

EDUCACIÓN Y PEDAGOGÍA

THE INTERSECTION OF MUSIC AND ARTS EDUCATION AND TECHNOLOGY: ASSESSING GOOGLE MEET'S USABILITY IN A CASE OF A PROMINENT LOCAL COLLEGE

LA INTERSECCIÓN DE LA MÚSICA Y LA EDUCACIÓN ARTÍSTICA Y LA TECNOLOGÍA:
EVALUACIÓN DE LA USABILIDAD DE GOOGLE MEET EN EL CASO DE UNA DESTACADA
UNIVERSIDAD LOCAL

LA INTERSECCIÓ DE L'EDUCACIÓ I LA TECNOLOGIA DE MÚSICA I ARTS: AVALUAR LA
USABILITAT DE GOOGLE MEET EN UN CAS D'UNA IMPORTANT UNIVERSITAT LOCAL

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ABSTRACT

This study is focused on examining the intersection of music and arts education and technology by examining Google Meet's usability for learning various concepts in the Music and Arts in the K12 Curriculum course by adopting the Technology Acceptance Model (TAM) from a sample of 4th-year graduating students ($N_{Male} = 45$ [43.3%], $N_{Female} = 59$ [56.7%]) at a prominent local college in Angeles City, Philippines. The Partial Least Square-Structural Equation Modelling (PLS-SEM) through SmartPLS4 was performed to explore the factors that greatly influence students' behavioral intention to use and the actual use of Google Meet. Based on the findings, it was uncovered that Perceived Ease of Use (PEOU) is significantly related to and impacts Perceived Usefulness (PU) ($\beta = .649$, $p < .05$); PEOU ($\beta = .381$, $p = .007$) and PU ($\beta = .477$, $p < .05$) are positively interrelated to and trigger Behavioral Intention to Use (BI); lastly, BI is highly interrelated to and impacts the actual use of the system (AU) ($\beta = .728$, $p < .05$). Based from these findings, all the hypotheses were supported and confirmed that Google Meet can be indeed an effective tool to be used for Music and Arts in the K12 Curriculum course. Practical interventions in a form of a proposal concerning students, teachers, and future research undertakings are also presented.

KEYWORDS

E-learning, Music and Arts Education, Google Meet, Technology Acceptance Model, Usability, Videoconferencing platform

RESUMEN

Este estudio se centra en examinar la intersección de la música y la educación artística y la tecnología al examinar la usabilidad de Google Meet para aprender varios conceptos en el curso Música y artes en el plan de estudios K12 mediante la adopción del Modelo de aceptación de tecnología (TAM) de una muestra de estudiantes de cuarto año. estudiantes que se gradúan ($N_{hombres} = 45$ [43,3 %], $N_{mujeres} = 59$ [56,7 %]) en una destacada universidad local en la ciudad de Angeles, Filipinas. Se realizó el modelo de ecuación estructural de mínimos cuadrados parciales (PLS-SEM) a través de SmartPLS4 para explorar los factores que influyen en gran medida en la intención de uso del comportamiento de los estudiantes y el uso real de Google Meet. Con base en los hallazgos, se descubrió que la Facilidad de uso percibida (PEOU) está significativamente relacionada con la Utilidad percibida (PU) y tiene un impacto ($\beta = .649$, $p < .05$); PEOU ($\beta = .381$, $p = .007$) y PU ($\beta = .477$, $p < .05$) se interrelacionan positivamente y desencadenan Intención de Uso Conductual (BI); por último, BI está altamente interrelacionado e impacta en el uso real del sistema (AU) ($\beta = .728$, $p < .05$). Con base en estos hallazgos, se respaldaron todas las hipótesis y se confirmó que Google Meet puede ser una herramienta efectiva para usar en Música y Artes en el curso del plan de estudios K12. También se presentan intervenciones prácticas a modo de propuesta sobre estudiantes, docentes y futuros emprendimientos de investigación.

PALABRAS CLAVE

E-learning, Educación musical y artística, Google Meet, Modelo de aceptación de tecnología, Usabilidad, Plataforma de videoconferencia

INTRODUCTION

Online learning has played an important role amidst the pandemic and even this post-pandemic period due to its numerous advantages and benefits. Due to the unexpected onslaught of the COVID-19 virus, most educational institutions globally have been forced to close and shifted from a traditional face-to-face to a virtual learning environment (Azizan et al., 2022; Ranjan et al., 2021). Fascinatingly, even during this post-pandemic epoch, online learning modality will still significantly aid Higher Education Institutions (HEIs) in delivering quality education to students (Pokhrel & Chhetri, 2021). The identified advantages of online learning are flexibility, easy access, and interaction between students and instructors (Almahasees et al., 2021; Lobo, 2022; Ospina García et al., 2021). Various higher education institutions have been utilizing various educational suites to facilitate online classes, and one of the most used applications is Google Meet (formerly known as Hangout Meet, which is integrated with Google Classroom. The said pedagogical platform was introduced by Google Apps for Education (GAPE) in 2014 which is a learning management system (LMS) and also a virtual classroom that provides an opportunity for both teachers and students to create and organize learning materials and assignments quicker, efficiently provide feedback, and communicate with students with ease. This LMS is highly designed to be flexible, save time, and is amazingly user-friendly as it can be accessed through a mobile phone, tablet or iPad, and computer (Graham & Borgen, 2018). Incontestably, this platform has been used as a videoconferencing solution by most educational institutions around the world and has been recognized as an effective platform to aid learning based on various disciplines, as supported by numerous published papers (Abdul Rahman et al., 2021; Aswir et al., 2021; Septantiningtyas et al., 2021). Unfortunately, there is a need for more published papers concerning the effectiveness of Google Meet as a platform for learning various concepts in Music and Arts, specifically in a Higher Education context. Hence, it can only be postulated that there is an empirical gap, and conducting an investigation should be performed. This study aimed to explore the factors affecting students' perspectives on the usability of Google Meet as a pedagogical platform that can be used in a course related to Music and Arts. This study is highly significant to the current setting of this investigation since

the school is still in a complete online learning modality. As a final point, the findings of this inquiry aimed to deliver valuable information to music and art teachers of the school and college administrators by providing a clear picture of the effectiveness of Google Meet based on students' perception of its usability. Finally, displayed findings will be weighed if the said platform can continuously be utilized to help the school provide quality music and art education to students from the marginalized sector.

Literature review

There have been several studies that were conducted before, during, and after the COVID-19 pandemic focusing on the effectiveness of e-learning, and the number of published papers on the efficiency of Google Meet as a videoconferencing tool is still lacking, primarily focusing on its applicability to Music and Arts courses in a Higher Education context. Scholarly information about Google Meet has been predominantly massive to other countries and educational institutions of various disciplines over the past years (Hastomo & Zulianti, 2021; Hutajulu, 2022; Nehe, 2021). Studies were able to accentuate essential factors that may significantly affect students' perception of the serviceability of Google Meet as a pedagogical platform by adopting various models and theories such as the Technology Acceptance Model (TAM), Unified Theory of Acceptance and Use of Technology (UTAUT) and the Expanded Theory of Acceptance and Use of Technology (UTAUT2) from various disciplines (Aiman et al., 2022; Alvi, 2021; Brandford Bervell et al., 2021). Aside from these models, other factors were also added to predicting students' system utilization (Suwarno, 2022; Tolba & Yousef, 2022). Based on these pieces of evidence, these published works provided essential and critical information helping other educational institutions address the barriers and challenges to facilitate quality learning experiences in an online learning modality.

As emphasized earlier, e-learning will continuously play an essential role in supporting Higher Education Institutions (HEIs) to facilitate the quality learning experience for students, even in this post-pandemic era. The utilization of Google Meet is still high relative, as most of the HEIs globally are still in an online learning modality, similar to the current investigation's setting. Moreover, it was highlighted earlier

that HEIs use Google Meet because of its flexibility and user-friendliness, which can bolster students' academic performance. For example, students and teachers from the Department of English at Oran University, Algeria, have an overall positive perception toward Google Meet during the onslaught of the COVID-19 pandemic (Souheyla, 2022). Moreover, based on the qualitative study of Nasution and Nandiyanto (2021), the findings unraveled that Google Meet is an effective tool to aid the learning experience for Elementary School 1 Telukagung Indramayu, Indonesia. In the case of students from the STKIP Setia Budhi Rangkasbitung, it was uncovered that Google Meet provided a positive experience in their speaking (Nehe, 2021). Moreover, it was found that the said videoconferencing platform provided an incredible amount of assistance with the lecture methods used, which resulted in positive knowledge acquisition and outcomes for the University of Trunojoyo Madura's elementary school teacher education students (Setyawan et al., 2020). However, issues and challenges such as digital expertise, students' motivation, and internet facilities were identified that thwart educational institutions from implementing online classes through the utilization of Google Meet (Abdull Mutalib et al., 2022; Alvarez, 2020; Zalat et al., 2021). Above all these issues and challenges, every cloud has its silver lining since Google Meet has surpassed all of these and has been one of the most effective pedagogical tools to foster learning. In order to provide meaningful and lifelong learning to students, challenges that pose a threat to the online learning modality should be addressed and taken seriously. These challenges are highly evident based on the earlier studies, which most of the institutions are constantly attempting to solve in order to provide quality education to students (Ashraf et al., 2021; Clarin & Baluyos, 2022)

Furthermore, even a lot of scholars were able to conduct successful investigations on how to provide interactive communication to both music teachers and students (Kibici & Sarıkaya, 2021; Schiavio et al., 2020), facilitating training for basic music skills through an online interface (Biasutti et al., 2022; Gül, 2021), development of computer-aided applications

enabling the formation of a society to share knowledge as valuable creation (Kara, 2020), and most importantly, the effect of technological platforms on bolstering the learning of music and arts subjects and concepts (Kaleli, 2020) has been a topic of discussion for the past few years. Across all of these innovations and improvements, there are still challenges that hinder music teachers from providing quality education to students globally. For example, a study has unraveled that music education teachers have no experience in distance teaching modality and performing arts or arrangement are less adjustable to online setting (Bohak Adam & Metljak, 2022; Rucsanda et al., 2021). It was also discovered that due to the lack of state-of-the-art equipment replaced with computer systems, music educators faced many pedagogical difficulties never before foreseen (Camlin & Lisboa, 2021). Additionally, student participation and engagement, teaching and learning, and, most importantly, well-being were identified as challenges encountered by music education teachers in Tasman (Joseph & Trinick, 2021). To put it briefly, addressing these challenges experienced by music teachers and students is highly obligatory to provide meaningful experiences in learning various topics and skill-based concepts in Music education, even in an online learning modality. Online learning in the discipline of Music Education is not already a relatively new feature (Johnson, 2017, 2020; Martínez Hernández, 2021); however, due to an unprecedented turn of events due to the COVID-19 pandemic, the sudden shift has resulted in unexpected situations, making online learning modality challenging to deliver.

The Technology Acceptance Model (TAM)

Among the models mentioned earlier about Information Systems (IS) and other Intention-based theories, the most acclaimed and highly influential model is the Technology Acceptance Model developed by Davis (1989). Based on this model, two main factors influence students' intention to use a newly introduced system: *Perceived Ease of Use* (PEOU) and

Perceived Usefulness (PU) (Charness & Boot, 2016). Firstly, PEOU is the degree to which a student believes a system is highly usable due to its effortless navigation (Al-Bashayreh et al., 2022) technologies should be adopted to equip educational institutions with the tools necessary to attain SLE. Recently, the coronavirus (COVID-19). For example, a student will continuously use a platform if he/she perceives it as easy to use without requiring much effort. Lastly, the PU of a system is connected to the efficiency of the platform and its overall benefit on students' performance (Tahar et al., 2020). A student may unceasingly utilize a platform because he/she can perceive it as an effective tool that may increase his/her performance. The adaptation of this specific model has been widespread across different disciplines, particularly in education, industries, and even using the model by adding other exogenous variables (Castiblanco Jimenez et al., 2020; Peng & Yan, 2022; Zhou et al., 2022). Furthermore, published scholarly works focusing on the adaptation of the model in assessing students' perception of a platform's usability of various pedagogical tools, which includes Google Meet, have successfully established that PEOU and PU are both primary external factors that significantly influence students' *behavioral intention* (BI) and *actual use* (AU) (Fauzi et al., 2021; Laurencia & Sudarto, 2021) Indonesia, changed into an online-based system due to the Covid-19 pandemic, which involved educators and students using many platforms of e-learning for teaching and learning. Therefore, the purpose of this research is to evaluate the use of e-learning platforms among students at universities in West Sumatera, Indonesia, during the Covid-19 pandemic, particularly widely used Google Classroom. This research employs the Technology Acceptance Model (TAM). Fascinatingly, the model has provided a solid contextual basis for its effectiveness in determining and assessing students' acceptance of a new technological platform. In this regard, this present study is focused on exploring the factors affecting students' perception of the usability of Google Meet as a pedagogical platform for learning concepts in the Music and Arts in the K12 Curriculum course. Ergo, this study is highly attentive to examining the following hypotheses (Please see Figure 1 for the Conceptual Framework):

H₁: Perceived ease of use positively influences the perceived usefulness of Google Meet in learning concepts in Music and Arts in the K12 Curriculum course.

H₂: Perceived ease of use positively influences students' behavioral intention to use Google Meet in learning concepts in Music and Arts in the K12 Curriculum course.

H₃: Perceived usefulness positively influences students' behavioral intention to use Google Meet in learning concepts in Music and Arts in the K12 Curriculum.

H₄: Behavioral intention of students influences the actual use of Google Meet in concepts in Music and Arts in the K12 Curriculum.



Figure 1. Technology Acceptance Model (TAM) Framework

MATERIALS AND METHODS

Participants and Sampling Technique

The selected respondents for the study are 4th-year graduating students coming from two (2) sections (BPEd-401 and BPEd-402) currently pursuing a Bachelor of Physical Education degree at City College of Angeles, located in Angeles City, Philippines. All respondents are currently enrolled in the Music and Arts in the K12 Curriculum course (PE Elective 02) for the 1st Semester, of the Academic Year 2022-2023 which is a required elective subject of the degree. The respondents were identified by using the *Purposive Sampling Technique*, which is a non-probability technique that the researcher intentionally selects due to their qualities that are purposely fitted for the investigation (Lobo, 2022). Table 1 illustrates the demographic profile of the respondents with respect to gender, and the findings displayed that most of

the respondents are female compared to male ($N_{Male} = 45$ [43.3%], $N_{Female} = 59$ [56.7%]).

Table 1. Demographic profile – Gender

Variable	N(%)	
Gender	Male	45(43.3%)
	Female	59(56.7%)
Total	104(100.0%)	

Instrument

The tool that was utilized for the study is segmented into two (2) sections. The first part of the survey questionnaire gathered the demographic characteristic of the respondent (gender), and the second part collected all the data by utilizing the original Technology Acceptance Model by Davis (1989). The original TAM questionnaire comprises 18-item statements subdivided into four parts: *Perceived ease of use* (PEOU) [e.g., “Google Meet enables me to accomplish tasks more quickly”], *Perceived usefulness* (PU) [e.g., “Google Meet is convenient and user-friendly”], *Behavioral intention to use* (BI) [e.g., “I intend to increase my use of the Google Meet”], and *Actual use* (AU) [e.g., “I use the Google Meet on daily basis”]. All items per each construct were adapted and adjusted tailor-fitting the instrument to the scope of the investigation. All responses are recorded on a 7-point Likert scale from 1- “extremely disagree” to 7- “extremely agree.” The questionnaire’s items per construct are illustrated in Appendix A.

Statistical analysis

In order to explore the factors influencing student order to explore the factors influencing students’ perception and acceptance of Google Meet as a pedagogical tool in learning concepts and skills in Music and Arts in the K12 Curriculum class, the Partial Least Square-Structural Equation Modelling was utilized by using SmartPLS4. Since the study adapted TAM, the aforementioned statistical analysis is highly suitable for this research design (Ji et al., 2021). For the measurement model, establishing convergent validity was secured by scrutinizing the outer loadings of each item and the average variance extrac-

ted (Hair et al., 2021). Additionally, the establishment of discriminant validity was obtained by examining the Fornell-Larcker criterion, cross-loadings, and Heterotrait-Monotrait Ratio (Hair et al., 2021). PLSPredict was also employed in order to determine the model’s predicting validity and power (Manfrin et al., 2019; Shmueli et al., 2019). Lastly, the structural model was assessed through path coefficients and the coefficient of determination (R^2) (Benitez et al., 2020; Hair et al., 2021).

Ethical considerations

All participating respondents were informed regarding the study’s objectives, the questionnaire to be used, and the constructs that will be measured. The benefits of the study on the college and the scientific community were also provided. In this, the respondents were required to provide their consent by clicking the agreement attached in the Google Forms sent to them electronically. They were also given the freedom of choice whether to participate in the study or decline, which means that their participation in the survey was voluntary. Minor risks were reiterated, such as being uncomfortable in answering personal and sensitive survey questions. Likewise, no monetary compensation would be provided for giving out information. Given these circumstances, respondents are free to withdraw or to ask for a debriefing about the study anytime.

RESULTS

Factor analysis

The reliability of each item was measured by performing factor analysis. Each item should display a threshold value of $>.70$ for each item’s loading (Hair et al., 2021). After the extraction of other items that fall under the threshold value, all retained items were highly reliable. Also, the Cronbach’s Alpha Value (CA) and Composite Reliability (CR) should obtain a threshold value of $>.70$, the Average Variance Extracted (AVE) should be $>.50$, and the corresponding p-value should obtain at least $.50$ (dos Santos & Cirillo, 2021; Hair et al., 2021; Rodriguito et al., 2022) such as the average variance extracted (AVE. As seen in Table 2, Cronbach’s Alpha value, composite reliability, and average variance extracted were able to obtain the threshold value for each test: *Perceived Ease of Use* (PEOU) [CA=.907; CR=.912; AVE=.786], *Perceived Usefulness* (PU) [CA=.757; CR=.771; AVE=.672],

Behavioral Intention to Use (BI) [CA=.881; CR=.883; AVE=.808], *Actual Use (AU)* [CA=.873; CR=.875; AVE=.888]. Based on the findings mentioned above, it can be posited that convergent validity was established.

Furthermore, the Fornell-Larcker criterion, cross-loadings, and Heterotrait-Monotrait Ratio were inspected. For the Fornell-Larcker criterion, the square-root of AVE (diagonal value) in each variable should exceed the correlation of each latent variables (Taylor & Geldenhuys, 2019) which is displayed in Table 3. Also, the cross-loadings of each indicator should be higher than the loadings of its corresponding variable's indicators (Watkins, 2018), which is illustrated in Table 4. Lastly, the Heterotrait-Monotrait (HTMT) ratio value should obtain a threshold value of <.90 (Roemer et al., 2021)the HTMT assumes tau-equivalent measurement models, which are unlikely to hold for most empirical studies. To relax this assumption, the authors modify the original HTMT and introduce a new consistent measure for congeneric measurement models: the HTMT2. Design/methodology/approach: The HTMT2 is

designed in analogy to the HTMT but relies on the geometric mean instead of the arithmetic mean. A Monte Carlo simulation compares the performance of the HTMT and the HTMT2. In the simulation, several design factors are varied such as loading patterns, sample sizes and inter-construct correlations in order to compare the estimation bias of the two criteria. Findings: The HTMT2 provides less biased estimations of the correlations among the latent variables compared to the HTMT, in particular if indicators loading patterns are heterogeneous. Consequently, the HTMT2 should be preferred over the HTMT to assess discriminant validity in case of congeneric measurement models. Research limitations/implications: However, the HTMT2 can only be determined if all correlations between involved observable variables are positive. Originality/value: This paper introduces the HTMT2 as an improved version of the traditional HTMT. Compared to other approaches assessing discriminant validity, the HTMT2 provides two advantages: (1 which was achieved based on the findings illustrated in Table 5. Across all tests performed, all assumptions were met; hence, discriminant validity was secured.

Table 2. Measurement model results

Construct	Item	Loadings	CA	CR	AVE
PEOU	PEOU2	.895	.907	.912	.786
	PEOU3	.936			
	PEOU4	.923			
	PEOU5	.783			
PU	PU2	.801	.757	.771	.672
	PU3	.859			
	PU6	.797			
BI	BI1	.858	.881	.883	.808
	BI2	.928			
	BI3	.909			
AU	AU1	.945	.873	.875	.888
	AU2	.939			

Table 3. Fornell-Larcker criterion assessment

	AU	BI	PEOU	PU
AU	0.942			
BI	0.728	0.899		
PEOU	0.583	0.691	0.886	
PU	0.713	0.725	0.649	0.820

Table 4. Cross-loadings results

	AU	BI	PEOU	PU
AU1	0.945	0.705	0.544	0.679
AU2	0.939	0.667	0.554	0.664
BI1	0.653	0.858	0.617	0.586
BI2	0.672	0.928	0.640	0.710
BI3	0.638	0.909	0.606	0.654
PEOU2	0.481	0.580	0.895	0.565
PEOU3	0.561	0.648	0.936	0.652
PEOU4	0.545	0.625	0.923	0.534
PEOU5	0.472	0.591	0.783	0.539
PU2	0.598	0.588	0.537	0.801
PU3	0.585	0.678	0.593	0.859
PU6	0.572	0.493	0.450	0.797

Table 5. Heterotrait-Monotrait ratio (HTMT) assessment

	AU	BI	PEOU	PU
AU				
BI	0.830			
PEOU	0.654	0.773		

PLSPredict was employed to assess the model's predictive power and validity. The $Q^2_{predict}$ values should be >0 . After investigating the PLS-SEM MV error histogram, most of the indicators are symmetrical, which specifies that both PLS-SEM_RMSE and LM_RMSE can be compared to determine the model's predictive power. The findings unraveled that most of the indicators in PLS-SEM_RMSE are lower than LM_RMSE, indicating that the model has a moderate predictive power (Shmueli et al., 2019) as illustrated in Table 6.

Table 6. Model's Predictive power using PLSPredict

	Q ² predict	PLS-SEM_ RMSE	PLS-SEM_MAE	LM_RMSE	LM_MAE
AU1	0.253	0.643	0.328	0.660	0.332
AU2	0.267	0.647	0.341	0.670	0.346
BI1	0.344	0.587	0.297	0.604	0.305
BI2	0.372	0.617	0.301	0.633	0.310
BI3	0.332	0.667	0.320	0.677	0.328
PU2	0.244	0.680	0.314	0.695	0.312
PU3	0.325	0.738	0.363	0.766	0.370
PU6	0.170	0.857	0.409	0.840	0.415

Structural Model Assessment

The model's explanatory power was examined by measuring the discrepancy amount in the dependent variables of the model (Al-Marroof & Al-Emran, 2018; Hair et al., 2021). The R^2 and the path coefficients are vital for assessing such a structural model. Figure 2 displays the model with an R^2 value concerning PU (42.1%), BI (60.9%), and AU (53.1%), respectively.

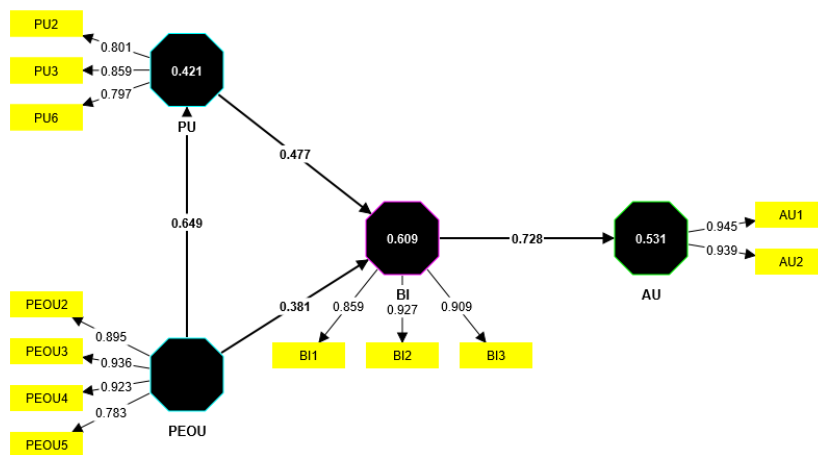


Figure 2. Path analysis results

Table 7. Hypotheses testing results

Hypotheses	Path	Path Coefficient	p-value	Decision
H ₁	PEOU → PU	.649	0.000	Supported
H ₂	PEOU → BI	.381	0.007	Supported
H ₃	PU → BI	.477	0.000	Supported
H ₄	BI v AU	.728	0.000	Supported

As stated by well-known scholars, bootstrapping the model into 10,000 subsamples is highly suggested to maximize the results of PLS-SEM analysis (Fauzi, 2022; Hair et al., 2021; Streukens & Leroi-Werelds, 2016). J.F., Hult, G.T.M., Ringle, C.M., & Sarstedt, M. (2014). The hypotheses' path coefficients and p-values are displayed in Figure 2 and Table 7. The findings revealed that students' PEOU is significantly related to and influences PU ($\beta = .649, p < .05$) of Google Meet as a platform for learning concepts and skill-based related topics in Music, indicating that H_1 has been supported. Additionally, it was observed that PEOU and PU are interrelated with and trigger BI to utilize Google Meet as an educational tool to aid in learning various lessons in Music class, postulating that H_2 ($\beta = .381, p = .007$) and H_3 ($\beta = .477, p < .05$) were supported. Lastly, the findings uncovered that BI is interconnected and bolsters the AU of students toward the platform ($\beta = .728, p < .05$), which confirms that H_4 has been supported.

DISCUSSION

Findings have displayed that PEOU and PU are undeniably the two external factors that are highly and positively associated, and reinforces students' behavioral intention and actual use of Google Meet as a pedagogical platform which can aid them in learning lecture- and skill-based concepts in their Music and Arts in the K-12 Curriculum class. Therefore, it can be postulated that using the said platform is unquestionably effortless and easy to navigate, which has been supported by previously conducted studies (Aikins et al., 2022; Rucsanda et al., 2021). It was also discovered that students have a positive perception toward Google Meet as an efficient educational tool which can improve their class performance due to its handiness, practicality, and user-friendliness. Published scholarly works have established that when Google Meet is used as a knowledge-aiding tool and online class facilitation may increase academic performance and bolsters motivation (Rachmania et al., 2022; Rio-Chillcce et al., 2021). However, the researcher would like to emphasize that this study has only focused on the two exogenous factors which were mentioned in the original Technology Acceptance Model (TAM), with no other additional factors involved. As stated earlier, there were also other identified factors that could greatly influence the BI and AU of students toward a system or platform. Such as social and performance expectancy, social influ-

ence, and facilitating conditions were verified as exogenous factors which are directly related and can significantly impact BI and AU based on the Unified Theory of Acceptance and Use of Technology or UTAUT (Abbad, 2021; Ayaz & Yanartaş, 2020; Venkatesh et al., 2003). Additionally, hedonic motivation and habits were also unraveled as factors which may account to as external factors which may manipulates students' use of a system based on the Extended Unified Theory and Use of Technology (Brandford Bervell et al., 2021; Rudhumbu, 2022; Venkatesh et al., 2012).

Published papers supporting the findings of this investigation are based on various disciplines of various educational institutions at both primary and secondary levels. However, as mentioned earlier, studies concerning the intersection of music education and technology in the higher education context still need to be studied further. In line with this concern, this present study has exhibited its primary purpose: to fill in the gap between research across the field of educational technology and music and arts education. Most importantly, the finding is precious for all Music teachers in the Physical Education department of the City College of Angeles as it provided a clearer picture of students' perception concerning the effectiveness of Google Meet as a platform for learning knowledge-based concepts and skill-acquisition in the Music and Arts in the K-12 curriculum, as this will be helpful for the students as they become professional educators in the future. Most importantly, the finding will determine whether the department will still utilize the said pedagogical platform in the upcoming years. This is in line with the current situation where this study has been conducted in the continuous service of the department and college in providing quality education to students from the marginalized sector, even though the school is still under a full-online learning modality.

CONCLUSION

The main objective of the study is to determine the effectiveness of Google Meet as a platform that can be used to learn various concepts in the Music and the Arts in the K12 Curriculum course based on students' perspectives from a sample of 4th-year graduating students currently enrolled in the City College of Angeles. After adopting the Technology Acceptance Model (TAM) and performing partial least

square-structural equation modeling, it was discovered that PEOU and PU could positively influence Bachelor of Physical Education students' behavioral intention and actual use of the said pedagogical platform. Familiarity and effortlessness were found as essential characteristics which account for students' perception concerning the navigation of the platform. Stimulatingly, one of the notable findings discovered is that BPEd students may continuously capitalize on Google Meet as an alternative platform to gauge academic performance while improving the current college's educational system. This is based on students' high reliance on the platform, which is highly evident as per previously cited constructs. Students may get the most out of Google Meet by providing educational training opportunities that can improve and strengthen their knowledge of using the platform, which may also be used in their future careers as educators. The hands-on features of the videoconferencing platform may be comprehensively explored so that students will be aligned with the current trends and opportunities of fast-evolving technological discoveries and ensure that no one will be left behind.

Moreover, aside from students taking advantage of the benefits of the said platform, teachers should also be highly considered. From a professional development standpoint, it is highly suggested that teachers be provided in-depth training exploring the other teaching features that Google Meet can offer, which will be highly beneficial to their respective online classes, especially those teaching Music and Arts courses. Additionally, training focusing on creative teaching techniques and strategies highly applicable in the new normal is highly suggested to improve teachers' creativity and management skills, which may pique interest and boost students' motivation, resulting in exceptional academic achievement. Ergo, policymakers and practitioners in the field should address these by providing interventions to increase their familiarity with the platform, which may greatly support their professional careers. Providing such activities for the teachers, who are the significant people behind facilitating the teaching and learning process, is highly imperative. More importantly, it is well known that teachers' efficiency in operating the platform may affect students' interest and engagement in the online class.

Above all the significant findings discovered, this study has some drawbacks that need to be considered by the readers and other researchers locally and globally. This study emphasizes that it is restricted to the variables stated in the Technology Acceptance Model. As mentioned in the discussion section earlier, aside from the two factors (PEOU and PU), other latent constructs play an important role that could affect students' behavioral intention and actual use of Google Meet. Therefore, this study highly proposes espousing the Unified Theory of Acceptance and Use of Technology (UTAUT), Extended Unified Theory of Acceptance and Use of Technology (UTAUT2), and or other behavior-intention models for future investigation to determine if these verified factors are highly applicable for students taking music and arts-related courses. Moreover, this study has utilized a quantitative-exploratory approach; hence, conducting a similar study employing other sophisticated methods such as qualitative or mixed-method is highly suggested. Performing an equivalent study using the mentioned approaches will provide a more profound and in-depth discovery of other factors that may affect students' utilization of the platform, which a structured questionnaire cannot measure. Aside from the limitations mentioned above, this study is restricted to a sample of 4th-year graduating Bachelor of Physical Education students at City College of Angeles. Thus, the findings of this investigation may not generalize the entire population of students from various Higher Education Institutions (HEIs), most especially those belonging to Private Higher Education Institutions (PHEIs), other Local Colleges and Universities (LCUs), State Universities, and Colleges (SUCs), and Technical and Vocational Education and Training (TVET) in the country and to other institutions internationally. In this regard, future music education and ICT researchers may find curiosity in performing a parallel inquiry by collecting data from other higher education sectors, as mentioned earlier, to determine if the findings may be supported or repudiated. Lastly, adopting a multi-informant design for future studies may be utilized by amassing music teachers' reports, as they can also provide deeper scholarly information concerning their perception and acceptance of the usability of Google Meet as a pedagogical tool. As a final point, this study contributes to the body of knowledge and existing literature, filling the empirical gap between published papers with the intersection of Music and Arts Education and Educational Technology, especially

in the Philippine context due to the shortage of scholarly works that were conducted concerning this present investigation.

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APPENDIX A Technology Acceptance Model Constructs' Items

Perceived usefulness of Google Meet

- PEOU1- Google Meet enhances my efficiency
- PEOU2- Google Meet enhances my learning productivity
- PEOU3- Google Meet enables me to accomplish tasks more quickly
- PEOU4- Google Meet improves my performance
- PEOU5- Google Meet saves my time
- PEOU6- Google Meet does not have any distinctive useful features
- PEOU7- Google Meet is not applicable to all topics and skill-based concepts in Music and Arts in the K12 Curriculum course

Perceived use of Google Meet

- PU1- Google Meet is easy to use
- PU2- Google Meet enables me to access course materials in the Music and Arts in the K12 Curriculum course
- PU3- Google Meet is convenient and user-friendly
- PU4- Google Meet allows me to submit/present my assignments/quizzes through video and live presentation in Music and Arts in the K12 Curriculum course
- PU5- Google Meet requires no training
- PU6- Google Meet makes it easier to avoid academic difficulties in learning concepts in the Music and Arts in the K12 Curriculum course

Behavioral Intention to use

- BI1- I intend to increase my use of Google Meet
- BI2- It is worth to recommend Google Meet to other students
- BI3- I am interested to use Google Meet more frequently in the future

Actual System Use

- AU1- I use the Google Meet on a daily basis
- AU2- I use the Google Meet frequentl