

**Universiti Teknologi MARA**

**E-learning Success Factors: An Academic  
Perspective**

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## **DECLARATION**

I certify that this thesis and the research to which it refers are the product of my own work and that any ideas or quotation from the work of other people, published or otherwise are fully acknowledged in accordance with the standard referring practices of the discipline

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## ABSTRACT

Globally, many institutions of higher learning have incorporated e-learning as part of their academic program. Malaysian institutions of higher learning have been slow in incorporating e-learning but today, this mode of learning and teaching that is supported by ICT is gaining increasing recognition with its flexibility and convenience especially among the ICT literate population. However, e-learning is still comparatively under utilized and not extensively being used in most local institutions of higher learning. This research was based on three perspectives: institution staff (institution), lecturer (instructor) and learner (student). The objectives of this research are to determine the success factors of e-learning, to assess the successfulness of implementing e-learning in Malaysian Institutes of Higher Learning (IHL) which are based in Klang Valley region and to identify the impact of selected demographic characteristics toward successfulness of implementing e-learning. The IHLs were registered with the Ministry of Higher Education and most of the institution had obtained Multimedia Super Corridor (MSC) status (with reference at [www.msc.com.my](http://www.msc.com.my)). The research model that are used is based on the e-learning framework adapted by al-Rawas (2001) and improved by McPherson (2002). 500 questionnaires had been distributed among the 20 Malaysian IHLs, but only 14 IHLs had participated in the survey. The targeted respondents from institutions staff are 150, instructor 150 and learner 200. The actual respondent who participated in the surveys are 140 respondents from institutions staff, 145 respondents from instructor and 180 respondents from learner. The findings indicated that the following success factors are successfully implemented in IHLs: enabling technology, organizational context, curriculum development, instructional design and delivery. Although there were limitations encountered during the research, however the research had completed successfully.

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