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THE EFFECT OF IMPLEMENTING E-LEARNING TOWARDS ACADEMIC PERFORMANCE AMONG THE STUDENTS OF UNIVERSITY MALAYSIA KELANTAN

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Abstract: *E-learning is emerging as the new paradigm of modern education. Worldwide, the e-learning market has growth up successfully. Therefore, this present study will examine which effect will affect the implementing e-learning toward academic performance among the students of University Malaysia Kelantan. The research will determine the relationship between availability of ICT facilities, flexibility of time and place, and self-efficacy with the implementing e-learning toward academic performance. A number of 368 samples of respondents will be selected to include in this current study and the respondents consist of University Malaysia Kelantan students. Descriptive analysis is used to analyse the data results. Besides, correlation analysis can determine the strength of linear relationship data. In a conclusion, all the independent variables which availability of ICT facilities are, flexibility of time and place, and self-efficacy particularly have significant relationship with the implementing e-learning toward academic performance among the students of University Malaysia Kelantan. This study can be a useful reference to the university as their reference to increase the level of academic performance of university students.*

Keywords: *E-Learning, Academic performance, ICT, Flexibility, Self-efficacy*

Introduction

E-learning can be characterized as a learning technique created by extensions with carefully provided content, managing administrative structured and mentor support. By the end of the day, E-learning can be said as anything that uses technology entirely using computer systems whether from a separation or physical learning class room setting (computer supporting for learning), this can be a move from traditional learning styles to ICT-based customized, flexible, singular, self-composed, cooperative learning in light of {several} learners, trainers,

facilitators, specialists (Jethro, Grace & Thomas, 2012). E-learning is the use of Internet innovations to boost information and performance.

Furthermore, E-learning represents the educational design that combines Information and Communication Technology with the existing type of education to raise the validity of learning methods of procedures. E-learning can be isolated into three main levels which informative level, integrative level and the transformer level. Informative level includes an important group of data for program determinations in other styles of literature, modules and exterior resources. The integrative level includes a lot more unique connections, which swap the physical connections between the teachers and the undergraduates. Last but not least, the transformer level permits the getting started with the genuine resources in to the education frameworks that produces an online learning world. At the point when E-learning is consolidated with customary learning styles for learning as {due to} Saudi Arabia, it is recognized as blended learning (Jabli & Qahmash, 2013).

Online direction is one of the parts of the online education that may give benefits towards understudies in their learning. A great deal of establishments of institutions additionally believe that online direction as a competent way in gives a decent brilliance educating to decrease cost (Garbett, 2011). Some of them discovering thinks about utilizing web-based educating would be more powerful than traditional instructing (Angiello, 2010). The report led indicate understudies seeing classes are preferable with synchronous correspondence over having just asynchronous interaction method. Synchronous allude to the information exchange from the sender and the recipient get to the information in the meantime while, asynchronous interaction is the relay communication with a period slack. For example, asynchronous interaction is occupied with web-based learning are discourse discussion and email. To succeed actualized synchronous understudies should prepare in utilizing the advances.

As indicated by Liu, Liu, Lee and Magjuka (2010) variety technique for content examination and communication ought to be planned into online course, including synchronous and asynchronous exercises, for example, a presentation slide, video lectures, video and some specialized strategy like email, webcam discussion. Showing burdens or stipulation of showing right hand are plan to decrease by the extra help for the online teachers (Major, 2010). A portion of the creator alludes to adaptability of E-learning in time which now added to the learning condition (Smyth, Houghton, Cooney and Casey, 2012)

Problem Statement

According to the past study Dabbagh and Kitsantas (2012), in this modern culture, studying on demand is becoming a type of lifestyle. It is getting more and more people tend to involve in online education system because they perceived E-learning makes their life easier in gaining information. Unfortunately, there are many problems faced by academics based on the use and success of online education in an academic environment. The pre-operation cost of the online education is high while the production's cost for the materials of online training is also extremely high. The educators have to be very convinced that the advantage in transmit a course through online are tally with the additional costs. Apart from that, computer literacy level is also one of the challenges that faced by educators when they wish to implement the e-learning system in the academic (Tarus, Gichoya & Muumbo, 2015). E-learning cannot be comprehensive to those undergraduates and the lectures who are not computer knowledgeable they do not know how to access to the Internet.

Therefore, this study will be focus on the effect of implementing E-learning towards academic performance among the students of University Malaysia Kelantan. There are three impacts which have been discover are availability of ICT, flexibility of time and places and self-efficacy in implementing E-learning that will affect the academic performance.

Research Objectives

The purpose of this research is to study the impact of adopting E-learning towards academic performance of University Malaysia Kelantan students. The objectives of this study are:

a) To identify the relationship between availability of ICT facilities in implementing E-learning and the academic performance among the students of University Malaysia Kelantan.
b) To identify the relationship between flexibility of time and place in implementing E-learning and the academic performance among the students of University Malaysia Kelantan
c) To identify the relationship between self-efficacy in implementing E-learning and the academic performance among the students of University Malaysia Kelantan.

Research Questions

The purposed of the questions to be answered in this research are as below:

a) Is there any significant relationship between availability of ICT facilities in implementing E-learning and the academic performance among the students of University Malaysia Kelantan?
b) Is there any significant relationship between flexibility of time and place in implementing E-learning and the academic performance among the students of University Malaysia Kelantan?
c) Is there any significant relationship between self-efficacy in implementing E-learning and the academic performance among the students of University Malaysia Kelantan?

Literature Review

Academic Performance

Students are the main source of college (Alos, Caranto & David, 2015). The performance of students is very important in producing high quality graduates that will solve awesome pioneers who led the country and its consequences for the state employees who are responsible for the country's economic and social improvement. Educational attainment is one of the important things to be considered by the boss or manager in hiring an expert especially for new graduates are stepping into a new field of work. Therefore, students have to work hard in their studies to get good results and also to meet their needs in the future. It is also to prepare them to meet the needs of employers.

Many universities around the world has made very clear examination to measure the academic achievement of students for various reasons. Mixed components that affect the academic performance of students is different from an education around the other, from one type to the other students and must begin with a kind of a different cultural background. The reason is the learning and thinking styles of undergraduates either that can be strengthened to encourage the

achievement of adequate education or stop pushing poor academic performance (Josephat, 2013).

In the perspective of education, student performance is reviewed as a result of learning and for data on the level of individual learning, one must look at their own attributes to more precisely see how they perform. Students who have a high level of self-efficacy can be said to have a better performance in the style of learning and thinking together with the assessment of learning also in a better performance. The effectiveness yourself firmly linked to educational achievement (Meera & Jumana, 2015)

Cumulative Grade Point Average (CGPA)

According to Mushtaq (2012), the undergraduates academics performance can be measure through their result like the test outcome, CGPA,and GPA. Based on Rogaten, Moneta and Spada (2013) state that to test education performance the past academic and assessment concern were the main control variable to measure academic performance. Therefore, in this research the dependent variable is academic performance will be measure by finding the information on the students Cumulative Grade Points Average (CGPA). CGPA is the main determinants to measure extent that academic performance of undergraduates achieve and the lecturers also need to play their role as educators in identifying the accomplishment or low CGPA (Arsad, Buniyamin, Ab Manan & Hamzah, 2011)

Availability of ICT Facilities In Implementing E-Learning

Information and Communication Technology (ICT) is a rapidly growingly technology and is a key tool in today's learning system. ICT is known as an indispensable tool or method for advancing teaching and quality systems for learning and education. A new set of vocabulary used was created using ICT for education to explain new approaches to learning and curriculum transfer which include e–teaching, e-learning, e-tag, e-cards, white board, web classroom which are facilitated via the internet. The existence of the internet has provided a way to use an electronic education known as E–learning which is the process of teaching and learning using computers via internet (Adelabu, Adu & Adjogri, 2014).

Besides, lecturers should be highly educated in certain ways in which they can use electronic devices to improve teaching. This can be achieved by overcoming the experts in building a curricular for training process (Adelabu et al., 2014). To stimulate the use of electronic tools for teaching and learning, adequate power supply should be in and around institutions to avoid problems such as internet pornography, cyber bullying and other anti-social attitudes. Limitations of distribution capabilities and the inadequate financial resources will result in dilemma in providing educational technology (Torruam, 2012).

ICT usage in education especially distance learning is re-shaping the entire universities organizational structures and changing four key areas of education such as curriculum, role of teachers and students, organizational structure and, learning environment has been result after the observation of the introduction of ICT in education (Omotosho, Lateef, Amusa & Bello, 2015). Related academic activities such as tracking them, keeping and retrieving student records should be supported by holistic policies and procedures as the number of transaction increases has been done on-line at sufficient distance and automated systems to record this transaction.

Flexibility of Place and Time In Implementing E-Learning

E-learning system has help to eliminate the physical barrier which enable more aggressive communication between lectures and undergraduate students. Hence, undergraduates can converse instantaneously, anytime and anywhere without any obstacle in time and space by using E-learning system (Squires, 2014). Moreover, students can convey their thought with no restraint and request any questions in the chat group to ensure they understand well about the course (Allen, 2016).

Apart from that, it is also supple when the problem of time and place are taken into concern. This is because each undergraduate has many choices in choosing the place and the time that suitable for them to surfing to the E-learning. Based on the past study of Jethro et al., (2012), the implementation of E-learning provides the institutions as well as their undergraduates have much flexibility of time and place of deliverance or acceptance of to the knowledge.

Although the traditional learning method has changed, but the lectures and student's roles are remaining the same. The E-learning system grants the 24 hours for a class to carry on and the verbal communication has changed the written discussion environment where the students are able to keep posting their discussion at any time none matter day or night and also anywhere you are (Islam et al., 2015). According to Romero and Barberà (2011), from the point of view of an instructional, time and place flexibility means that academic learning time and place can be adopted by the learner's availability and learning development.

Furthermore, students always enjoy the flexibility in time and place together with a higher degree of self- regulation will achieve higher in their academic performance (Owston, York & Murtha, 2013). The E-learning can be so convenience and flexibility to the students is due to the E-learning system enable the students to make more efficient use of their time by engaging in academic work when they are not attending to the lecture or tutorial class. Hence, they still can catch up to what the lecturer teaches in the class and would not left behind.

Self-efficacy In Implementing E-Learning

A principle of the self-efficacy, which is refer to the strength of capacity to succeed involve a certain behaviour to reach the goals or target and mostly been shaped by success performance the behaviours in the past. According to Bandura (2016), "individuals who have low self-efficacy mostly easily assure of the vanity of effort when they against the institutional problem, compare to individuals that have high self-efficacy when they like to find the ways to solve the problem.

Based on Kori, Pedaste, Altin, Tonisson & Palts, (2016), student that have a good motivation as well as self-efficacy, can give their effort and commitment to their ability. Also, Dinther, Dochy & Segers (2011) stated that self-efficacy can be important in creating an impact in learning student achievement and their motivation. Through the motivation can potentially retain students to enrolling their activities in their learning class whether in class or through online with specific goals, while self-efficacy inspires them to set better achievement for learning and doing their work properly stated by (Kane, Robertson, Fertman, Nagle, McConnaha & Rabin, 2013)

Self-efficacy for academic student's plays an important role in distance education and academic success. Yang and Taylor (2013) state that the student's self-efficacy predicted the

help-seeking from other and may give effect to students direct or indirect to their performance. Based on Roussel, Elliott & Feltman (2011), students who have low self-efficacy likely to asking for help from other people. Compared to students who have high self-efficacy they more open minded and want to interact with the educators and online community like used an active interaction strategy which is writting, reflection and responds.

Moreover, only depend on knowledge and skills to perform the behaviour is not enough for student itself. Self-efficacy may be one of the motivating factors in academic choices rather their efficiency (Artino, 2012). Additionally, Putwain, Sander & Larkin, (2013) stated that academic self-efficacy shows a positive influence in socio-cognitive process and strong predictor of academic performance in undergraduate students.

Research Methodology

Conceptual Framework

Figure 1 shown the conceptual framework about the relationship of the effect of implementing E-Learning towards academic performance the students of University Malaysia Kelantan The dependent variable for this research is academic performance and there are three independent variable which is availability of ICT in implementing E-Learning, flexibility of time and place in implementing E-Learning and self-efficacy in implementing E-Learning.

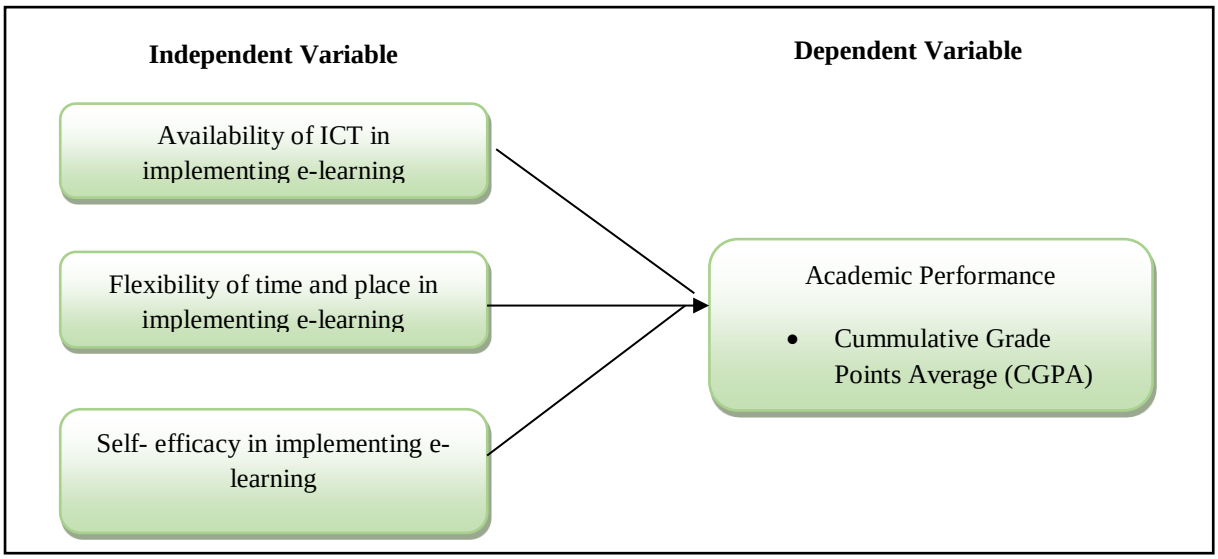

Figure 1: Conceptual Framework

Research Instrument

For this research, the instrument used to conduct this study will be questionnaire. Questionnaire method is a study instrument that are include the chain of questions of the reason for data or information to be collect. This instrument makes the questionnaire as the core medium to collect primary data for this research. Additionally, this method is suitable and effective since it can save time, not involve high cost and gain the information without need to conduct interviews. The questionnaire will used two language which is English and Malay. The questionnaire for this study consists three sections.

Data Analysis

Descriptive Statistics

This section discussed more detailed on respondents' profile which collected from Part A in the questionnaire. The collected data consists of gender, age, race, income level and education level of respondents. Respondent's demographics information transforms into various form of table and pie chart as below for detailed analysis.

Gender

Table 1: Percentage of Respondents based on Gender

Gender	Frequency	Percentage (%)
Male	89	24.2
Female	279	75.8
Total	**368**	**100.0**

Table 1 above shows level of respondents in view of gender. Based on the result, the numbers recorded of the male respondent were 89 with the 24.2 percent and female respondents were 279 with the 75.8 percent respectively. It shows there is about quarter respondent of male only as the three quarter of it is female respondents.

Age

Table 2: Percentage of Respondents based on Age

Age	Frequency	Percentage (%)
18 to 19	25	6.8
20 to 21	102	27.7
22 to 23	224	60.9
24 to 25	13	3.5
Above	4	1.1
Total	**368**	**100.0**

Table 2 shows percentage of the respondents according to several age groups categorized in this research. The major group of respondents consists of 224 respondents or 60.9 percent from the range of age 22 to 23 years old out of 368 respondents that answered the online questionnaires. 102 students in the range of 20 to 21 years old were the second largest group of the respondents that answered the questionnaire out of 368 respondents. Third largest group would be in the range of 18 to 19 years old which is 25 respondents out of 368 respondents.

Race

Figure 3: Percentage of Respondents based on Race

Race	Frequency	Percentage (%)
Chinese	86	23.4
Indian	70	19.0
Malay	201	54.6
Others	11	3.0
Total	**368**	**100.0**

Table 3 above shows percentage of respondents based on race. Based on the result, Malay respondent shows the highest frequency compared to Indian, Chinese and Others race which recorded 201 respondents or 54.6 percent among 368 respondents. The second highest frequency of respondents according to race was Chinese with 86 respondents or 23.4 percent.

Indian shows third highest frequency group with 70 respondents or 19.0 percent. Others race indicated the lowest frequency or percentage of respondents group recorded as 11 respondents or 3.0 percent among 368 respondents. The result indicated more Malay respondent participated in this research compared to Indian, Chinese, and others race of respondents

Reliability Test

Table 4: The Cronbach-Alpha Value

Variable	Cronbach's Alpha	No of Items	Strength of Association
Academic Performance	0.623	5	Moderate
Availability of ICT in Implementing E-Learning	0.760	5	Good
Flexibility of Time and Place in Implementing E-Learning	0.767	5	Good
Self-Efficacy in Implementing E-Learning	0.621	5	Moderate
All Variables	0.853	20	Very Good

Table 4 indicate the reliability analysis of four variables. Cronbach's alpha was used to analyse the reliability of the 20 questions. The overall result from this research shown that 0.853 values as a very good sign of strength association. It means, the questionnaire used for this research is reliable to use. For the dependent variable which is academic performance among the students of University Malaysia Kelantan shown the value of 0.623 that make it as moderate sign of strength association. The first independent variable, availability of ICT in implementing e-learning had a value of 0.760 which is a good sign of strength of association. The second independent variable which is the flexibility of time and place in implementing e-learning shown a value of 0.767 is a good sign of strength association. The third independent variable is the self-efficacy in implementing e-learning shown a moderate sign of strength association with the value of 0.621.

Pearson Correlation Analysis

Hypothesis 1 – Availability of ICT in implementing e-learning

H_0 : There is no relationship between availability of ICT facilities in implementing e-learning and the academic performance among the students of University Malaysia Kelantan.

H_1 : There is a significant relationship between availability of ICT facilities in implementing e-learning and the academic performance among the students of University Malaysia Kelantan.

Table 5: Correlation of academic performance and availability of ICT in implementing e-learning

		Academic Performance	Availability of ICT in implementing e-learning
Academic Performance	Pearson Correlation	1	.454**
	Sig. (2-tailed)		.000
	N	368	368
Availability of ICT in adopting e-learning	Pearson Correlation	.454**	1
	Sig. (2-tailed)	.000	
	N	368	368

** Correlations is significant at the level (2-tailed)

Table 5 indicates the relationship between availability of ICT in implementing e-learning and academic performance. The value of Pearson Correlation .454** shows that the relationship between availability of ICT in implementing e-learning and academic performance. The strength of relationship between availability of ICT in implementing e-learning and academic

performance is weak. Based on the results of the significant value P< 0.01; this shows that there is a significant relationship between availability of ICT in implementing e-learning and academic performance among the students of University Malaysia Kelantan. The *p* value is 0.000 which is less than the highly significant level 0.01. In conclusion, null hypothesis is rejected. Thus, there is a significant relationship between availability of ICT facilities in implementing e-learning and the academic performance among the students of University Malaysia Kelantan.

Hypothesis 2 – Flexibility of time and place in implementing e-learning

H_0 : There is no relationship between flexibility of time and place in implementing e-learning and the academic performance among the students of University Malaysia Kelantan.

H_1 : There is a significant relationship between flexibility of time and place in implementing e-learning and the academic performance among the students of University Malaysia Kelantan.

Table 6: Correlation of impact of academic performance and flexibility of time and place in implementing e-learning

		Academic Performance	Flexibility of time and place in adopting e-learning
Academic Performance	Pearson Correlation	1	.316**
	Sig. (2-tailed)		.000
	N	368	368
Flexibility of time and place in implementing e-learning	Pearson Correlation	.316**	1
	Sig. (2-tailed)	.000	
	N	368	368

** Correlations is significant at the level (2-tailed)

Table 6 indicates the relationship between flexibility of time and place in implementing e-learning and academic performance. The value of Pearson Correlation .316** shows that the relationship between flexibility of time and place in implementing e-learning and academic performance. The strength of relationship between flexibility of time and place in implementing e-learning and academic performance is weak. Based on the results of the significant value P< 0.01; this shows that there is a significant relationship between flexibility of time and place in implementing e-learning and academic performance among the students of University Malaysia Kelantan. The *p* value is 0.000 which is less than the highly significant level 0.01. In conclusion, null hypothesis is rejected. Thus, there is a significant relationship between flexibility of time and place in implementing e-learning and the academic performance among the students of University Malaysia Kelantan.

Hypothesis 3 – Self-Efficacy in implementing e-learning

H_0 : There is no relationship between self-efficacy in implementing e-learning and the academic performance among the students of University Malaysia Kelantan

H_1 : There is a significant relationship between self-efficacy in implementing e-learning and the academic performance among the students of University Malaysia Kelantan.

Table 7: Correlation of impact of academic performance and self-efficacy in implementing e-learning

		Academic Performance	Self-efficacy in implementing e-learning
Academic Performance	Pearson Correlation	1	.301**
	Sig. (2-tailed)		.000
	N	368	368
Self-efficacy in implementing e-learning	Pearson Correlation	.301**	1
	Sig. (2-tailed)	.000	
	N	368	368

** Correlations is significant at the level (2-tailed)

Table 7 indicates the relationship between self-efficacy in implementing e-learning and academic performance. The value of Pearson Correlation .301** shows that the relationship between self-efficacy in implementing e-learning and academic performance. The strength of relationship between self-efficacy in implementing e-learning and academic performance is weak. Based on the results of the significant value P< 0.01; this shows that there is a significant relationship between self-efficacy in implementing e-learning and academic performance among the students of University Malaysia Kelantan. The *p* value is 0.000 which is less than the highly significant level 0.01. In conclusion, null hypothesis is rejected. Thus, there is a significant relationship between self-efficacy in implementing e-learning and the academic performance among the students of University Malaysia Kelantan.

Discussion And Recommendation

Table 8 Summary of Pearson Correlation Analysis

		Academic Performance	Availability of ICT facilities in implementing e-learning	Flexibility of time and place in implementing e-learning	Self-Efficacy in implementing e-learning
Academic Performance	Pearson Correlation	1	.454**	.316**	.301**
	Sig. (2-tailed)		.000	.000	.000
	N	368	368	368	368
Availability of ICT in implementing e-learning	Pearson Correlation	.454**	1	.539	.442
	Sig. (2-tailed)	.000		.000	.000
	N	368	368	368	368
Flexibility of time and place in implementing e-learning	Pearson Correlation	.316**	.539	1	.522
	Sig. (2-tailed)	.000	.000		.000
	N	368	368	368	368
Self-efficacy in implementing e-learning	Pearson Correlation	.301**	.442	.522	1
	Sig. (2-tailed)	.000	.000	.000	
	N	368	368	368	368

** Correlations is significant at the level (2-tailed)

Based on table 8 the summary of Pearson Correlation Analysis shows the relationship between the availability of ICT facilities in implementing E-learning and academic performance among the students of University Malaysia Kelantan was investigated by hypothesis (H1). The result proves that the relationship between the availability of ICT facilities in implementing E-learning and academic performance among the students of University Malaysia Kelantan have a significant relationship. The r- value in Pearson Correlation for the first hypothesis was .454. Therefore, the result between the availability of ICT facilities in implementing E-learning and

academic performance among the students of University Malaysia Kelantan was moderate relationship.

Moreover, according to the past researcher, the existence of internet has provided a way to use an electronic educational that known as E-learning where the process of learning and teaching use the computer as mediation for internet (Adelabu, Adu & Adjogri, 2014). However, Anyamene, Nwokolo & Anyachebelu (2012) state that the intensity of applied ICT resources in their studies doesn't help to improve their learning for students, communication and information but the result from our research was opposite. The used of ICT facilities can help students in their academic performance which is means for students to perform in their academic performance, University Malaysia Kelantan need to include an individual and group assessment. Also, it important for students to communicate each other and gain the knowledge and information by their self.

For second independent variable, the hypothesis (H2) investigated the relationship between flexibility of time and place in implementing E-learning. The result showed that the relationship between flexibility of time and place in implementing E-learning and academic performance among the students of University Malaysia Kelantan was a significant relationship. The r- value of Pearson Correlation for second hypothesis was .316. Therefore, this result showed that the relationship between flexibility of time and place in implementing E-learning and academic performance among the students of University Malaysia Kelantan was a small but definite relationship.

This result was supported by the past researcher that conducted by Haas (2012), says that improvement of communication technologies changes the concept distance learning into E-learning. Moreover, University Malaysia Kelantan students get their assessment from lectures through E-learning and it help students to participant in online class to give flexibility for their students that far from classroom.

The last independent variable, the hypothesis (H3) that investigated the relationship between self-efficacy in implementing E-learning and academic performance among the students of University Malaysia Kelantan. From the result, it proves that self-efficacy in implementing E-learning and academic performance among the students of University Malaysia Kelantan was a significant relationship. The r- value of Pearson Correlation for the third hypothesis was .301. Therefore, the result for self-efficacy in implementing E-learning and academic performance among the students of University Malaysia Kelantan was a small but definite relationship.

Bandura (2016), stated that student who have low self-efficacy usually looking for someone to asking their help and easily give up when face difficulty compare to student who have high self-efficacy that want to interact more with other people and like to solve problem. This statement was proved by our research result when student feels confident in their knowledge and skills in manage software for online education. Also, make sure the students understand what the materials that they been studying in the classroom.

Scope and Limitation

A few research limitations were found in this examination. The restriction of study is inadequately worded inquiries may prompt hazy reactions, which cause some misty information comes about. The absence of accessible information assets compelled the choice of pointers because of the investigation was needy just on the poll review information for

related examination. Additionally, the precision of reactions is dependent upon the eagerness of members to answer honestly and totally. A portion of the respondents may not prepared give the fullest concentrating while they are noting the inquiry. They just answer the inquiry and after that influence the precision of the information gathering.

Also, this exploration is particularly compelled by a few respondents who are not giving adequate participation to answer our survey. The restriction that had been confronted while completing this errand is it very hard to get the respondents to satisfy the survey. Additionally, some of them are not willing to set aside opportunity to top off our poll. Subsequently, it is very trying for us to gather information from the respondents since it is truly tedious.

Other than that, there was confinement of time by the specialist while leading this exploration in the period around nine months. The duration was very tight which constrained analysts to gather the information and finish the five parts of this examination think about inside nine months. Moreover, this investigation just did at UMK in light of the fact that the scientists confronted constrained time to look for different colleges to gather information.

Recommendations for Future Research

Designing more suitable questions in questionnaire

For the present investigation, questionnaire is composed into three piece of areas specifically demographic section, independent variables section and last part is dependent variable section. For the autonomous and ward factors areas, just a couple of inquiries are approached to fill in for every factor that being estimated by Likert scale. Along these lines, in future examination, it can recommend to incorporate more inquiries for every factor to get more legitimate of result or another recommendation is endeavouring to put a couple of inquiries in open-ended ways with a specific end goal to get points of interest of effect of receiving e-learning towards scholastic execution in view of their composed answer. Henceforth, the examination can ready to catch extremely extraordinary compose suppositions from respondents.

Expand sample size chosen from population

In the present examination, only 368 respondents are picked as target respondents. To build more exactness and solid information, the quantity of respondents can be grown up to include later on look into. The larger group of sample size tends to reduce any uncertainty faced such as failed the reliability test due to small sample size. Therefore, expanding sample size can avoid such problem happen during analysis of results.

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