

## ABSTRACT

e-Learning is a relatively new concept implying learning by means of digital media such as computers, Web pages, video conference systems and CD- ROMs. In recent years computer programs for e-Learning, consisting of tools such as text, graphics, video, three-dimensional objects and animations, have been developed. Virtual classrooms have also be used to broaden educational services.

So far, most research studies on the use of e-Learning in Higher Education have focused on ways for the teacher to incorporate the new technology into their teaching. Discussions, or even knowledge, about e-Learning from the student perspective seem to be very sparse.

Given this fact, the aim of this research was to study the relationship between students' attitude and perception with their Intention to study via e-Learning. The three components of attitude, which are cognition, affect and conation formed the first independent variable; student perception of e-Learning was the second independent variable. Three demographic variables; age, gender, and grade point average (GPA) were also studied.

Using quota sampling, the researcher distributed 400 questionnaires to fourth year students in the ABAC School of Management and the Faculty of Science and Technology. These respondents were selected because they are the group with the highest potential to enroll for Assumption University's e-Learning programs (CIDE, 2005).

Self-administered questionnaires were used to gather data from the respondents. The findings showed no significant differences in age, gender, GPA and students' Intention to study via e-Learning. However, all three attitudinal components as well as perception showed significant relationships with Intention to study via e-Learning. The cognition component of attitude showed the highest mean (4.018) and the conative component the lowest (3.925).

The study concluded with recommendations for providers of e-Learning in higher education and also offered several suggestions for further research.