INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT

OPEN ACCESS JOURNAL

Vol 14, Issue 01, (2025) E-ISSN: 2226-6348

Faculty Acceptance of Blended Learning in Private Universities in China

Xianjun Dai, Nur Suhaidah Sukor, Noraini Said, He Sun

Faculty of Education and Sports Studies, Universiti Malaysia Sabah, Malaysia,

Email: daphnedxj@163.com noraini.said@ums.edu.my, 785401145@qq.com

Corresponding Author Email: nursuhaidahsukor@ums.edu.my

To Link this Article: http://dx.doi.org/10.6007/IJARPED/v14-i1/24357 DOI:10.6007/IJARPED/v14-i1/24357

Published Online: 25 January 2025

Abstract

With the continuous development of educational informatization, blended learning, which takes into account both offline and online teaching, has attracted more and more attention. The faculty acceptance of blended learning directly influences the implementation and development of blended learning. This study aimed to examine the factors affecting behavioral intention to use blended learning based on UTAUT model among faculty in private universities in China. This study used a quantitative survey research design involving 138 private university faculty. The data was collected by an online survey and analyzed by descriptive statistics and inferential statistics. Results of this research revealed that performance expectancy and facilitating conditions have a significant effect on the behavioral intention to use blended learning. Additionally, the model accounted for 65.4% of the variance in acceptance of blended learning, indicating a substantial effect size. The practical implications inform policymakers and educational institutions on how to improve faculty acceptance of blended learning, therefore improving the implementation of blended learning.

Keywords: UTAUT, Blended Learning, Private University Faculty, Acceptance

Introduction

In recent years, with the rapid development of information technology, the field of education is undergoing a profound change. Worldwide, the widespread application of emerging technologies such as artificial intelligence, big data, and cloud computing has brought unprecedented innovation and possibilities to education models. Blended learning (BL), as a new teaching mode combining traditional classroom teaching and online learning, has become an important trend in the modernization of global education (Garrison & Vaughan, 2008). Through flexible teaching design and technical support, this model not only meets the needs of students' personalized learning, but also improves the utilization efficiency of educational resources.

In China, the development of educational informatization is also closely following the global pace. Since the launch of the Ten-year Development Plan for Educational Informatization (2011-2020) (2012), China has made remarkable progress in the

popularization of educational technology equipment, the development of digital teaching resources, and the construction of online education platforms. In particular, the Educational Informatization 2.0 Action Plan (2018) clearly regards “the deep integration of information technology and education and teaching" as the core goal of education modernization, and further promotes the extensive application of technology in teaching. In this policy context, blended learning is regarded as an important means to achieve the goal of educational informatization, which can not only improve teaching quality, but also promote educational equity (Yu, 2021).

However, China's private universities are faced with multiple challenges in the process of implementing blended learning. On one hand, there is a significant gap in resource allocation between private universities and public universities, including insufficient technical facilities, unstable network environment and lack of digital teaching resources (Chen, 2024). On the other hand, faculty also face many obstacles in the acceptance of blended learning. The lack of systematic technical training for faculty in some private universities, low self-efficacy of blended learning mode, insufficient support for blended learning at the school level and insufficient policy incentive mechanism also limit the enthusiasm and participation of faculty. These problems not only hinder the promotion of blended learning, but also have a negative impact on the improvement of education quality in private universities. Therefore, the motivation of this study is to explore in depth the acceptance of blended teaching by teachers in private universities in China and the key factors influencing this acceptance.

In order to solve the above problems, this study, based on the unified theory of technology acceptance (UTAUT model), explores the relationship between performance expectancy, effort expectancy, social influence, facilitating conditions on faculty' behavioral intention. Below are the research questions involved in this study.

1. What is the current level of faculty acceptance of blended leaning in private universities in China?
2. Is there any relationship between PE, EE, SI, FC and BI?
3. Which factors are the most significant in affecting faculty acceptance of blended learning?

Literature Review

Blended Learning

The development of blended learning can be divided into three stages: the stage of theoretical research and technology application, the stage of technology integration and practice exploration, and the stage of deep integration and diversified development. This process reflects the continuous evolution of teaching ideas and the deep application of educational technology.

In the first stage, scholars focused on theoretical research and technical application (2005-2007). The research in this stage mainly focused on the conceptual definition and technical exploration of blended learning. Graham (2006) proposed the core framework of blended learning, defining it as the integration of online learning and traditional teaching, emphasizing flexibility and learner-centered concepts. Bonk and Graham (2005) systematically summarized the theoretical basis and design model of blended learning, laying a theoretical foundation for subsequent research. In China, He (2004) is the first person to advocate blended learning. He believes that blended learning model is a teaching model that

combines the advantages of traditional teaching methods with those of networked teaching. Zhang (2007) and other scholars have discussed the applicability of blended learning in China's education system. This stage is characterized by theoretical research and technical tools based on early learning management systems (LMS), such as Blackboard and Moodle.

The second stage mainly focuses on technology integration and practical exploration (2007-2013). With the rapid development of information technology, blended learning begins to enter the practical exploration stage of combining technology with curriculum design. Picciano (2009) proposed the "blended learning continuum" model to further expand the flexible design of blended learning. Garrison and Vaughan (2008) put forward a community inquiry model, integrating cognitive, social and pedagogical forms of existence, to build a theoretical support for blended learning. In China, Ding (2012) studied the practice cases of blended learning in higher education and proposed the key path for the deep integration of technology and teaching objectives. This phase is characterized by a focus on the integration of technology and instructional design, with tools such as interactive whiteboards and flipped classrooms.

The third stage is the stage of deep integration and diversified development (2013 to now). At this stage, with the rapid development of digital intelligence and artificial intelligence, blended learning has achieved deep integration in technology and teaching strategies. Hrastinski (2019) proposes best practices for synchronous versus asynchronous online learning, emphasizing flexibility in teaching. Siemens (2014) introduced learning analytics to support personalized learning and teaching optimization through big data. In China, Liu (2018) proposed the optimization strategy of blended learning based on learning analysis. Yu (2020) discussed the innovative model of blended learning under the background of intelligent technology. Ye et al. (2023) proposed an analytic hierarchy approach to study Chinese students' engagement in blended learning. They found that cognitive engagement and emotional engagement play a key role in assessing blended learning quality, suggesting that special attention should be paid to these two dimensions in instructional design to enhance learning outcomes. This phase is characterized by a deep integration of technologies, with representative tools including AI-driven personalized recommendation systems and educational big data analysis platforms (such as *Rain Class* and *Super Star*).

Private Universities in China

Private universities are playing an increasingly important role in the national higher education system, providing a variety of educational services for the society. In recent years, with the rapid expansion of the scale of China's higher education and the deepening reform of the education system, private universities have become an important part of the education field.

According to the Law on the Promotion of Private Education in China, private universities refer to full-time institutions of general higher education organized by non-governmental organizations or individuals with non-state financial funds. This kind of university is different from the public university, its fund source, management mode and teaching goal are unique. Private universities usually rely on social forces or private investment to meet market demand and pursue certain economic benefits while providing educational services (Chen, 2018). Compared with public universities, private universities have the following significant characteristics: private universities mainly rely on tuition income and social donations, rather

than government financial allocations. Educational autonomy: It has higher autonomy in curriculum setting, faculty recruitment, enrollment plan and so on (Huang, 2019). Although China's private universities are mainly public welfare, some of them adopt the profit model, and this attribute difference has an important impact on their management model and development goals (Chen, 2018). The following is the background of the development of private universities in China.

China's private higher education started in the late 1990s, in 1994, China approved the establishment of the first private undergraduate university with the issuance of undergraduate degrees and qualifications, namely Yangen University located in Quanzhou, Fujian province. In 2000, the Yellow River Institute of Science and Technology was upgraded from a private junior college to a private undergraduate university.

After 2000, a certain number of private undergraduate universities were set up every year, and the number of private undergraduate universities gradually increased. Since 2003, the Ministry of Education has implemented the "Degree Authorization independent review system", which has gradually relaxed the threshold for private undergraduate universities to obtain undergraduate degree authorization, and also provided important support for the development of private undergraduate universities. By 2013, the number of private undergraduate universities in China has reached 95.

After 2013, the number of private undergraduate universities has developed steadily. In addition to the newly established private undergraduate universities, most independent universities have been transformed into ordinary private undergraduate universities. According to the Development Planning Department of the Ministry of Education, in 2023, there will be 789 private universities in China, of which 413 will be private undergraduate schools (including 22 undergraduate vocational schools). The number of civilian-run regular and vocational college students reached 9.943,800. This shows that private universities occupy a considerable proportion and scale in China's higher education system.

In general, China's private universities have experienced the pilot stage, the rapid development stage and the steady development stage. In this process, private undergraduate universities play a complementary and perfect role in higher education resources, but also face the challenge of quality and development, need to strengthen management and norms, constantly improve the quality of education, and gradually achieve sustainable development.

UTAUT Model

Venkatesh et al. (2000) first proposed the Unified Theory of Acceptance and Use of Technology (UTAUT model) by integrating eight classic models. This model involves multiple disciplines such as social psychology, information systems, and organizational behavior. The UTAUT model integrates the advantages of the eight models. Venkatesh and his colleagues also spent six months measuring the variables in the eight models across three regions, and finally determined the basic framework of the UTAUT model. The measurement results showed that the predictive power of the UTAUT model reached 70%, which was more explanatory than the previous eight models (Venkatesh *et al*., 2003).. The model includes four core elements: performance expectancy, effort expectancy, social influence, and facilitating conditions. Four moderating variables: gender, age, experience, and voluntariness. The model

is shown in Figure 1. With the development of the UTAUT model, research has continuously expanded and applied it. The main expansions and applications are in three aspects: new technological and cultural environments, adding new structures based on the UTAUT model, and introducing new elements into the UTAUT model. Venkatesh et al. (2012) further developed the UTAUT model to propose UTAUT 2, adding three new variables: hedonic motivation, price value, and habit, and modifying the control variables to gender, age, and usage experience. Therefore, UTAUT 2 is the second type of expansion application mentioned above: adding new constructs. However, variables such as price and value in the UTAUT2 model are not universally applicable in actual research. For example, when it comes to free and open resources, the price and value variables cannot be used for measurement. Therefore, current research is generally still based on the UTAUT model for investigation and research. This study also expands the theoretical boundaries of UTAUT by adding new elements based on the actual situation of the survey subjects, in order to better enhance its explanatory power.

Al-Adwan and Berger (2018) explored the adoption of mobile learning in higher education, using the UTAUT model to analyze students' acceptance of mobile learning technologies and highlighting the roles of social influence and facilitating conditions in the adoption of mobile learning. Hu, Laxman, and Lee (2020) extended the UTAUT model to study the adoption of emerging mobile technologies in education, with a particular focus on the intention of academic staff to use these technologies. In recent years, Chao (2019) applied the UTAUT model to investigate college students' intention to use mobile learning, finding that performance expectancy and social influence were key factors influencing students' use of mobile learning. During the COVID-19 pandemic, Raza et al. (2020) used the UTAUT model to study the acceptance of learning management systems (LMS), discovering that facilitating conditions and effort expectancy significantly influenced the acceptance of LMS under social isolation. Hanč et al. (2023) examined the impact of data literacy on science faculty' acceptance of technology in a blended learning environment, revealing that data literacy levels directly affected faculty' adoption of new technologies. These studies demonstrate the UTAUT model's contribution to research on technology acceptance at different times and its applicability in various educational technologies and settings. Through these studies, we can gain a deeper understanding of the multiple factors influencing technology acceptance and how to utilize this knowledge to promote the adoption and use of new technologies in education.

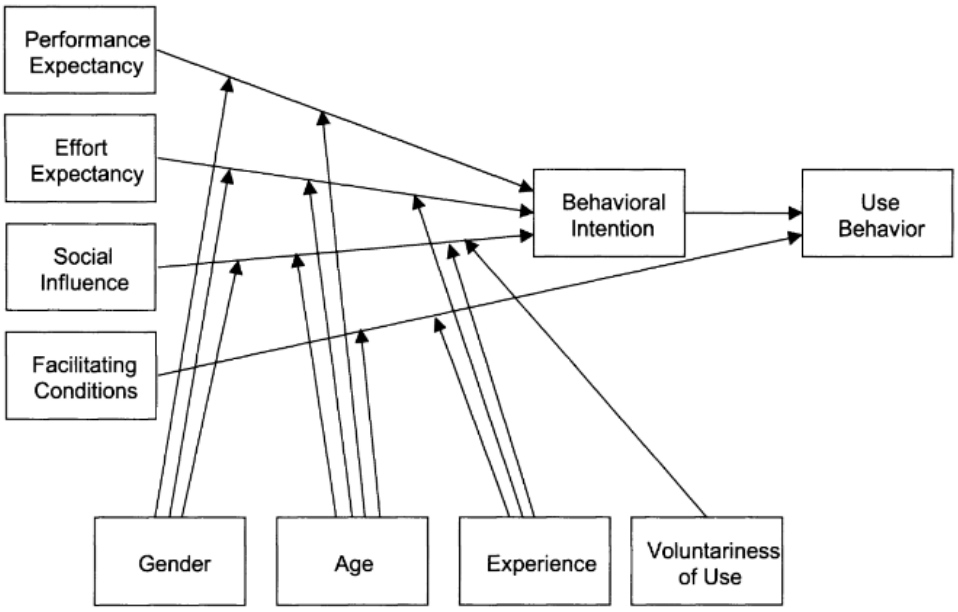

Figure 1: UTAUT Model (Adopted from Venkatesh et al., 2003)

Teachers are the primary enablers of instructional innovation, so the successful implementation of blended learning largely depends on teacher acceptance (Rogers, 2003). Despite the obvious advantages of blended learning, such as personalization, flexibility, and high engagement (Lim & Morris,2009), teachers in many private universities in China are still skeptical about it. Reasons for these hesitations include increased workload, technical barriers, and inadequate institutional support (Hew & Brush,2007). Understanding the factors that influence teacher acceptance is critical to ensuring the effectiveness and sustainability of blended learning in these institutions.

Although extensive research has been conducted on the application of blended learning in public universities and Western Settings, there is still little research on the acceptance of blended learning by Chinese teachers. China National Knowledge Network (CNKI) conducted a search for "blended learning acceptance" as a keyword, and as of November 19, 2024, only 18 related articles were obtained. None of the articles looked specifically at teachers at private universities, and only three involved university teachers. This indicates that there is a major research gap in the cognition and acceptance of blended learning among private university teachers in China.

In addition, many studies have neglected to use powerful theoretical models such as technology acceptance and the use of integrated theoretical models (UTAUT) to systematically study the factors that influence teacher acceptance. A search for "teaching acceptance" and "UTAUT" on China National Knowledge Network (CNKI) turns up only 15 articles. In the absence of such research, researchers are unable to fully analyze the impact of teachers' attitudes and behaviors on blended learning (including individual, organizational, and technical factors). In the special environment of private universities in China, it is crucial to develop effective programs to facilitate the implementation of blended learning.

The core problem addressed in this study is the lack of a systematic understanding of the factors influencing faculty acceptance of blended learning in private universities in China. Without this understanding, efforts to promote blended learning may fail to address the specific needs and concerns of faculty members, resulting in low adoption rates and ineffective implementation (Antwi-Boampong, 2020). This study aims to address this gap by using the UTAUT model to identify and analyze the factors influencing faculty acceptance of blended learning in private universities in China. The findings will not only contribute to the theoretical advancement of educational management but also provide actionable insights for university administrators and policymakers to enhance faculty engagement and optimize blended learning strategies.

Methodology

Research Design

This study adopted the cross-sectional survey method research design and collected data through a questionnaire among private universities in China. It aims to explain the relationship among the variables: performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating conditions (FC) and behavioral intention (BI). This research design aligns with the research objectives and research questions of the study.

Population and Sampling

The population of this study is 975 faculty in Qingdao Hengxing University of Science and Technology. The study participants comprised of 138 faculty from Qingdao Hengxing University of Science and Technology in Qingdao, China. This sample includes a distribution of gender, teaching discipline, age of respondents, years of teaching experiences, educational level, academic title and positions. The sampling technique used in this study is stratified random sampling.

Research Instrument

The primary instrument of this study is a comprehensive questionnaire designed to assess the factors influencing the acceptance of blended learning in private universities among faculty members. There are two main sections in the instrument. Section A pertains to the respondent's demographic information. Section B related to PE, EE, FC, SI and BI, was adapted from (Venkatesh et al., 2012). Table 1 below shows the total sections in the questionnaire along with their respective references.

Table 1
The Total Sections in the Questionnaire with Reference

Section	Variable	Total Items	Reference
A	Demographic	7	
B	Performance Expectancy	4	Venkatesh et al. (2003)
	Effort Expectancy	4	
	Facilitating Conditions	5	
	Social Influences	4	
	Behavioral Intention	5	Ajzen (1991)

Data Collection

The researcher provided participants with detailed instructions on completing the questionnaire. Once the faculty open the link created by Wenjuanxing, a survey tool like Survey Monkey, they will be taken to the informed consent. The informed consent includes the research objective, voluntary participation statement, publication of research results and an explanation of blended learning. This helps ensure the participants understand the questionnaires thoroughly and answer truthfully. Faculty were given one week to finish the filling of the questionnaire.

Data Analysis

After collecting the sample data, the data will be analyzed using SPSS 29.0 software to answer the research questions of this study. Data analysis will mainly use descriptive and inferential analysis methods. Descriptive analysis is mainly used to answer research question 1 by mean and standard deviation. Inferential statistics like the Pearson correlation analysis are also used to measure the relationship between two variables. Multiple linear regression analysis is also used in this study to identify the factor of each independent variable that contributes the most to the dependent variable. The independent variables in this study are PE, EE, FC and SI. Meanwhile, the dependent variable is behavioral intention to use blended learning.

Findings

Respondent Demographic Information

The demographic profile of the participants reflects a diverse range of backgrounds in terms of gender, age, teaching experience, educational attainment, professional titles, academic management level and teaching disciplines. This diversity helps ensure that the pilot study findings are representative and applicable to a broader population. The results are summarized as Table 2.

Table 2
Respondent Demographic Information

category		**number**	**percentage**
gender	male	22	15.9%
	female	116	84.1%
age	≤30	40	29%
	31~40	74	53.6%
	41~50	16	11.6%
	≥50	8	5.8%
teaching age	<5	64	46.4%
	5~10	39	28.3%
	11~15	17	12.3%
	>15	18	13%
education	doctor	16	11.6%
	master	106	76.8%

professional title	bachelor	16	11.6%
	assistant	26	18.8%
	lecture	62	44.9%
	associate professor	44	31.9%
	professor	6	4.3%
academic management level	teacher	101	73.2%
	department head	2	1.4%
	deputy head of the department	13	9.4%
	professional leader	6	4.3%
	deputy dean	6	4.3%
	dean	4	2.9%
	other	6	4.3%
teaching discipline	Science and Technology	65	47.1%
	Humanities and Social Sciences	71	51.4%
	interdisciplinary	2	1.4%

Normality Test

In order to test whether the data meets the normal distribution hypothesis, this study uses Skewness and Kurtosis for analysis, and combines the significance test for judgment. According to the study of George and Mallery (2019), the normality of data is usually judged according to the criteria of Skewness and Kurtosis. Specifically, if the absolute value of the Skewness value is less than or equal to 2.0, and the absolute value of the Kurtosis value is less than or equal to 5.0, the data is considered to be approximately normally distributed. The results (Table 3) calculated by SPSS show that the Skewness and Kurtosis values of each dimension are within the range of ±1.96 of the standard error, as follows: the Skewness Z-value ranges from -1.33 to 1.20, and the Kurtosis Z-value ranges from -1.20 to -0.05, which do not deviate significantly from the normal distribution. Therefore, it can be considered that the data distribution of all dimensions is close to normal distribution, which is suitable for subsequent statistical analysis.

Table 3

The Results of the Normality Test Conducted for Each Variable

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PE	138	2	5	3.84	0.66	-0.275	0.206	-0.165	0.41
EE	138	2.5	5	3.87	0.57	0.038	0.206	-0.019	0.41
SI	138	3	5	4.01	0.56	0.162	0.206	-0.492	0.41
FC	138	2.8	5	3.95	0.54	-0.01	0.206	-0.146	0.41
BI	138	2.6	5	3.90	0.58	0.247	0.206	-0.267	0.41

Descriptive Statistical Analysis

Descriptive Statistical Analysis is mainly used to answer research question 1. In order to explore the acceptance degree of blended learning by faculty in private colleges and universities in China, this study conducted descriptive statistical analysis of survey data from five dimensions, including perceived usefulness (PE), perceived ease of use (EE), social impact (SI), facilitation conditions (FC) and behavioral intention (BI). The statistical results show that the mean values of all dimensions are high (PE = 3.84, EE = 3.87, SI = 4.01, FC = 3.95, BI = 3.90), which are close to the "agree" level in the 5 subscale, indicating that faculty have a high overall acceptance of blended learning. The standard deviations are all small (between 0.54 and 0.66), indicating that the data distribution is relatively concentrated and faculty' acceptance of blended learning has a high consistency.

Table 4
Descriptive Statistical Analysis of Survey Data from Five Dimensions

	N	Minimum	Maximum	Mean	Std. Deviation
PE	138	2.00	5.00	3.84	0.66
EE	138	2.50	5.00	3.87	0.57
SI	138	3.00	5.00	4.01	0.56
FC	138	2.80	5.00	3.95	0.54
BI	138	2.60	5.00	3.90	0.58

Inferential Statistical Analysis

Inferential Statistical Analysis is mainly used to answer research question 2 and 3.

In order to explore the relationship between PE, EE,SI, FC and BI, this study used Pearson correlation analysis, and the results showed that there were significant positive correlations among all dimensions ($p < 0.01$). Specifically, the correlation coefficient between PE and BI is 0.779, indicating a strong positive correlation between PE and BI; the correlation coefficient between EE and BI is 0.547, indicating that there is a moderate positive correlation between them, the correlation coefficient between SI and BI is 0.696, indicating that there is a strong positive correlation between them; the correlation coefficient between FC and BI is 0.661, indicating a strong positive correlation between the two. In addition, PE, EE, SI and FC also showed significant positive correlation among the four independent variables (correlation coefficient between 0.551 and 0.744). Taken as a whole, the correlations between PE, EE, SI, and FC and BI support the hypothesis that these factors have a significant impact on behavioral intentions.

Table 5
The Relationship between All Variables

	PE	**EE**	**SI**	**FC**	**BI**
PE	1				
EE	.703**	1			
SI	.744**	.615**	1		
FC	.661**	.551**	.740**	1	
BI	.779**	.547**	.696**	.661**	1

** Correlation is significant at the 0.01 level (2-tailed)
Significance at level $p < 0.05$

The fit degree of this linear regression model is good, R2=0.654>0.6, which means that the calculation results can reflect the influence of PE, EE, SI and FC on BI very truly and reliably. VIF is all less than 5, indicating that there is no multicollinearity between the four independent variables. The regression equation is significant, F=62.912, P<0.001, meaning that at least one of the four variables can be significantly BI. PE positively affects BI (β=0.503>0, p<0.05). FC has a significant positive effect (β=0.214>0, p<0.05). EE could not significantly affect BI (p=0.391>0.05), SI could not significantly affect BI (p=0.067>0.05). Finally, the regression equation between the variables is as follows:
BI=0.696+0.503*PE+0.214*FC

Table 6
Simultaneous Multiple Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			VIF
(Constant)	0.696	0.247		2.824	0.005	2.962
PE	0.503	0.077	0.57	6.498	<.001	2.064
EE	-0.064	0.075	-0.063	-0.86	0.391	3.018
SI	0.169	0.092	0.163	1.845	0.067	2.364
FC	0.214	0.085	0.198	2.53	0.013	2.962
R^2				0.654		
F				62.912		
P				<.001[b]		
DV: BI						

Discussion

The purpose of this study is to explore the key factors that influence faculty' acceptance of blended learning in private universities. Through correlation analysis and multiple regression analysis, the research results reveal the relationship and significance of PE, EE, SI and FC on BI, which are discussed as follows.

Firstly, correlation analysis showed that PE, EE, SI and FC were significantly positively correlated with BI ($p < 0.01$). Among them, PE has the strongest correlation with BI, indicating that faculty are more inclined to accept blended learning mode when they think it is helpful to their teaching and work. The correlation between FC and SI and BI is also strong, indicating that when faculty feel the support of school, colleagues and students, as well as convenient conditions such as software, hardware and training, their acceptance of blended learning will be improved. These results are supported by previous researchers. (Davis, 1989; Venkatesh & Davis, 2000; Venkatesh et al., 2003; Wang, 2020; Pan & He, 2024) In addition, the correlation between EE and BI was also statistically significant, but relatively weak.

Secondly, multiple regression analysis further verified that PE is the most important factor affecting faculty' acceptance of blended learning, and its standardized regression coefficient (Beta) was 0.57, indicating that PE has a significantly higher influence on BI than other factors. This result is consistent with the core hypothesis of UTAUT theory, that is, performance expectancy has the most significant influence on behavioral intention (Venkatesh et al., 2003; Rahardja et al., 2024). It also reflects that faculty' acceptance of blended learning mainly depends on their cognition of teaching performance. At the same

time, FC had a standardized regression coefficient of 0.198, which was statistically significant (p = 0.013) despite having a lower impact than PE. This suggests that accessibility, external support and resources are critical to driving faculty to embrace blended learning. This result is supported by previous research. (Barrett & Pack, 2023; Rwodzi & Jager, 2021; Chiu & Tsuei, 2023). However, SI and EE failed to have a significant impact on behavioral intention in regression analysis. This result suggests that although faculty may be influenced by external social factors such as colleagues and managers, these factors are not decisive factors in their eventual acceptance of blended learning. Similarly, the insignificance of EE also indicates that when accepting blended learning, faculty pay more attention to its practical utility rather than the simplicity of operation. The main purpose of this study is to improve the acceptance of blended learning by faculty in Chinese private universities, so as to improve the promotion of blended learning.

Recommendation

Based on the above research findings, the following recommendation are proposed to improve the implementation of blended learning in private universities in China.

First, the school should emphasize the significant role of blended learning in enhancing teaching efficiency and improving learning results. For example, faculty can be helped to clarify the practical value of blended learning by organizing teaching demonstrations and sharing success stories and practical experiences. In addition, targeted training and resource support are provided to help faculty integrate blended learning into their daily teaching, so as to enhance their positive cognition of blended learning.

Second, the school need to provide adequate technical support and resources for faculty, for example, ensuring the stability and ease of use of the teaching platform and the hardware facilities used in blended learning, providing adequate technical training and use guidelines for faculty, and setting up a special technical support team to assist in solving problems encountered in the use process at any time. This will effectively reduce the technical barriers of faculty in blended learning practice and enhance their willingness to use it.

Third, although social influence did not have a significant effect on behavioral intention in regression analysis, the exemplary role of teaching teams and educational administrators should still be emphasized. Learning communities or professional development teams can be formed to encourage communication and cooperation among faculty and create a positive teaching atmosphere. Meanwhile, school leaders and teaching administrators should take the initiative to advocate the promotion of blended learning and provide faculty with spiritual support and recognition.

Fourth, although the effect of effort expectancy on behavioral intention is not significant in regression analysis, the school still need to pay attention to faculty' perception of the ease of use of blended learning. Optimizing the user experience of teaching technology, such as simplifying the operation process and improving the friendliness of interface design, can effectively reduce the psychological and time cost of faculty when using hybrid teaching technology. In addition, feedback from faculty is collected regularly to improve the functions of the teaching platform and tools in a timely manner to continuously improve the user experience.

Last, the school should develop a comprehensive implementation plan, including technical support, policy incentives, resource allocation and other aspects. For example, some teaching incentive policies can be provided to encourage faculty to actively participate in the practice and exploration of blended learning mode. At the same time, at the policy level, faculty are guaranteed to have enough time and resources to invest in the design and implementation of blended learning.

References

Al-Adwan, A.S., Al-Adwan, A. and Berger, H. (2018) Solving the Mystery of Mobile Learning Adoption in Higher Education. *International Journal of Mobile Communications*, 16, 24-49.

Antwi-Boampong, A. (2020). Towards a faculty blended learning adoption model for higher education. *Education and Information Technologies,* 25(3), 1639-1662.

Barrett, A., & Pack, A. (2023). Not quite eye to AI: student and teacher perspectives on the use of generative artificial intelligence in the writing process. *International Journal of Educational Technology in Higher Education, 20*(1), 59.

Bonk, C. J., & Graham, C. R. (2005). The Handbook of Blended Learning: Global Perspectives, Local Designs (excerpt), Pfeiffer Wiley.

Chao, C.M. (2019) Factors Determining the Behavioral Intention to Use Mobile Learning: An Application and Extension of the UTAUT Model. *Frontiers in Psychology*, 10, 1652. https://doi.org/10.3389/fpsyg.2019.01652

Chen, B. 2018. Research on the autonomy of Chinese colleges and universities. Zhongnan University of Economics and Law. (Doctor of Philosophy Thesis)

Chen, L. J. 2024. Present Situation and Improvement Measures of Blended Learning in Private Universities. *Education World,* 6(1), 134-135.

Chiu, J. I., & Tsuei, M. (2023). Effects of a Motion Graphic on Escalator Safety on College Students' Behavioural Intention, Determined Using the Unified Theory of Acceptance and Use of Technology. *Education and Information Technologies, 28*(5), 5453-5470.

Davis, F. D. 1989. Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly,* 319-340.

Ding, X. (2012). Research and practice on blended learning models. *Chinese Journal of Distance Education,* (12), 36–41.

Garrison, D. R., & Vaughan, N. D. 2008. Blended learning in Higher Education: Framework, Principles, and Guidelines. *John Wiley & Sons.*

George, D., & Mallery, P. (2019). *IBM SPSS statistics 26 step by step: A simple guide and reference.* Routledge.

Graham, C. R. 2006. Blended learning systems. *The handbook of blended learning: Global perspectives, local designs,* 1, 3-21.

Hanč, J., Borovský, D., & Hančová, M. (2024, February). Blended learning: A data-literate science teacher is a better teacher. In *Journal of Physics: Conference Series* (Vol. 2715, No. 1, p. 012012). IOP Publishing.

He, K. K. (2004). The new development of educational technology theory from the perspective of Blending Learning (Part 1). *Research in Educational Technology,* (4), 1-6.

Hew, K. F. & Brush, T. 2007. Integrating Technology into K-12 Teaching and Learning: Current Knowledge Gaps and Recommendations for Future Research. *Educational technology research and development,* 55, 223-252.

Hu, S. L., Laxman, K., and Lee, K. (2020) Exploring Factors Af-fecting Academics' Adoption of Emerging Mobile Technologies—An Extended UTAUT Perspective. *Education and Information Technologies*, 25, 4615-4635.

Huang, X. L. (2019). The dilemma and practical path of building high-level private universities in China. *Higher Education Research*, 06, 67-72.

Lim, D. H., & Morris, M. L. 2009. Learner and Instructional Factors Influencing Learning Outcomes Within a Blended Learning Environment. *Journal of Educational Technology & Society,* 12(4), 282-293.

Liu, Y. S. (2018). Research on the optimization strategy of blended learning based on learning analytics. *Modern Educational Technology*, 28(6), 12–19.

Hrastinski, S. (2019). What do we mean by blended learning? *TechTrends,* 63(5), 564–569.

Pan, Y., & He, W. (2024). Research on the influencing factors of promoting flipped classroom teaching based on the integrated UTAUT model and learning engagement theory. *Scientific Reports, 14*(1), 15201.

Picciano, A. G. (2009). Blending with purpose: The multimodal model. *Journal of the Research Center for Educational Technology,* 5(1), 4–14.

Rahardja, U., Aini, Q., Bist, A. S., Maulana, S., & Millah, S. (2024). Examining the interplay of technology readiness and behavioural intentions in health detection safe entry station. *JDM (Jurnal Dinamika Manajemen), 15*(1), 125-143.

Raza, S. A., Qazi, W., Khan, K.A., and Salam, J. (2020) Social Iso-lation and Acceptance of the Learning Management System (LMS) in the Time of COVID-19 Pandemic: An Expansion of the UTAUT Model. *Journal of Educational Computing Research*, 59, 183-208. https://doi.org/10.1177/0735633120960421

Rogers, P. L. (Ed.). (2003). *Designing instruction for technology-enhanced learning.* IGI Global.

Rwodzi, C., & De Jager, L. (2021). Remote learning as an option by resilient English teachers in Gauteng resource-constrained secondary schools. *Perspectives in Education, 39*(3), 62-78.

Siemens, G. (2014). Learning analytics: The emergence of a discipline. *American Behavioral Scientist*, 57(10), 1380–1400.

Venkatesh, V. & Davis, F. D. (2000). A Theoretical Extension of the Technology Acceptance Model: Four Longitudinal Field Studies. *Management science,* 46(2), 186-204.

Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27(3), 425-478. https://doi.org/10.2307/30036540

Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer acceptance and use of information technology: Extending the unified theory of acceptance and use of technology. *MIS Quarterly*, 36(1), 157–178. https://doi.org/10.2307/41410412

Wang, Y. B. (2020). K12 Teacher Robot Education Acceptance Model Construction and Empirical Research: A Case Study of Jiangxi Province. (Master Thesis) East China Normal University.

Ye, Y., Zhang, G., Si, H., Xu, L., Hu, S., Li, Y., & Ye, F. (2023, October). A Hierarchy-Based Analysis Approach for Blended Learning: A Case Study with Chinese Students. In *Asia-Pacific Web (APWeb) and Web-Age Information Management (WAIM) Joint International Conference on Web and Big Data* (pp. 89-102). Singapore: Springer Nature Singapore.

Yu, S. Q. (2020). Research on the innovation of blended learning models in the intelligent era. *Chinese Journal of Distance Education*, (3), 24–30.

Yu, K. (2012). *Research on User Acceptance Model of Mobile Internet Advertising Based on UTAUT Model.* (Master Thesis) Beijing University of Posts and Telecommunications.

Zhang, J. P. (2007). Theoretical exploration of blended learning and its practical significance. *Research in Educational Technology,* (1), 25–29.