

電子化學習系統及教學者因素對員工訓練成效之影響：以電腦自我效能為調節變項

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摘要

本研究旨在探討電子化學習之系統因素(系統功能性、系統互動程度、系統回應)與教學者因素(教學者態度、教學者技術能力、教學方式)對訓練成效之影響，並驗證員工之電腦自我效能的調節效果。本研究以立意取樣法，選擇4家已導入e-learning的企業作為抽樣對象，由問卷調查資料分析結果顯示，電子化學習之系統因素對訓練成效具顯著正向影響；教學者因素對訓練成效亦具正向影響。研究發現員工之電腦自我效能對系統功能性與員工訓練成效之關係具調節效果，當電腦自我效能愈高時，系統功能性與訓練成效之間的關係也愈好，反之亦然；然而，電腦自我效能對於其他自變項與訓練成效之間並無顯著的調節效果。

關鍵詞：電子化學習、系統因素、教學者因素、電腦自我效能、訓練成效

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