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Navigating the Digital Shift: The Interplay of Organizational Support, Individual Behaviour, and Technology-Driven Training on Employee Satisfaction in the Indian IT Sector

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ABSTRACT

The rapid evolution of the Indian Information Technology (IT) sector necessitates a strategic transition from traditional training to technology-mediated learning ecosystems. This study examines the structural factors influencing the acceptance of digital training interventions and their ultimate impact on employee satisfaction. Drawing upon the Technology Acceptance Model (TAM), Innovation Diffusion Theory (IDT), and Organizational Support Theory (OST), proposed an integrative framework linking management/IT support and individual technology adoption to employee sentiment. Scale validation and hypothesis testing were conducted using a cross-sectional sample from an IT organization in Gurugram, India. Principal Component Analysis (PCA) and multiple linear regression demonstrate that both Technology Adoption and Management/IT Support significantly predict multifaceted Employee Satisfaction. These findings establish a reliable instrument foundation for full-scale corporate learning research and demonstrate that individual behavioral readiness remains a crucial driver of T&D success alongside organizational backing.

Keywords: *Training and Development, Technology Acceptance Model (TAM), Indian IT Sector, Employee Satisfaction, Management Support, Digital Learning Platforms.*

Introduction

The Indian Information Technology (IT) industry contributes approximately 7.5% to India's GDP and employs over 5 million professionals (NASSCOM, 2023). In this knowledge-intensive domain, technical skills suffer from rapid obsolescence, creating a 45–50% talent supply mismatch in critical areas such as Artificial Intelligence (AI), cloud architecture, and data engineering (KPMG, 2023). Consequently, firms are forced to pivot toward continuous, technology-enabled upskilling models.

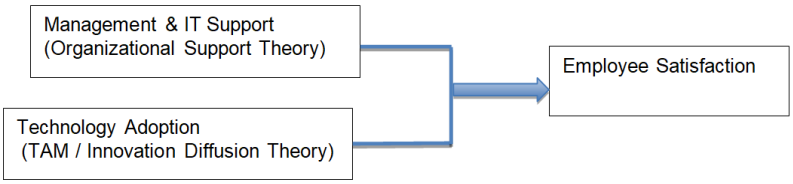
Despite substantial corporate investments in digital learning technologies—including Learning Management Systems (LMS), adaptive learning platforms, and Virtual/Augmented Reality (VR/AR) simulations—empirical literature remains disproportionately focused on conventional training (Sharma & Sharma, 2022). Furthermore, few studies evaluate how individual readiness and organizational support jointly operate in driving employee satisfaction within emerging market contexts.

This study addresses this empirical gap by validating a measurement framework and evaluating the initial explanatory power of Technology Adoption and Management/IT Support in predicting employee satisfaction among IT professionals in India.

Theoretical Framework and Research Hypotheses

Conceptual model integrates three distinct theoretical perspectives:

- **Technology Acceptance Model (TAM):** Posits that Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) dictate an individual's intention to adopt digital platforms (Davis, 1989).
- **Innovation Diffusion Theory (IDT):** Emphasizes innovation attributes, specifically Relative Advantage, Compatibility, and Complexity, as core drivers of platform diffusion across user bases (Rogers, 1995).
- **Organizational Support Theory (OST):** Asserts that employee commitment increases when organizations provide adequate resources, strategic alignment, and technical IT support (Eisenberger et al., 1986).



Hypotheses

H_{01} : *Management and IT support does not significantly influence technology-driven training effectiveness and adoption.*

H_{02}: *Individual behavioral and innovation traits do not significantly influence technology adoption.*

H_{03}: *Technology adoption and management/IT support do not significantly predict multifaceted employee satisfaction.*

Research Methodology

- **Design, Sample, and Statistical Power**

A cross-sectional survey was administered to professionals at an IT-services enterprise in Gurugram, India. A total of 48 responses were received, and listwise deletion for complete cases yielded a final analytical sample of $n = 42$.

hile sample sizes of this scale are categorized as pilot samples, statistical power calculations confirm its adequacy for exploratory multiple regression:

- According to the standard rule of thumb for linear regression ($n \geq 50 + 8m$, where m is the number of predictors) and Green's (1991) power guidelines, $n = 42$ provides sufficient statistical power ($>.80$) to detect medium-to-large effect sizes ($f^2 \geq 0.35$) with two independent predictors at $\alpha = .05$.
- **Scale Refinement and Construct Validation**

All items were scored on a 5-point Likert scale ($1 =$ **Strongly Disagree** to $5 =$ **Strongly Agree**). To establish construct validity, exploratory scale purification was performed prior to hypothesis testing:

- Technology Adoption (TA): Initially comprised 7 items. Two items capturing general technological workplace anxiety were removed due to low item-total correlations ($<.30$), forming a distinct secondary exploratory variable (*Techno-stress*). This purification raised scale reliability from $\alpha = .598$ to an acceptable $\alpha = .708$ (5 items retained).
- Management/IT Support (MIT): Consisted of 10 items assessing leadership backing, budget allocation, and helpdesk responsiveness ($\alpha = .833$).
- Employee Satisfaction (ES): Consisted of 7 items measuring course engagement, perception of career growth, and turnover intentions ($\alpha = .856$).

Results

- **Psychometric Properties and Sampling Adequacy**

Sampling adequacy was evaluated using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity. All constructs exceeded the established benchmark of KMO $>.\mathbf{60}$ with significant sphericity ($\boldsymbol{p} <.\mathbf{001}$), confirming data suitability for factor analysis (Table 1).

Table 1: Scale Reliability, Sampling Adequacy, and Factor Analysis

Construct	Items (N)	Cronbach's α	KMO Measure	Bartlett's Test (χ2)	p-value	Cumulative Variance (%)
Technology Adoption (TA)	5	0.708	0.700	48.21	< .001	73.51% (2 components)
Management/IT Support (MIT)	10	0.833	0.691	112.45	< .001	58.71% (2 components)
Employee Satisfaction (ES)	7	0.856	0.762	98.63	< .001	74.78% (2 components)

Principal Component Analysis (PCA) demonstrated clear two-component structures for TA and ES. MIT exhibited a multi-component structure, indicating that future full-scale studies should explicitly split MIT into two distinct sub-constructs: *Strategic Management Support* and *Operational IT Infrastructure*.

- **Descriptive Statistics and Correlations**

Bivariate Pearson correlation analysis (Table 2) showed strong, statistically significant positive relationships among all key variables ($p < .01$).

Table 2: Descriptive Statistics and Bivariate Pearson Correlations ($n = 42$)

Variable	Mean (M)	Std. Deviation (SD)	1	2	3
1. Technology Adoption	4.08	0.67	—		
2. Management/IT Support	3.97	0.62	.714**	—	
3. Employee Satisfaction	3.98	0.68	.759**	.690**	—

** Note: p < .01.*

- **Hypothesis Testing**

Multiple linear regression was conducted using composite variable scores (item means), with Technology Adoption and Management/IT Support entered as independent predictors of Employee Satisfaction.

$$\textbf{Employee Satisfaction} = \boldsymbol{\beta_0} + \boldsymbol{\beta_1}(\textbf{Technology Adoption}) + \boldsymbol{\beta_2}(\textbf{Management/IT Support})$$

Table 3: Multiple Regression Analysis (Dependent Variable: Employee Satisfaction)

Predictor	Unstandardized B	Std. Error (SE)	Standardized β	t-statistic	p-value	95% Confidence Interval
(Constant)	0.398	0.459	—	0.866	.392	[-0.530, 1.326]
Technology Adoption	0.557	0.144	0.548	3.861	< .001	[0.266, 0.848]
Management/IT Support	0.330	0.154	0.299	2.141	.039	[0.019, 0.641]

Model Statistics: $R = .788$, $R^2 = .621$, Adjusted $R^2 = .601$, $F(2,39) = 31.92, p < .001$

The overall model was statistically significant, explaining 62.1% of the variance in Employee Satisfaction ($\boldsymbol{R^2} =.\mathbf{621}$). Both predictors contributed significantly to the model:

- Technology Adoption ($\boldsymbol{\beta} = \mathbf{0.548}, \boldsymbol{p} <.\mathbf{001}$) proved to be the stronger individual driver.
- Management/IT Support ($\boldsymbol{\beta} = \mathbf{0.299}, \boldsymbol{p} =.\mathbf{039}$) remained a statistically significant positive contributor.

Consequently, null hypotheses $\boldsymbol{H_{01}}$, $\boldsymbol{H_{02}}$, and $\boldsymbol{H_{03}}$ are rejected. An secondary exploratory test adding ***Techno-stress*** yielded no meaningful model improvement ($\boldsymbol{\Delta R^2 = .001, p = .783}$).

Discussion

Framed within the Job Demands-Resources (JD-R) perspective (Bakker & Demerouti, 2007), these pilot findings indicate that both personal technology readiness and organizational IT support operate as vital **job resources**.

The higher standardized coefficient for Technology Adoption relative to Management/IT Support suggests that an employee's intrinsic orientation toward modern tools (self-efficacy and perceived ease of use) is a primary determinant of training success. However, individual readiness requires a supportive environment; leadership backing and reliable IT systems establish the necessary baseline. These results mirror recent findings in corporate upskilling in emerging service sectors (Harikumar & Porkodi, 2026), proving that software interventions yield high employee satisfaction when backed by a comprehensive organizational support structure.

Limitations and Guidance for Full-Scale Research

- **Sample Context:** The pilot sample (n = 42) was drawn from a single IT organization in Gurugram, India. While statistical power is adequate for exploratory regression, full-scale validation across multi-firm and multi-regional contexts is recommended.
- **Cross-Sectional Nature:** The design prevents direct causal inference. Future research should utilize longitudinal pre- and post-training evaluations.
- **Construct Unbundling:** Given the multi-component factor loading of Management/IT Support, future studies should separate strategic management commitment from technical helpdesk capabilities and test mediation effects using Structural Equation Modeling (SEM).

Conclusion

This investigation confirms that technology-mediated training success in the Indian IT sector depends on a balanced strategy: fostering individual technological self-efficacy while providing robust organizational and technical infrastructure. The purified measurement scales provided in this study offer a validated foundation for researchers and HR practitioners seeking to evaluate corporate digital learning programs.

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