Abstract

Technology integration into educational settings is a multi-dimensional and complex process affected by many factors. Previous modeling studies focused on mostly factors germane to technological infrastructure and teacher competencies. Only a few studies investigated some school-level factors and suggested further research for others especially those related to socio-cultural characteristics of schools. Therefore, the purpose of this study is to propose and test a structural model explaining teachers’ technology integration through school culture, technology leadership and support services. The model was tested using structural equation modeling on a convenience sample of high school teachers (n=396). The results demonstrate that school culture indirectly influences technology integration through the mediation of technology leadership and support services. Also, support services have direct and largest total effect on technology integration. Positive school climate can result in effective leadership behaviors and adequate support and encouragement for the increased use of technology. Implications were discussed within the context of teachers’ technology integration into learning and teaching in the schools.

Full text at: http://dx.doi.org/10.15390/EB.2016.6722