

ABSTRACT

The aim of the study is to identify and examine the antecedents to and consequences of learners' engagement in the context of a blended learning. The study seeks to investigate the relationship between learners' engagement and employee agility. The significance of organizational support (perceived supervisor and co-worker support) in learners' engagement and employee agility is also examined. The study was conducted among 375 employees who have undergone blended learning training programs. The responses were analyzed using smart PLS-SEM to test the research hypotheses. The findings of the study reveal a positive relationship between acceptance of blended learning, the adoption of e-tools, instructor competence, metacognitive skills and self-efficacy for learning, on learners' engagement. Further, a direct and positive relationship between learners' engagement and employee agility is revealed. Additionally, the support from supervisors was found to strengthen the association between learners' engagement and employee agility. However, co-worker support is found to weaken the association between learners' engagement and employee agility. To summarize, the study presents a novel framework that connects blended learning to employee agility by using learners' engagement as a mediator. It further examines perceived supervisor support and co-worker support as a moderator, providing valuable insights into the ways in which leadership can improve learning outcomes. The findings of the study provide prescriptive guidance for human resource managers, corporate trainers, and organizational executives. Developing training programs with mixed learning and technology solutions can enhance learners' participation and employee flexibility. Organizations adopting blended learning practices will be better positioned to attain increased adaptability, innovation, and resilience, all of which are key traits needed for today's business environment uncertainty. The study is one of the fewest studies explored in the domain of blended learning in organizations extant studies often limited to higher education.

