

Using theoretical models to examine the acceptance behavior of mobile phone messaging to enhance parent-teacher interactions

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Abstract

Student academic performance and social competence are influenced positively by parent involvement; effective parent-teacher communication not builds parent reliance on a school, it enhances parent knowledge of raising children. As information technology develops rapidly, it is already a trend that e-communication is replacing traditional paper communication. Mobile phone messages could be a convenience tool to issue notices to parents and reduce conflicts due to negligence such as missing phone calls, forgotten alerts, etc. Therefore, this study investigates teacher behavior of adopting mobile phone messages as a parent-teacher communication medium by applying the TAM, C-TAM-TPB, and UTAUT models. The result posits that attitude should be treated as a mediator between perceived usefulness and behavior intention, even if the user perceives the new device is useful but does not hold a positive attitude toward the device. On the other hand, to most subjects, opinions from family and friends and expectations from superiors are important considerations when making decisions; those thoughts affect directly the intention to use the new system. The results also suggest that infrastructure maturity for mobile phone messaging improves intention to use, but actual use behavior relates to school policies, not teacher intention. To implement a messaging system successfully, authorities should provide inducements that not only attract teachers to use the system, but that foster positive attitudes toward the messaging system to further increase use intention.

Keyword : Applications in subject areas; Elementary education; Computer-mediated communication