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e-Learning Systems Success in an Organisational Context

A thesis presented in partial fulfilment of
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Samantha Malkanthi Samarasinghe

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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.

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LIST OF ABBREVIATIONS

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