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e-Learning Systems Success in an Organisational Context

A thesis presented in partial fulfilment of the requirements for the degree of
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ABSTRACT

Issues around effective implementation, management, and success of e-Learning systems have drawn the attention of many researchers. However, e-Learning systems success research still lacks models and frameworks addressing organisational dimensions along with instructor and learner dimensions, particularly in the New Zealand higher education context. Hence, the purpose of this research was to explore the dimensions of e-Learning systems success in an organisational context.

Based on a broad review of literature, I formulated a multidimensional framework of e-Learning systems success in the organisational context and used the framework to develop two e-Learning success models: a model from the instructor perspective and a model from the learner perspective. To test the framework and to explore the dimensions of e-Learning systems success, I conducted three empirical studies. First, a preliminary study with 43 e-Learning experts was carried out to confirm the content validity of the measurement instruments. The e-Learning systems success models were then tested in the organisational context of New Zealand universities by fitting the instructor model to data collected from 204 instructors engaged in e-Learning and by fitting the learner model to data collected from 189 students with e-Learning experience.

The study identified quality of the e-Learning development and implementation process as a dimension of e-Learning systems success. This study was the first to formulate and to test a measure for e-Learning development and implementation process quality. An insight into the instructor views of this dimension was obtained by qualitative analysis of their free-text comments. Moreover, the study was the first to formulate and to test a multidimensional e-Learning systems success model based on DeLone and McLean’s (2003) IS success model focusing on instructors as the stakeholders. The study investigated the effect of organisational dimensions on other dimensions of e-Learning systems success, accounting for both instructor and learner perspectives in the same organisational context. Of the organisational dimensions considered, quality of the e-Learning system was the most influential. Quality of the e-Learning development and implementation directly affected other organizational dimensions, system quality and institutional support to the instructors, and affected instructor dimensions indirectly.
ACKNOWLEDGEMENT

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I would like to give my sincere thanks to the Head of the School of Management, Professor Claire Massey, and other staff for providing me the opportunity to undertake my PhD at the School of Management. I gratefully acknowledge the University of Sri Jayewardenepura, Sri Lanka, for granting me study leave for pursuing my PhD studies. I owe my thanks also to my colleagues who have taken over my job responsibilities during my absence from work.

Finally, I would like to extend my deepest gratitude and love to my family, the most important people in my life: my father and mother, my husband, my son, and my sister for their continuous encouragement and tolerance. My dearest father and mother have given great support and encouragement throughout my lifetime. I am also indebted to my husband, Susantha, for his wholehearted encouragement and continuous support in fulfilling my objectives. I would like to dedicate this thesis to my father, mother and to my family.
# TABLE OF CONTENTS

ABSTRACT ..................................................................................................................... ii
ACKNOWLEDGEMENT ............................................................................................. iii
TABLE OF CONTENTS ................................................................................................ iv
LIST OF FIGURES ......................................................................................................... x
LIST OF TABLES ........................................................................................................ xii
LIST OF APPENDICES .............................................................................................. xvi
LIST OF ABBREVIATIONS .................................................................................... xvii

## CHAPTER 1: INTRODUCTION ................................................................. 1
  1.1 Background of the research ................................................................................. 1
  1.2 Statement of the research problem ........................................................................ 4
  1.3 Research questions ............................................................................................. 4
  1.4 Theoretical framework ...................................................................................... 5
  1.5 Significance of the research .............................................................................. 8
    1.5.1 Contributions to theory ............................................................................. 8
    1.5.2 Contributions to practice ........................................................................... 8
  1.6 Summary of methods ....................................................................................... 9
  1.7 Overview of the thesis ..................................................................................... 10

## CHAPTER 2: REVIEW OF LITERATURE ........................................... 14
  2.1 Introduction ....................................................................................................... 14
  2.2 The scope of the literature review ..................................................................... 14
  2.3 Trends in e-Learning systems success literature ............................................. 15
    2.3.1 Method used to conduct the systematic review ....................................... 16
    2.3.2 Analysis of selected studies ..................................................................... 17
    2.3.3 Limitations of the systematic review ....................................................... 20
  2.4 e-Learning systems success dimensions ......................................................... 20
    2.4.1 e-Learning systems .................................................................................. 21
    2.4.2 Organisational dimensions .................................................................... 23
    2.4.3 Instructor dimensions ............................................................................. 29
    2.4.4 Learner dimensions ............................................................................... 36
2.4.5 e-Learning systems success framework ................................................................. 44
2.5 Multidimensional e-Learning systems success models .............................................. 45
  2.5.1 DeLone and McLean’s IS success model ............................................................... 46
  2.5.2 Task technology fit model .................................................................................. 48
  2.5.3 e-Learning success models based on the DeLone and McLean’s IS success model
      and on task technology fit model—studies that appeared before January 1 200950
  2.5.4 e-Learning success models based on the DeLone and McLean’s IS success model
      and on task technology fit model—studies that appeared after January 1 200966
2.6 Research gaps ......................................................................................................... 76
2.7 Summary .................................................................................................................. 77

CHAPTER 3: MODEL DEVELOPMENT: E-LEARNING SYSTEMS SUCCESS
FROM THE INSTRUCTOR PERSPECTIVE ................................................................. 78
3.1 Introduction ............................................................................................................. 78
3.2 e-Learning systems success dimensions tested in the study from the instructor
     perspective ............................................................................................................... 78
3.3 Research model for the study from the instructor perspective .................................... 80
3.4 Hypotheses for the study from the instructor perspective .......................................... 82
  3.4.1 The higher the quality of the e-Learning development and implementation
        process, the higher the level of instructor satisfaction and the greater the extent of
        instructor use of the e-Learning system .................................................................. 82
  3.4.2 The higher the quality of the institutional support to instructors, the higher the
        level of instructor satisfaction and the greater the extent of instructor use of the e-
        Learning system ..................................................................................................... 83
  3.4.3 The higher the quality of the e-Learning system, the higher the level of instructor
        satisfaction and the greater the extent of instructor use of the e-Learning system
        ............................................................................................................................... 84
  3.4.4 The greater the extent of instructor use of the e-Learning system, the higher the
        quality of the content and the quality of the instructor support to learners ....... 85
3.4.5 The higher the level of instructor satisfaction, the greater the extent of instructor use of the e-Learning system, the higher the quality of the content and the quality of the instructor support to learners .................................................................86

3.4.6 The higher the level of instructor self-efficacy, the greater the extent of instructor use of the e-Learning system .................................................................87

3.5 Summary ...................................................................................................................88

CHAPTER 4: MODEL DEVELOPMENT: E-LEARNING SYSTEMS SUCCESS FROM THE LEARNER PERSPECTIVE .................................................................................89

4.1 Introduction ...............................................................................................................89

4.2 e-Learning systems success dimensions tested in the study from the learner perspective ................................................................................................................89

4.3 Research model for the study from the learner perspective ....................................91

4.4 Hypotheses for the study from the learner perspective ............................................93

4.4.1 The higher the quality of the institutional support to learners and the quality of the instructor support to learners, the higher the level of learner satisfaction and the higher the level of learner use of the e-Learning system .............................94

4.4.2 The higher the quality of the e-Learning system and the higher the quality of the e-Learning content, the higher the level of learner satisfaction .........................95

4.4.3 The higher the quality of the e-Learning system and the quality of the content, the higher the level of learner use of the e-Learning system ...................................96

4.4.4 The higher the level of learner satisfaction, the higher the level of learner use of the e-Learning system, the higher the level of learning, and the higher the level of learner intention to continue e-Learning ............................................................97

4.4.5 The higher the level of learner use of the e-Learning system, the higher the level of learning and the higher the level of learner intention to continue e-Learning99

4.4.6 The higher the level of learner self-efficacy, the higher the level of learner use of the e-Learning system, and the higher the level of learner intention to continue e-Learning ...........................................................................................................100

4.5 Summary .................................................................................................................101
CHAPTER 5: RESEARCH METHODOLOGY ................................................... 102

5.1 Introduction ............................................................................................................. 102

5.2 Overall approach to research ................................................................................... 102
  5.2.1 Research paradigm ........................................................................................... 102
  5.2.2 Quantitative versus qualitative ......................................................................... 103
  5.2.3 Exploratory versus explanatory ....................................................................... 104
  5.2.4 Causal versus correlational .............................................................................. 105
  5.2.5 The unit of analysis and the time horizon of the research ............................... 106

5.3 Population and sample ............................................................................................ 107
  5.3.1 The organisational context ............................................................................... 107
  5.3.2 Study from the instructor perspective .............................................................. 107
  5.3.3 Study from the learner perspective .................................................................. 108

5.4 Survey instrument development ............................................................................. 109
  5.4.1 Survey instrument development: Study from the instructor perspective ........ 110
  5.4.2 Survey instrument development: Study from the learner perspective ............ 117
  5.4.3 Content validity study ...................................................................................... 122
  5.4.4 Pilot study ........................................................................................................ 124

5.5 Approach to data collection .................................................................................... 125
  5.5.1 Data collection: Study from the instructor perspective .................................... 125
  5.5.2 Data collection: Study from the learner perspective ........................................ 126

5.6 Approach to quantitative data analysis ................................................................... 126
  5.6.1 Data screening .................................................................................................. 128
  5.6.2 Approach to testing the measurement models ................................................. 128
  5.6.3 Approach to testing the structural models ....................................................... 130

5.7 Approach to qualitative data analysis ..................................................................... 131

5.8 Ethical safeguards ................................................................................................... 132

5.9 Summary ................................................................................................................. 133

CHAPTER 6: RESULTS AND DISCUSSION ...................................................... 135

6.1 Introduction ............................................................................................................. 135

6.2 Data screening ........................................................................................................ 135
6.3 e-Learning systems success: The study from the instructor perspective ............... 135
  6.3.1 Data collection and response rate .............................................................. 136
  6.3.2 Checking for non-response bias ............................................................... 136
  6.3.3 Respondent demographics ...................................................................... 137
  6.3.4 Testing the measurement model ............................................................... 141
  6.3.5 Testing the structural model .................................................................... 146
  6.3.6 Indirect effects in the structural model .................................................... 158
  6.3.7 Post hoc analyses .................................................................................... 160
  6.3.8 Findings of the qualitative analysis .......................................................... 168
6.4 e-Learning systems success: The study from the learner perspective ............... 178
  6.4.1 Data collection and response rate .............................................................. 178
  6.4.2 Checking for non-response bias ............................................................... 179
  6.4.3 Respondent demographics ...................................................................... 179
  6.4.4 Testing the measurement model ............................................................... 181
  6.4.5 Testing the structural model .................................................................... 185
  6.4.6 Indirect effects in the structural model .................................................... 196
6.5 Summary ............................................................................................................. 198

CHAPTER 7: CONCLUSIONS AND IMPLICATIONS ............................................ 199
7.1 Introduction ....................................................................................................... 199
7.2 Overview of the thesis ..................................................................................... 200
7.3 Summary of research findings ........................................................................ 201
  7.3.1 Research question one: How can various facets of the concept of e-Learning
       systems success be organised as a multidimensional framework? ............... 201
  7.3.2 Research question two: From the instructor and from the learner perspective,
       what are the dimensions of e-Learning system success in an organisational
       context, and how do they relate to each other? .......................................... 203
  7.3.3 Overall findings in relation to organisational dimensions affecting instructor and
       learner dimensions ...................................................................................... 210
7.4 Implications of the research ............................................................................ 212
  7.4.1 Implications for theory ............................................................................ 213
7.4.2 Implications for practice .......................................................... 214
7.5 Limitations of the research and implications for further research .......... 216
7.6 Concluding remarks ........................................................................ 218
REFERENCES ....................................................................................... 219
APPENDICES .......................................................................................... 242
LIST OF FIGURES

Figure 1.1 Facets of e-Learning systems success.................................................................6
Figure 1.2 Theoretical foundations of this research...............................................................7
Figure 1.3 Overview of the thesis. ......................................................................................13
Figure 2.1 Distribution of articles by subject category. ......................................................17
Figure 2.2 Distribution of articles relating to e-Learning success among selected journals. ..................................................................................................................................18
Figure 2.3 Distribution of articles published according to dependent variables. Individual totals do not add up to the overall total because any single study may employ more than one construct. ......................................................................................................19
Figure 2.4 Total number of articles published in each year based on dependent variables. Individual totals do not add up to the overall total because any single study may employ more than one construct. ..........................................................................................20
Figure 2.5 e-Learning systems success framework formulated based on the literature.....45
Figure 2.6 Initial IS success model (DeLone & McLean, 1992, p. 87). .............................47
Figure 2.7 DeLone and McLean’s updated IS success model (2003, p.24).......................48
Figure 2.8. Godhue and Thompson’s Task-technology fit model (1995, p.217)...............49
Figure 2.9 e-Learning systems success model by Holsapple and LeePost (2006, p.71)....51
Figure 2.10 e-Learning systems success model by Chiu, Chiu, et al. (2007, p.273). .......52
Figure 2.11 e-Learning systems success model by Lee and Lee (2008, p.36)....................56
Figure 2.12 e-Learning systems success model by McGill, et al. (2008, p.650)..............59
Figure 2.13 e-Learning systems success model by McGill and Klobas (2009, p.502)......67
Figure 2.14 e-Learning systems success model by Freeze, et al. (2010, p.322)..............68
Figure 2.15 e-Learning systems success model by Klobas and McGill (2010, p.119).....70
Figure 2.16 e-Learning systems success model by Yengin et al. (2011, p.1401)..............72
Figure 3.1 e-Learning systems success framework from figure 2.5 with constructs tested in the study from the instructor perspective shown as shaded boxes......................79
Figure 3.2 e-Learning systems success model for the study from the instructor perspective. .....................................................................................................................................82
Figure 4.1 e-Learning systems success framework from figure 2.5 with constructs tested in the study from the learner perspective shown as shaded boxes. ........................................... 90

Figure 4.2 e-Learning systems success model for the study from the learner perspective. 93

Figure 5.1 Instrument validation process used in this research. ........................................ 122

Figure 6.1 Distribution of participants by gender. .............................................................. 138

Figure 6.2 Distribution of participants by age. ................................................................. 138

Figure 6.3 Distribution of participants by position. ......................................................... 139

Figure 6.4 Distribution of participants by teaching experience. ..................................... 140

Figure 6.5 Distribution of participants of instructor survey by online teaching experience. ..................................................................................................................................... 140

Figure 6.6 Model testing results for the study from the instructor perspective. .......... 147

Figure 6.7 Distribution of participants by gender. ......................................................... 180

Figure 6.8 Distribution of participants by age. ............................................................... 180

Figure 6.9 Distribution of participants by mode of study. ............................................. 181

Figure 6.10 Distribution of participants by previous e-Learning experience. ............... 181

Figure 6.11 Model testing results for the study from the learner perspective............. 186
LIST OF TABLES

Table 2.1. Constructs of task technology fit model matched against similar constructs in DeLone and McLean IS success model .................................................................50
Table 2.2 e-Learning success models based on the DeLone and McLean’s IS success model and on task technology fit model—before January 1 2009.................................62
Table 2.3 Constructs included in e-Learning success models based on the DeLone and McLean’s IS success model and on task technology fit model. ...............................63
Table 2.4 e-Learning systems success models based on the DeLone and McLean’s IS success model and on task technology fit model that appeared before January 1 2009—hypotheses tested and effects discovered.........................................................64
Table 2.5 e-Learning success models based on the DeLone and McLean’s IS success model and on task technology fit model—after January 1 2009 ..........................74
Table 2.6 e-Learning success models based on the DeLone and McLean’s IS success model and on task technology fit model appeared after January 1 2009—hypotheses tested and effects discovered........................................................................75
Table 3.1 Definitions of Constructs Used in the Study from the Instructor Perspective ....80
Table 4.1 Definitions of Constructs Used in the Study from the Learner Perspective .......91
Table 5.1 Distribution of the Instructor Population by University ..............................108
Table 5.2 Sources of Measurement Instruments for the Instructor Survey.......................110
Table 5.3 The Constructs and their Measurement Items Used in the Instructor Survey. .113
Table 5.4 Open-ended Questions Used to Collect Qualitative Data in the Instructor Survey. .....................................................................................................................117
Table 5.5 Sources of Measurement Instruments for the Student Survey ......................118
Table 5.6 The Constructs and their Measurement Items Used in the Student Survey ......120
Table 6.1 Comparison between Early and Late Respondents in the Study from the Instructor Perspective .................................................................137
Table 6.2 Use and Non-use of Online Teaching by Participants in the Instructor Survey .........................................................................................................................141
Table 6.3 Factor Loadings and Cross Loadings for the Measurement Items in the Instructor Survey .................................................................142
Table 6.4 Internal Consistency Reliability and Convergent Validity of Measures Used in the Study from the Instructor Perspective ................................................................. 143
Table 6.5 Discriminant Validity Results for the Instructor Survey ................................. 144
Table 6.6 Variability Explained ($R^2$) for Dependent Variables in the Model from the Instructor Perspective................................................................................................ 148
Table 6.7 The Higher the Quality of Institutional Support to Instructors, the Higher the Level of Instructor Satisfaction .......................................................... 148
Table 6.8 The Higher the Quality of the Institutional Support to Instructors, the Greater the Extent of Instructor Use of the e-Learning System ................................. 149
Table 6.9 The Higher the Quality of the e-Learning System, the Higher the Level of Instructor Satisfaction ................................................................. 150
Table 6.10 The Higher the Quality of the e-Learning System, the Greater the Extent of Instructor Use of the e-Learning System ......................................................... 151
Table 6.11 The Higher the Level of Instructor Satisfaction, the Greater the Extent of Instructor Use of the e-Learning System ........................................................ 152
Table 6.12 The Higher the Level of Instructor Self-efficacy, the Greater the Extent of Instructor Use of the e-Learning System ........................................................ 153
Table 6.13 The Higher the Quality of the e-Learning Development and Implementation Process, the Higher the Level of Instructor Satisfaction ......................... 154
Table 6.14 The Higher the Quality of the e-Learning Development and Implementation Process, the Greater the Extent of Instructor Use of the e-Learning System ....... 155
Table 6.15 The Higher the Level of Instructor Satisfaction, the Higher the Quality of Content Provided via e-Learning System ......................................................... 156
Table 6.16 The Higher the Level of Instructor Satisfaction, the Higher the Quality of the Instructor Support Provided to Learners via e-Learning system ...................... 156
Table 6.17 The Greater the Extent of Instructor Use of the e-Learning System, the Higher the Quality of the Content Provided via e-Learning System ......................... 157
Table 6.18 The Greater the Extent of Instructor Use of the e-Learning System, the Higher the Quality of the Instructor Support to Learners via e-Learning System ....... 158
Table 6.19 Direct and Total Effects of Constructs in the Study from the Instructor Perspective ................................................................................................................ 159
Table 6.20 Measuring Instructor Use of the e-Learning System using Formative Indicators ................................................................................................................................... 162
Table 6.21 The structural model modified to include the direct effects of quality of the e-Learning development and implementation process on quality of institutional support to instructors and quality of the e-Learning system: results of model testing .............. 165
Table 6.22 Direct and Total Effects of Quality of e-Learning Development and Implementation Process ............................................................................................ 167
Table 6.23 Comparison Between Early and Late Respondents in the Study from the Learner Perspective ................................................................................................... 179
Table 6.24 Factor Loadings and Cross Loadings for the Measurement Items in the Student Survey ....................................................................................................................... 183
Table 6.25 Internal Consistency Reliability and Convergent Validity of Measures Used in the Study from the Learner Perspective ................................................................. 184
Table 6.26 Discriminant Validity Results for the Student Survey .......................................................................................................................... 185
Table 6.27 Variability Explained ($R^2$) for Dependent Variables in the Model from the Learner Perspective ............................................................................................................. 187
Table 6.28 The Higher the Quality of the Content, the e-Learning System, the Instructor Support, and the Institutional Support to Learners, the Higher the Level of Learner Use of the e-Learning System ....................................................................................... 187
Table 6.29 The Higher the Quality of the Content, the e-Learning System, the Institutional Support to Learners, and the Instructor Support to Learners, the Higher the Level of Learner Satisfaction .................................................................................................................... 190
Table 6.30 The Higher the Level of Learner Satisfaction with e-Learning, the Higher the Level of Learner Use of the e-Learning System ....................................................................................... 192
Table 6.31 The Higher the Level of Learner Satisfaction, the Higher the Level of Learning and Learner Intention to Continue e-Learning .............................................................................................................................. 193
Table 6.32 The Higher the Level of Learner Use of the e-Learning System, the Higher the Level of Learning and Learner Intention to Continue e-Learning ....................................................................................... 194
Table 6.33 The Higher the Level of Learner Self-efficacy, the Higher the Level of Learner Use of the e-Learning System ................................................................................... 195
Table 6.34 The Higher the Level of Learner Self-efficacy, the Higher the Level of Learner Intention to Continue e-Learning .................................................................................. 196
Table 6.35 Direct and Total Effects of Constructs in the Study from the Learner Perspective .................................................................................................................. 197
Table 7.1 Study from the instructor perspective—comparison to prior studies ............ 205
Table 7.2 Study from the learner perspective—comparison to prior studies ............... 209
Table 7.3 Statistically Significant Effects Involving Organisational Dimensions ........ 211
Table 7.4 Themes Related to Organisational Dimensions Identified in Instructor Comments ......................................................................................................................... 211
LIST OF APPENDICES

Appendix A: Cause and effect relationships for the study from the instructor perspective and for the study from the learner perspective .......................................................... 242
Appendix B: Questionnaire used for the study from the instructor perspective ........ 243
Appendix C: Information sheet used for the study from the instructor perspective .... 251
Appendix D: Cover letter used for the study from the instructor perspective .......... 253
Appendix E: First reminder used for the study from the instructor perspective ........ 254
Appendix F: Second reminder used for the study from the instructor perspective .... 255
Appendix G: Questionnaire used for the study from the student perspective ......... 256
Appendix H: Information sheet used for the study from the student perspective ..... 264
Appendix I: Cover letter used for the study from the student perspective .......... 266
Appendix J: Low risk notification letter for the expert survey ......................... 267
Appendix K: Low risk notification letter for the instructor survey .................... 268
Appendix L: Low risk notification letter for the student survey ....................... 269
Appendix M: Descriptive statistics for the construct items in the instructor and the learner survey ........................................................................................................................ 270
Appendix N: Results of the multivariate normality testing for the instructor and the student samples ................................................................................................................. 278
Appendix O: Demographic characteristics of the respondents of the instructor and the student surveys ................................................................................................................ 279
Appendix P: Measurement model analysis results for the post hoc analysis reported in section 6.3.7.1 .................................................................................................................. 282
Appendix Q: Measurement model analysis results for the post hoc analysis reported in section 6.3.7.2 .................................................................................................................. 284
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>Information technology</td>
</tr>
<tr>
<td>IS</td>
<td>Information system</td>
</tr>
<tr>
<td>LMS</td>
<td>Learning management system</td>
</tr>
<tr>
<td>PLS</td>
<td>Partial least squares</td>
</tr>
<tr>
<td>SSCI</td>
<td>Social science citation index</td>
</tr>
<tr>
<td>TAM</td>
<td>Technology acceptance model</td>
</tr>
<tr>
<td>PU</td>
<td>Perceived usefulness</td>
</tr>
<tr>
<td>PEOU</td>
<td>Perceived ease of use</td>
</tr>
<tr>
<td>AVE</td>
<td>Average variance extracted</td>
</tr>
<tr>
<td>URL</td>
<td>Uniform resource locator</td>
</tr>
<tr>
<td>SEM</td>
<td>Structural equation modelling</td>
</tr>
<tr>
<td>MUHEC</td>
<td>Massey university human ethics committee</td>
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