ABSTRACT

This study aimed to find some of the predominant factors that determine the behavioural intention of students to continue engaging in eLearning. Since eLearning is not just a technology acceptance decision but also involves cognition, as such this study extended its search beyond the normal technology acceptance variables to variables that could affect the cognition of an individual due to his or her unique characteristics. Based on the findings of previous researches a theoretical model is formulated of determinants of students' behavioural intention to continue the use of eLearning as mode of learning. The determinants are mainly derived from the Technology Acceptance Model and extended by introducing Personality Trait. The theoretical model is tested and developed using data collected by questionnaire from a sample of 249 students of eLearning master degree programs at Assumption University of Thailand.

From the findings the three important determinants of Behavioural Intention for the continued use of eLearning are Subjective Norms, Perceived Usefulness and Perceived Ease of Use. From a theoretical perspective the findings show that Behavioural Intention for the continued use of eLearning as a mode of learning is strongest for individuals who, in the following order of decreasing importance: perceive that people who are important to them think that they must engage in eLearning; find eLearning to be easy to use and useful; and believe that they are good in using computers. In terms of personality characteristics, the behavioural intention to use eLearning is strongest for individuals who, in the following order of decreasing importance: are responsible, reliable, generally hard working and driven by the need

for achievement; are more emotionally stable, calm, and do not constantly experience negative feelings; are enthusiastic, talkative, assertive, and gregarious.

From a practical perspective the results suggest that in order to increase the intention to study with eLearning its necessary to increase positive perceptions of eLearning among close associates of potential students, increase perceptions that the technical system is easy to use, increase perceptions that the technical system is useful for studying, improve the individual's confidence in their ability to use computer technology in diverse and promoting eLearning to those who are organized, self-disciplined, and careful.