

Global Business Trends Depending On Skill Enhancement Of Youth In View Of Lockdown Situation For Sustainability

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Abstract: The outbreak of a pandemic disease caused by the novel Coronavirus has severely affected the lives and the wellbeing of all people globally and so naturally the global trends of business has gone down slightly in view of lock down situations. Youths are experiencing major interruptions in their career and assessments. Still youth power is responding positively by utilizing the lockdown period to enhance their skills and creativity, this has indirectly given a boost to E- learning in India. The E-learning industry in India is a prolific one, witnessing a steady growth rate of 25 per cent year-on-year and is projected to be a \$1.96 billion industry by 2021. Many youths have come forward with prudent to explore learning opportunities in digital classrooms, which are otherwise not feasible during work days. Several institutes and web portals are offering digital courses across disciplines that can be looked at for skill enhancement. From business development to IT, software to design and photography, there are a plethora of options. E-Learning also helps to utilize time effectively and learn a few new skills to gain that extra edge. This paper highlights the significance of skill enhancement and the role of E -Learning Portals in skill enhancement of youths during Pandemic Covid 19 crisis. An analysis was done with the help of youths of Dakshina Kannada District on skill enhancement such as Job skills, Aptitude skills, Soft skills and Technical skills (JAST), through e-learning, which in turn also improves their creativity and become the most sought after in their field. This paper describes the ways and means of enhancing the skills via online and thereby the global business trends can be brought to a sustainable level in view of lock down situations, through the role of digital transformation.

Keywords: Global Business Trends; Lock Down Period; Sustainability; Digital Transformation; E-Learning; Skill Enhancement; Youth; Pandemic Crisis;

INTRODUCTION

The outbreak of COVID-19 pandemic in India has caused extreme distress to the learning youths and has caused a setback to potential activity. Fortunately, various companies have now come forward and offered their E-learning contents free of cost to learners in order to foster digital learning and support the youth community across the country. E-learning stands for electronic learning and typically mean that the knowledge through any electronic device with different particular areas. Nowadays, progressing technology and lockdown effects are increasing the tendency of e-learning. Many aspirant youth take e-learning as a slide-based online activity. Enhancement in Learning with Improvement in Skills (ELIS) portals has been designed via E-portals. Through e-learning, aspirant youths can attain the different skills related to their interest. It is a cost-effective and consistent approach. It is a platform which is easy to navigate and allow learners to achieve quick knowledge with all courses which are easy to get 24/7. So E-learning plays a vital role in skills development, enhancement, reskilling and upskilling oneself.

OBJECTIVES:

- To identify the significance of E-Learning portals in skill enhancement of youths during lockdown.
- To examine the key aspects of E-Learning in skill enhancement of stakeholders before and after Covid 19 outbreak.
- To analyse the effectiveness of different forms of learning in skilling up youths on employability and self development,
- To suggest factors to enhance the effectiveness of E-Learning especially during the pandemic outbreak of Covid 19

RESEARCH METHODOLOGY

The present study is a combination of exploratory and causal study. It has used both primary and secondary data to analyze the objectives framed and to obtain the findings. A structured questionnaire was prepared via Google forms and was administered to 524 respondents of age group in between 15-29 using simple random sampling.

As a source of secondary data various Journals, Magazines, annual reports and Papers were consulted. For more information various e journals and websites were also consulted. The relevant data are presented in appropriate tables. As a tool for

this research study simple percentage, variance, mean, correlation two-way ANOVA and chi square test are used to interpret data.

HYPOTHESIS: 1

H₀: There is no relationship between the E-Learning and Skill enhancement factors before and after Covid 19 outbreak.

H₁: There is a relationship between the E-Learning and Skill enhancement factors before and after Covid 19 outbreak.

HYPOTHESIS: 2

H₀: Various training provided under different E-Learning portals for skill enhancement has benefited the youths.

H₁: Various training provided under different E-Learning portals for skill enhancement has not benefited the youths.

HYPOTHESIS: 3

H₀: There is no significant difference in the skill enhanced by youth via different learning mode

H₁: There is a significant difference in the skill enhanced by youth via different learning mode

LIMITATIONS OF THE STUDY

- As per guidelines of national youth policy (2014) only the age group in between 15 to 29 are considered as youth.
- This study is only specific to the youths of Dakshina kannada district.
- This study exclusively highlights E-Learning only during the Covid 19 outbreak.

Skill Enhancement: A need during novel corona pandemic?

VUCA is the acronym for volatility, uncertainty, complexity and ambiguity. The current corona crisis shows very clearly how well VUCA reflects the current reality. The world today has changed and a drastic change is expected in future too so it's necessary to have a right framework conditions under which each individual can and may contribute his or her skills and services to have more qualitative and quantitative results post lockdown.

In particular, we need a variety of design models that are highly flexible and adaptable so that the design can respond to different individual's interests, new knowledge and an ever-changing external environment. Such course designs need though to meet certain criteria that we know are associated with success of youths in even VUCA-

like environments and this is possible only with skill enhancement via E-Learning.

The designed models for skill enhancement are:

- A certain structure in which the learning takes place (for instance a virtual learning environment that has certain constants)
- Clear and well-defined student learning expectations (e.g. Regular demonstration of learning through portfolio work, clear assessment criteria), and
- Plenty of feedback and communication at three different levels: instructor – participant; participant-participant and participant – external world.

LITERATURE REVIEW:

Considerable literatures are available on the study of skill enhancement via E-Learning. A review of the available literature is conducted to identify the development made in the field. The study by **Eom & Ashill**, (2018) shows that overall e-learning service quality affects e-learning student satisfaction and which in turn positively affects e-learning student loyalty. It should be noted that overall e-learning service quality also has a direct effect on e-learning student loyalty. These results are consistent with that of previous studies in both traditional and online educational environments.

As per **Sarabadani, Jafarzadeh, & Shami Zanjani**, (2017) E-learning is becoming increasingly popular in high education as the applications of ICT continue to provide a variety of teaching and learning options for faculty and students. E-learning can be seen as an innovative approach to the delivery of educational services through electronic forms of information that enhance knowledge, skills, and other outcomes of learners.

Levy & Ramim, (2015) are of the opinion that to ensure success in any form of career or human development, skills are required and it is a very important part of the e-learning courses. Though it's difficult to define employability skills, according to UK Commission for Employment and Skills it refers to personal skills like self-management, problem-solving and people skills supported by functional competencies like traditional literacy, numeracy and effective use of Information and Communication Technologies.

Bhattacharya and Sharma, (2007) analyzed E-learning as the globalization process has also created a large market of offshore students. To reach them, information technology is the only convenient medium, which can offer education as a service.

ANALYSIS:

Out of 524 respondents, 300 are male and 224 are female. 31% of the respondents are of age group 15-19, 50% are of age group 20-24, 19% are of age group 25-29. The mean of male respondents was 100 and mean of female respondents was 75.

Table 1: Cross tabulation of data taking into consideration respondent's Gender and skill enhancement from E- Learning.

Gender	Strongly agree	Agree	neutral	Disagree	Strongly disagree
Male	97	186	12	4	1
Female	86	124	9	5	0
Total	183	310	21	9	1

Out of 524 respondents, 35% of respondents have strongly agreed, 59% of respondents have agreed, 4% of respondents are neutral, 1.72% of respondents disagree and 0.19% of respondents strongly disagreed that there is skill enhancement through E-Learning.

Table 2: Cross tabulation of data taking into consideration respondent's age based ranking on effectiveness in skill enhancement through different modes of learning.

	Classroom learning	E-learning	Solitary learning	other	Total
15-19	68	53	19	21	161
20-24	71	39	146	8	264
25-29	13	17	47	22	99
Total	152	109	76	187	524

TESTING OF HYPOTHESIS:

HYPOTHESIS: 1

H₀: There is no relationship between the E-Learning and Skill enhancement factors before and after Covid 19 outbreak.

H₁: There is a relationship between the E-Learning and Skill enhancement factors before and after Covid 19 outbreak.

Correlation coefficient(r)	Probable error	Coefficient of determination (r ²)	r is significant
0.978053 (high positive correlation)	0.0032	0.9567	more than 6 times of probable error

Using correlation coefficient it can be concluded that there is positive correlation between E-Learning and skill enhancement after Covid 19 factors. However, there is no significant relationship between E-Learning and Skill enhancement factors. Thus the null hypothesis is accepted. It can be said that the majority of the youths opted for skill enhancement via online after Covid 19 outbreak and it is proved that there is no relationship between E-Learning and Skill enhancement factors before and after Covid 19 outbreak.

HYPOTHESIS: 2

H₀: Various training provided under different E-Learning portals for skill enhancement has benefited the youths.

H₁: Various training provided under different E-Learning portals for skill enhancement has not benefited the youths.

Chi-square value	Table value (5% level of Significance)	Degree of Freedom	Result
0.182	9.488	4	Null hypothesis accepted

Critical value is greater than chi-square value so the Null Hypothesis is accepted. Hence, It can be said that the majority of the youths are benefited by various training provided under different E-Learning portals for skill enhancement.

HYPOTHESIS: 3

H₀: There is no significant difference in the skill enhanced by youth via E- learning portals, classroom learning, physical learning and solitary learning.

H₁: There is a significant difference in the skill enhanced by youth via E- learning portals, classroom learning, physical learning and solitary learning

Table 7: Showing 2 way ANOVA value

2 way ANOVA value	Table value (5% level of Significance)	Degree of Freedom	Result
F= 4.89	4.76	V1= 2 V2 = 6	Null hypothesis rejected

Critical value is smaller than 2 way ANOVA test value so the Null Hypothesis is rejected. Hence, it can be said that there is a significant difference in the skill enhanced by youth via E- learning portals, classroom learning, physical learning and solitary learning.

KEY FACTORS TO ENHANCE THE EFFECTIVENESS OF E-LEARNING:

Factor 1: make e-learning easy to use & skill oriented

The most important factor with 52.70% variance suggests that respondents perceive e-learning is very useful at lockdown time to enhance skill. It helps in professional development & continuing education as well as for family and other social obligations. They are also of the view that E-learning helps in developing reflective & critical thinking. They perceive that at times it requires additional training to be used in a new job and work environment to make E- Learning relevant for occupations in different sectors where the learners can interact with others through instant message exchange and video conferencing.

Factor 2: Transfer of skills and Knowledge

Next most important factor is Transfer of Skills and Knowledge with 7.521 % of the variance and depicts that respondents perceive, E-learning is computer and network enabled transfer of skills and knowledge; it delivers a broad array of solutions and enhances knowledge and performance. The study suggests that it also helps the students in their assessment efficiently and effectively and provides required knowledge.

Factor 3: Flexibility

The third factor with 6.449% of variance indicates that respondents are motivated towards E-learning as it is easy to use and provide more flexibility. The study suggests that for effective implementation it is very important for the educators to be careful about their planning and youth can stay engaged enhancing skill via E-Learning and this is possible only when learning via online becomes more flexible to handle.

Other Findings:

57% access E-learning through social media followed by NDL(National digital library) and Private portals. High access in the age group between 20 to 24.

84% of the respondents of Urban, 79% of Semi Urban and 63% of rural area are accessing E-learning portals to enhance various skills via online.

52.70% variance suggests that respondents perceive e-learning is very useful at lockdown time to enhance skill.

6.449% of variance indicates that respondents are motivated towards E-learning as it is easy to use and provide more flexibility

CONCLUSION:

From the study made as above, it can be said that though E- learning and skill enhancement are independent factors, they are highly correlated after the pandemic outbreak of Covid19. Skilling up has become the necessity to survive in the VUCA world. So in order to conquer the goal after Covid 19 pandemic, we need to have relevant skills which can separate an individual from other competitors. Though skilling up via electronic means is not that efficient and effective as compared to other forms of learning, still it has been relatively recognized as a best way to skill up during lockdown situations in view of Covid19. **This leads to global business trends to shoot up for sustainability through the role of digital transformation of skill enhancement via e- learning methods.**

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