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Exploring the Factors Affecting Music Teachers' Technology Acceptance in Chinese Higher Education: A Qualitative Study

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Abstract

The integration of technology and music education has attracted the attention of many music teachers and researchers, particularly during the COVID-19 pandemic, when methods such as online teaching are becoming increasingly prevalent around the world. In China, the use of technology in music education is an evolving and innovative pedagogy that offers music teachers the possibility of effective teaching and learning. However, there is still a lack of sufficient understanding of the factors that influence the acceptance and use behaviour of Chinese music teachers towards technology. This study examined Chinese music teachers' perceptions of technology use based on the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2). This qualitative study aimed to identify potential factors that may influence music teachers' acceptance of technology and use of technology for teaching. 20 in-service music teachers from Chinese higher education institutions participated in semi-structured interviews. Using deductive thematic analysis, the results of the interview data indicated that Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, and Habit were the five most important aspects promoting their acceptance and use behaviour. In contrast, Hedonistic Motivation did not seem to be associated with teachers' adoption and use behaviour of technology tools. This suggests that when the need to use technology arises, music teachers are not only influenced by the current social context, but they tend to prioritise whether the technology will benefit teaching performance. Besides, the ease of use and convenience of technology are also key factors for teachers to consider using technology. While most previous studies have used quantitative analysis to explore the relationship between these factors and technology acceptance, this study uses qualitative analysis to further identify the influence of these factors and provide insights into how music teachers can better utilise technology for effective teaching in higher music education in China. At the same time, this study provides valuable insights for assessing Chinese music teachers' acceptance of technology use, thus informing the literature on technology acceptance models.