以科技接受模式探討國中數學教師使用資訊科技融入教學意向之研究

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摘要

skills change with the time. The educators should take the background and profession into
consideration, and integrate Information Technology into curriculum and instruction. The
primary objective of this research is to explore the behavioral intention of information
technology integrated into instruction of the junior high school mathematics teachers in New
Taipei City.
This research proceeds with questionnaires. After collecting and analyzing the data, the
result shows that: (1) Society anticipation, school administration, associates affect, and
technical compatibility are the positive factors for the Behavioral Intention of Information
Technology. (2)school administration and technical compatibility have positive effects on
Perceived Usefulness PU. Society anticipation and associates affect have positive effects on
Perceived Ease of Use PEOU. PEOU have positive effects on PU. Society anticipation and
associates affect have indirect positive effects on PU. PU has effects on the attitude and
behavioral intention of information technology integrated into instruction, and PU is
especially highly-related to the attitude of information technology integrated into instruction.
And the attitude is also highly-related to the behavioral intention of

information technology

integrated into instruction. (3) The teachers take the teaching needs and effectiveness into

consideration when it comes to the attitude towards integrating Information Technology into

instruction. They tend to accept the integration of Information Technology into instruction as

long as there is a need, even if the integration of Information Technology into instruction is not easy to carry out.

關鍵字：Technology Acceptance Model, Information Technology Integrated into