

## Innovativeness and Factors that Affect the Information Technology Adoption in the Classroom by Primary Teachers in Chile

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**Abstract.** This research examines the factors that influence the intention to use information technology in the classroom by primary school teachers based on the Unified Theory of Acceptance and Use of Technology and their technological predisposition. In particular, the relationship between teachers' innovativeness and their beliefs associated with the use of technology in the classroom was analyzed. To this end, 212 teachers from three provinces of Chile were surveyed. Data were analyzed using partial least squares statistical technique. Results indicate that performance expectancy, social influence, and facilitating conditions influence the intention to use information technology in the classroom. It was found that the intention to use construct is a determinant of the use of technology, which validates the robustness of the model in a context of primary education. In addition, it was validated that teachers' innovativeness determines their beliefs about the use of information technology in the classroom.

**Keywords:** technology adoption, innovativeness, primary school, Chile.

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