, Sidi Bel Abbes (Algeria), samir.meradi@univ-sba.dz² Djillali Liabes University, Sidi Bel Abbes (Algeria), hela.diouani@univ-sba.dz³ Djillali Liabes University, Sidi Bel Abbes (Algeria), soumia.abdelhak@univ-sba.dz**Received:** 06/07/2025**Accepted:** 28/10/2025**Published:** 25/11/2025**Abstract:**

Digital learning platforms are increasingly recognised as transformative tools in corporate training, offering adaptable, modular, and personalised learning experiences aligned with contemporary professional demands. This netnographic study, grounded in the analysis of user-generated content on the edX platform and processed through NVivo, seeks to identify the principal determinants influencing employees' engagement with such platforms. Findings reveal that flexibility and accessibility constitute critical factors, enabling learners to integrate training into time-constrained professional environments. Furthermore, the availability of personalised learning trajectories enhances user autonomy and fosters greater engagement, thereby promoting deeper cognitive investment. The opportunity to acquire and immediately apply relevant skills in the workplace reinforces the perceived utility of the learning experience. Additionally, the social dimension manifested through discussion forums and peer interaction contributes to a sense of belonging and collaborative learning. Finally, the academic rigour, quality of instructional materials, and reputation of instructors collectively enhance the platform's credibility as a vehicle for sustained professional development.

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1. Introduction:

Digital learning platforms are a key part of the digital transformation in corporate training, itself a rapidly changing landscape in the light of new technology and shifts in labour market (Kim & Maloney, 2020). In years past, businesses provided training via traditional means – in-person training sessions, seminars, and workshops. These methods enabled trainers to work directly with employees. Although these strategies afforded trainers direct contact with employees, such methods have become increasingly constrained as organizations have sought to be more flexible and responsive (Davenport & Kirby, 2021). On the one hand, the demand for time and space flexibility has made APT unnatural; on the other hand, the difficulty in quickly meeting the individualized training needs of dynamic environments exists (Zhao & Xie, 2022).

These issues are addressed by digital educational platforms, including Learning Management Systems (LMS) and other online technologies. These applications aggregate vast amounts of educational resources and facilitate an approach to learning that is tailored to meet the individual constraints of learners for whom learning online is asynchronous and modular thus helping make learning more accessible (Wang, Zhou, & Lin, 2022). They also make it easier for new technologies, such as artificial intelligence, to be incorporated which can personalize learning paths for a particular employee need—an important link to performance and competitiveness in contemporary organizations (Kim & Maloney, 2020). With adaptive, personalised content creation, which leverages data on a user's learning history, change is becoming more fine-grained, developing a specific user's knowledge through using adaptive, personalised content that matches the user (Brown & Green, 2022).

They also build-in continuous and self-motivated learning and include collaborative tools to encourage interaction and increase the engagement of employees. The transition from being purely face to face to transitioning to hybrid and completely virtual models, overcomes the logistical barriers of traditional training methods and meets the increasing need for greater freedom and integration of the learning experience into professional life (Bersin, 2020). Furthermore, digital learning content is increasingly being developed to fit existing organizational contexts, with frequent connections to other human resource management and talent development systems. This alignment maximises the effectiveness of learning with the company's strategic objectives (Brown & Green, 2022).

This has resulted in a more profound restart in the corporate training model, and technology and personalized approaches are increasingly being the focus for an improved individual and business performance. Digital educational platforms do not only modernize access to trainings, but also reshape practices making learning a permanent and flexible process along with the dynamics of exercising a profession (Johnson & Jones, 2022).

RQ1: What determines whether employees opt for digital educational platforms in the situations where traditional forms of learning show their deficiency as learning forms? The value of flex, bespoke, and remote digital platforms are undeniable, but why do we believe our employees to choose these? The benefits provided by these digital instruments include schedule flexibility, personalized learning, and the freedom to take control over one's

training process (Wang, Zhou, & Lin, 2022). But this shift in the way we train goes further than that of digital tools. It is also characterized by changing culture and structure expectations in businesses. Such compulsive behavior may be associated with the increasing independence of employees in their learning process, especially in distributed or hybrid working arrangements (Li, Zhang, & Liu, 2023).

This raises very important questions:

What is driving employees to prefer digital educational platforms?

What is the impact of flexibility and custom learning paths on the engagement of employees?

How do employees perceive the effectiveness of digital educational platforms relative to traditional training?

This research aims to understand why employees prefer digital learning platforms for professional development purposes and examine the influence of digital learning on training within the workplace. The report also includes an offering of practical advice to organizations trying to get the most out of these platforms in terms of engagement and ROI for their training programs.

By drawing user comments from the digital educational platform edX, this study is a netnography. With the method, qualitative data can be gathered from users on their experiences, perception and motivation in relation to the platform. Comments will be organized using NVivo, a robust software package designed to process and structure text data, enabling the research team to recognize common themes and/or sentiments expressed by employees. The objective is to identify the core themes concerning adoption and use of digital educational platforms. This qualitative methodology gives us talking-rich context about why workers are prioritizing these tools instead of the traditional enterprise training methodologies

2. Theoretical framework :

2.1 Transformation of Corporate Training Practices :

The nature of corporate training has traditionally relied on face-to-face methods like seminars, workshops and group sessions. This approach favored the direct contact of trainers and trainees, collaborative learning, and instant knowledge transmission (Zhao & Xie, 2022). However, such methods were developed on rigid frameworks although they have been widely used. The amount a company had to invest in time, logistics and budget was large, and it was not easy to scale such mechanism, especially in the midst of ever-growing globalization (Brown & Green, 2022).

In a rapidly changing professional landscape, the deficiencies of conventional training methods are becoming more and more obvious. The great problem is that they are not flexible. Traditional face-to-face training may lead to travel time and time away from the workplace, which may slow productivity (Zhao & Xie, 2022). In today's era of flextime and telecommuting, what use are constraints such like that anyway? Further, traditional approaches tend to be one-size fits all, which songt solve the particular problems of employees or firms in a fast moving industry (Noe, Clarke, & Klein, 2014).

A further disadvantage is that these techniques rapidly become outdated because they

fail to adapt to new market requirements. For example, in technological or digital domains, the skills that are required change frequently, calling for shorter but more continuous learning loops (Wang, Zhou, & Lin, 2022). The needs of today cannot be filled by traditional formats, at least not without changing the content and going through a lot of logistical processes.

And traditional training has only increased in complexity with the rise of globalization and the hybrid model of work. In a globalized world, MNCs have to enable teams distributed in geographically separated locations, sometimes stretching across time zones. On-site training, which requires the presence of trainees, is no longer adapted to serve widely distributed teams (Li et al., 2023). This is a very critical area in technology domains: the capability to adapt is essential to survival.

Hybrid and remote working (expedited by the likes of the COVID-19 pandemic) has also transformed employees' attitudes to training. And today's employees are interested in having solutions that fit within their schedule and don't involve travel or large gatherings. This increased demand for flexible approaches to learning has exposed deficiencies inherent in traditional practice (Brown & Green, 2022).

One avenue that organizations have taken in addressing these new challenges, is to transition to digital educational platforms, such as Learning Management Systems (LMS) in an effort to make training more modern and varied (Kim & Maloney, 2020). Digital learning tools provide more adaptable and convenient learning options, meeting the immediate needs of the modern learner. By allowing employees access to online training on their own time, these platforms not only make learning-making more manageable for employees' often cramped schedules, but offer access to a variety of relevant, global, and current educational resources (Wang, Zhou, & Lin, 2022).

Moving learning to digital platforms has also enabled firms to use new technologies – such as artificial learning –to personalize learning around staff's unique learning requirements. In addition to the flexibility of customizing the training package, the ability to customize training is a huge improvement to previous training models which typically had offered a “one-size-fits-all” content which did not take into consideration individual paths and paces of learning of the employees' webtraint.com (Bersin, 2020). Moreover, the modularity of digital platforms facilitates the approach to the integration of training experience in professional life by enriching learning with interactive and engaging resources like videos, quizzes, and other digital tools (Brown & Green, 2022).

Digital platforms make then possible a real redefinition of training business, not only in terms of access to formative offers, but also in terms of how the experience of experiential learning can go. This move to hybrid or fully digital learning models is especially pertinent in the realm of remote or hybrid work, which demands employees are able to have the flexibility and autonomy to increase skills, yet manage corporate performance needs (Johnson& Jones, 2022). In this way, training is not just more convenient, but also more closely aligned with organizational goals, fostering more effective talent management and business performance (Kim & Maloney, 2020).

2.2 Digital Educational Platforms: A Lever for Professional Skills Development:

Against the background of overall digital transformation in enterprises and even in society at large, modes of knowledge transfer are seeing a deep-going transformation (Liu, Chen, & Chou, 2021). The rise of new forms of learning – more bite sized, customized, digital – is in response to impatience with an inferior yet familiar training delivery offering.

A revolution that comes to profoundly modify the orientations of training in business, and to put the learner at the heart of the training process, by proposing them a personalized course and adapted to their constraints and their objectives professional (Brown & Keep, 2018).

Education used to be confined to the walls of a classroom and physical seminars. Online training platforms surge in popularity These days, online training platforms have become invaluable tools for companies, universities, teachers, and students. But what is an online training platform?

An OLP (or LMS, LXP system) is a software platform that supports the creation, management and delivery of content that is used for educational purposes specifically, but that can be used to host and deliver any type of content to users, especially learners and trainers (Aljohani, 2020). Such platforms offer an integrated environment for learners to learn from eLearning or eTutouring through accessing online training or class, multimedia objects, teamwork, and personal assessment.

Digital learning environments have come a long way since they first emerged as content-focused management systems, now providing integrated learning ecosystems. These platforms were originally designed as a means to remotely access digitized educational resources. However, as new digital technologies have developed and demands for lifelong training have increased, they have evolved to include interactive tools (e.g., discussion forums, educational videos, and real-time assessment) as well (Liu, Chen, & Chou, 2021). The rise of Massive Open Online Courses (MOOCs) in the early 2010s, championed by platforms such as Coursera and edX, has transformed online learning, offering courses from top universities to millions of users (Chiu, Koo, & Liu, 2022).

The variety of training needs has led to a variety of online learning platforms. MOOCs democratize education, providing accessible, flexible courses that are frequently developed by elite universities. SPOCs (Small Private Online Courses) are types of courses that are designed for small groups and provide personalized support, which is suitable for specific professional or academic requirements. FOAD (Formation Ouverte À Distance) brings online exercises with face-to-face assistance, and allows to engage interactive bricks, for example. Finally, micro-learning platforms such as bite sized modules that help with instant learning as per individual time constraints (Rodriguez, 2023).

Online learning platforms are characterized by their high access and flexibility, which allows the learner to access high-level teaching material at any time and from anywhere via digital systems such as computer, tablet and smartphone. This is an especially advantageous feature for busy professionals or for students in geographically remote areas (Méndez-Carbajo & Hammond, 2021). c) Adaptive learning technologies, driven by a variety of algorithms, make education more personalized by tailoring the educational pathways to

meet their individual needs. This includes recommendations for specific contents ranging from technical (or subject), behavioral to managerial skills (Shah, Rizvi, & Rizvi, 2022).

Not to mention the fact that these platforms enable the democratization of education — the ability to train pretty much anyone anywhere in the world regardless of geography or cost. Educational digital platforms: strategic resources for corporate learning in skills. These instruments respond to the increasing requirement of a lifelong training, that is fundamental in a professional contest characterized by rapid technological and organizational transformations. They shape the technical and non-technical capabilities which are required for ensuring the competitiveness of the companies in the worldwide market, by offering uncountable possibilities to learn according to their needs and preferences (Kumar & Ritzhaupt, 2021).

One of the obvious benefits of digital platforms is that they are so flexible. Unlike formal trainings, modern trainings give the learners the flexibility to learn at their own pace, choose the modules based on their professional need, and access the training from any location at any time. This feature is increasingly beneficial to organizations whose employees work offsite or on a schedule rotation (Van Wart, Ni, & Ready, 2020). Furthermore, flexible platforms mean that you can optimize human resources by ensuring that you don't take team members away from daily business activities.

From the financial point of view, digital education platforms are most obviously cost effective. They go a long way in saving you money on travel, training accommodations for the trainer and logistics to get people together in person. These savings are especially important for larger organizations that have to train a large number of employees located at various geographic sites (Almalki, Alharbi, & Hassan, 2021). These platforms also allow you to use sophisticated analytic tools to accurately measure the results of your training efforts. By monitoring what people have learned, what knowledge gaps remain and make appropriate training provisions, companies can ensure that their investments are being maximized (Stracke, 2019).

Last, but not least, digital platforms contribute to pedagogical renewing in its emphasis on the importance of individualization of learning process from cradle to grave. Utilizing AI-based technologies and adaptive learning algorithms, they provide custom paths that align with the learners' unique requirements. These pathways stimulate learning in a way that helps to better retain that understanding and subsequently apply the new skills directly to professional conditions (Méndez-Carbajo & Hammond, 2021). By building enjoyable and pertinent learning experiences, platforms increase employee satisfaction and productivity and also further dedication to the company.

3. Methods and Materials:

3.1 Choice of Research Method:

Netnography is a qualitative technique that applies ethnographic principles to online communities and interactions (Kozinets, 2020). It provides flexibility to investigate users' behaviors, mindsets, and actions in digital ecosystems. The research was conducted with a netnographic method, which is justified by the need of analyzing the dynamics of digital

interaction. This is especially the case if digital environments are studied for the purpose of revealing users' behaviors and experiences, such as educational or social platforms (Bartl, Kannan, & Stockinger, 2016).

Furthermore, netnography is adaptable to non-invasive observation, as is required when researching virtual spaces being spontaneous in the nature of the encounters. In our study, it is suitable to use netnography to illustrate how employees engage with digital educational platforms and how those platforms impact their learning behaviors. It allows to get in touch with real time and contextual data within but also offers a rich view on the cultural and social practices in digital ecosystems (Heinonen & Medberg, 2018).

3.2 Research Process:

This study focused on the edX platform, selected for its high-quality educational content co-developed with over 100 leading global institutions, as well as its capacity to serve both individual learners and corporate clients. With features such as personalized learning paths, centralized training management, and advanced performance analytics, edX stands out for its flexibility, accessibility, and commitment to democratizing education. The data collection involved 415 user comments retrieved from the "What learners are saying" section, which were then coded and analyzed using NVivo software. This tool enabled the systematic identification of major themes including platform flexibility, content quality, user engagement, and the relevance of training to professional development. Through the creation of multiple coding nodes and analysis of word frequency and thematic connections, the study combined thematic and quantitative methods to reveal key drivers of learner satisfaction. The insights gained offer valuable guidance for improving digital learning strategies and tailoring content to better meet learners' evolving expectations and needs.

4. Results and discussion:

Content analysis of the comments of the "What learners are saying" section of the edX platform was performed, which brought to light important themes about employee's perceptions of and experiences with online learning. Participants accentuated the influence of the courses on their acquisition of skills, increase in knowledge, and professional advancement, and a common theme was how the material could be applied to the participants' job. Skills to be Learned The flexibility and ease of use of the platform were of particular benefit as it allowed learners to manage their studies alongside work and personal commitments. Although the interactive and gamified elements of the course were well received, some students had some difficulty keeping motivation levels high and preferred that feedback were more tailored to their own needs, and interaction with peers was greater. The user-friendly interface of the platform was also appraised, although some minor technical problems were raised as obstacles to an overall positive learning experience (see figure 1).

Fig.1. Word of Cloud: Principle thematic



Source: Nvivo

4.1. Enhanced Accessibility and Flexible Learning:

Employees consistently express the importance of being able to access content anytime/anywhere and having this, especially when faced with geographical scheduling issues. Digital learning platforms are customizable, making it easy for employees to fit learning into their schedules. The suspension of constraints such as fixed class schedules and travel time gives learners freedom to devote time to their own professional development at the time that suits them best. This is all about the flexibility to allow a work force to maintain work, private life and learning without feeling stressed or risking to destroy their work-life-balance. Such “just in time” learning not only encourages higher levels of participation, but also increases satisfaction, thereby enabling easier and more sustainable professional development in today’s fast-paced work climate.

- Learning Anywhere, Anytime: Users love the flexibility the system provides, the fact they can access their courses from various devices including your laptop, tablet, and smartphone at your convenience. This convenience allows users will be able to weave their studies into the fabric of their daily lives – turning “dead time” – such as while in commute or during breaks – into productive learning. As one marketer testified, *“I was able to complete a leadership course on my own time. Having the ability to read the content on my phone during my commute has been a real benefit.”* Such flexibility not only assists learners in managing their professional and personal commitments, but it also contributes to a more learner-centric experience by offering convenience and maintaining learner engagement with content over time

- Integration with Work-Life Balance: Flexible learning hours available on-line can help workers integrate professional development with the rest of life, increasing the reach and manageability of education. This flexibility is especially beneficial for those with busy personal responsibilities, like parents or care providers. This benefit was especially noted by one human resource manager, who shared: *“As a parent, attending in-person workshops was nearly impossible and this feature allowed us to make attendance a reality.” I can learn in the evenings after I put my kids to bed.’* This self-paced, on-demand learning environment is designed to be inclusive, so that even those with more traditional, inflexible schedules can engage in effective professional development. Welcoming different lifestyles

not only facilitates personal development but also, ultimately, leads to better general employee satisfaction and well-being.

- **Flexibility Across Learning Styles and Paces:** One of the main benefits of personalized learning is that online educational platforms provide employees the opportunity to learn at their own pace and determine the pace and style of their learning. "The ability to rewatch material is very important, especially for medical topics and other complex subjects," he said, noting that the repetition helps to create a solid foundation of knowledge. A software engineer explained this advantage: *"I could stop/pause the course and go back and re-read the materials until I get it"*. This simply wasn't possible in in-person training. Unlike traditional in-person training schedule that can be extremely inflexible, online learning is learned at each individual employee's pace, and they have complete freedom of the journey. This flexibility not only promotes understanding but also increases confidence, allowing students to learn at their own pace.

- **Enhanced Accessibility Across Geographies:** Online learning tools drastically improve accessibility (enabling employees in remote or rural locations access to the same high-quality training they otherwise wouldn't be able to receive by overcoming geographical barriers). This global scale means is that location is no longer a barrier for accessing high quality education because learners around the world can still interact with some of the best institutions right from their own countries. One data analyst reported: *"Not much availability of good trainings because I live in a rural area. I did a data analysis course with edX that I feel really good about at work."* This accessibility democratizes learning and gives employees everywhere the ability to learn new skills from anywhere – leveling the playing field for workforce development, and creating broader access to opportunity for workers in smaller markets.

4.2. Impact on Professional Skill Development:

Employees clearly see the value of online courses to their job skills and knowledge. And because courses cover a range of industries and career levels, employees can focus on individual growth and stay ahead of career competition. This variety means that learners are able to find opportunities which fit their career aspirations and help embrace a learning culture. The ability to choose courses that are relevant to them, allows employees to fill knowledge gaps, while keeping on top of industry trends and enhancing their skillset and job performance; all of which improve an employee's marketability in their career. In addition, the applied nature of a lot of online courses gives the learner access to tangible knowledge and skills which he or she can actually put to use in their responsibilities - a direct, measurable bit of personal development that also makes a noticeable difference for the organization as a whole.

- **Acquiring Job-Relevant Skills:** Employees learn what they can put in place at work or in their position to directly improve their performance and value. By providing courses that are in line with what industry needs and specific job roles, they enable learners to develop skills that can be instantly applied in the workplace. One such story came from a Project Manager: *"I took a leadership course on edX, and it has already affected my abilities as a project manager, giving me the confidence and empowerment to lead in a*

more efficient way“. This capacity to take on job-related knowledge enhances individual confidence and the team overall and the organisational performance. Empowered employees Scaling challenges are more easily addressed and innovation is more easily contributed to the success of projects rather than the learning process being a painful grind for everyone, it’s an extremely valuable muscle that translates to both personal and professional development.

- Bridging Skill Gaps: On-line courses present workers with a forum and means to fill the skill gap in their respective fields, allowing them to keep up to date and stay competitive in a world of increasingly rapid technological expansion. These platforms guide learners through focused courses so they can grasp knowledge they missed out on or never really learned in their previous jobs. A Marketing Specialist said, *“I also took an online marketing course which helped to give me a deeper insight into social media strategies which I didn’t previously have in my current job”*. Such focused development empowers employees to crystallize their professional capabilities and become more specialized to their company, while also advancing their overall career. By closing these skill gaps, workers are more prepared to accept new challenges, help drive business success, and stay ahead in a rapidly changing job market.

- Boosting Confidence and Career Advancement: Online training is a double bonus Job training programs improve their skillset while significantly increasing their confidence, enabling them to carry out more difficult tasks and interact in a more assertive manner. And this confidence can often result in these people seeing promotions to higher positions at work, since they are able to contribute more value to their companies. One of the Data Analyst wrote: *“The Data Analysis Flexible Course that I attended helped me build confidence to perform more complex duties and also be a part of some decision making at the workplace!”* As employees develop more skills and confidence, they are likely to look to take on new tasks, show what they can do, and embrace career growth in order to contribute to lasting career success.

4.3. Autonomy in Learning:

One of the key advantages employees find in online learning platforms is the autonomy they have in shaping their own learning journey. The flexibility to decide on subjects, specials or learning periods allows for training that matches personal desires, interests and career pursuits. This autonomy does not stem only from the professional development, but it is conducive of the sense of ownership of it, and therefore the latter has an impact on employees' motivation and engagement. Learners are more likely to stay engaged in their learning when, empowered by choice, they can explore topics which are aligned with both personal and professional objectives. Additionally, such proactive learning breeds proactive thinking, leading employees to develop lifelong learning habits that are advantageous to their careers and their employers. For those who value autonomy, the online learning space is an opportunity to have a situation relevant to where they want to go and grow.

- Self-paced Learning: Staff members value being able to take classes at a speed of their choosing. One glance: *"I was really able to take my time to understand key ideas before advancing"*.

- Freedom to Choose Learning Paths: Employees have the freedom to choose courses that match their individual interests and career aspirations. One Project Manager told us: *"I picked and chose the courses that were applicable to my career. I selected courses for leadership and strategic thinking to build my capabilities."*

- Proactive Learning Culture: Self learning attitude as encouraged by digital based learning platforms empowers one to be pro-active about learning skills. A Software Engineer said: *"The system did encourage me to try other courses, and I still felt like I owned my own journey"*.

4.4. Interaction and Engagement with Course Content:

Online programs provide access to many interactive opportunities that enrich the learning experience and reinforce application of the knowledge. Elements like quizzes, simulations, case studies, and interactive videos encourage employees to interact actively with the content, rather than consuming passively. These activities also help develop the learners' ability to think critically and to solve problems, as well as the capacity to generalize so as to apply concepts in contexts that approximate the real word environment. Moreover, community building features such as discussion forums, live Q&A sessions, collaborative assignments further help in peer learning. In making learning more interactive, dynamic and engaging, interactive elements enhance not just content retention, but also impart employees with practical skills that can be easily incorporated in their daily professional activities. The hands-on approach turns knowledge into practical skills which can add real bottom-line to your training.

- Interactive Features and Tools: Employees appreciate quizzes, forums, and hands-on tasks that challenge them to interact with the content they're learning. A Marketing Specialist told us: *"The interactive quiz is good way to check if I've understood and internalized what I've learned."*

- Collaborative Learning Opportunities: Virtual learning programs equipped with discussion forums or group projects enable employees to collaborate and learn from one another. A HR Manager mentioned: *"The ability to discuss case studies with other learners in the forum helped me gain new perspectives on talent management."*

- Practical Application of Concepts: Employees want to know the course content will be applicable so that they can use it on the job. A Team Lead replied, *"The Project Management course had real-world case studies that I could easily relate to my work projects"*.

4.5. Cost-Effectiveness and Affordability:

Employees are also generally happy, especially if they've gained skills they can use in real-life. This use of the knowledge will help remind your staff member(s) of the importance of the training, and the fact that they can make an immediate impact through applying learned strategies. Indeed, being able to apply their new skills and knowledge to their everyday work provides a confidence boost and improves performance, promoting a

sense of mastery and motivation to further learning. Furthermore, as learning objectives align with workplace requirements, employees develop professionally and contribute to organizational objectives, making the learning experience a fulfilling and rewarding one.

- Relevance to Job Functions: It makes job-related employees happier if they are able to directly apply what they learned at online courses to their job immediately. One Software Engineer said: *"I was able to apply the things I learned in the programming class directly to my project and I found it really satisfying to learn something and apply it right away."*

- Positive Impact on Job Performance: A number of workers also cite online courses as helping them in terms of job performance. One Project Manager commented: *"I received a project management certification from edX that impacted my ability to lead my team and hit our project deadlines"*.

- Increased Job Satisfaction and Motivation: Gaining new skills makes your workforce feel more satisfied with their job. A Data Analyst said, *"The learnings I got helped me feel accomplished and expected better at work."*

4.6. Quality of Course Materials and Instructors:

The low cost of online learning platforms is cherished by employees in the face of traditional education alternatives and is considered a main factor for facilitating ongoing professional development. 1.2 Relevance Here's an eye opener for you: a quality education should be accessible for free The lower costs of these platforms including tuition, travel, and materials, makes available that quality education to a wider group of society. So affordability allows employees to be in the driver's seat when it comes to advancing their careers without having to invest heavily without dropping out, providing them with the ability to continue to learn. What's more, a lot of online course platforms provide payment plans, free trials, or discounted courses to increase accessibility. By eliminating financial roadblocks, such platforms offer opportunities for employees to upskill and reskill, advancing both their personal skills and the overall success of a company.

- Affordable Learning Opportunities: Employees point to the cost-effectiveness of edX courses as means of gaining access to high-quality of education without breaking the bank. A Marketing Specialist commented: *"The price was really affordable and considering what you were getting and the high quality of the content the certification you received was well deserved"*.

- Access to High-Quality Education: Budget is not necessarily equal to low quality. Staff frequently say the value of the courses is many times worth the cost. A Team Lead said: *"I was surprised the quality you get from the course for the price was reasonable. It was a useful investment in my career growth."*

4.7. Social Learning and Networking Opportunities:

Course materials quality and instructor expertise are consistently reported as key drivers of learning success by employees. Detailed and organized materials facilitate content that is current, logical, and interesting, providing varied learning styles and professional needs. Also, when professors are very experienced and professionals in the field it makes a lot easier to learn. These teachers inspire and have a mastery of their subject matter,

imparting both the how-to and the why-we of writing in a way that feels practical, hands-on and personalized. Combined, they form a strong, engaging training environment that instills confidence; promotes active participation, and ensures that learned skills can be successfully applied to the work environment.

- High-Quality Content: Employees frequently cite good content as a key reason for a productive learning experience. A HR Specialist reported: *“Excellent updated course materials. They gave me textbooks and practical examples to learn, and it wasn’t just theory: It was fun”*.

- Expert Instructors: The qualifications and expertise of the instructors enhance the credibility and relevance of the courses. A Data Analyst noted: *“The instructors were highly knowledgeable and provided insights that went beyond the course material, which helped deepen my understanding of the subject.”*

4.8. Motivation and Personal Empowerment through Self-Paced Learning:

Employees Staff have highlighted the importance of online learning tools in supporting peer-to-peer interaction, networking and collaboration. These environments provide virtual corridors for learners to collaborate, exchange ideas and experiences and work on projects, which account for an interactive and dynamic learning environment. Interaction with classmates from a wide-variety of intercontinental backgrounds and industries broadens and deepens students understanding of the differing professional settings and cultivates a culture of sharing knowledge. Further, these exchanges frequently result in participants making important connections with field leaders, and help them to build their network and open doors for future work. This social element of online learning further enhances the educational value, and even delivers some clear career benefits, making these platforms a complete solution for personal and professional growth.

- Peer-to-Peer Interaction and Networking: Employees like being able to interact with peers of different industries, it creates a community of learners. A Marketing Specialist said: *“Being part of a remote team, hearing the experience of other members in a similar industry via the course’s forums was very helpful. Not only did I learn a great deal from the course content, I learned a lot from the experiences and perspectives of others that I can use directly in my role”*

- Learning from a Global Community: The global scope of on-demand platforms gives employees the opportunity to learn and exchange experiences and ideas with a diverse group of professionals. A Project Manager said: *“An international aspect of the course enabled me to understand professional opinions from around the world.” This has helped me have a much larger angle as a problem solver in my work.”*

4.9. Motivation and Personal Empowerment through Self-Paced Learning:

Employees find these online platforms to be "very motivating" and "empowering". Being in charge of their learning journey promotes learners' confidence and encourages further development. These platforms can mitigate the stress put on students in classroom settings by allowing students to replay segments of difficult material multiple times. This approach not only promotes more comprehensive knowledge but also encourages the

behavior of the employees to sustain a consistent sense of accomplishment which in turns ensures their eagerness to learn.

Furthermore, the freedom offered through self-paced learning empowers employees to smoothly fit education around their hectic lives, striking a good work-life balance. This flexibility encourages lifelong learning by eliminating typical obstacles such as pacing and (strict) deadlines. In addition, the personalized learning speed allows employees with different learning pace to optimize time by being able to efficiently go through known areas and slowdown in area that need more focus. Therefore, self-paced systems make the learning process more inclusive and effective, which eventually brings about both individual and corporate success.

- Self-Paced Learning and Confidence: Employees really appreciate the autonomy of self-paced learning, since they can choose how quickly or slowly to move through the learnings and be able to return to difficult or confusing content when they don't have to worry about a due date. This freedom helps to reinforce the subject matter -- learners spend as much time as they require to understand a challenging concept, making them feel more confident because they are in control. An engineer wrote, *"It was empowering to learn at my own pace. I wasn't crunched for time, and I could go back to difficult subjects until I grasped them"*. This independence is what I kept excited and sure of who I was and what would I make happen. Being able to work at their own pace minimizes stress and promotes a more complete and confident learning environment and ultimately leads to the better chances of long-term success and understanding of the material.

- Reduced Pressure and Increased Motivation: Flexible timelines, not present in traditional education, can help circumvent stress that can occur with the pressure of rigid timeframes, and will not diminish the excitement and motivation of a learner over time. This adaptability allows students to work at a pace that works best for their individual schedules and comprehension, creating a more laid-back and enjoyable learning environment. The experience of a HR Manager *"I appreciated that I could track through the course at my own pace, which made learning bearable. I could pause and then come back to right where I stopped when I needed to take breaks which made me to be motivated to stay on through the entire courses"*. The flexibility to pause and pick up again without hard-set deadlines lets users remain engaged and focused, resulting in better knowledge retention and a more enjoyable experience. This relaxed atmosphere is conducive to increased motivation, allowing learners to complete lessons and use new skills with more confidence.

5. Conclusion:

This paper investigated employees' perceptions and experiences using digital learning platforms, including edX, to improve their work skills. Key themes emerged from analysis of feedback in the "What learners are saying" section, providing valuable insight into how the platform supports employee learning and development. The results emphasize the role of online education in meeting new demands of modern workplaces.

One of the key findings of the research is the acknowledgement of greater accessibility and flexibility as the primary strengths of e-learning systems. The capacity to bring learning into their daily lives was a common refrain from employees, and shows how the platforms are giving people the opportunity to build on careers without having to alternate their work-life balance. Employees in remote locations and with busy lifestyles especially appreciated being able to log onto courses from a range of devices and locations. This highlights the transformative potential of digital education in transcending traditional barriers to education.

The role of personalized learning journeys in redefining the relevance and effectiveness of professional training is yet another important finding. Personalization of course recommendations according to the career aspirations help employees learn meaningfully. This personalized process enables employees to concentrate on issues that are directly relevant and transferable to their role. In addition, the self-paced ones stimulate motivation and individual power: they allow the learner to move at a personal rate that imprints one's own learning styles.

It also addressed the cooperative and social dimensions of online learning. Group participation with coworkers from various sectors was educational and allowed staff to network and share ideas. These exchanges aid in advancing the understanding of colleagues but also of the larger industry. This feature of online learning illustrates the potential to break down professional silos and to create an online community of learners.

The results also emphasize the necessity of a good quality course materials and proficient trainees in the pursuit of a successful learning process. Staff commonly pointed out how relevant, good value and applicable the material was and also how instructors were experts who brought a lot of value to the courses. Such features have in turn increase the credibility of online platforms as effective means for skill acquisition and career progression.

In summary, this study demonstrates the various advantages of digital learning platforms such as edX in enabling employees to develop professionally and handle the demands of the contemporary workplace. These have evolved to become essential tools for ongoing education by virtue of the flexibility, personalization, and quality content they provide. The lessons gleaned from this study add a building block for organizations and educators to deal more targeted with their online learning offering in order to keep matching the dynamic needs for learning of professionals in the ever more rapidly evolving profession field. More broadly, future research might investigate the long-term effects of such programs on careers and organizational performance, which would contribute to a better understanding of the value of digital education.

This exploratory study has various limitations that must be recognised. The limited sample size and sectoral focus constrain the applicability of the findings, as the participants may not represent the range of training approaches and digital readiness present in other organisational contexts. The cross-sectional design of the data collection inhibits the observation of temporal variations in training behaviors. The dependence on self-reported data adds the potential for social desirability bias, which may have affected the accuracy of the responses.

To overcome these constraints, future research should utilize mixed-methods approaches that integrate qualitative depth with quantitative validation. Broadening the sample to encompass varied industries, geographic areas, and organisational characteristics will improve external validity and facilitate cross-contextual comparisons. Longitudinal studies are especially advised to monitor the progression of employee engagement with digital training platforms over time and to evaluate the influence of technological and organisational changes on learning practices.

The study's findings suggest that firms should emphasise the creation and execution of digital training platforms that are both technically proficient and compatible with employees' learning styles and preferences. Platforms must be intuitive, interactive, and aligned with adult learning concepts to optimize engagement and retention. Engaging employees in the co-design and selection of training content helps cultivate a sense of ownership and relevance, so enhancing engagement and motivation. This participatory method facilitates improved alignment between company learning objectives and employee expectations.

Moreover, to provide equitable access to digital training, organisations must to allocate resources towards digital literacy initiatives that target potential skill deficiencies among staff. Flexibility in training formats such as mobile accessibility, asynchronous modules, and customisable learning pathways can eliminate obstacles to engagement, especially for employees with diverse schedules and responsibilities. To enhance learning outcomes, it is prudent to incorporate performance-based rewards, recognition systems, and consistent feedback loops. These aspects not only foster motivation but also promote a culture of perpetual learning and development inside the organization.

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