

# 遠距教學系統滿意度與接受度之研究—以適應性結構化理論為基礎

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## 摘要

系統滿意度與接受度一直是資管學者所探討的研究主題之一，過去有許多學者是從許多不同的角度來進行研究，有些學者是從使用者態度與信念的角度來探討系統接受度，有些學者是從任務/科技配合的角度來探討系統的接受度與任務績效的關係，也有些學者發現群體之間的互動以及群體與系統間的互動才是影響系統成效的重要因素。

資訊系統的人機互動一直是資管領域重要的研究議題，雖然過去已經有許多的研究在於資訊系統的人機互動上，然而對於遠距教學系統的互動卻較為缺乏。由於過去的研究很少以遠距學習的群體特性對系統運作所產生的影響進行深度探討，故本研究是以群體互動的觀點，來探討群體使用者對於系統的運用過程，以及對於系統的接受度與滿意度的研究。

本研究是以適應性結構化理論的觀點，來探討群體使用者對於遠距教學系統運用的影響。適應性結構化理論指出了群體的成果並不是直接從科技或任務而來的，而是反映到這個群體是如何運用科技與相關資源後的結果。本研究以政大以及交大的遠距教學系統為其研究標的，並以參與遠距學習的學生作為問卷發放之對象，共有 398 份問卷資料以為分析與驗證本研究之模型。研究結果發現，除了老師的教學技巧對於遠距教學系統運用並沒有顯示出正面的影響關係之外，本研究的其他構面如科技、老師、學生以及課程等構面的相關因素都有正面的影響關係。

關鍵字：遠距教學系統、系統滿意度、適應性結構化理論、系統運用過程

# Acceptance and Satisfaction of Distance Learning System: based on Adaptive Structuration Theory

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## Abstract

System acceptance and satisfaction is one of important issues in MIS field. Many researchers use different perspectives to study system acceptance and satisfaction. Some researchers use user's attitude and belief to discuss system acceptance, others use task/technology perspective to discuss the relationship between system acceptance and task performance. Some scholars found system appropriation processes between users and technology is the most important factor.

Man machine interaction is an important topic in MIS field. Though many researches have done in information system interaction, the interaction in distance learning system still lack of study. Few researches focus on the impact of learning group's characteristics to system appropriations. Our research use the perspective of group interaction to depicts system appropriation and system outcomes.

In the research, we based on Adaptive Structuration Theory to form our research model. Adaptive Structuration Theory points out that the system outcomes does not come directly from task or technology, it reflects how group users appropriate the system. The target systems in our research are the distance learning systems in National ChengChi University and National Chiao-Tung University. Survey data gathered from 398 students were used to test our model.

The results shows that except teacher's teaching skill, all other dimensions include technology, learner, and course are all positively affect system appropriation. Results provided substantial support for the propositions that technology and group structure will affect system use and system satisfaction.

**Keywords:** distance learning system, system satisfaction, adaptive structuration theory, system appropriation processes