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**FACTORS AFFECTING BEHAVIORAL INTENTIONS TOWARDS MOBILE LEARNING: MEDIATING ROLE OF ATTITUDE AND MODERATING ROLE OF SOCIAL INFLUENCE**

**By**

**KAMRAN KHAN**

**(0000000)**

**Supervisor**

**Dr. XXXXXX**

 

**SZABIST University, Islamabad**

**Month, Year**

**Factors Affecting Behavioral Intentions Towards Mobile Learning: Mediating Role of Attitude and Moderating Role of Social Influence**

**By**

**KAMRAN KHAN**

**(0000000)**

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

DOCTORATE OF PHILOSOPHY

IN COMPUTER SCIENCES

To

DEPARTMENT OF COMPUTER SCIENCES



**SZABIST University, Islamabad**

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# DEDICATION

I dedicate this thesis to my parents and siblings who always encourage me to prosper in life and career.

#  ACKNOWLEDGEMENTS

First of all, I want to thank to Almighty Allah, who is the Most Beneficent and the Most Merciful. All praises are due to Him only, of Whose blessing nobody is left destitute, and Whose bounties nobody needs despair.

Secondly, I would like to express deep gratitude to my supervisor Associate Professor Dr. Abdul Qayyum for his continuous support during entire period of time. His patience, immense knowledge and encouragement motivated me throughout the journey. It was his kind guidance that made me work through all the difficulties during the course of my PhD thesis.

I can’t thank enough to Dr. Faheem A. Khan for his support and guidance. He was always available whenever needed and I am thankful for the excellent example he has provided as a successful teacher.

I am extremely thankful to my ever-loving parents, especially my mother who was always with me through thick and thin and encouraged me to complete my research in time. I am exceptionally grateful to my husband, M. Younus Awan who has such great confidence and trust in me, and who provided a carefree environment for me along with his willingness to support me in making important decisions. I am grateful to my children M. Hashir Awan and M. Muqtasid Awan, as all the time which should have been given to them, was invested in studies.

Lastly, I would say thanks to all my friends who supported me in completing the research work and remembered me in prayers, in this period of life.

Thank you

# ABSTRACT

Modern technologies and globalization have proved instrumental in bringing about drastic changes and mobile learning has expanded the horizons of electronic and distance learning. Various theories and models have been used previously in order to measure user adoption of technology but lacks empirical explanation thus there is a need to determine the factors that plays pivotal role in measuring behavioral intention towards mobile learning.

The purpose of the study is to measure the effect of factors (entertainment, informativeness, irritation, perceived trust, and perceived value) that have impact on behavioral intention towards mobile learning. Secondly, the study explores the direct as well as indirect effect of factors (entertainment, informativeness, irritation, perceived trust, and perceived value) on behavioral intention towards mobile learning. Thirdly, the study analyzes the mediating effects of attitude among the aforementioned variables and lastly, the study investigates the moderating effects of social influence.

The data is collected from the students of various public and private sector universities and convenience sampling technique is employed. 626 responses are used for the final analysis. Multiple regression analysis is employed to evaluate the results and method proposed by Baron & Kenny is applied for measuring mediation and moderation.

The findings suggest that entertainment, informativeness, perceived trust and perceived value have direct and significant effects on attitude towards mobile learning, whereas, irritation has negative effects. Moreover, entertainment, perceived trust and perceived value have direct and significant effects on behavioral intention towards mobile learning, whereas, irritation has negative effects and informativeness has insignificant effects on behavioral intention towards mobile learning. Furthermore, attitude towards mobile learning plays a partial mediating role in relationship between entertainment, informativeness, irritation, perceived trust and perceived value. Furthermore, social influence plays an insignificant moderating role in relationship between attitude towards mobile learning and behavioral intention towards mobile learning. The study contributes in the literature by measuring the mediating role of attitude and moderating role of social influence. Furthermore, the study provides significant implications for researchers, practitioners and policy makers.

**Keywords:** Attitude**,** Behavioral Intention, Entertainment, Informativeness, Irritation, Mobile learning, Pakistan**,** Perceived trust, Perceived value

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# LIST OF ABBREVIATIONS

**ABBREVIATIONS TERMS USED**

BITML Behavioral Intention towards Mobile Learning

ATML Attitude towards Mobile Learning

ENT Entertainment

INF Informativeness

IRR Irritation

PERT Perceived Trust

PERV Perceived Value

SI Social Influence

U&G Uses & Gratification

TRA Theory of Reasoned Action

TPB Theory of Planned Behavior

TAM Technology Acceptance Model

UTAUT Unified Theory of Acceptance and Use of Technology

SCT Social Cognitive Theory

3G Third Generation of Wireless Technology

4G Fourth Generation of Wireless Technology

**CHAPTER 1**

# INTRODUCTION

The modern technologies and globalization has proved instrumental in bringing about revolution in human lives. However, the flow of information and the ongoing development on daily basis in different walks of life requires knowledge and expertise. The modern education should be made widely available across the board to everyone. The learning process is generally associated with school. But nonetheless, outside the class, learning is based on appropriate delivery of information for the progress of new information and opportunities. Therefore, computer and internet is extensively used around the globe for information delivery (Milosevic, Zivkovic, Manasijevic, & Nikolic, 2015).

Advancement in information age has strong impact on the field of education and this impact leads to new paradigms in the process of education learning. There are two ways of education i.e. distance learning and traditional learning in which distance learning is further divided into electronic learning which leads to online learning and mobile learning. Among the various means used in the past, to deliver information, the mobile learning is established form nowadays (learning via portable computers and mobile devices) (Abu-Al-Aish & Love, 2013). Mobile learning is at the novel stage however, it is different from electronic learning because internet connection is required for learning along with the mobile devices. Mobile learning concentrates on a profound comprehension of how students utilize cell phones as learning devices outside the classroom. In addition, in the last few decades, the studies have verified the benefits of web-based learning and various methodological tools that have been established to enhance the effectiveness of web-based learning (Hsu, Hwang, & Chang, 2010; Hwang, Chu, Yin, & Lin, 2008). Mobile learning has significantly paid attention by many