

# 運用 TRA 與 TAM 闡釋行動學習之使用者行為意向

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## 摘要

以 Theory of Reasoned Action (TRA) 和 Technology Acceptance Model (TAM) 模式驗證使用者對於行動學習(Mobile learning)的接受度，在 TRA 模式中，主要探討社會影響力(如：朋友)的影響；而在 TAM 模式，則探討個別差異(如：知覺有用)帶來的影響。由台灣的大學院校中收集大學部學生的資料。問卷採取網路填答方式，在網路問卷裡設計了避免遺漏值的程式。收集的有效樣本共 313 份。本研究以 SEM(Structural equation modeling)方法探討變數之間的影響，採用的軟體為 LISREL 8.51。結果發現，使用者的確對行動學習抱持著很高的期許，也將它視為一個有效的工具。TRA 和 TAM 模式在消費者對行動學習的接受度有相當好的解釋力。本研究從使用者的角度，剖析消費者在使用行動學習這新科技的考慮因素與接受程度。藉由社會影響力端看對 TRA 模式的影響，以及個別差異在 TAM 模式中造成的影響。

關鍵詞：行動學習、使用者接受度、TRA 模式、TAM 模式、LISREL。

# **Elucidating User Behavioral Intention of Mobile Learning: Applying the Theory of Reasoned Action and the Technology Acceptance Model**

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## **ABSTRACT**

To explain the emerging M-learning benefits customers in many ways and to empirically examine consumer acceptance of M-learning by using the theory of reasoned action and the technology acceptance model, the former model is focused on the factors of social influences (i.e. friends), the latter model is focused on individual indifferences (i.e. perceived usefulness). An online survey was conducted to collect data. A total of 313 undergraduate and graduate students in Taiwan universities answered the questionnaire. Structural equation modeling was employed to examine the fit of the data with the model by using the LISREL software. Consumers do hold great expectation for M-learning, and view M-learning as an efficient tool. Both the TRA and TAM demonstrate the fairly good fits. This study presents an understanding of social influences and individual indifferences, and proves both TRA and TAM have ability to predict user acceptance of the new technology, M-learning.

**Keywords** M-learning, user acceptance, TRA, TAM, LISREL

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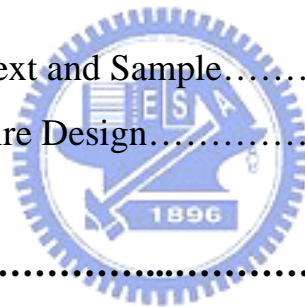


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