INVESTIGATING KEY FACTORS FOR SUCCESSFUL E-LEARNING IMPLEMENTATION

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Research Highlights
Majority of educational institutions have begun venturing into e-learning. Although the e-learning market is growing rapidly, it cannot be denied that the failure rates are increasing in the implementation and usage of e-learning. The Critical Success Factors (CSFs) are the foundation of success behind the implementation of e-learning (Frimpon (2012). Based on the literature analysis, five main factors and eighteen sub-factors were identified as a CSFs for successful e-learning implementation. The CSFs are teacher's characteristics (teacher's attitude, teacher's computing technical skills, interaction among teachers-students, teaching style, knowledge in e-learning content development and self-efficacy), student's characteristics (attitude, computer competency, interaction, self-efficacy, motivation and cultural and social norms), information technology infrastructure (internet accessibility, reliability and availability), design and content (perceived ease of use and perceived usefulness) and organization characteristics (training and support).

Graphical Abstract
Fig. 1 shows a conceptual framework based on the CSFs.

Research Objectives
The purpose of this study is to discover the CSFs for successful e-learning implementation.

Methodology
The method employ by this study is systematic literature analysis. The process of reviewing articles started with shortlisting previous studies based on the keywords, "Critical
Success Factors for E-Learning. Each paper must be published in a peer-reviewed and/ archival journal. Since there is a large number of papers, only articles that discuss e-learning at "university" and / or "educational institutions" are taken into consideration for analysis. Finally, the articles with the keywords "Critical Success Factors" and/or "affecting factors" appeared in the title and / or abstract are also selected in this study. Out of 133 searching papers only 100 papers were selected for reviewing. The selected papers were reselected by reading the abstract of the papers. At the end of this process only 44 papers were selected.

Results
Previous studies have investigated the importance of CSFs in the application of e-learning. Al-Fadhli (2008) synthesized that the teacher’s dimension is a crucial factor which significantly influences the student’s satisfaction in e-learning environment. Besides that Alhomod and Shafi (2013); Chokri (2012); Presley and Presley (2009); Taha (2013) classified student’s characteristics and the use of a variety of teaching integration technology are the main factors of successful e-learning implementation. Moreover, Pituch and Lee (2006) have identified that the effectiveness of information technology infrastructure plays an important role in influencing the user’s acceptance of e-learning. On the other hand, the institution’s support were classified as a vital factor which enhances the user’s usage, satisfaction and acceptance of e-learning (Abdel-Wahab, 2008; Ahmed, 2010; Broadley, 2007; Goi & Ng, 2009; Masoumi, 2006; Mosakhanj & Jamporazmey, 2010; Selim, 2007). Several researchers have argued that besides teacher’s characteristics, student’s characteristics, and information technology infrastructure, the design and content of the e-learning are also a crucial factor in implementing successful e-learning (Alhomod & Shafi, 2013; Chokri, 2012; Fageeh, 2011; FitzPatrick, 2012; Fuad, Trayek, & . 2013; Jan & Contreras, 2011; Mosakhanj & Jamporazmey, 2010; Presley & Presley, 2009; Selim, 2007; Sun, Tasi, Finger, Chen, & Yeh, 2008).

Findings
Based on the literature analisis, five main factors and eighteen sub-factors were identified as a CSFs for successful e-learning implementation. The CSFs are teacher’s characteristics (teacher’s attitude, teacher’s computing technical skills, interaction among teaches-students, teaching style, knowledge in e-learning content development and self-efficacy), student’s characteristics (attitude, computer competency, interaction, self-efficacy, motivation and cultural and social norms), information technology infrastructure (internet accessibility, reliability and availability), design and content (perceived ease of use and perceived usefulness) and organization characteristics (training and support). A proposed conceptual framework was designed based on these CSFs as per shown in Figure 1.

References

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