From Use to Insight: Employee Perceptions and Barriers to E-Training Apps in Kuwait's Civil Service

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Abstract: This research examines employee perceptions and barriers to e-training applications at Kuwait's Civil Service Commission. Qualitative methods were employed, and the results show that it is flexible, engaging, and cost-effective, but they also show that there are problems with infrastructure, language, and organisational support. Using Diffusion of Innovation, Unified Theory on Acceptance and Use of Technology, and Interest-Driven Creator frameworks, findings of this study highlight both the benefits; such as flexibility, productivity, and engagement; and the barriers, including infrastructural, cultural, and organisational challenges, that influence adoption and sustained use. This study offers practical recommendations for localisation, user-centred design, and policy alignment to advance workforce development under Vision 2035.

Keywords: E-training, public sector, Kuwait Civil Service Commission, UTAUT, DOI, IDC

1. Introduction

In an era where national competitiveness is determined by digital transformation, e-training has become a vital component of workforce development. It offers workers scalable and adaptable learning opportunities. Kuwait's Civil Service Commission (KCSC) has implemented e-training applications to update staff training; however, issues with organizational culture, language support, and infrastructure still exist (Al-Hunaiyyan et al., 2021). Similar obstacles have been seen in other e-government projects, where cultural and technical limitations impede policy goals (Aljazzaf et al., 2020). In order to provide insights that guide localization, user-centered design, and policy alignment within the framework of Kuwait's Vision 2035, this study also looks at employees' perceptions of the benefits and drawbacks of e-training.

2. Methods

This study employed a qualitative instrumental case study design within the interpretive paradigm to examine employees' experiences with e-training applications at the Kuwait Civil Service Commission (KCSC). A purposive sample of thirteen employees was drawn from four ministries: three each from Interior, Education, and Public Works, and four from Electricity and Water. Data was gathered via semi-structured interviews, lasting forty-five to sixty minutes, and subsequently transcribed. The transcripts were subsequently

translated and verified through back-to-back translation and analysed utilising Braun and Clarke's (2006) thematic analysis. The Diffusion of Innovation (DOI) Theory by Rogers (2003), Unified Theory on Acceptance and Use of Technology (UTAUT) by Venkatesh (2003), and Interest-Driven Creator (IDC) theory by Chan et al. (2018) were utilized as the lense to analyse the data. Ethical approval was obtained, with informed consent, confidentiality, and reliability guaranteed through member checking, triangulation, and the preservation of an audit trail.

3. Results

3.1 Characteristics of E-Training

Guided by the DOI theory, six key characteristics were identified. Initiation and registration relied on emails and notifications, although employees suggested using more inspiring language and providing timely reminders. Adaptive content and learning paths that were tailored to each student motivated them. Accessibility features, such as mobile use, created libraries, multimedia, and flexible delivery, made the site easier to use. Additional strengths included monitoring tools for progress tracking, HR integration for alignment with organisational needs, and evaluation mechanisms like gamified assessments and certifications.

3.2 Support for Training

Findings using the DOI theory showed three main ways the apps supported training. The flexibility of the content allowed for asynchronous and self-paced learning, making it easier to balance work with study. Cost-effectiveness was achieved through the use of free resources and regular updates, which reduced expenses for both employees and ministries. Finally, gamified features like badges and rewards made employees more interested in their work, which led to higher motivation and completion rates.

3.3 Employee Perceptions

The UTAUT and IDC theories were applied to categorise employees' perspectives into five main themes. Productivity gains were frequently highlighted, with participants reporting increased confidence and professional growth. Ease of use was emphasised, as the applications required minimal technical support. Collaboration and mentoring were facilitated through peer and managerial support, which enhanced engagement. Infrastructure and content quality were identified as critical factors influencing effective use. Finally, immersive learning experiences through videos, quizzes, and interactive tools were valued for sustaining interest and motivation.

4. Discussion

Results show that e-training enables learning and working more efficiently; however, it faces cultural and structural barriers that hinder its adoption (Owo & Isaac, 2021; Al-Hunaiyyan et al., 2021). The UTAUT model clarifies this through performance and effort expectations, which influence technology utilisation (Venkatesh et al., 2003). The DOI

theory also discusses compatibility and perceived advantages as reasons why people adopt something (Rogers, 2003). The IDC framework emphasises the development of training that maintains students' interest (Chan et al., 2018). To make e-training sustainable, Kuwait needs to enhance its infrastructure and organisational support (Serrat, 2017; Owo & Isaac, 2021) and strengthen its technological implementation strategies (Aljazzaf et al., 2020). This is especially important as the country moves towards Vision 2035.

5. Conclusion

This study explores employees' experiences with e-training applications at the Kuwait Civil Service Commission, highlighting advantages and obstacles. E-training fosters flexibility, engagement, and professional development; however, infrastructural, cultural, and organisational barriers hinder implementation. The research enhances adoption models by incorporating context insights and providing guidance on user-centred design, localisation, and policy support. It is recommended that KCSC strengthen digital infrastructure, ensure stable internet connectivity, and provide adequate devices. A localisation unit should develop bilingual (Arabic-English) training materials with pertinent examples. Organisational support can be improved by linking training completion to performance reviews and promotion. Departments should establish "e-training champions" to encourage participation. At policy level, a national e-training roadmap aligned with Vision 2035 with measurable indicators is advised.

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