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Behavioral Intention and Level of Usage on Convergence Media training Platform on Journalism University Students of Private Universities in Sichuan, China

Liu Yu*, Thanawan Phongsatha

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Abstract

This study aims to investigate the factors that affect students' behavioral intention and utilization of behavior in the convergence media training platform and to recommend cultivating converged media talents. Taking into account the development of the convergence media training platform, the Theory of Planned Behavior, the Technology Acceptance Model, and the Unified Theory of Plan and Technology Acceptance and Use were set out. The relationship between seven variables including Perceived Usefulness, Perceived Ease of Use, Attitude, Performance Expectation, Behavioral Intention, Social Impact, and Use Behavior was hypothesized. Four hundred and eighty (480) students from three colleges in Sichuan, China were the research samples. The Structural Equation Model (SEM) was utilized to examine the relationship between the variables. Moreover, the consequence revealed that most variables except the relationship between Perceived Ease of Use and Perceived Usefulness as well as Perceived Ease of Use and Attitude did not find a relationship among them. It is possible that students did not find the media convergence platform to be beneficial or simple to operate. In turn, It had no positive influence on attitudes. Hence, it is recommended that teachers and relevant departments strengthen communication and contact with the industry, provide students with more professional teaching content and practical skills training, cultivate a positive social environment, and enhance students' learning attitude and learning efficiency.

Keywords: Convergence Media Training Platforms, Attitude, Performance Expectancy, Behavioral Intention, Social Influence.

JEL Classification Code: D83, I20, I23, O53

1. Introduction

Negroponte first proposed the concept of media integration (Negroponte, 2021). In accordance with this opinion of Indrek (2019), he pointed out that convergence is a complex process that ought to be experienced in media development. Various media, including such television, the Internet, and mobile technologies, are converging due to the continuous advancement of media technology and the breaking down of barriers, according to the central concept of media convergence. These changes have had an essential impact on the news industry; whether newspapers or television, radio, and other media outlets have accepted this change to some degree (Wang et al., 2016). Moreover,

1 Liu Yu, Teacher, School of Voice and Language Arts, Sichuan University of Media and Communications, China. Email: skylarliuyu@qq.com
2 Thanawan Phongsatha, Ph.D., Assistant Professor, Assumption University of Thailand, thanawan.phongsatha@gmail.com

changes in user reading patterns have significantly weakened the communication capabilities of traditional media. As of now, the Chinese government's top priority is to ensure the communication power of the mainstream media.

At the National Propaganda and Ideological Work Conference, Xi Jinping introduced the idea of media integration, in accordance with an announcement on August 19, 2013 (Tian, 2013). The Chinese government confirmed that by forcefully advancing media integration and swiftly expanding the reach of traditional media to the Internet, the competitiveness of mainstream media could be enhanced. China published August 2014 "Knowledge Opinions on Promoting the Convergence and Development of Traditional Media and Emerging Media" which referred to "media convergence" as a national plan (Yang, 2014).

Higher education development is affected by economic issues, market demand, and available resources. The media industry has responded rapidly to the advent of the era of media convergence, and it was explicitly proposed that the key to media competition is talent competition and that the primary benefit of media is talent advantage (Tang et al., 2017). Consequently, journalism education is as well facing new challenges, and the research topics of journalism education have changed accordingly. At the moment, the research on convergence media training platforms in China is still limited to the platform construction stage, the research about “teaching" remains in the planning stages(Wang, 2018). Shen (2021) discerned that colleges and universities should be set on the basis of the characteristics of students’ comprehensive consideration, as means to build a convergence media training platform suited for college media students. The lack of research on students makes the development of integrated media training platforms fall into a dilemma. Hence, researchers noticed that understanding students' behavior is the focus of the development of an integrated media training platform.

As the most recent reporting platform in the modern news industry, the convergence media training platform represents, to some extent, the industry's development direction. The foundation for developing convergent media skills is boosting students' intention and conduct for the convergence media training platform. Correspondingly, it is indispensable to comprehend the factors affecting students' behavioral intents and usage patterns. The researchers will proceed with the following two main research questions. What variables influence Chinese journalism students' behavioral intentions and use of convergent media training platforms at private universities? How can teachers enhance their students' behavioral intentions and use behavioral of converged media training platforms?

2. Research Objectives

The research objectives were set as follows.

1. To determine students’ perceptions towards convergence media training platforms.

2. To identify the factors influence student behavioral intentions on convergence media training platforms in private universities in Sichuan province.

3. Literature Review

3.1 Perceived Ease of Use (PEOU)

Perceived Ease Of Use is the user’s judgment of how challenging it is to apply a technique to solve a problem (Mohamed et al., 2014). PEOU was considered the degree of simplicity students perceive when using technology (Yip et al., 2020). Cheng (2014) under identical conditions as other influential factors, the researcher affirms that users are more likely to accept a more accessible application. Watjatrakul (2013) proved the significant impact of PEOU on attitudes. Bashir and Madhavaiah (2015) show that PEOU has a positive effect on attitude. Yip et al. (2020) show that PEOU positively impacts PU, and PEOU exerts an influence on attitude through PU.

3.2 Perceived Usefulness (PU)

Perceived Usefulness was defined s the extent to which individuals confirm the idea that applying a theory can improve performance. Furthermore, Hu and Zhang (2016) described PU as primarily affecting the user's purpose. According to Cheng, he supposes that people decide to use an application based on their judgment of whether it will help them do their work better (Cheng, 2014). Yip et al. (2020) extant research suggest that perceived usefulness plays an actual work in agreeing with new technology and approving it. In agreement with the research of Perry (2017), the user’s perceived usability of the specific software has a moderate impact on the user’s attitude. Bashir and Madhavaiah (2015) claim that PU has a direct positive effect on attitude. A number of studies have not yet confirmed the effect of perceived usefulness, while researchers have found that students can obtain information from other channels, so free voluntary services have not substantially improved student benefits (Watjatrakul, 2013).

3.3 Attitude (AT)

Wang et al. (2016) suspected that attitude denotes the positive or negative evaluation effect of the individual making a judgment about a particular behavior. Attitude

refers to the factors that influence a person's evaluation when judging the actions of others (Ulo et al., 2019). Yip et al. (2020) found that attitude directly determines whether users intend to learn through mobile library apps. Moreover, Bashir and Madhavaiah (2015) suggested that PU and PEOU determine the viewpoint when using a specific technology or performing a specific behavior. The user's positive or negative attitude determines whether or not he or she uses the technology or engages in the activity on purpose. Nonetheless, in similar studies, there are entirely distinctive results. The attitude of the computer user and the behavioral intention to use the computer did not appear to be related (Teo, 2011).

3.4 Performance Expectancy (PE)

Batara et al. (2017) defined Performance Expectancy as the level of benefit that when using technology, users believe it can bring. Performance Expectancy is the user's expectation of using a particular technology (Wut & Lee, 2021). Moghavvemi et al. (2016) believed Performance Expectancy has a relatively strong direct impact on users' intentions, while PE significantly impacts students' online learning behavioral intentions (Wut & Lee, 2021). Yet some researchers did not confirm the link between Performance Expectancy and Behavioral Intention. According to Naranio-Zolotov et al. (2019), expectations do not necessarily affect users' intentions.

3.5 Social Influence (SI)

Naranio-Zolotov et al. (2019) defined Social Influence as the measure by which a person considers that those who significantly affect them believe that she/he uses the system. Moreover, according to Yip et al. (2020), social influence is one's assessment of the extent to which those who have a favorable impression of a person think they should use or accept mobile online learning. Watjatrakul (2013) indicates that Social Influences, directly and indirectly, influence individuals′ use intention voluntary services. The research consequences did confirm the link between social influence with behavioral intentions (Chao & Yu, 2019). It also has different findings at the same time. Naranio-Zolotov et al. (2019) point out that social influence did not affect behavioral intention on the condition that users used the system voluntarily.

3.6 Behavioral Intention (BI) and use Behavioral

Behavioral Intention refers to the personal likelihood of something happening or that a given individual will perform some behavior (Zhang, 2020). Besides, Wut and Lee (2021) thinks Behavioral Intention reflects the effort people plan to make to achieve particular behavior. Except for that, the intention of use will positively impact the use of SST (Demoulin & Djelassi, 2016). Consistent with the theory, Behavioral Intention has a substantial impact on usage (Hubert et al., 2017).

Hamada and Yousef (2010) define Use Behavioral as the behavior of people adopting innovative technologies. Apart from that, Michelson and Smith (2008) conducted a study on the use of instant communication tools by students in the finance course, and students believe that using this tool is helpful for their learning. Over and above that, Harati et al. (2019) research the elements that influence the behavior of college students not to use the library is intended to facilitate the library in understanding its patrons and providing better services. The above research proves that the research on the use of behavioral is helpful to the publicity and application of new technology.

Positive Behavioral Intentions positively affect users' Use Behavioral (Gupta & Arora, 2020). Moghavvemi et al. (2016) found entrepreneurs' intention to use IS to innovate will increase entrepreneurs' possibility to carry out this behavior. The results of the student model and the teacher model demonstrated that behavioral intention has a substantial effect on use behavior (Ukut & Krairit, 2019).

4. Theoretical Framework

The conceptual framework of this research is predicated on the theories of TAM, TPB, and UTAUT, and is proposed on the basis of previous academic frameworks.

4.1 Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) proposed by Fred Davis is an adaptation and improvement of the rational behavior theory (TRA) and planned behavior theory (TPB) based on psychology (Mohammadi, 2007). As a psychological theory trying to explain behavior (King & He, 2006), TAM has become the leading model for studying the variables of people's acceptance of a particular technology (Mohammadi, 2007). The two main predictors of perceived ease of use and perceived usefulness and behavioral intentions are essential TAM research variables (King & He, 2006). The TAM model illustrates the association between technology use and user behavioral intentions and shows the influence of user attitude, perceived usefulness, and perceived ease of use on personal behavioral intentions (Yip et al., 2020). TAM has become a standard model for forecast the use and acceptance of technology in education. Many empirical studies prove the validity and credibility of the TAM model.

4.2 Theory of Planned Behavior (TPB)

Ajzen proposed the Theory of Planned Behavior in 1985 as an extension of the rational behavior theory. The primary purpose is to foretell and to know the intention of people beings to perform various behaviors (Zadeh et al. , 2019). People's attitudes, perceived norms, and perceived behavior control in the model are the main predictors. According to TPB theory, when a user adopts a particular software or technology or performs a specific behavior (Lee, 2009). The user's behavior will have a direct impact on user behavior. Factors such as the user's attitude, subjective norms, and perceived behavior control significantly impact users' behavior intentions (Zadeh et al., 2019).

4.3 Unified theory of acceptance and use of technology (UTAUT)

Venkatesh et al., (2003) proposed UTAUT in 2003 to explicate users' behavioral intentions when using material systems and their behaviors. UTAUT model presents that influencing user behavior intention and convenience prerequisites are the direct consideration of user behavior (Moghavvemi et al., 2016). The intention of the UTAUT model is to supply a useful tool to allow users to assess the likelihood of success for new idea (Moghavvemi & Salleh, 2014). The four core elements of the UTAUT model include performance expectancy, effort expectancy, social influence (Cheng, 2014). The credibility and feasibility of the UTAUT model have been confirmed in scientific research in different environments. In addition to constructing the use intention of students who use the convergence media training platform to study, this research also carried out an additional construction and analysis of students' use behavior. Therefore, this research integrates TAM, TPB, and UTAUT to form the conceptual framework of this research. It has been used to study students' intention and behavior of using convergence media training platforms.

5. Conceptual Framework

The conceptual framework is created as indicated in Figure 1.

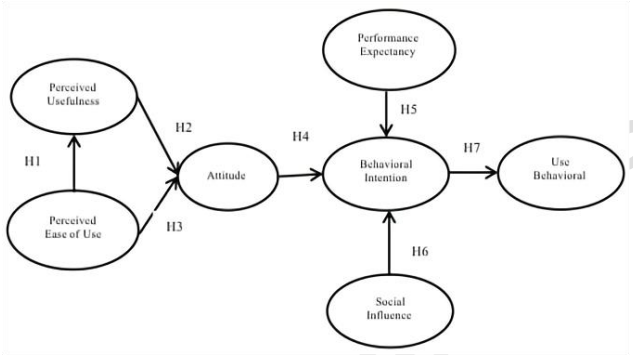

Figure 1: Conceptual Framework

From the conceptual framework, the following seven hypotheses are derived.

H1: Perceived Ease Of Use impacts Perceived Usefulness.

H2: Perceived usefulness impacts attitude.

H3: Perceived Ease Of Use impacts attitude.

H4: Attitudes have an essential influence on behavioral intention.

H5: Performance Expectancy has a substantial influence on behavioral intention.

H6: Social influence has a notable effect on behavioral intention.

H7: Behavioral intention has a significant effect on the use of behavior.

6. Research Methodology

The quantitative research methodology was applied in the research, and the research data were obtained by issuing questionnaires offline. Consequently, the questionnaire included screening questions, demographic information, and five-point Likert scale measurements.

6.1 Population and Sample Size

The target population is the sophomore, junior, and senior journalism students of three representative private universities in Sichuan Province. Sichuan University of Media and Communications, Sichuan University of Film and Television, and Sichuan University Jincheng College are the three universities.

After testing the project objective consistency index (IOC), the recommended minimum sample size was 425 by using the A-prior structural equation model Sample size calculator (SEM) of Soper (2019). The researchers distributed paper surveys to 500 journalism students at three universities who met the research criteria. As for the number of populations, it was noticed that Sichuan Film and

Television University has 275 journalism students, Sichuan University of Media and Communications has 1179 students learning in journalism major, and Sichuan University Jincheng College has 544 journalism students according to the investigation. Hence, there are 1,998 journalism students in the three universities in total.

6.2 Sampling Technique

In complex situations, researchers cannot obtain enough samples to describe a population using a single sampling method, so it is essential to combine these sampling methods for sampling (Leaniz et al., 2018). The purpose and quota sampling methods were utilized to select samples to participate in the research. The purposive sampling method is applied to select journalism major students which have experience with convergence media training platforms in the three most representative universities from all private universities. The quota sampling method was utilized to ensure that the samples drawn from each university were proportional to the population size. The proportional sampling size was calculated predicated on the following formula.

Quota sampling formula = Number of sample size (n=500) * (Population of each university/Entire population).

Minimum of 69 valid questionnaires from Sichuan Film and Television University, 295 valid questionnaires from Sichuan University of Media and Communications, and 136 valid questionnaires from Sichuan University Jincheng College.

However, 480 valid questionnaires were returned for data analysis.

7. Research Results

7.1 Descriptive Analysis

The numbers of valid questionnaire retrieved from the three private universities were 66 from Sichuan Film and Television University, 130 from Sichuan University Jincheng College, and 284 from Sichuan University of Media and Communications.

325 female participants comprised 67.7 percent of all valid samples, while 155 male participants represented 32.3% of all participants. There were 205 sophomore students (42.7%), 161 junior students (33.5%), and 114 senior students (23.8%). Table 1 summarizes the detailed information of demographic information.

Table 1: The Analysis of Demographic Characteristics by Frequency and Percentage (n=480)

Demographic Information		Frequency	Percentage
Gender	Female	325	67.70%
	Male	155	32.30%
University	Sichuan Film and Television University	66	13.80%
	Sichuan University Jincheng College	130	27.10%
	Sichuan University of Media and Communications	284	59.20%
Academic Level	Sophomore	205	42.70%
	Junior	161	33.50%
	Senior	114	23.80%

7.2 Evaluation the Goodness of fit for the structural Equation Model (SEM) Matrix

SEM is regarded as a valuable research method. for performing theoretical investigations (Martinez-Lopez et al., 2013) and is prevalently perceived as a multivariate analytic tool by researchers that assesses whether collected data is congruent with given hypothetical models and represents theory (Ali et al., 2018). In this section, the model's fit was determined by evaluating and validating the structural tools based on six indices: CMIN/DF, GFI, AGFI, CFI, NFI, and RMSEA. The covariance tool was employed to fix the matrix, and the goodness-of-fit statistics before and after correction are described in Table 2.

Table 2: The goodness of Fit for SEM

GOF Indices	Criteria	Source	Before Adjustment	After Adjustment
CMIN/df	< 3.00	Phogat and Gupta (2019)	3.683	1.485
GFI	> 0.90	Hong et al. (2006)	.824	.932
AGFI	> 0.85	Alkraiji (2021)	.794	.911
CFI	> 0.95	Hooper et al. (2008)	.899	.984
NFI	> 0.95	Hooper et al. (2008)	.866	.952
RMSEA	< 0.05	Schumacker and Lomax (2010)	.073	.031

7.3 Hypothesis Testing Result

This study used path analysis to evaluate the causal relationship between independent and dependent variables within the framework (Alemu & Shea, 2019). The effect of Perceived Ease Of Use on Perceived Usefulness is not supported, as shown in Table 4. Its normalized path coefficient (β) is 0.143 (t-value = 0.640). Additionally, it was noticed that the effect of Perceived Ease Of Use on Attitudes was also unproven, moreover, its normalized path coefficient (β) is 00893 (t-value =-0.499).

All five remaining hypotheses were confirmed. Perceived Usefulness had an effect on Attitude, with a value of 0.870 (t value = 12.311***). Attitude had the most significant effect on Behavioral Intention, with a value of 0.431 (t-value = 8.368***), followed by the influence of Social Influence on Behavioral Intention, with a value of 0.303 (t-value =5.369***). The findings similarly demonstrated the impact of Performance Expectancy on Behavioral Intention. with a normalized path coefficient (β) of 0.229 (t-value =4.050***).

Table 3: Hypothesis Result of the Structural Equation Model (SEM)

Hypotheses	Paths	Standardized Path Coefficient (β)	T-Value	Tests Result
H1	PU←PEOU	.143	.640	Not Supported
H2	AT←PU	.870	12.311***	Supported
H3	AT←PEOU	.089	-.499	Not Supported
H4	BI←AT	.431	8.368***	Supported
H5	BI←PE	.229	4.050***	Supported
H6	BI←SI	.303	5.369***	Supported
H7	UB←BI	.901	11.837***	Supported

Note: *** p<0.001, ** p<0.01, * p<0.05

Derived from the results, the association between Perceived Ease Of Use and Perceived Usefulness was not validated, with a standard coefficient value of 0.143, this finding is consistent with Perry (2017) finding that the level of convenience perceived by the audience does not affect their perception of usefulness.

In this study, the Perceived Usefulness influenced the Attitude of the convergence media training platform, with the standardized path coefficient value at 0.870, which was the second-highest score in this study. This demonstrates that students' perceptions of the utility of the convergent media training platform directly affect their attitude toward it. Yip et al. (2020) reinforced this conclusion, stating that students' Perceived Usefulness influences their Attitude.

The standardized route coefficient value of 0.089 contradicted the hypothesis that Perceived Ease Of Use influences Attitudes. This finding demonstrates that journalism students' perspectives are unaffected by their perceived ease of use of convergence media training platforms. Foroughi et al. (2019) research confirm this by not confirming the influence of PEOU on Attitudes.

The researchers demonstrated through hypothesis 4 that the opinions of students regarding convergence media training platforms had a direct effect on their Behavioral Intentions in this study, with a standard coefficient of 0.43. According to the findings, students have a positive attitude toward utilizing the convergence media training platform, which pushes them to utilize the platform to study. Moreover, Hu and Zhang (2016) and Perry (2017) have both validated the link between Attitude and Behavioral Intention. Furthermore, Bashir and Madhavaiah (2015) stated that Attitude is the most influential aspect of Behavioral Intention.

For Hypothesis 5, Performance Expectation was found to have a direct effect on Behavioral Intentions., with the standardized path coefficient value being 0.229. When students utilize the convergence media training platform to enhance their learning efficiency, they are more likely to utilize the platform in the future. According to research by Batara et al. (2017) and Moghavvemi et al. (2016), the relationship between Performance Expectations and Behavioral Intentions is positive.

By examining Hypothesis 6, the perspectives of Social Influence on students have a direct impact on students' Behavioral Intention, with the standardized path coefficient value of 0.303. Other prior research has established the beneficial effect of Social Influence on Behavioral Intention (Watjatrakul, 2013).

The results of testing Hypothesis 7 indicate that Behavior Intention has a direct influence on Use Behavioral. With a standardized route coefficient value of 0.901, behavioral intent has a considerable beneficial impact on students' use of the platform. Previous research has demonstrated that good behavioral intentions formed by students have a favorable influence on their usage habits (Moghavvemi et al., 2016). Figure 2 displays the related route analysis results.

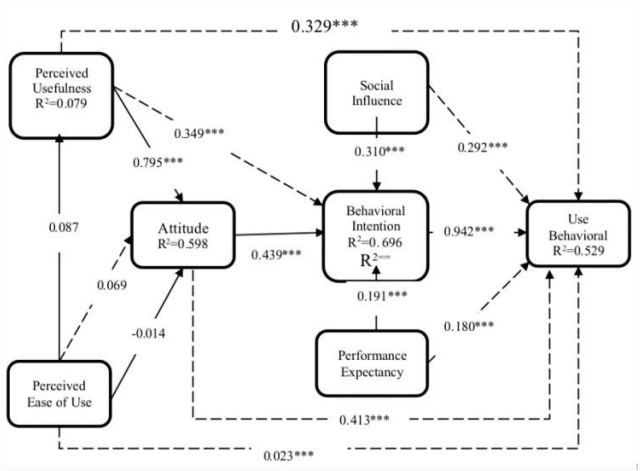

Figure 2: Path Diagram Consequences
Note: *** p<0.001, ** p<0.01, * p<0.05

8. Discussion of Research Results

This research focuses on journalism students' Behavioral Intentions and Use Behavioral on the convergence media training platform at three private institutions in Sichuan. The conceptual matrix for this study was derived from the pertinent literature by analyzing TAM, TPB, and UTAUT theories. Perceived Usefulness, Perceived Ease Of Use, Attitude, Social Influence, and Performance Expectancy are the characteristics that affect students' Behavioral Intention and Use Behavioral.

In compliance with the findings, the components that directly influence behavioral intention include Attitude, Social Influence, and Performance Expectancy. Attitude has the largest impact of all of them. Thus, the attitudes of students have a direct effect on their intended behavior on the convergence media training platform. Prior research has confirmed the favorable link between Attitudes and Behavioral Intentions (Bashir & Madhavaiah, 2015; Hu & Zhang, 2016; Perry, 2017; Ulo et al., 2019).

Secondly, the study's link of Social Influence on conduct demonstrated that a consequence of intention comes in second. According to previous research, students' social environment and social circles have a substantial impact on their use of the convergent media training platform, as evidenced by earlier research (Bashir & Madhavaiah, 2015; Hu & Zhang, 2016; Watjatrakul, 2013).

Furthermore, the study verified the favorable influence of Performance Expectancy on Behavioral Intention. The previous study has demonstrated that Performance Expectancy has a direct influence on Behavioral Intention (Batara et al., 2017; Moghavvemi et al., 2016).

The study revealed that Behavioral Intention has a significant effect on students' Use of Behavioral. Students' Behavioral Intentions toward the convergent media training platform have a direct impact on their platform use, as proven by several researchers such as Ukut and Krairit (2019); Gupta and Arora (2020).

Except for that, the positive effect of Perceived Ease Of Use on Perceived Usefulness has not been confirmed. Perry (2017) confirmed this in this study, students' Perceived Usefulness of the convergence media training platform had no effect on students' perceptions of the ease of use.

By research on the influence on students' Attitudes, the impact of Perceived Usefulness conduct has been validated. The Perceived Usefulness of a convergence media training platform influence students' views about the platform, and previous research has highlighted the link between these two factors (Bashir & Madhavaiah, 2015; Perry, 2017; Watjatrakul, 2013). This study did not confirm the relationship between Perceived Ease of Use and Attitudes. The study's findings reveal that students' attitudes are unaffected by the Perceived Ease Of Use of the convergence media training platform. There is no effect from Perceived Ease Of Use towards Attitude (Foroughi et al., 2019).

9. Suggestions

Using the convergent media training platform, this study identified the key factors that influence the Behavioral Intention and Use Behavioral of journalism students at three private colleges and universities in Sichuan Province. Consequently, the impact of these factors will be addressed in the practical course of the Department of Journalism's convergence media training platform, and the reform of the journalism curriculum will be encouraged.

Numerous studies have identified Behavioral Intention as an essential influencing factor of Use Behavior (Gupta & Arora, 2020; Moghavvemi et al., 2016; Ukut & Krairit, 2019), and this study confirms it. Correspondingly, while building practical courses on the convergence media training platform, teachers should focus on cultivating students' Behavioral Intentions.

In agreement with the findings of Hypotheses 2, 4, 5, and 6, Perceived Usefulness, Attitude, Social Influence, and Performance Expectancy are important elements influencing students' Behavioral Intention. Subsequently, when developing course content, teachers should emphasize the compelling link between the convergence media training platform and the industry, work on improving students' comprehension of the convergence media training platform, and cultivate students' positive learning attitudes, in order to create a positive community climate in the educational setting at the same time. To keep improving the system's quality, teachers should combine the theoretical content of

the journalism course with the technology of the convergence media training platform. Moreover, teachers should encourage students to participate in social practice projects and verify what they have learned via experience by connecting classrooms and businesses. Teachers must notify students about the practice content on the convergence media training platform throughout the teaching process and develop explicit learning objectives, assessment, feedback, and accountability systems for classroom activities for students to comprehend the material. And it should continue to emphasize professional skills development and provide them with opportunities. This method can effectively strengthen students' Attitudes, improve their Social Influence, enhance students' Performance Expectancy, and ultimately promote students' positive Behavioral Intentions.

Behavioral Intention has a direct positive effect on Use Behavioral, in the manner of the validation results of Hypothesis 7. With a focus on improving students' Behavioral Intentions toward the convergence media training platform, teachers must enhance their social environment, raise their skill expectations, and improve their attitudes in the classroom. It will eventually increase the number of students who utilize the convergence media training platform.

According to the findings of this study, Perceived Usefulness, Perceived Ease Of Use, Attitude, Social Influence, and Performance Expectancy have an immediate positive impact on journalism students' Behavioral Intention to utilize the convergence media training platform. Simultaneously, the six latent factors listed above have a direct or indirect beneficial influence on students' Use Behavioral, assuring the improvement of journalism students' academic achievement as well as the development of practical abilities.

This research is designed to enhance the knowledge and practical ability of journalism students in converged media and improve the teaching level by studying the factors that affect the students of the department of journalism to receive the convergence media training platform. The researchers propose the following ideas for the direction of future research to achieve the aforementioned objective.

First, in subsequent studies, researchers can continue to concentrate on advanced scientific research results, continuously optimize the conceptual framework of this study, and increase research on other possible latent variables, with an aim to research student behavioral intentions and student use behaviors.

Secondly, this study only collected students' data from three private colleges and universities in Sichuan Province, consequently, the scope of the research results is restricted. In subsequent research, the research on private and public universities in other provinces should be taken into consideration.

Conclusively, the construction cost of the convergence media training platform is relatively high, and the technology may not be mature. Future research can continue to focus on the development of convergence media training platforms and improve the construction and research content of associated course material.

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