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Objective

As mentioned above the aim of this journal is to provide a platform and a means for disseminating and exchanging of knowledge and experience pertaining to academic advancement and research findings which may be beneficial for academy and society as a whole.

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EDITORIAL

Dear Valued Readers:

As we prepare to welcome the year 2025, it brings me great joy to extend my heartfelt greetings to each of you. May this new year be filled with abundant blessings, offering hope, safety, success, robust health, resilience, prosperity, and empowerment. Time, as we all know, moves swiftly, and while a year may seem lengthy, it often passes by before we realize it.

Reflecting on 2024, we have remained steadfast in our commitment to serving our readers and contributors. Our mission has been to curate and publish high-quality papers and articles that enrich the academic experience through our online journals. By striving to elevate our platform, we aim to provide valuable opportunities for knowledge exploration, intellectual growth, and impactful research. We hope our academic articles and studies have inspired curiosity, influenced perspectives, and positively shaped your vision and understanding of the world.

As we release Vol. 4 No. 3 (September–December 2024) of our journal, we extend our sincere invitation to scholars, researchers, and contributors to submit their original articles and studies for publication. Submissions and detailed information can be found on the ThaiJo system at https://so04.tci-thaijo.org/index.php/ubruij.

We are committed to ensuring our online journal remains a relevant, engaging, and enriching resource that contributes meaningfully to your academic and professional endeavors. Your support and contributions are the cornerstone of our success, and we eagerly look forward to your continued collaboration in the year ahead.

Here's to a prosperous and inspiring 2025!

Asst. Prof. Dr. Pimook Somchob

Editor

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Abstract

The objectives of this research are 1. to study the influence of organizational culture, training, and work motivation; that affects temporary employees' loyalty to the organization under the Amnat Charoen primary educational service area office 2. to study the influence of organizational culture and training that affects temporary employees' loyalty to the organization Under the Amnat Charoen primary educational service area office through work motivation 3. to study organizational culture and training that influences work motivation of temporary employees Under the jurisdiction of the Amnat Charoen primary educational service area office classified by district area The sample group used in the research was temporary employees, including temporary employees with a one-year contract and temporary employees. (Government employees) 4 year contract, 400 people, using proportional stratified sampling method. (Proportional Stratified Random Sampling) The tools used were questionnaires. The results found that 1. organizational culture, training, and work motivation that affects loyalty to the organization Statistically significant at the 0.01 level 2. Organizational culture and training that has an indirect influence on loyalty to the organization through work motivation Statistically significant at the 0.01 level 3) Organizational culture and training that affects the motivation to work Statistically significant at the 0.01 level.

Keywords: Organizational Culture, Training, Work Motivation, Loyalty to The Organization, Temporary Employee

Introduction

In the present condition, Thailand is changing and developing rapidly. Resulting in growth It is very important in various aspects, including economics, society, politics, and technology. and education human resources are considered valuable resources for the organization. Because personnel are an important force in driving the organization. Including being able to create value and add value to the organization without effective personnel, the organization will encounter limitations in operations and causing damage in various areas, which will result in not being able to achieve the goals that the organization can set it. Therefore, it is necessary to find ways to encourage personnel to use their existing skills, knowledge, and abilities to the fullest. Therefore, it is necessary for the organization to maintain and develop personnel in order to create loyalty and retention. in the organization and the continuous work of personnel if the organization experiences a situation where a large number of personnel resign will cause continuous work. and increase the cost of recruiting replacement personnel.

Amnat Charoen primary educational service area office It is an organization with the main mission of organize education according to the policy to be effective. Government departments within the educational service area office are divided as follows: Administrative group human resource management group policy and planning group education promotion group supervision group monitors and evaluates educational management. Financial and asset management group teacher development group and educational personnel distance education promotion group, Information and communication technology, Internal audit unit, and legal and cases group there are schools under the supervision of the educational service area office. Amnat Charoen primary education, 7 districts, including mueang Amnat Charoen district huataphan district, Lueamnat district, phana district, chanuman district, pathumratchawongsa district and senangkhanikhom district there are 252 schools under its jurisdiction, which employ teachers and temporary employees. It is considered an important force that plays a role in driving the organization to have an increased workload. With an increasing workload and having to work quickly to meet deadlines and a shortage of teachers this causes hired teachers or temporary employees to receive an increased workload, which may affect the loyalty of temporary employees. As a result, temporary employees are looking for new jobs or careers. New and better than before by temporary employees this is contractual employment and is evaluated every year. When evaluated, it may affect loyalty to the organization. From statistics in 2020-2022, there were a total of 699 temporary employees. It was found that temporary employees were on leave. Resigning in 2020, 13 people, 2021, 23 people, 2022, 35 people, totaling 71 people, with the tendency to resign increasing every year. If In the future, there will be a higher turnover rate of temporary employees, which may affect the development of the organization. If personnel have resignation increases, causing workload and work efficiency to decrease. causing damage to the image of the organization lack of confidence of parents and outsiders morale and encouragement of personnel within the organization, Frequent personnel changes increase the resources available. causing it not to follow the budget plan the plan must be adjusted. add more steps causing increased costs loyalty to the organization is therefore one factor that causes the turnover rate temporary employee turnover is currently decreasing. Many organizations have given importance to about treatment more personnel the personnel are willing to work together for the organization. Do not resign from the organization it will have a positive effect on the work. Personnel will love their work. Resulting in the organization's growth the work that comes out is all of high quality. Affects teaching and learning to achieve the objectives set by the organization.

From the importance and problems mentioned It gave the researcher an idea to study the subject. Influence of culture, organization, and training. that affects loyalty to the organization through work incentives for temporary employees under the Amnat Charoen primary educational service area office in order to be able to use research results in creating loyalty to the organization including the results of research obtained can be used to improve and develop management, create work motivation for temporary employees and reduce the problem of temporary employee turnover. Make those personnel remain in the organization for the long term.

Objective

1. To study the influence of organizational culture, training, and work motivation on temporary employees' loyalty to the organization. Under the jurisdiction of the Amnat Charoen primary educational service area office

2. To study the influence of organizational culture. And training that affects loyalty to the organization of temporary employees under the Amnat Charoen primary educational service area office through work incentives

3. To study organizational culture and training that influences the work motivation of temporary employees under the Amnat Charoen primary educational service area office.

Literature Review

Corporate culture it is an important factor of the environment within the organization. It is important for the organization. in selecting appropriate personnel which will have the required skills and experience the organization will benefit from such personnel the organization's goals and objectives will be affected if the wrong personnel are selected. The development of government organizations today has many challenges in the system, especially the culture of government organizations. which requires a way of thinking new ways of working in the modern bureaucracy to be consistent with the environment that changed quickly by adhering to the people as the center. There is a change in the way of thinking in separate ways. There should be links across multiple dimensions. an in- depth analysis based on expertise in the role, turning to holistic thinking or integrated more systematically changing the way of working centralized authority works according to duties take responsibility by controlling and supervising in order of commanding steps as work is done. Focus on proactive missions by adhering to the principle of "people" instead of the economy as the center of development and setting holistic or integrated development guidelines in every dimension. Hanphakdeenivom and Kemtabtim (2018) organizational culture is a pattern of values. The conduct and practice of being able to understand the feelings of civil servants in state organizations is rooted in the values, thoughts, beliefs, and ideologies that members have along with what they have seen and learned from what happens in the organization. Learning what happens in the organization influence the decision that personnel it is a way of life that people any group holds continue to practice and become a habit. and habit is a custom and tradition, a way of behaving practice beliefs values, language, objects, culture bring people together as a society. There are orderly coexistence. (Phuwichitram, Yupas and Keyaphum, 2015) Four characteristics of the culture of modern government organizations are 1) results- oriented culture, 2) team culture, 3) competence culture, 4) learning and adjustment culture. (Chueram, Panyasophon and Sukprasert, 2020)

Training is about creating techniques that can develop organizations and people to grow and be more modern. Benefits from training have a direct impact on personnel, executives, and organizations as follows: 1) Benefits to employees and personnel gain additional knowledge both forestry and work and other related areas resulting in increased skills create expertise in work able to perform work correctly and with standards, causing personnel to have a positive attitude towards the organization, towards executives, and understand the importance of the work. cause self-development for a higher position in the future, it gives confidence in working. Have responsibility for the work received Delegate more 2) Benefits to executives in the organization strengthen executive leadership in management the organization is always up- to- date, reducing the burden on supervisors in following up on work from subordinates. They have creative ideas and worksheets. To develop the organization to have quality able to create a good image for the organization accepted both inside and outside the organization 3) Benefits to the organization the organization has human resources that have the potential to work. The work is efficient and has that standard. Organizations can increase efficiency and effectiveness in their work better. Organizations can adapt in situations of high change. The organization is accepted by society outside the organization. Has a good image and reputation in terms of quality of products and services. (Sirichotirat, 2017)

Work motivation is considered to be the basic drive within a person to achieve a certain goal. It is very important for organizations to measure the motivation of their temporary employees. It is still necessary to discuss and find out. Important factors in motivating temporary employees motivated temporary workers are more efficient and more productive for the organization therefore, temporary employees play an important role in the development of an organization. The basic focus of the researcher is the motivation and needs of temporary employees working in an organization. The researcher has determined motivation is a psychological process that directs the behavior of temporary employees. Basically work motivation is the internal drive towards unmet and unsatisfied needs and the tendency to act in a manner intended to achieve a certain organizational goal. An individual's behavior is It comes from motivation and provides focus and direction to act in a certain way. To be able to reinforce the behavior of temporary employees. (Yusof, Said, and Ali, 2016)

Theory of organizational loyalty Hoy and Rees (1974: 274-275) stated that loyalty to organization is an expression between an individual and an organization. If people are more loyal to the organization, the more The less likely you are to resign or leave the organization, Hoy and Rees describe the following elements: Loyalty to the organization consists of 3 aspects: 1) behaviors expressed 2) feelings 3) perceptions

The concept of a mediator variable is a variable that mediates the causal relationship between variables. independent with dependent variable It can be called a third variable that changes the relationship between the independent variable and the dependent variable, where the interstitial variable describes the relationship between the independent variable and the dependent variable. Because it is variables that help in understanding the process of independent variables affecting the dependent variable. (Baron and Kenny, 1986)

However, from reviewing past literature, the researcher was able to formulate research hypotheses and summarize the conceptual framework for the research as follows.

Research hypothesis

H1: Organizational culture influence on loyalty to the organization

H2: Work motivation influences loyalty to the organization

H3. Training influences loyalty to the organization.

H4: Organizational culture influences work motivation
H5: Training influences work motivation
H6: Organizational culture influences organizational loyalty. through work motivation
H7: Training influences organizational loyalty. through work motivation
The research concept framework is shown in Figure 1 as follows.

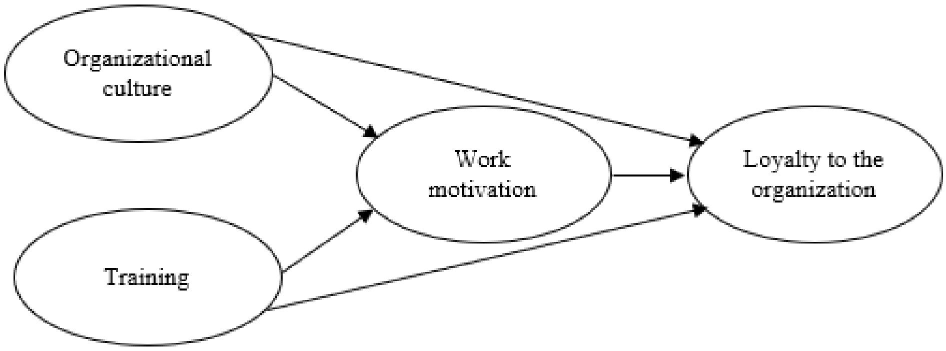

Figure 1: Research conceptual framework

Research Methodology

Population and sample in this study, they include temporary employees. Under the jurisdiction of the educational service area office Amnat Charoen primary school, 699 people (Amnat Charoen primary educational service area office, 2023)

The sample group includes temporary employees, including temporary employees with a 1- year contract and temporary employees. (Government employee) 4- year contract can be calculated according to the idea of Hair et al. (2010) suggesting using a sample of at least 10 - 20 units per 1 parameter that needs to be estimated. In this research, there are parameters or indicators measuring 40 questions, the researcher used a sample size of 10 units per parameter, resulting in a sample size of 400 people to be studied using the proportional stratified sampling method. (Proportional Stratified Random Sampling)

The tool used in this study to collect data was a questionnaire, divided into 4 parts as follows: Part 1, questions about organizational culture, Part 2, questions about training, and Part 3, questions about motivation. In work, Part 4, questions about loyalty to the organization, text, courtesy of 5 experts, checked the accuracy and precision of the content in the questionnaire. Then collect the data. Expert opinions Let's analyze the consistency index between the question items. With the objectives with the Index of item objective congruence (IOC) value, throwing out the questionnaire that is conducted make corrections and then check the accuracy of the content (Content Validity). Improve the questionnaire. According to the suggestion of the expert presented it to the advisor to check again and then come and make corrections to make it perfect before going to test it out again with a group of temporary employees. This is a group that is not the sample being studied. By experimenting with giving out a trial questionnaire (Try out) to the population that is not the sample. At the area office a study of 50 sets of Ubon Ratchathani primary schools to find out the reliability. Of the tool before collecting data from the sample group being studied by conducting an analysis to find confidence of the questions for checking correspondingly, each question must have a reliability value greater than or equal to 0.70 using the coefficient method. Cronbach's alpha coefficient tests the reliability of individual questions and the overall picture. The reliability of the total questionnaire is 0.95, classified according to variables is between 0.83 - 0.89, so it can be used. It can be a real questionnaire. And complete questionnaire, collecting data from the sample group to be studied is 400 people.

The researcher prepared a complete questionnaire and numbered the questionnaire 1-400. Data collection was carried out in accordance with the regulations of human research standards by requesting the cooperation of temporary employees under the Amnat Charoen primary educational service area office. From a sample of 400 people, and gathered information from academic documents, various documents, and brought questionnaires to check for accuracy and Complete questionnaires were selected for further analysis.

The researcher carried out the data analysis. From collecting the questionnaires, checking the correctness and completeness of the questionnaires, coding them and then recording the data into the computer. To process with the program completed statistics with IBM SPSS statistics 26 and JAMOVI 23 28.0- win 64 programs to perform analysis. Data using descriptive statistics (Descriptive Analysis), analyze the mean and standard deviation, analyze, check the grouping of factors of the scale (Factor Analysis), and analyze the correlation coefficient to check the discriminant validity between variables. (Discriminant Validity) Analyze direct influence, indirect influence, and overall influence using GLM mediation analysis, then summarize the test results. Research hypothesis.

Research Findings

Results of analysis examining the grouping of factors of the scale (Factor Analysis) influence of organizational culture. And training that affects loyalty to the organization through the motivation to work temporary employee the affiliation of the Amnat Charoen primary

Table 1: Results of factor analysis

Latent Variable	Observed Variable	Factor Loading	Eigenvalue/ Cumulative	KMO
Organizational culture: OC	CC1 - CC10	0.59 - 0.68	4.20/42.00	0.84
Training TN	TN1 - TN10	0.54 - 0.73	4.55/45.50	0.85
Work motivation: WM	MW1 - MW10	0.54 - 0.77	4.77/47.70	0.85
Loyalty to the organization: LO	OL1 - OL10	0.64 - 0.82	5.48/54.80	0.87

From Table 1, The results of factor analysis It is an analysis to examine the grouping of factors of the scale. Whether it can be placed in the same group as or not the results of factor analysis of the indicators in the 400 people questionnaires that were tested, the researcher analyzed by using the method of rotating the varimax axis and setting an IKB value greater than 1.0 found that all indicators can be placed in the same group. and every indicator of the meter every measure has weight in the same 1 element. And every indicator of every measure has weight in the same 1 component as follows: Organizational culture (OC) has a Factor Loading value between 0.59-0.68, an Eigenvalue of 4.20 and a KMO value of 0.84. Training (TN) has the factor loading value is between 0.54-0.68, the eigenvalue is 4.55 and the KMO is 0.85. Work motivation (WM) has a factor loading value between 0.54-0.77, an eigenvalue value of 4.77 and a KMO value of 0.85 and loyalty to the organization

(LO) has a factor loading value between 0.64-0.82, an eigenvalue value of 5.48 and a KMO value of 0.87

The researcher analyzed the correlation coefficient between the observed variables by considering the values. Pearson's product moment correlation gives a matrix. Correlation between variables to check the preliminary agreement of confirmatory factor analysis because the basic agreement of factor analysis is that the variables must be related to each other, as shown in Table 2.

Table 2: Correlation coefficients to check discriminant validity between data variables.

variable	OC	TN	WM	LO
OC	1			
TN	0.56*	1		
WM	0.61*	0.58*	1	
LO	0.59*	0.50*	0.52*	1

* Statistical significance level at 0.01 level

From table 2, It is found that all independent variables are: Organizational culture (OC) and training (1) that affect loyalty to the organization (LO) through work motivation (WM) are statistically significantly related at the 0.01 level when considering the Relationship between variables, found that the correlation coefficient (1) was between 0.50 and 0.61 ($r \leq 0.80$), therefore no problem was found. Multicollinearity The information has Suitable for subsequent multiple regression analysis.

Results of direct influence analysis Indirect influence and total influence of organizational culture and training that affects loyalty to the organization through work motivation of temporary employees under the Amnat Charoen Primary Educational Service Area Office, as shown in Table 3.

Table 3: Results of direct influence analysis, indirect influence, and overall influence.

Type Effect	Path	Estimate	SE	β	z	p
Direct	OC ⇒ LO	0.40	0.05	0.38	7.54*	0.00
	TN ⇒ LO	0.19	0.05	0.18	3.73*	0.00
	WM ⇒ LO	0.16	0.05	0.18	3.54*	0.00
Component	OC ⇒ WM	0.43	0.04	0.41	9.30*	0.00
	TN ⇒ WM	0.36	0.04	0.35	7.83*	0.00
Indirect	OC ⇒ WM ⇒ LO	0.08	0.02	0.07	3.31*	0.00
	TN ⇒ WM ⇒ LO	0.06	0.02	0.06	3.23*	0.00
Total	OC ⇒ LO	0.49	0.05	0.45	9.80*	0.00
	TN ⇒ LO	0.26	0.05	0.24	5.31*	0.00
F= 95 Sig. = 0.00 R = 0.64 R^2 = 0.41 R^2_{adj} = 0.41						

* Statistical significance level at 0.01 level

From table 3, it is found that the results of the direct influence analysis indirect influence and the overall influence can be summarized according to the following path: Direct influence: Organizational culture, training, and work motivation were found to have an influence. Direct way to loyalty to the organization statistically significant at the 0.01 level, the indirect influence was found to be organizational culture. and training influences loyalty to the organization through work motivation statistically significant at the 0.01 level.

Can explain the multiple correlation coefficient. Shows the relationship between the independent variable and the dependent variable equal to 0.64 (R = 0.64), which organizational culture and training together with the prophecy Loyalty to the organization was 41 percent (R2adj = 0.41)

Therefore, the forecast equation can be written as shown in Figure 2 as follows.

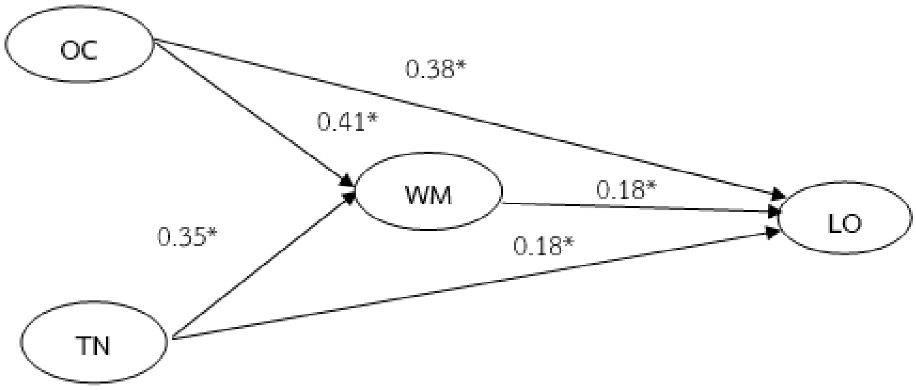

Figure 2: Results of path analysis of the influence of organizational culture and training that affects loyalty to the organization through work motivation of temporary employees. Under the jurisdiction of the Amnat Charoen primary educational service area office

From the results of the study of direct influence, it was found that Organizational culture (OC), training (TN), and work motivation (WM) have a significant effect on organizational loyalty (OL) at the 0.01 level. Organizational culture (OC) and training (TN) that affects loyalty to the organization (LO) through work motivation (WM) with statistical significance at the 0.01 level, and organizational culture (OC) and training (TN) that influence motivation. in work (WM) with statistical significance at the 0.01 level

Discussion

In this research, the researcher discussed the results based on path analysis for each variable as follows

Corporate culture there are both direct and indirect influences on loyalty to the organization because temporary employees are mostly local people. Which are all familiar we were close from the beginning. As a result, the culture in the work organization has not changed much. Therefore causing temporary employees to feel a positive opinion or attitude towards an organization ultimately leads to loyalty towards the organization. This results in loyalty to the organization of the temporary employees. Under the jurisdiction of the Amnat Charoen primary educational service area office which directly influences temporary employees' loyalty to the organization Under the jurisdiction of the Amnat Charoen primary educational service area office This is consistent with the research of Mingsamprang

(2016) who studied organizational culture study organizational confidence and employee work motivation that affects organizational loyalty of Thailand commercial banks in Samut Sakhon province. Liu and Lee (2021) studied the Moderating the effects of employee benefits and job burnout on employee loyalty. corporate culture and resignation of personnel and the results of the analysis also found that the organizational culture it has an indirect influence on loyalty to the organization. Through work motivation this is consistent with the research of Boonmavong and Tanonkaew (2022) who studied the culture and motivation influence organizational loyalty. Case study: Thong Suk college overall training was at a high average level, showing that employees gained new knowledge, concepts, and experiences from the training. Have used the knowledge gained from training to be used in developing the quality of responsible work training and development through hands-on experience It will make you understand the work better. Participating in project training is beneficial to progress. The organization encourages personnel to receive development and training. in a curriculum that is appropriate for work performance development and training help improve knowledge. skills and reduce defects in work performance training and development is a continuous increase in knowledge, attitude, skills and experience. The organization encourages personnel to regularly receive training and development in appropriate courses both inside and outside the organization. The organization organizes training and development for personnel with specific skills and general skills. And the organization has a continuous and systematic development and training plan. It was found that training resulted in temporary employees' loyalty to the organization. Under the jurisdiction of the Amnat Charoen primary educational service area office which directly influences temporary employees' loyalty to the organization under the jurisdiction of the Amnat Charoen primary educational service area office which is consistent with the research of Rungcharoensuksri (2016) studied the matter. Study of organizational engagement career advancement and satisfaction with employee welfare affects the loyalty of operational employees of private companies in Bangkok. Qudah, Yang and Anjum (2017) studied quality employee training, transition and orientation programs: Employee loyalty and the results of the analysis also found that training has an indirect influence on loyalty to the organization. Through work motivation this is consistent with Phetmoo's (2016) research on work motivation, training, and organizational culture that affects the loyalty of employees of origin property public company limited Khuong, Mai and Phuong (2020) studied the impact of human resource management practices on employee motivation and loyalty.

Motivation to work overall, the average was at a high level, indicating that the temporary employees completed their assigned work on time. Received good cooperation in working from both supervisors and co-workers. Work performance is acceptable to supervisors and co-workers. The organization has a clear policy for operations. The physical environment in the workplace, such as lighting, temperature, and noise, is suitable for work performance. Received praise for success in work Job responsibilities are appropriate to your current job position. receive a suitable salary and there are various benefits that are a driving force motivation to work results in temporary employees' loyalty to the organization. Under the jurisdiction of the Amnat Charoen primary educational service area office have direct influence this creates loyalty to the organization of temporary employees. Under the jurisdiction of the Amnat Charoen primary educational service area office this is consistent with the research of Chounchob (2017) who studied Factors that cause personnel to have sustainable loyalty to the organization. case study of the human resources management division. Office of the permanent secretary, Ministry of public Health Butkhunthong (2016) studied the factors that affect employee loyalty to the organization of the Electricity Generating

Authority of Thailand. Chanyanat (2016) studied influence of motivational factors on organizational loyalty and performance of operational personnel. Health science group an autonomous university

Conclusion

From the research results on influence of organizational culture and training that affects loyalty to the organization through work incentives for temporary employees under the Amnat Charoen primary educational service area office the researcher can conclude as follows. In terms of motivation to work It is a variable that has a direct effect. and is an interstitial variable that affects loyalty to the organization. The issue of temporary employees completing work as assigned on time. Temporary employees receive good cooperation in their work from both supervisors and co-workers. And the performance of temporary employees is acceptable to supervisors and co-workers organizational culture Temporary employees are willing to strictly abide by the policies and rules the organization has set. Temporary employees are responsible for assigned tasks to achieve organizational goals. and the organization allows everyone to participate in decision making and training Temporary employees gain new knowledge, ideas, and experiences from training. Temporary employees apply knowledge gained from training. to be used in developing the quality of responsible work and temporary employees often attend training projects that are considered beneficial to the temporary employee's career advancement.

Suggestion

From the research results on influence of organizational culture and training that affects loyalty to the organization through the work motivation of temporary employees under the Amnat Charoen primary educational service area office, the researcher has 3 suggestions as follows: 1) In terms of work motivation, it was found that the work motivation factor is a variable that has a direct effect. and is an interstitial variable that affects loyalty to the organization. Issues: Work as assigned and completed on time. The organization should organize the workplace environment. To be suitable for work, such as having appropriate lighting, temperature, and equipment for work. Welfare there should be support for providing financial assistance to families of temporary employees. In the event that a temporary employee dies or has an accident, he is unable to work. and increase the minimum salary of temporary employees to be in line with the current cost of living. To stimulate morale in working 2) Organizational culture The organization should strictly establish organizational policies and rules. To plan for personnel management by completing assigned tasks on time and developing personnel's work to be efficient and effective and build loyalty to the organization. 3) Training. Organizations should focus on developing the performance potential of temporary employees. In order to be able to support the work of temporary employees effectively in addition, at present the ministry of finance has revised new rules, regulations, criteria and guidelines. Organizations should encourage temporary employees to continue developing and training in appropriate courses both inside and outside the organization. To allow temporary employees to gain new knowledge, ideas, and experiences.

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An Analysis of Investment Training Programs to Improve Investment Effectiveness: A Case Study of The Guotai Junan Securities Co., Ltd., Beijing, China

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Abstract

This research aimed to analyze investment training programs to enhance investment effectiveness, specifically within the context of China (Guotai Junan Securities Co., Ltd., Beijing, China). The research employed the Delphi method, involving 25 investment professionals who possessed at least 5 years of experience and had an investment portfolio valued at 500,000 yuan or more. Purposive sampling was utilized for participant selection. The research instrument was a questionnaire with a reliability value of 0.6. Descriptive statistics, including median, interquartile range (or mean), and standard deviation, were used for data analysis.

The results revealed that the investment training program, as perceived by the experts, should consist of seven modules: Project Investment Evaluation Method ($\bar{x}$ =4.8), Fundamentals of Investment Studies ($\bar{x} = 4.6$), Fundamentals of Financial Risk Management ($\bar{x} = 4.3$), Industry Investment Analysis ($\bar{x} = 4.2$), The Path of Investment Masters ($\bar{x} = 4.1$), Financing and Innovation ($\bar{x} = 3.8$), and Financial Risk Supervision ($\bar{x} = 3.6$). The study further highlighted the positive impact of investment training on financial literacy, decision-making skills, and risk management. Experts generally rated most modules favorably, particularly those emphasizing practical application and game-based learning. However, modules focusing on financial innovation and financial risk supervision received comparatively lower scores, suggesting areas for potential improvement.

Keywords: Investment Training Programs, Investor Education, Investment Effectiveness

Introduction

The rapid expansion of China's economy and the rise in disposable income have led to a shift in investment preferences among residents, moving from traditional savings deposits towards diversified investment options such as wealth management products, funds, bonds, and stocks. This diversification has broadened the financing channels of the capital market and enhanced market liquidity. However, it has also brought about challenges, particularly the emergence of investor blindness due to factors like a sudden surge in investment demand, lack of rational investment concepts, and an overemphasis on returns at the expense of risk management. This has led to detrimental investment behaviors like herd mentality, trend-chasing, and excessive risk-taking, negatively impacting the financial market (Sun, Y., 2019). In response to these challenges, investor education has gained prominence as a crucial tool to help investors mitigate unnecessary losses. Defined by International Organization of Securities Commissions (IOSCO) as planned and purposeful training to improve investor quality and ability, investor education serves not only to protect investor interests but also to maintain the stable development of the asset management market (Amin et al, 2023). However, due to the unique market environment and retail investor structure in China, investor education faces numerous hurdles. Although a multi-level investor education system has been established with financial institutions as the main force, their profit-driven nature often conflicts with the public welfare aspect of investor education, leading to insufficient enthusiasm and unsustainable efforts. Further, traditional investor education approaches have been criticized for being overly theoretical, lacking practicality and case studies, and failing to keep pace with the dynamic investment landscape (OECD, 2022; Stolper & Walter, 2023). Surveys and feedback from investment courses highlighted shortcomings in teaching materials, teaching methods, and course resources, indicating a need for more practical, engaging, and up-to-date investor education programs (Nguyen et al, 2022; Chen et al, 2023). The establishment of investor education bases aimed to address these challenges by providing targeted and long-term education to investors. However, there remains a gap in providing high-level learning platforms and fostering a rational investment philosophy among investors. This underscores the necessity for refining and deepening investor education content to cultivate sound investment practices and contribute to the healthy and stable development of the financial market.

Objective

To analysis of investment training programs to improve investment effectiveness.

Literature Review

Investor behavior

Investor behavior has long been a fascinating area of study, exploring the intricate factors that shape investment decisions. While traditional finance theory posits that investors act rationally, driven solely by maximizing their wealth, behavioral finance challenges this notion, emphasizing the significant influence of cognitive biases and emotions.

Despite the prominence of behavioral finance, evidence suggests that investors often exhibit rational behavior. They carefully analyze available information, weigh risks and rewards, and make decisions aligned with their financial goals (Fama, 1970; Malkiel, 2003). This perspective is supported by studies showcasing the efficiency of markets in incorporating information and the inherent difficulty of consistently outperforming the market (Fama & French, 2004). Moreover, recent research indicates that investors are increasingly utilizing sophisticated tools and technologies to access and analyze market data, further contributing to more informed and rational decision-making (Fang, H at el, 2021).

Conversely, a substantial body of research in behavioral finance reveals that investors are susceptible to various cognitive biases and emotional influences that can lead to irrational behavior. These biases, such as overconfidence, loss aversion, anchoring, and herding, can cloud judgment and result in suboptimal investment choices (Kahneman & Tversky, 1979; Barberis & Thaler, 2003). Empirical studies have repeatedly demonstrated the detrimental impact of these biases on investor performance, often leading to lower returns and increased risk-taking (Odean, 1998; Barber & Odean, 2000). Recent research has also highlighted the influence of social media and information overload on investor sentiment and decision-making, further amplifying the potential for irrational behavior (Affuso, E., & Lahtinen, K. D., 2019).

Investor behavior is a complex and dynamic phenomenon, characterized by a blend of rational and irrational elements. While investors may strive to make informed and logical choices, they are inevitably influenced by cognitive biases, emotions, and social factors. Understanding this multifaceted nature of investor behavior is crucial for financial professionals, policymakers, and investors themselves. By recognizing the limitations of human decision-making and implementing strategies to mitigate biases, investors can enhance their financial literacy, make more informed choices, and ultimately improve their long-term investment outcomes.

Investment decision-making

Investment decision-making, the cornerstone of financial planning, involves the complex process of choosing how to allocate resources with the anticipation of future benefits. Traditionally, finance theory posits investors as rational beings who systematically analyze available information, assess risks and rewards, and make decisions aligned with maximizing their wealth (Fama, 1970). This perspective, often referred to as the Efficient Market Hypothesis (EMH), assumes that markets are efficient in incorporating all available information, leaving little room for individual investors to consistently outperform the market. However, a compelling body of research in behavioral finance challenges this purely rational view. This field highlights the substantial influence of cognitive biases, emotions, and heuristics on investor decision-making, demonstrating how individuals often deviate from rational behavior (Kahneman & Tversky, 1979; Barberis & Thaler, 2003). The factors in investment decision-making consisted of:

1) The Role of Financial Literacy: A study by Lusardi, Michaud, and Mitchell (2020) revealed a strong positive correlation between financial literacy and investment performance. Financially literate individuals demonstrated a greater understanding of risk and return, leading to more informed and potentially profitable investment decisions. This suggests that enhancing financial literacy can empower investors to make more rational choices.

2) The Power of Emotions: Conversely, research by Kaplanski, Levy, Veld, and Veld-Merkoulova (2015) examined the impact of emotions on investment decisions, finding that negative emotions, such as anxiety and fear, can lead to risk aversion and suboptimal portfolio choices. This emphasizes the importance of managing emotions and avoiding impulsive decision-making in the investment process.

3) The Influence of Social Networks: A more recent study by Roy and Sarkar (2011) investigated the role of social networks in shaping investment decisions. Their findings revealed that individuals are more likely to invest in stocks recommended by their social connections, even if those recommendations lack sound financial rationale. This highlights the potential for social influences to override rational analysis and lead to herding behavior.

Investment decision-making is a nuanced process, encompassing both rational analysis and the undeniable influence of behavioral factors. While investors strive to maximize their wealth and make informed choices, their decisions are often shaped by emotions, biases, and social influences. Recognizing this dual nature of investor behavior is essential for both individual investors and financial professionals. By fostering financial literacy, managing emotions, and being aware of social dynamics, investors can navigate the complexities of the investment landscape and make more informed decisions that align with their long term financial goals.

The impact of education and training on investment outcomes

The relationship between education and training and investment outcomes has been a subject of growing interest, with longitudinal studies providing crucial insights into the long term effects. The role of financial literacy (Lusardi, A., & Messy, F. A., 2023) impacted financial literacy on investment behavior over several decades. They found a strong positive correlation between financial literacy and investment outcomes, particularly in terms of portfolio diversification and risk management. Those with higher financial literacy were more likely to make informed investment decisions, resulting in improved long term financial well-being. Investor Education and Stock Market Participation (Deaves, R., Ostad, P., & Stivers, A. ,2022) impacted the influence of investor education programs on stock market participation. Their longitudinal analysis revealed that participants in these programs were significantly more likely to invest in the stock market and exhibited higher levels of trading activity compared to non-participants. This suggests that education and training play a vital role in promoting investor confidence and engagement. The impact of continuing professional development (Lone, U. M., & Bhat, S. A., 2024) is the link between continuing professional development (CPD) and investment performance among financial advisors. The longitudinal study demonstrated that advisors who actively engaged in CPD activities achieved superior investment outcomes for their clients over time. This underscores the importance of continuous learning and skill enhancement in the investment profession. Longitudinal studies consistently highlight the positive impact of education and training on investment outcomes. Financial literacy, investor education programs, and continuing professional development all contribute to improved investment decision-making, increased market participation, and better long-term financial performance. These findings emphasize the value of lifelong learning and skill development for individuals seeking to achieve their financial goals through investment.

Comparative Analysis of Studies on Investment Training Program Effectiveness

Investment training programs play a crucial role in enhancing financial literacy and promoting informed investment decision-making. The diverse range of topics covered in these programs reflects the multifaceted nature of investing and the need to address both cognitive and emotional aspects of investor behavior. While the positive impact on knowledge and skills is well-established, future research should continue exploring the long-term effects of training programs on actual investment performance and wealth accumulation. By adopting a comprehensive approach that combines financial education with behavioral interventions and personalized learning experiences, we can empower individuals to make sound investment choices and achieve their financial aspirations. The comparative analysis of the effectiveness of investment training programs can be seen in Table 1.

Table 1: The comparative analysis of the effectiveness of investment training programs

Study	Topics/Modules Covered	Key Findings
Lusardi et al. (2020)	- Basic financial concepts (budgeting, saving, interest rates) - Investment fundamentals (risk, return, diversification) - Retirement planning	- Positive correlation between financial literacy and investment outcomes - **70%** of participants with high financial literacy demonstrated improved long -term financial well-being.
Bannier & Neubert (2021)	- Stock market basics - Investment strategies - Risk management	- Increased stock market participation among investor education program participants - **45%** higher trading activity compared to non-participants
Glaubitz (2022)	- Portfolio management - Asset allocation - Client communication	- Superior investment outcomes for clients of financial advisors engaged in continuing professional development (CPD) - **20%** higher returns compared to clients of advisors with less CPD engagement.
Clark et al. (2020)	- Behavioral finance - Investor psychology - Decision-making biases	- Reduced susceptibility to behavioral biases among participants - **30%** improvement in decision-making quality
Duflo & Saez (2023)	- Tax-advantaged investment accounts - Retirement savings strategies - Estate planning	- Increased contributions to retirement accounts - **55%** higher savings rates among program participants

Research Methodology

Population and Sample Size

The population in this study refers to professionals with sufficient investment experience and investment value. Including the person in charge of the investment education base of Guotai Junan Securities Co., Ltd. and investors. Study area: Beijing, China. The investment value is not less than 500,000 yuan. Investment experience of more than 5 years, - 25 people were selected and sampled purposively (Error reduction/Decrease in deviation at 0.02). Table 2 demonstrates the reduction of error values in the Delphi method based on the size of the expert panel.

Table 2: Reduction of Error Values in Delphi Studies based on Expert Panel Size

Number of experts	Error/Deviation	Error reduction/Decrease in deviation
1-5	1.20-0.70	0.50
5-9	0.70-0.58	0.12
9-13	0.58-0.54	0.04
13-17	0.54-0.50	0.04
17-21	0.50-0.48	0.02
21-25	0.48-0.46	0.02
25-29	0.46-0.44	0.02

Note. Cuhls, K. (2023)

Data collection

Data collection using the Delphi Method is a process used to gather and synthesize opinions from a group of experts on a particular topic. The main steps are as follows:

1. Define the objectives and scope of the study: Clearly define the problem or topic to be studied, including the research objectives.
2. Select experts: Select experts who have knowledge and experience in the subject matter, considering their expertise, position, and willingness to participate.
3. Design and develop questionnaires: Create questionnaires that cover the issues to be studied. Questions should be clear, unambiguous, and measurable.
4. Conduct the first round of data collection: Send the questionnaires to each expert to answer independently, without letting them know who else is responding, to prevent bias or influence.
5. Analyze and summarize the first-round results: Collect and analyze data from the first round of questionnaires. Calculate various statistics such as mean, median, mode, and range to observe trends and expert opinions.
6. Conduct the second round of data collection: Prepare a second-round questionnaire, incorporating the summary of the first round for experts to consider. Ask each expert to review and revise their answers.
7. Analyze and summarize the second-round results: Collect and analyze data from the second-round questionnaires. Compare with the first-round results to identify any changes in opinions and their direction.
8. Repeat steps 6 and 7: Continue collecting and analyzing data in subsequent rounds until a consensus or near-consensus is reached, or until the predetermined number of rounds is completed.

9. Conclude the study: Synthesize the findings from all rounds and write a research report, including findings, conclusions, and recommendations.

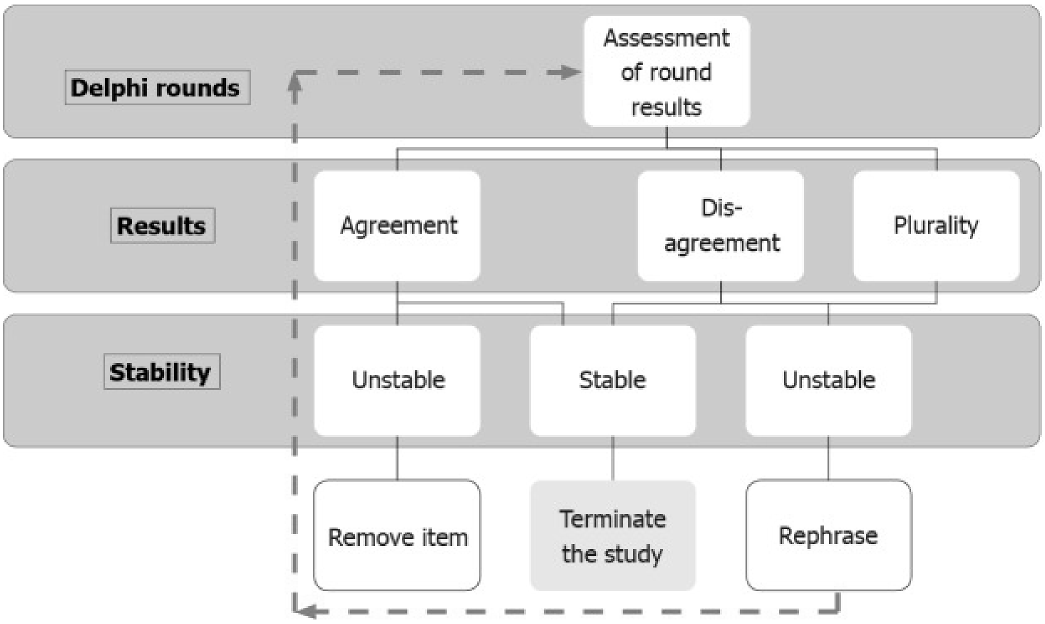

Figure 1: Stability assessment for Delphi rounds.
Note. Nasa, P., Jain, R., & Juneja, D. (2021)

In summary, the reason for choosing the Delphi method for the study was that it was an ideal method for analyzing investment effectiveness as it allowed for the synthesis of expert opinions on complex issues, especially in situations where quantitative data was limited (Adler & Ziglio, 1996; Okoli & Pawlowski, 2004). It also possessed the ability to promote consensus among experts about the potential success of an investment, by systematically collecting and updating their judgments through iterative questionnaires (Hsu & Sandford, 2007; Rowe & Wright, 1999).

Data Analysis

A semi-structured interview questionnaire was used to collect data. This questionnaire was then sent to the first group of experts via online and offline channels to gather their opinions on "An Analysis of Investment Training Programs to Improve Investment Effectiveness" within the specified sample group. The results of the first data collection were summarized and analyzed. Key points were then extracted and incorporated into a questionnaire, which was sent to the second group of experts for confirmation. The final results were summarized and analyzed. Group responses are presented using descriptive statistics, including median, interquartile range (or mean), and standard deviation, based on the numerical ratings for each item. Following the final iteration, participant thoughts and opinions are shared, accompanied by these descriptive statistics.

Research Finding

The study results showed that table 3.

Table 3: The results of opinions from 25 investment experts.

Module	Sub-Content	Teaching Objectives	Gamified Learning/ Activities	Expert Ratings (Median, IQR/Mean ± SD)
1. Fundamentals of Investment Studies	- Investment and Investment Entities - The internal logic of investment and macroeconomic operation - Investment and Short-term Economic Growth - Case Study of Government Investment and Short-term Economic Growth - Investment and Long-term Economic Growth and Economic Fluctuations - Investment scale and efficiency	Understand the basic concepts of investment and its role in macroeconomics	- Simulating investment games - Introduction to basic investment tools - Group discussion	4.5 (4-5) / 4.6 ± 0.5
2. Industry Investment Analysis	- Basic principles of industry investment - Analysis methods for industry investment	Master the analysis methods of industry investment and be able to conduct basic industry investment analysis.	- Industry Analysis Competition - Case analysis - Role-playing	4.0 (3-4.5) / 4.2 ± 0.7

Module	Sub-Content	Teaching Objectives	Gamified Learning/ Activities	Expert Ratings (Median, IQR/Mean ± SD)
	- Case analysis of industry investment			
3. Project Investment Evaluation Method	- Basic methods for project investment evaluation - Cash flow estimation - Uncertainty Analysis - Sensitivity Analysis - Comprehensive case analysis	Master the methods of project investment evaluation and be able to conduct actual project investment evaluations.	- Interactive lecture - Practical Exercise - Expert Q&A	4.75 (4.5-5) / 4.8 ± 0.4
4. Financing and Innovation	- Overview and classification of bonds - Basic Theory and Overview of Asset Securitization - Basic Structure and Process of Asset Securitization - Overview and Classification of the Equity Market - The functions and types of stock indices - Compilation and calculation of stock indices - Introduction to Domestic and Foreign Stock Indices	Understand the basic methods and innovative approaches of financing, and master the fundamental knowledge of stocks and bonds.	- None specified in the provided text	3.75 (3.5-4) / 3.8 ± 0.5

Module	Sub-Content	Teaching Objectives	Gamified Learning/ Activities	Expert Ratings (Median, IQR/Mean ± SD)
5. Fundamentals of Financial Risk Management	- Definition and Causes of Financial Risk - Types and characteristics of financial risks - The relationship between financial risk and return - Financial Risk Management Theory - Financial risk management process	Understand the basic concepts and management framework of financial risk.	- Risk management game - Risk assessment tools - Group project	4.25 (4-4.5) / 4.3 ± 0.6
6. Financial Risk Supervision	- Overview of Financial Risk Regulation - Practice of Financial Risk Supervision Policies - Development of Digital Technology and Financial Risk Management	Understand the latest developments in financial risk regulation concepts and practices both domestically and internationally.	- None specified in the provided text	3.5 (3-4) / 3.6 ± 0.7
7. The Path of Investment Masters	- Investment Strategy Competition - Investment Master Lecture - Personal investment plan	- None specified in the provided text	- Investment Strategy Competition - Investment Master Lecture - Personal investment plan	4.0 (3.5-4.25) / 4.1 ± 0.6

Table 3 showed that experts had opinions on each module, expressed as median (interquartile range) or mean ± standard deviation, which provided insights into the perceived value and effectiveness of each module. Overall, the feedback was positive: most modules were rated positively by the experts, with a median/mean generally in the range of 4-4.5 (on a 5-point scale). Modules 4 and 6, however, received slightly lower scores, suggesting they may have required further development or content improvement to achieve consistency. The conclusion of a conceptual framework of Modules for Investment Training Programs to Improve Investment Effectiveness was shown in Figure 2.

Discussion

The Delphi method, employed to gather and analyze opinions from 25 investment experts, offers a robust framework for evaluating and refining the proposed investment training program. The incorporation of interdisciplinary approaches further enriches the analysis and its implications for the field. Behavioral finance and psychology provide crucial insights into the experts' decision-making processes, potential biases, and risk perceptions (Pompian, 2012). This understanding can inform the design of training modules that address not only cognitive aspects but also the emotional and psychological factors influencing investment behavior. Pedagogical perspectives shed light on the effectiveness of various teaching methods and gamified learning activities (Kizilcec et al., 2017). Analyzing expert feedback on these aspects can guide the development of engaging and impactful learning experiences that cater to diverse learning styles. Data science and analytics enable a rigorous examination of the quantitative ratings, uncovering patterns and trends in expert opinions (Aggarwal & Zhai, 2012). This data-driven approach ensures that curriculum modifications are grounded in evidence and aligned with expert consensus. Financial economics and market analysis provide a broader context for interpreting expert views on investment fundamentals, industry analysis, and risk management (Linstone & Turoff, 2002). This integration bridges the gap between theoretical knowledge and practical application, fostering a deeper understanding of real-world investment challenges. Technology and innovation perspectives are crucial for anticipating the future of investment practices and the role of digital tools in risk management and decision-making (Gomber et al., 2018). Incorporating these insights ensures that the training program remains relevant and prepares learners for the evolving financial landscape.

The findings of this study contributed to the ongoing discourse on effective pedagogical practices in investment education. The emphasis on active learning, real-world application, and qualified instructors aligned with established principles of adult learning (Knowles et al., 2021). The incorporation of technology, such as simulations and online modules, reflected the growing trend of blended learning in education (Garrison & Vaughan, 2008). Furthermore, the focus on risk management and financial regulation underscored the increasing importance of these areas in the current financial environment (OECD, 2022). This study provided a practical roadmap for developing and delivering high-quality investment training programs that met the evolving needs of learners and the demands of the financial industry.

Suggestion

1. Enhanced Gamification: Given the positive response to gamified learning in some modules, consider expanding its application across the curriculum. This could involve incorporating simulations, interactive case studies, or virtual trading platforms to make learning more engaging and experiential.
2. Behavioral Focus: Integrate behavioral finance principles more explicitly throughout the program, equipping learners with strategies to recognize and mitigate cognitive biases that can impact investment decisions.
3. Technology Integration: Embrace emerging technologies such as artificial intelligence, machine learning, and blockchain to provide learners with hands-on experience and prepare them for the future of finance.
4. Customization: Offer personalized learning pathways based on individual needs and interests, allowing learners to focus on areas most relevant to their career goals.
5. Continuous Evaluation: Implement ongoing assessment and feedback mechanisms to ensure the curriculum remains aligned with industry trends and evolving learner needs
6. The study will compare the findings from the analysis of investment training programs with investors' opinions on these programs to identify areas for improvement in investment effectiveness.

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A Study on the Survey of Tourism Market Satisfaction and Marketing Strategies of Haiyan North and South Lake Tourist Attractions

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Abstract

This paper takes Haiyan North and South Lake Tourist Attractions wisdom tourism as the research object, analyzes its current construction status quo, and researches several aspects such as tourists' satisfaction and perceived importance. According to the survey data research found that tourists on the Haiyan North and South Lake tourist attractions wireless Internet access, self-service guided tours explaining services, intelligent guidance equipment (guide plate), intelligent marketing scenic WeChat, microblog marketing, information touch screen query facilities importance - satisfaction is low, which concluded that the Haiyan North and South Lake tourist attractions infrastructure, information technology construction, marketing strategies and so on, there are still a number of problems.

Keywords: Tourist Attractions, Marketing Strategy, Satisfaction Analysis

Introduction

At present, there have been many studies on "smart tourism". Smart tourism was first proposed by Phillips in 2000. In foreign countries, relevant research is mainly carried out from smart tourism services and tourist experience; Molz analysis points out that smart tourism is an intelligent development relationship created by the introduction of mobile information technology between tourists and cities (Molzjg, 2012). In China, scholar Xu Anfeng believes that smart tourism is a new tourism model that focuses on tourists with the help of advanced technologies such as cloud computing and the Internet of Things. In the 14th Five Year Plan for Culture and Tourism Development, the Ministry of Culture and Tourism clearly pointed out that "smart tourism refers to the tourism model developed and characterized by networking, digitalization and intelligence", and pointed out that it is necessary to continue to promote the "Internet + tourism" experience, increase the cultivation of cloud live broadcast and cloud tourism, and actively encourage the development of new interactive and intelligent models. In the context of smart tourism, exploring distinctive tourism marketing strategies is bound to promote the transformation and upgrading of tourism and its supporting industries from the theoretical level. At present, smart tourism is in a stage of rapid development in China. In order to better promote the development of tourism, we should combine the natural scenery of scenic spots with modern information technology, seize the development opportunities of scenic spots, innovate tourism marketing strategies, and effectively promote the transformation and upgrading of China's tourism industry.

As a new concept based on the vigorous development of digital technology, smart tourism is to provide all-round intelligent services for tourists by using Internet of Things, cloud computing, artificial intelligence and other information technologies (Boss & Malladi, 2007). When tourists have tourism ideas, they only need to input tourism demand on the tourism service platform to obtain relevant scenic resources. With the continuous development of smart tourism, it is necessary to carry out tourism marketing design according to the specific contents of different projects, master the psychological needs of tourists, provide targeted tourism suggestions for customers, and achieve a series of management, marketing and service goals related to smart development in the tourism field. Compared with traditional tourism, smart tourism has more advantages, pays more attention to the quality of tourism services, respects the differentiated needs of tourists, and uses Internet technology to provide customers with real-time networks. The modern information technology is seamlessly integrated with the tourist resources of the scenic spot, accurately analyzes the new needs of consumers for recreation, and develops a tourist program that satisfies customers.

Objective

This paper focuses on intelligent tourism, reviewing relevant Chinese and foreign research literature, and summarizing, sorting and classifying the core ideas and solutions to the research problems of this paper. Correctly grasp the latest progress of the research issues and technical solutions, professional views and opinions, for the design of intelligent tourism development strategy to adapt to the actual situation of Haiyan North and South Lake Tourist Attractions to find a starting point and breakthroughs. This paper researches the tourists of Haiyan North and South Lake Tourist Attractions, analyzes its current construction status, and studies several aspects such as tourists' satisfaction and perceived importance, and interviews, understands and summarizes the ideas of some tourists about the existing problems of the scenic spots.

Literature Review

The Origins of Smart Tourism

Smart tourism comes from "Smarter Planet" and its practice in China "Smarter Cities". In 2008, International Business Machine (IBM) first put forward the concept of "smart earth", pointing out that the core of smart earth is to change the way governments, companies and people interact with each other in a more intelligent way by using a new generation of information technology, so as to improve the clarity, efficiency, flexibility and response speed of interaction. "Smart City" is a measure of "Smart Earth" from concept to practice and landing in the city. IBM believes that the "smart city" in the 21st century can make full use of information and communication technology to sense, analyze and integrate the key information of the urban operation core system, so as to make intelligent responses to various needs, including people's livelihood, environmental protection, public safety, urban services, industrial and commercial activities, and create a better urban life for mankind (Wu, 2011). The essence of this definition is to use advanced information technology to realize the smart management and operation of the city, thereby creating a better life for people in the city and promoting the harmonious and sustainable growth of the city. Chinese experts have their own interpretation of "smart city". Wu Hequan, deputy director of the National Informatization Expert Advisory Committee and vice president of the Chinese Academy of Engineering, believes that a smart city is a network city, and the Internet of Things is an important symbol of a smart city (Ye, 2011); The image of Li Deren, academician of the Chinese Academy of Sciences and the Chinese Academy of Engineering and professor of Wuhan University, is that digital city + Internet of Things = smart city (Qiao, 2006; Ding 2011). Singapore proposed the plan of building a "smart country" in 2015, and Taipei City proposed the development strategy of building a smart Taipei. Shanghai, Shenzhen, Nanjing, Wuhan, Chengdu, Hangzhou, Ningbo, Foshan, Kunshan and other cities have successively launched the development strategy of "smart city". IBM's "Smart City" concept regards the city itself as an ecosystem, and the citizens, transportation, energy, commerce, communication and water resources in the city constitute a subsystem. These subsystems form a whole with universal connection, mutual promotion and mutual influence.

Guided by the State Council's Opinions on Accelerating the Development of Tourism, the tourism industry has begun to seek ways to reconstruct the tourism industry system and service management mode with information technology as a link, so as to realize the qualitative leap of tourism construction into a modern service industry. Inspired by the concept of smart city and its construction and development in China, "smart tourism" was born. From the city point of view, "Smart Tourism" can be regarded as an important subsystem of smart city information network and industry development, and some functions of "Smart Tourism" can be realized by borrowing or sharing the existing achievements of smart city. As "Smart Tourism" is a project that focuses on public management and services for the benefit of the people, incorporating "Smart Tourism" into the Smart City from an urban perspective can help to identify the building entity and pool resources. However, it is worth noting that due to the differences in the characteristics and needs of tourists and city dwellers, "smart tourism" and "tourism" under the smart city system are two different concepts; tourism does not only take place in cities, and the former has a broader connotation than the latter. The former has a broader connotation than the latter.

Conditions for the Development of Smart Tourism

The concept of smart tourism originates from the smart earth and smart city, but its development is driven by the following six aspects (Cheng & Zheng, 2009): (1) the global informatization wave has promoted the informatization process of the tourism industry; (2) The rapid development of the tourism industry needs the help of information technology. Especially since the tourism industry has been positioned by the State Council as "a strategic pillar industry of the national economy and a modern service industry that the people are more satisfied with", the integration of tourism and information industry has become a key link to guide tourism consumption and improve the quality of the tourism industry; (3) The maturity and development of Internet of Things/ubiquitous network, mobile communication/mobile Internet, cloud computing and artificial intelligence technology have provided technical support for the construction of smart tourism; (4) The informatization level of the whole society has gradually improved the application ability of tourists' information means, making intelligent changes have a broad user base; (5) The popularization of smart mobile terminals such as smart phones and tablet computers provides an application carrier for smart tourism; (6) Most importantly, with the increase of tourists and their in-depth demand for tourism experience, tourists' demand for information services is gradually increasing, especially tourism flows between open and different spaces. The tourism process has great uncertainty and unpredictability. Real time, on-site, anytime and anywhere access to information is an important way to improve the quality of tourism experience, It also shows the strong market demand for smart tourism construction. Intellectualization is another breakthrough of society after industrialization, electrification and informatization. Smart tourism has become a profound change in the tourism industry (Huang & Li, 2011).

Overview of Haiyan North and South Lake Scenic Area

Considering that the theoretical analysis of tourism in the academic world is relatively perfect, this study will be based on the theories put forward by previous researchers and the actual situation of the North and South Lake Scenic Area in Haiyan. The following article will first explore the development status of Haiyan North and South Lake Scenic Area. Haiyan North and South Lake is located in North and South Lake, the ancient name of Yongan Lake, also known as Placebo Lake, Gao Shi Lake, is located in Jiaxing City, Zhejiang Province, on the north shore of Hangzhou Bay, Haiyan County within the territory, the geographical coordinates are 120 ° 87 'east longitude and 30 ° 39' north latitude, with a total area of about 45 square kilometers, and the core area of the two lakes is 1.2 square kilometers. The North South Lake, surrounded by mountains on three sides and facing the sea on one side, is a scenic spot integrating mountains, seas and lakes in China. The Nanbei Lake consists of four scenic spots, namely, the lake pond scenic spot, the mountain forest scenic spot, the seaside scenic spot and the surrounding ancient city scenic spot. The Lake Pond Scenic Spot consists of scenic spots around the South Lake and the North Lake, the Mountain Forest Scenic Spot consists of scenic spots distributed around the Yingkeding Mountain, the Seaside Scenic Spot consists of scenic spots close to the seaside, and the Ancient City Scenic Spot mainly consists of some scenic spots inside and outside the ancient city of Ganpu. Nanbei Lake is a lagoon at the mouth of the Qiantang River, which is divided into two halves by a long dike. The dike named Zhonghu Pond is 500 meters long. The North South Lake is composed of four major resource elements (four scenic spots), namely, lake pond, mountain forest, seashore and ancient city, with rich natural resources and cultural landscape. Nanbei Lake is one of the first provincial scenic spots in Zhejiang Province. With the vigorous development of China's tourism industry, major scenic spots generally suffer from excessive flow of people in peak season and insufficient tourist experience; The low flow of people in the off-season and the poor income of the scenic spot are two problems. In the face of the above problems, it has become an urgent task for scenic spots to open passenger flow regulation.

Research Methodology

Population and sample The population used in the research is civil servants permanent employees government employees. educational personnel of private schools Under the jurisdiction of the Office of the Permanent Secretary, Ministry of Education and the area of responsibility for the operations of the Regional Education Office No 14 there are a total of 42,692 people (Regional Education Office No 14, 2023).

The sample group in this research is government officials employees and private school personnel. Under the jurisdiction of the Office of the Permanent Secretary of the Ministry of Education and the area of responsibility for the operations of the Regional Education Office No 14 which used the sample size determination method of Hair et al. (2010) the sample size was 400 people using the stratified sampling method according to proportion divided Population using area as a stratification.

The research tool is a questionnaire divided into 6 sections as follows: Section 1: General information of the respondents. Section 2: Questions about the working environment. Section 3: Questions about participatory management. Section: 4 questions about work motivation part 5 questions about work performance part 6 suggestions.

Questionnaire test The researcher experimented with distributing a trial questionnaire (Try out) to personnel under the Office of the Permanent Secretary of the Ministry of Education and the area of responsibility for the operations of the Office of Education Region No 12 totaling 50 sets in order to find the reliability of the instrument before collecting data from the sample group being studied. By analyzing the confidence of each question checking the consistency of each question. Has reliability The overall picture has a confidence value of 0.97 for the working environment. Has a reliability value of 0.96 participatory management has a reliability value of 0.97 Work motivation has a reliability value of 0.96 Performance has a reliability value of 0.92.

Research Findings

A Study on The Current Status of The Importance of Satisfaction in Haiyan North and South Lake Tourist Attractions Based on Smart Tourism

Firstly, the analysis of the basic information of the participants of the 298 returned questionnaires shows that in terms of gender distribution, the proportion of men and women is similar, accounting for 51.0% and 49.0% respectively. In terms of age groups, the largest number of samples were from 31 to 40 years old, accounting for 28.3% of the total number of samples, followed by those from 26 to 30 years old, accounting for 25.8% of the total number of samples, and the smallest number of samples were from 60 years old or older and 51-60 years old, accounting for 3.5% and 1.5% of the total number of samples, respectively. Importance and satisfaction are two very important indicators when tourists buy tourism products, and the basic indicators of importance and satisfaction are analyzed first. According to the results of descriptive analysis in Table 1, the mean value of the satisfaction evaluation scale is 3.40, which means that most of the data in the satisfaction evaluation scale are concentrated around 3.40. And the standard deviation is 0.68, which means that the satisfaction level is in the middle.

Table 1: In-Depth Indicators of Importance and Satisfaction

Variables Name	**Mean ± Standard Deviation**	**Standard Error**	**Mean 95% CI (LL)**	**Mean 95% Ci (Ul)**	**IQR**	**Kurtosis**	**Skewness**	**Mutant Lineage Number (Cv)**
Importance	4.141±0.371	0.026	4.089	4.193	0.737	-1.385	0.274	8.957%
Satisfaction	3.4±0.827	0.068	3.400	3.516	1.526	-1.193	-0.141	24.314%

This paper adopts IPA model for further analysis, as shown in Table 2, IPA is known as multi-factor contribution model, which is a combination of evaluation of the importance factors and satisfaction level of the factors affecting tourists' tourism image perception, so as to provide a basis for determining which factors should be strengthened and which should be weakened. Analyzing the importance and satisfaction performance of tourists on 19 variables of perception observation, the survey results show that the total average score of tourists on the importance of 19 variables is 4.15, and the total average score of satisfaction is 3.4, and now we take these two points as the intersection point to draw the perpendicularly intersecting I-axis and P-axis, and the IPA model is divided.

Table 2: Importance and Satisfaction Evaluation

Importance	Evaluation Amount	Satisfaction	Evaluation Amount
Importance of online booking of smart services	4.15	Satisfaction of online booking of smart services	3.42
Importance of online payment	4.07	Satisfaction of online payment	3.46
Importance of wireless access	4.16	Satisfaction of wireless access	3.35
Importance of passenger flow forecast	4.01	Satisfaction of passenger flow forecast	3.31
Importance of congestion index forecast	4.09	Satisfaction of congestion index forecast	3.48
Importance of weather forecast in scenic spots	4.10	Satisfaction of weather forecast in scenic spots	3.41
Importance of boutique route recommendation	4.09	Satisfaction of boutique route recommendation	3.42
Importance of Self-service tour guide	4.15	Satisfaction of Self-service tour guide	3.36
Importance of electronic map	4.11	Satisfaction of electronic map	3.36
Importance of online consultation service	4.27	Satisfaction of online consultation service	3.47
Importance of Intelligent broadcast of safety emergency	4.03	Satisfaction of Intelligent broadcast of safety emergency	3.49
Importance of virtual scenic spot tour	4.30	Satisfaction of virtual scenic spot tour	3.44
Importance of self-service ticket vending machine for smart facilities	4.07	Satisfaction of self-service ticket vending machine for smart facilities	3.31
Importance of intelligent ticket system	4.22	Satisfaction of intelligent ticket system	3.41
Importance of intelligent guide equipment	4.21	Satisfaction of intelligent guide equipment	3.35
Importance of information touch screen inquiry facilities	4.26	Satisfaction of information touch screen inquiry facilities	3.32
Importance of WeChat or Weibo smart marketing scenic spot	4.23	Satisfaction of WeChat or Weibo smart marketing scenic spot	3.37
Importance of scenic portal website	4.08	Satisfaction of scenic portal website	3.45
Importance of client software in scenic spots	4.11	Satisfaction of client software in scenic spots	3.38

As can be seen from Table 2: "I" area for the good performance of the district projects are: 1, smart services online booking; 10, online consultation and complaint services; 12, virtual scenic tours; 14, intelligent ticket system. "II" area for additional resources for the district project: 6, scenic weather forecast; 7, boutique line recommendation; 2, online payment; 5, congestion index forecast; 11, security emergency intelligent broadcast; 18, scenic portals. "III" area for the slow improvement of the district project: 4, passenger flow forecast; 9, electronic maps; 13, intelligent facilities self-service (take) ticket machines; 19, scenic client software. "IV" area for the key improvement area project: 3, wireless Internet access; 8, self-service guided tours; 15, intelligent guidance equipment (guide plate); 17, intelligent marketing scenic WeChat, microblog marketing; 16, information touch screen query facilities.

Conclusion

Based on The Summary and Analysis of The Problems Interviews of Haiyan North and South Lake Tourist Attractions under Intelligent Tourism

1. Intelligent management is not perfect enough

Haiyan North and South Lake Scenic Area is not yet able to fully rely on tourists' needs, interests, browsing characteristics and other content to create customized travel programs for them to provide high-quality accommodation recommendations. From the specific analysis, the scenic spot passenger flow forecasting facilities are not perfect, the electronic map display is not clear and precise enough, and the scenic spot client software needs to be further developed and upgraded. Through the study found that the tourists of Haiyan North and South Lake Scenic Area, some intelligent project problems are more prominent, such as scenic area wireless Internet signal is not fully covered, and the quality of network speed is not good; and tourists want to increase the self-service guided tour service; intelligent guidance equipment (guide plate) is not clear enough, and so on. Baiyun Lake Scenic Area with many resources does not fully grasp the business opportunities behind the data, weakening the research and exploration of data, cannot effectively use a variety of data information to create a high level of intelligent tourism new model, the entire scenic area of the intelligent management of the effect is not good. In the use of big data feedback analysis is missing, for the target consumer groups do not have a deep grasp of information, cannot be in the future fierce competition in the market to complete the research and development of new products and precision marketing work.

2. Lack of innovation in tourism products

At this stage, the information system of Haiyan North and South Lake Scenic Area is not perfect enough, and the tourism services and products are relatively single, and the recreation methods are also relatively scarce. Based on intelligent tourism under the tourism marketing strategy should focus on the real needs of tourists in the scenic area, based on the Internet to promote the transfer of information on tourists' needs, to better meet the personalized needs of tourists. The core of smart tourism and marketing is "play" and "shopping" to create a new type of tourism that satisfies tourists. But at this stage, Haiyan North and South Lake tourism enterprises related products lack of innovation: First, the lack of brand awareness. Tourism enterprises neglect to create a personalized brand image, service quality is not satisfactory, it is difficult to meet the needs of tourists, resulting in a lack of customer satisfaction, and even complaints and other phenomena. Secondly, tourism enterprises are stuck in their ways and do not innovate marketing methods to meet the personalized needs of different groups of consumers, which leads to a waste of resources. Thirdly, the design of social media section and content is not novel and comprehensive enough. In recent years, Haiyan North and South Lake Scenic Area imitates the development mode of other scenic areas, resulting in a lack of innovation in scenic area content marketing, tourists' travel experience is more homogenized, resulting in a significant decline in tourist satisfaction. The size of the number of tourists' tourism information acquisition will affect their cognition of tourism planning, so we should pay attention to the tourists' sense of tourism experience, timely adjustment of tourism marketing strategy to enhance the tourists' satisfaction and loyalty to the scenic area.

3. Poor interaction between the tourism industry and tourists

Haiyan North and South Lake Scenic Area tourism industry and the interaction between tourists is not strong, not well adapted to the needs of the current development of the tourism market. Haiyan North and South Lake scenic area in the development of tourism projects, product development, product sales and other work, did not match with the tourism marketing strategy, resulting in the inability to provide tourists with high-quality pre- and post-service, reducing the scenic area and tourists and other interactive viscosity. Intelligent tourism service platform is relatively imperfect, through the analysis of data found that the scenic wisdom marketing WeChat, microblog marketing needs to be improved, the scenic area through the social network to understand the real needs of tourists is relatively poor and long-term neglect of direct communication with tourists, resulting in the wisdom of the tourism interactivity is not high. Scenic areas less according to the feedback of tourists after the tour of the current tourism marketing model in a timely manner to improve the shortcomings in the development of tourism marketing strategy without full reference to the feedback of tourists, thus reducing the impact of the brand of tourism enterprises.

Discussion

Affected by the new crown epidemic, the scenic spot in 2020-2021 period of income level plummeted, visible epidemic for the development of the tourism industry has a huge impact. Therefore, in the face of this epidemic situation, to speed up the construction of the perfect wisdom scenic spot, scenic spot in the support of technology companies to help complete the real-name authentication and time-sharing reservation system. The former focuses on the digital system through the scenic area, complete the real-name authentication of visitors to the park, do a good job of all consumer information verification and data retrieval; the latter with the help of time-sharing reservation technology to reduce the probability of congestion as far as possible. In addition, the scenic spot can also timely analyze millions of tourists’ data, view the distribution of the source of a period of time, and then increase the marketing efforts of some key consumer areas; study the age of consumers to determine the economic capacity and travel habits of different consumers. With the help of time-sharing reservation system, the scenic spot can carry out reception evaluation according to hourly unit, and once the scenic spot reaches the maximum reception capacity, it will immediately prohibit other tourists from entering the park. This kind of time-sharing reservation can reach a kind of hunger marketing mode to stimulate consumption, which can not only improve the consumers' playing experience and safety, but also enhance the consumers' attention and expectation to the scenic spot, increase the ticket sales, and improve the income and popularity of the scenic spot.

Tourism products play a vital role in the competitiveness of tourism enterprises and improving service quality. The core elements of tourism products are play and entertainment. Tourism enterprises need to go deep into the market for research, understand the real needs of different tourists, explore tourism hot spots and tourist interest points through information survey, and explore tourists' consumption psychology, so as to optimize and adjust. For example, Zhangjiajie Scenic Area has actively developed diversified products in terms of tourism development, and successfully occupied a large number of domestic tourism markets. Tourism products are the main factor to attract tourists to the scenic spot, covering all aspects of tourism. Through the analysis of Haiyan Nanbei Lake Scenic Area, we found that the scenic area has its own characteristics. We should develop products at different levels of tourists: strengthen brand awareness, combine local characteristics, improve service quality, so as to meet the diversified needs of tourists. For example, the main purpose of family consumers is to carry out parent-child communication and interaction, enhance the feelings between parents and children during play, broaden the children's vision, and shape their character. Haiyan Nanbei Lake Scenic Area can optimize and upgrade tourism projects and provide more cooperative projects suitable for parents and children to play together (Li, Gong, & Shao, 2012). Haiyan Nanbei Lake Scenic Area can design meaningful tourist souvenirs according to tourists' preferences. Sell cultural products with local characteristics in Haiyan Nanbei Lake Scenic Area to expand the influence of local tourism products.

With the development of information technology, the tourism marketing strategy should also be actively innovated, and use the network platform to timely publicize the information of tourist attractions, so as to create a tourism marketing brand with its own characteristics and promote the development of the tourism industry. The scenic spot can use the app to push corresponding short videos and articles to tourists and potential tourists to enhance the popularity of the scenic spot and attract tourists. For example, Laojun Mountain Scenic Spot in Luanchuan County, Luoyang City, Henan Province has put a lot of energy on short video advertising, increased the promotion of short video advertising, and attracted people by using dithering, microblogging, etc. Live broadcast has become the most common type of communication mode, and the real-time interaction of live broadcast is also the biggest feature of its development. By talking about the purpose, the audience can interact and exchange ideas and emotions, and rise to collective consciousness or collective emotion resonance. The popular video platform is used to carry out relevant activities and show the most authentic situation of the Haiyan North South Lake scenic spot to the audience. Tourism enterprises make full use of the true characteristics of the video to attract tourists' attention and increase their understanding of relevant tourism products in the scenic spot. Through the integration of advertising, microblogging, dithering and other new media marketing means, the same voice can be spread through multiple channels. Closely connect users' stickiness during social media marketing to attract more potential customers (Yang & Yin, 2008). Create a good brand image for Haiyan Nanbei Lake Scenic Area, promote the development of tourism and related industries, and obtain better economic benefits.

At present, tourism enterprises need to tourists’ demand-oriented scenic area marketing concept, shaping tourism brand image, to help Haiyan North and South Lake Scenic Area accurate positioning, develop diversified marketing programs, enhance their brand influence, enhance the visibility of the scenic area and the overall image of the establishment. Pay attention to the latest hot information on the network, develop relevant marketing strategies in line with the characteristics of the scenic area, and realize scenic fusion and media integration. Ensure that social media marketing is always ahead of the competition, to help Haiyan North and South Lake Scenic Area continue to benefit. From the perspective of tourists, corporate tourism marketing strategy cannot just stop at tourists in Haiyan North and South Lake Scenic Area in the process of tourism, but also should do a good job of late tracking surveys, collect and analyze visitor feedback, effectively consider from the perspective of tourists, timely discovery of tourism marketing strategy in the problem, greatly enhance the level of scenic area intelligence, and further promote the upgrade of the tourism industry's brand.

Discussion of research results

The researcher presents a discussion about the research study. work environment and participatory management that influence performance Through the work motivation of personnel under the Office of the Permanent Secretary Ministry of Education and the areas of responsibility for the operations of the Regional Education Office No 14 as follows:

The results of the work environment analysis indicate that the work environment (WE) has no direct impact on performance (EFFIC) but also has an indirect impact on efficiency. Working through Motivation at Work (MTW) is an intermediate variable. The problem may not be an impact on performance. Units can manage and create the physical environment of each unit as well as the problem conditions or needs of different personnel in each area. The analysis results also found that the work environment (WE) has a direct impact on employee work motivation (MTW) indicating that the work environment has a positive impact on employee work motivation and an increase in employee work motivation is a result of the increase in work environment. Promote institutional support for projects or activities that create a good and appropriate working environment. Arrange budget personnel in information, equipment appliances and facilities. that's enough. This will generate a motivation for individuals to work actively with determination and willingness to complete their tasks. According to Julerttrakul (2021) this study investigated the factors that influence the performance motivation of Generation Y employees in Bangkok. Research has found that the relationship between supervisors and colleagues as well as work environment factors affect the performance motivation of Generation Y employees in Bangkok. Prajit and Taweepaiboonwong (2020) studied the impact of work environment and employee pursuit on employee performance. Chonburi Buakao (2018) studied the physical environment and safety management that affect employee motivation at Nongbulamp Hospital. Kingi and Kalai (2018) studied the results of teacher engagement in physics resource and material incentive education in Kenya. (Kenya)

The results of work environment analysis indicate that work environment (WE) indirectly affects performance (EFFIC) through work motivation. (MTW) is an intermediate variable that indicates that when employees are in a good and appropriate work environment it increases work motivation and affects their performance. According to Tairian and Sakulkitkarn (2023) work environment and motivation are associated with performance and happiness among private hospital employees. In Bangkok Lis et al. (2022) studied the effects of career development and work environment on motivating employees to work as intervention variables at the Agricultural and Livestock Office in Aceh. (Indonesia) Sisang et al. (2022) studied the relationship between personal characteristics environment and work motivation and employee performance. The motivation of Dewi and Sukarno (2021) from the Thai Electricity Authority is to mediate the relationship between corporate culture and work environment. The Impact of BJB Surabaya Branch (Cambodia) Erawati, Sitiari and indiani (2019) on Employee Performance The Impact of Pressure and Work Environment Mediated by Motivation on Employee Performance a restaurant Case Study.

Participatory management: The analysis results indicate that participatory management (PM) has a direct impact on performance. It indicates that management must encourage personnel to create works based on knowledge abilities and professional knowledge grant work freedom and provide supervision and coordination freedom. The management will provide assistance or advice on how to proceed at any time. According to the research of Rakpram and Phuwittayathorn (2022) the involvement management that affects officer performance was studied. Thitawan and Boonmeepit (2020: 447-558) studied the participatory management that affects the academic performance of schools under the Office of the Education Service Area of Surat Thani Prefectural Air Force No. 7. Sivilai and Techawattanasirimrong (2021) studied the involvement of school administrators in the management of the performance motivation of teachers in the office of primary education service areas in Oita Prefecture, District 3. Johari and Yahya (2016) studied the job description, engagement, and performance of government officials (Malaysia). It was also found that participatory management (PM) has a direct impact on personnel's work motivation (MTW), indicating the implementation of participatory management. Helps motivate employees. When employees have motivation, it can better impact their performance. Promote and support projects or activities, involve employees, brainstorm existing ideas and potentials, think together, plan to obtain various opinions and comprehensive decisions, jointly monitor, evaluate and solve problems, which will help to solve problems and make decisions more carefully and effectively. According to Sivilai and Techawattatasirimrong's (2021) study, the involvement of school administrators in the management of the work motivation of teachers in the Office of Education Services in the Otsunaga Elementary School was investigated. Somjai (2018) from Zone 1 studied the relationship between participatory management and teacher motivation in Qinglai City.

Participatory management: The analysis results indicate that participatory management (PM) has an indirect impact on performance. By using motivation as an intermediate variable it indicates the implementation support relationship of participating in management. A good organization such as organizing relationships and activities creates positive organizational values that are conducive to organizational cooperation. This will help motivate work. Therefore institutions must develop policies and organize effective personnel management systems to respond to strategies. Motivation to enhance flexibility and focus on achievement. According to the research of Sivilai and Techawattanasirimrong (2021) the participation of school administrators in management affects the performance motivation of school teachers in the Office of Education Service Area of Oita Prefecture Primary School. Upwattananan and Sirisukantha (2020) studied the effects of motivation organizational participation and engagement on personnel performance in the first district. Taghipour and Dejban (2022) conducted a study at the Office of Education Services in Nanbang Province. Work motivation influenced the relationship between work participation and awareness supervisor support and performance. (Iran)

The analysis of work motivation shows that work motivation (MT) directly affects performance (EFFIC) from the most important issue. It refers to the ability of personnel to complete assigned tasks until responsible work is completed resulting in personal pride and a better social status. Colleagues help each other very well which is a more influential issue in terms of work motivation than other issues. According to Silaon (2023) research the motivation behind the performance of government officials was studied. Generation Y Buapong and Chianwattanasuk (2021) from the province of Ayutthaya studied the organizational support awareness and achievement motivation that affect the performance of researchers at the Thai Institute of Science and Technology. Thongnoi (2019) studied motivation relationships with subordinates and colleagues and working conditions that affect employee performance at the Batuntani hydraulic cylinder factory. Jufrizen and Hutasuhut (2022) studied the role of corporate citizenship behavior in mediating the effects of job motivation and job satisfaction on employee performance. Efendi et al. (2020) from Indonesia studied the impact of work motivation mediation on work discipline and employee performance compensation. Indonesian Yogyakarta wax printing small and medium-sized enterprises

Suggestion

Intelligent tourism management for Haiyan North and South Lake scenic area of high quality to enhance the development of important significance, continue to increase the research and development of intelligent tourism information technology and the use of the Internet to give full play to the role of the scenic area to improve the level of intelligent management. Haiyan North and South Lake scenic area to establish a precise marketing model, create a good tourism brand image, give full consideration to the needs of tourists, to provide tourists with personalized quality services. Compared with the early tourism marketing, Internet marketing has more advantages, can get a huge flow of tourism information, reduce the cost of corporate tourism promotion, for tourism enterprises to bring greater economic benefits. In order to better promote the transformation and upgrading of China's tourism industry and create a professional tourism brand, it is particularly important to increase efforts to innovate tourism marketing strategy. Innovative tourism marketing strategy, analyze the impact of Internet marketing factors, explore the macro strategy of tourism marketing, and promote the tourism industry to a stable and far-reaching. Tourism enterprises should comprehensively analyze the present and future market development, develop marketing programs suitable for enterprise development, strengthen the link between Internet marketing and traditional marketing, using both online and offline marketing means, to enhance the market influence of tourism enterprises, and promote the economic development of enterprises.

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Study the Employee Satisfaction toward Recruitment Information Systems Process of SMEs in The Lower North Eastern Area

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Abstract

This research aimed to 1) study the factors affecting satisfaction with information systems in the recruitment process of SMEs in the lower northeastern region and 2) study the relationship between employee satisfaction with information systems in recruitment and human resource management of SMEs in the lower northeastern region. In this research, the researcher determined the sample size of 15 samples per 1 variable. The sampling method was multistage sampling . The simple random sampling method was used to select provinces. In each province, quota sampling was used . The convenience sampling method was used to collect questionnaires from employees. The research instruments were closed-ended questionnaires. Descriptive statistics were used for data analysis, such as mean, standard deviation, percentages, and multiple regression analysis was used for hypothesis testing.

The research results can be summarized as follows:

1. The research shows that organizational development, selection information, salary and wage management, selection transparency, and performance appraisal have a positive effect on employee satisfaction with the recruitment information system ($p < 0.05$).

2. The research shows that employee satisfaction with the recruitment information system has an effect on human resource management of medium and small business organizations in the lower northeastern region in the same direction ($p<0.05$).

Keywords: Employee Satisfaction, Recruitment Information System, SMEs

Introduction

Human resource management is very important for organizations because whether it is a public or private organization, it is necessary to have a human resource management unit to carry out work related to personnel in the organization. However, the duties and roles of the human resource management unit are constantly changing. For example, in the early days, the human resource management unit was seen as having only the duty to recruit and fire personnel. However, after various factors related to the organization's environment changed rapidly, the role and duties of the human resource management unit changed.

The human resource management unit must be linked to the organization's strategic planning, or in other words, be a strategic partner with the organization (Phuchinda, 2009). Organizations use the human resource management process to recruit and select personnel who meet their needs or the nature of the work, develop personnel to have diverse abilities, design work that is consistent with the organization's objectives or strategic plans, and give importance to compensation management in the form of wages and various benefits (Bersin, 2006).

At present, external environmental factors have become extremely volatile, whether it is the growth of the labor market in terms of both quantity and quality, the country's economic system entering a slowdown, the form of work or work values of personnel, rules or laws on human resource management that are constantly changing due to the emergence of free trade markets such as the World Trade Organization (WTO), the European Free Trade Association (FTA), and the ASEAN Free Trade Area (ASEAN), etc., causing the business operations of organizations in each country to have to refer to their trading partners as well (Aujirapongpan, Srisermpork and Viriyapuree, 2008).

From the impact of external environmental factors mentioned above, the process of human resource management has changed from the original step by step. Bersin (2006) stated that the modern human resource management process emphasizes being a strategic partner with the organization and has added the concept of talent management. The concept is how the organization can retain quality personnel to work with the organization for a long time. How the organization can apply the concept of competency- based management to the human resource management process. How will the organization create a replacement leader (Succession Planning). From the importance mentioned, it shows that human resource management is a very important department. The main principle is to enable the organization to link human resource management work with the organization's strategy to increase the capability (Competency) of the organization and its personnel. When personnel are more efficient, the organization will receive full benefits from the personnel. Therefore, organizations should realize the importance of investing or giving importance to human resource management work. In addition, data is considered an important factor that indicates the success of the organization. By Airada Porncharoen and Sriwongwanna (2010) has shown the importance of information system data by stating in the research that information systems, such as distribution and access to information on products and goods, will open up trade opportunities for the organization. Therefore, this research aims to study the data or information systems that occur in the human resource management process, especially the recruitment process, to see what effect it will have on the organization and human resource management as a whole.

Objective

1. To study the factors affect employee satisfaction with information systems in the recruitment process of medium and small-sized enterprises in the lower northeastern region.

2. To study the relationship between employee satisfaction with recruitment information systems and human resource management of small and medium-sized enterprises.

Research Conceptual Framework

Figure 1: Conceptual Framework

Research Methodology

Population

In order to obtain quality, accurate and relevant information, this research collected data from small and medium-sized enterprises in the lower northeastern provinces. Small and Medium Enterprise Development Institute (2005) presented data that SME business groups that played a role in the lower northeastern provinces included Surin Province, Buriram Province, Chaiyaphum Province, Nakhon Ratchasima Province, Yasothon Province, Sisaket Province, Amnat Charoen Province and Ubon Ratchathani Province.

Small and Medium Enterprise Development Institute (2005) presented data on the number of medium and small business operators in the Northeastern region, which totaled 346,552. In addition, these operators employed a total of 686,477 workers in the lower Northeastern region alone.

Target groups

The researchers determined the sample size to be 15 samples per variable (Hair et al., 1998), resulting in a sample of 270. They increased the sample size by assuming a response rate of 50%, resulting in a sample of 540.

Data collection

In this research study, the researcher used three research methods : (1) documentary research , (2) qualitative research , (3) quantitative research , which are detailed as follows: Documentary research

The researcher has searched for documents by reviewing related literature to review all knowledge related to the study. The important knowledge is:

Knowledge about human resource management comes from foreign documents and textbooks. Related theories are referenced from published foreign books and textbooks (Patthanapong , 2008; Santiwong, 2009 ; Pinyathat and Phithakthepsombat, 2008 ; Armstrong, 2006; Dessler, 2008; Hannon, Jelf and Brandes, 1996; Heneman and Judge, 2006) Secondary research from the library database, such as the research article of Kaye (2002), conducted a research on human resource management in small business organizations. In this research, the factors that influence the form of human resource management in small business organizations are studied, such as the number of personnel, the size of the organization, the organization's culture, and the attitudes of the executives, etc. In addition, the research surveyed the appropriate form and method of human resource management. This research is a qualitative research in the form of analyzing real situations (Case Study Methodology). Harney and Dundon (2006) conducted a qualitative research on the analysis and development of human resource management processes in small and medium-sized enterprises by analyzing and studying the human resource management system in 6 small and medium-sized enterprises in the Republic of Iceland using the Case Study format . The results of the study found that the impact of internal and external factors will make the human resource management process in each organization different. However, in the basics, the human resource management process must respond to the main objectives of the business. In addition, the research presented 2 normative models: Best Practice and Best Fit to compare which model is most suitable for small and medium-sized enterprises.

Qualitative Research

The researcher used the information from the document research to consult and find additional information by conducting in- depth interviews by interviewing business owners and employees of SMEs to obtain information on human resource management of SMEs in the lower northeastern region, including various information that will help the researcher to define the details of the variables that appear in the conceptual framework more clearly and to set hypothesis that are useful for the research and entrepreneurs. In addition, the information can be used to plan for future data collection more conveniently. The interview results can be summarized as follows.

Quantitative Research

The research format used is descriptive research. The appropriate type of descriptive research for this research is survey research. The survey method used is to have the respondents answer the questionnaire by themselves. The researcher creates a closed and open-ended questionnaire. Test the questionnaire to be used in the inquiry, which consists of variables in the conceptual framework by testing the validity and reliability. The researcher takes the raw data to code. The obtained questionnaires were tested for reliability by using Cronbach's alpha and has an acceptable value which was .94. In addition, to analyze the statistical data, find the relationship between the various variables and test the hypothesis. The researcher tests using multiple regression analysis

Research Findings

1.General information of the respondents

Demographic characteristics of the respondents from descriptive statistical analysis of the randomly selected population of 400 people (Table 1).

Table 1: Population characteristics

Item	Quantity	Percentage
Gender of the respondent		
man	151	37.7
female	249	62.3
together	400	100.0
Age (years)		
Under 18	20	5.0

Item	Quantity	Percentage
18-25	71	17.7
26-30	62	15.5
31-35	100	25.0
36-40	39	9.8
40 and up	108	27.0
together	400	100.0
Marital status		
single	120	30.0
Married	277	69.2
Widowed and Divorced	3	0.8
together	400	100.0
Education level		
Below secondary school	76	19.0
High school/Vocational certificate	167	41.7
Associate Degree/Vocational	80	20.0
Certificate	76	19.0
Bachelor's degree	1	0.3
Master's degree	400	100.0
together		
Position		
Temporary employee	185	46.2
Permanent employees	175	43.7
Deputy Manager	10	2.5
manager	7	1.8
executive	2	0.5
other	21	5.3
together	400	100.0
Average monthly income level (baht)		
Less than 10,000	374	93.5
10,001–20,000	16	4.0
20,001–30,000	9	2.2
30,001–40,000	1	0.3
together	400	100.0

The demographic characteristics of the respondents are shown in Table 1. The total 400 respondents, 62.3 percent were female and 37.7 percent were male. Most respondents were aged 40 years and over, accounting for 27.0 percent, followed by those aged 31-35 years, accounting for 25.0 percent. Most respondents were married, accounting for 69.2 percent, followed by those aged 30.0 percent. Most respondents had completed high school/vocational certificate, accounting for 41.7 percent, followed by an associate degree/vocational certificate, accounting for 20.0 percent. Most respondents were temporary employees, accounting for 46.2 percent, followed by permanent employees, accounting for 43.7 percent. The average monthly income was mostly less than 10,000 baht, accounting for 93.5 percent, followed by those with an average monthly income of 10,001-20,000 baht, accounting for 4.0 percent.

2. Factors affecting employee satisfaction with recruitment information systems

Table 2: Mean and standard deviation of employee satisfaction with recruitment information system

Variable	Average	Standard Deviation	Translate
1.	3.76	.78	I totally agree.
2.	3.75	.80	I totally agree.
3.	3.78	.79	I totally agree.
Overview	**3.76**	**.52**	**I totally agree.**

(Note : 1: Your organization has an information system for recruitment, such as a job posting website, employee database, etc. , 2: You can easily access the system channels (circular letters, Human Resources Management Group website * Government employees), 3: You are satisfied with the organization's information system for recruitment.)

From Table 2 , it shows the factors affecting employee satisfaction with the recruitment information system. Overall, there was a high level of satisfaction. When considering each aspect, it was found that the variables that had the highest effect on employee satisfaction with the recruitment information system were: 1) Satisfaction with the organization's recruitment information system, 2) Easy access to the system channels (circular letters, Human Resources Management Group website * Government employees, and 3) Having a recruitment information system, such as a job announcement website, employee database, etc., respectively.

3. Employee satisfaction with recruitment information system affects human resource management of SMEs.

Table 3: The statistical values obtained from the multiple regression analysis on human resource management of SMEs in the lower northeastern region

	UnStandardized	Standardized		t-value	Sig.
	Beta	Std	Beta		
1	0.115	0.006	0.232	2.272	0.017

(**Note :** N = 22 5, R^2 = 0.721, Sig. = 0.00 0 , 1: Employee satisfaction with recruitment information system)

From Table 4, the analysis results show that the coefficient of determination (R^2) is equal to 0.721 (p = 0.000) , which means that employee satisfaction with the recruitment information system can explain the change of the dependent variable, which is human resource management of SMEs in the lower northeastern region, by 7.21 percent. The results can be summarized as follows: Employee satisfaction with the recruitment information system affects human resource management of SMEs in the lower northeastern region in the same direction

($p < 0.05$). In summary, the research analysis results show that the relationship goes in the same direction, that is, when personnel or employees are satisfied with the recruitment information system, it will result in a more efficient human resource management process, as shown in Figure 2.

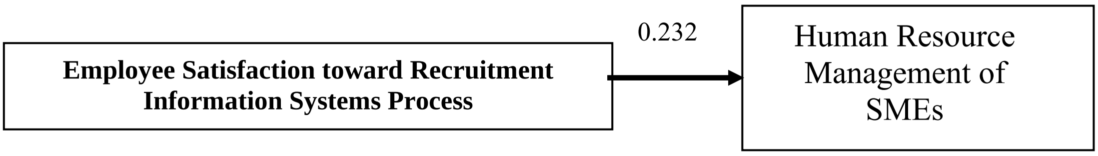

Figure 2: Relationship between employee satisfaction with recruitment information system and human resource management of SMEs in the Northeastern region.

Discussion

1. The research results found that the human resource management process in terms of organizational development, selection data, salary and wage management, transparent selection, and performance evaluation had a positive effect on employee satisfaction with the recruitment information system, which was in line with the research hypothesis. Many scholars mentioned the importance of the recruitment information system, stating that there are many factors that can be said to be important information systems to be used in the recruitment process, such as information systems from job description documents and various requirements used in the recruitment process, such as selection data, salary, welfare, and salary data, etc. (Pinyatrap and Phithakthepsombat, 2008; Maharatsakul, 2000; Dessler, 2008). This is because data is important to the organization in terms of development. Organizations that can collect, process, and analyze data quickly, correctly, and precisely tend to be successful (Hannon, Jelf, and Brandes, 1996; Liff, 1997). In addition, Prawet Maharatsakul (2000) stated that the application of information systems for human resource management has been widely used. However, in addition to the payroll system and the employee database system, other systems are still in the process of being developed to a considerable extent, which shows that in terms of the system, the recruitment information system itself still has data that needs to be developed. From this observation, the researcher has provided suggestions for future research topics.

2. The research results found that employee satisfaction with the recruitment information system has an effect on human resource management of SMEs in the lower northeastern region in the same direction. By research It shows that 72.1 percent of medium and small business organizations in the lower northeastern region have successful human resource management results. Teerapong Buranaworasilp (2010) stated in a research article that a recruitment process at a moderate level will result in human resource management being moderately efficient as well. And the important thing in the recruitment process that will affect the efficiency of human resource management is the information in the various recruitment processes.

Suggestions

Suggestions for applying research results

1. The functions of the information system should be improved to better meet the needs of users, such as increasing the convenience of accessing information and reducing the time spent on use.

2. Organize training programs so that personnel understand the correct and efficient use of the system to increase satisfaction with the use.

3. There should be clear channels for communicating and receiving suggestions from personnel about the information system for future improvements.

4. The use of the information system should be evaluated regularly so that satisfaction and problems that arise can be checked immediately.

5. Consider investing in new technologies to increase the efficiency and modernity of the system, such as using AI in personnel selection.

6. Promote the acceptance and use of information systems in the organization by creating a culture that supports change and the use of technology.

Suggestions for further research

1. Increase the sample size from a wider range of organizations, such as businesses in various industries, to compare results and create diverse understandings.

2. Use interview techniques or focus groups to gain insights into the satisfaction and problems that personnel experience in using the system.

3. Consider adding new dimensions to measure satisfaction, such as ease of use, speed of response, or technical support, to obtain a comprehensive picture.

4. Study the differences in personnel satisfaction levels between small and medium-sized and large organizations. To understand the factors that affect satisfaction

5. Study the impact of external factors, such as economic conditions or labor market trends, on personnel satisfaction in using information systems

6. Conduct long-term satisfaction monitoring to see trends in change and the impact of information system improvements

7. Consider the use of new technologies, such as online questionnaires with automated data analysis, to obtain accurate and rapid data.

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Development of a Psychological Capital Model for Administrators of Private Universities in Hunan Province, China

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Abstract

People who work in educational institutions do experience stress, burnout and other negative experiences as result of taking on a large amount of work, whereby the crises and challenges faced by people in educational organizations are no less than those faced by people in industrial organizations. Psychological capital is regarded as an important concept that helps employees cope with their working environments and contributes to the success of the organization. This study is designed to explore the antecedents and consequences of administrators' psychological capital, and establish a relevant relationship model. The data of 303 valid questionnaire responses from online survey of administrators at private universities in Hunan, China, was analyzed utilizing structural equation modeling. Research findings demonstrated that organizational support, organizational justice, and organizational climate have positive correlation with psychological capital as antecedent variables, and psychological capital has positive association with its consequences such as organizational commitment, work engagement and job satisfaction. To improve psychological capital, an intervention training program was developed and applied towards 30 administrators at a private university of Hunan. The results of a semi-experimental research design revealed that the program significantly improved psychological capital ($p = 0.003$). The SEM model from the results and the effectiveness of training program for improving administrators' psychological capital can supply administrators and policy makers in private universities, and researchers in this field with implications and recommendations. These insights provide valuable recommendations for enhancing administrators' psychological capital through targeted interventions.

Keywords: Psychological Capital, Job Satisfaction, Work Engagement, Organizational Commitment, Organizational Support, Organizational Justice, Organizational Climate, Intervention Training Program

Introduction

In recent decades, private universities in China have grown swiftly, now constituting an important component of higher education in China (Dwivedi, 2022). Private universities, as one of the models of higher education in China, face issues related to their survival and development in their practice and growth (Hu & Liu, 2021). The smooth operation of the vast university system requires a rational and effective management system. As the implementers and executors of administrative work in private universities, administrators play a crucial coordinating role in the operation of the organization. The working conditions of administrative staff directly impact the operational mode and speed of universities (Wang, 2009). Compared to other positions, administrators are more prone to emotional distress, such as feelings of loss, confusion, helplessness, and psychological issues. Over time, their sense of self-identity and work enthusiasm may also be diminished, which not only affects the work of administrative staff but also impacts the overall operation and management efficiency of private higher education institutions (Zhou, 2019).

Psychological capital offers a revitalization of productivity and competitive advantage, serving as a motivational factor deeply rooted in individual cognitive systems. Its synergistic integration with human capital, social capital, and economic capital can effectively promote organizational development, rendering it as an indispensable dynamic resource for organizational growth (Luthans et al., 2006). Numerous studies have proved that psychological capital’s development can effectively change employees’ attitudes and behaviors (Beal et al., 2013; Burhanuddin, 2019), improve employees’ organizational commitment (Abbas & Raja, 2015; Luthans et al., 2007b), enhance employees’ job satisfaction and performance (Luthans et al., 2007a; Luthans et al., 2008), thus contributing significantly to organizational development. In a complex context of higher education, leveraging psychological capital can improve job performance, which in turn improves operational efficiency and organizational excellence (Burhanuddin, 2019). Although attention and interest in psychological capital are steadily increasing, research exploring its correlations with various variables was limited (Avey et al., 2011; Avey, 2014). To date, existing research has predominantly concentrated on industrial organizations, mainly addressing the psychological capital of corporate employees. Research on psychological capital development within educational organizations is sparse (Burhanuddin et al., 2019), with only a few studies focusing on specific populations other than administrators (Demir, 2018).

Given the limited academic attention to the psychological capital of administrators in private universities, particularly in Hunan, this research aims to employ the a PLS-SEM approach to explore antecedents and outcomes of psychological capital towards administrators in private universities in Hunan of China and seeks to develop and apply an intervention training program specifically for administrators in private universities. The research findings would hold significant value in enhancing the awareness of policymakers and administrators in private universities. This will encourage them to develop and implement relevant intervention and support for enhancement of psychological capital. Additionally, the results will enrich the current body of psychological capital literature and offer useful insights for future research.

Objective

1. To assess the current level of administrators' psychological capital in private universities of Hunan Province, China.
2. To determine the effect of organizational support, organizational justice, and organizational climate as antecedents on administrators' psychological capital in private universities of Hunan Province, China.
3. To determine the effect of psychological capital on work engagement, job satisfaction, and organizational commitment of administrators in private universities of Hunan Province, China.
4. To evaluate the effectiveness of the training intervention program on administrators' psychological capital in private universities of Hunan Province, China.

Literature Review

1.Theories Related to the Study

Positive psychology advocates for study of human strengths and motivation to help people find true happiness (Yadav & Kumar, 2017), which forms the basis for the proposition and establishment of psychological capita. Positive organizational behavior theory forms the basis for psychological capital, which is defined as "the study and application of positive human resource strengths and psychological capacities that can be measured, developed, and effectively managed to enhance workplace performance" (Luthans, 2002, p. 59). Social exchange theory reveals the interaction between people and organizations (Homan, 1958), providing valuable insights into how psychological capital of administrator develops from organizational factors and, in turn, how it contributes to positive work outcomes. These theories provide a basis for studying how organizations can help their members improve their psychological capital.

2. Review about Main Variables and their Relationship

2.1 Psychological Capital

Psychological capital is defined as a positive psychological state exhibited by an individual during their growth and development (Luthans, et al., 2007b). It incorporates the four well-acknowledged positive psychological resources - optimism, hope, self-efficacy, and resilience, which best meet POB inclusion criteria (Luthans et al., 2004). These positive psychological resources form an interactive and collaborative cluster of resources rather than being isolated, completely separate psychological structure (Luthans & Youssef-Morgan, 2017). It has been demonstrated that the combined effect of these four mental resources surpassed the sum of their individual effects, indicating that the whole exceeds the sum of its parts (Mohanty & Kolhe, 2016). Psychological capital can creates desirable attitudes, behaviors and outcomes while helping to mitigate undesirable employee behaviors and attitudes (Avey et al., 2011). It can enrich knowledge and human capital at both the individual and organizational levels, thereby creating a competitive advantage (Wu & Nguyen, 2019). In 2006, Luthans and his colleagues initially introduced the concept of "state-like". They regarded psychological capital as a combination of psychological elements that are both trait and state. Traits are stable and can be effectively measured, whereas state can be developed and managed by interventions (Luthans et al., 2006). Psychological capital could be modified by interventions training program and on-the-job activities. The effectiveness of such micro-interventions has been tested in several studies (Luthans et al., 2008).

2.2 Outcomes of Psychological Capital

The higher-order structure of psychological capital has been tested as significant predictors of desired job outcomes. Although multiple studies have demonstrated distinct positive correlations between psychological capital and positive employee attitudes, behaviors, and other positive outcomes (Avey et al., 2011; Nolzen, 2018), the relationship between psychological capital and its outcomes may vary by context. Bergheim et al. (2015) argued that future research should consider cross-cultural differences as well as job- and organization-based differences.

Job Satisfaction

According to Spector (1997), job satisfaction is concerned with how individuals feel towards their job and its different facets, which expresses the extent to which employees are satisfied or not satisfied with their work. Organizations have an obligation to supply a positive work environment, which is why job satisfaction is prevalent in different workplace settings. So, satisfaction encompasses all aspects related to the job. Individuals with high psychological capital tended to have high job satisfaction (Kaplan and Bickes, 2013; Larson & Luthans, 2006; Luthans & Jensen, 2005; Nolzen, 2018). Employees who possessed high psychological capital were less prone to lose motivation in the face of difficulties and failures at work. They viewed failures as temporary problems that would not exist for a long time. Being hopeful and optimistic in their work helped them adopt different working approach, improve their workplace competencies and achieve success. Therefore, they worked harder. They were also more likely to adapt to changes and challenges, faced difficulties and failures at work with ease, and seamlessly took on new tasks. This positive outlook also extended to their daily lives, leading to higher job satisfaction (Ngo, 2021).

Work Engagement

Employee work engagement may be a critical driving force for organization to achieve goals, enhance effectiveness, and strengthen competitiveness (Bakker, 2017). Schaufeli and Bakker (2004) defined it as a psychological state associated with positivity, self-fulfillment, and work. Work engagement highlights the connection between an individual and their work, rather than the association between the individual and the organization. It is manifested in three dimensions of dedication, vigor, and absorption (Schaufeli et al., 2002). Furthermore, it is characterized as a sustained cognitive state, rather than a momentary focus on a specific event, instance, or behavior (Schaufeli et al., 2002). Compared to disengaged employees, engaged employees are more prone to have a strong enthusiasm for their jobs, perform better, and strive to achieve organizational goals (Alagaraja & Shuck, 2015). To continuously improve work engagement, it is vital to understand the influencing factors from the perspective of employees. This need has led to the integration of psychological capital and work engagement research. Many researchers have explored the interaction between these two variables from different angles, consistently finding that a close connection between them (Costantini et al., 2017; Karatepe & Karadas, 2015). They found that any absolute increase in psychological capital leads to greater work engagement, which in turn predicts improved job performance. Higher psychological capital among employees was associated with more positive internal emotions, which contributed to increased work vigor and absorption (Tsaur et al. (2019).

Organizational Commitment

Organizational commitment is a key variable in studying employee attitudes toward organizations. A substantial body of literature showed that all organizational commitment concepts are related to leaving a job (Allen & Meyer, 1990), specifically to employees' willingness to stay in the organization (Huynh & Hua, 2020). Organizational commitment reflects how the employees positions them and their connection to the organization (Rego et al., 2016), and it can predict employees' behaviors in the organization. This helps to mitigate employees' tendencies to resign from their current positions (Nguyen & Ngo, 2020) and has an impact on performance and absenteeism (Rego et al., 2016). Managing the employee-organization relationship is extremely important for achieving organizational goals and is an important element of organizational management. Employees' organizational commitment is based on three reasons: their initial attitude when joining the organization; the motivation derived from organization's high performance; and the value of realizing organizational goals (Luthans et al., 2021). It expressed the loyalty of employees towards the organization (Hadian, 2017). Given the rapidly changing business environment, managers should identify methods to enhance employee loyalty, which will not only improve overall organizational effectiveness but also create a competitive advantage (Huynh & Hua, 2020; Shoaib et al., 2013). Positive psychological resources may contribute to high levels of organizational commitment (Youssef & Luthans, 2007).

2.3 Antecedents of psychological capital

There is little research on the mechanisms through which psychological capital works with these antecedent variables. Understanding how psychological capital is formed and its corresponding prerequisites can provide insights for organizational policies and human resource management, thereby enhancing the overall psychological capital among employees and benefiting both the individual and organization (Avey, 2014).

Organizational Support

Organizational support denotes the degree to which employees believe that their organization values their efforts and cares about their welfare (Rhoades & Eisenberger, 2002). It is the perception of employee-organization relationship from the employee's standpoint (Kurtessis et al, 2017). Organizational support met an employee's socio-emotional needs, which should lead to a high level of positive emotions" (Rhoades & Eisenberger 2002). When employees perceived that they got support from the organization that their contributions were appreciated, and their well-being was cared for, this can enhance their positive psychology resources at work, thereby increasing their psychological capital (Wu & Nguyen, 2019). Those who felt that they got a high organization support were in hope of achieving their goals and aspirations, which in turn promoted their optimistic views on success (Liu et al., 2015). A supportive atmosphere in the worksite ensures that employees' efforts are well recognized, which helps them remain optimism and confidence (Nolzen, 2018). If employees are permanently in a work environment that lacks top-down organizational support, they will be in a mental exhaustion and gradual depletion of psychological resources. When they feel the organization supports for their work, they will set clear goals, take all kinds of measures to achieve their work goals and will be confident and hopeful about their work prospects. They will tend to interpret what happens at work with a positive attitude, and even if they encounter difficulties and setbacks, they will think that it is only a temporary phenomenon, and they will maintain a stable mood and get out of the difficulties as soon as possible (Hui et al., 2014). When employees feel the organization supports, they will be motivated, confident, optimistic, and able to generate the desired work results (Wu & Nguyen, 2019). Private university administrators' work is tedious and complex, and they are busy all day long without being able to highlight their work performance; therefore, private university administrators are more interested in receiving support and recognition (Zhou, 2019).

Organizational Justice

"Appearing fair" is an ideal goal for individuals and organizations (Totawar & Nambudiri, 2014). Organizational justice involves a sense of fairness in organizational practices. It was defined as an individual's perception of how fairly the organization treats them (Greenberg, 1990). Injustice can elicits negative emotional responses, whereas justice can provoke positive emotional responses, which in sequence can build an individual's intellectual, social, and psychological resources (Fredrickson, 2004). The majority of the literature identifies procedural justice, distributional justice, and interactional justice as the three prevalent dimensions in organization justice (Nadiri & Tanova, 2010; Nakra, 2014). Research directly linking psychological capital to organizational justice was limited, but some studies suggested there is a connection between organizational justice and psychological capital. Effective communication, leader-member collaboration, strong relationships among organizational members, and understanding of organizational processes and procedures all can enhance employees' resilience within the work environment (Malik & Garg, 2017). Psychological capital is a valuable psychological resource, and the availability of organizational justice provides employees with additional resources to enhance their psychological capital (Totawar & Nambudiri, 2014).

Organizational Climate

Organizational climate is a group of measurable properties in the work situation (Litwin & Stringer, 1968). These properties can be sensed directly or not indirectly by one who live and work in this situation and presumed to affect his or her motivation and behavior. Organizational climate exhibits an environmental context that is embedded in the value system the organization (Schneider et al., 2000). According to Schneider and Reichers (1983), it is the common perceptions of employees about the practices, policies, and behaviors they notice in the worksite. Organizational climate includes an individual's overall impression towards the organization and their comprehension of the effect of their contributions to the workplace, which is indicative of their behavior and work-related attitudes (Aarons & Sawitzky, 2006). A positive organizational climate increases organizational actors' beliefs of a better future for the organization in which they work, and makes them optimistic about the outcome of their work (Qadeer & Hina, 2014). A positive organizational climate can lead to some improvement in psychological capital (Shahnawaz & Jafri, 2009).

According to the aforementioned literature review, this study proposed the following hypotheses, with the conceptual framework illustrated in Figure 1.

H1: Organizational support has a positive effect on administrators' psychological capital.

H2: Organizational justice has a positive effect on administrators' psychological capital

H3: Organizational climate has a positive effect on administrators' psychological capital.

H4: Psychological capital has a positive effect on job satisfaction of administrators.

H5: Psychological capital has a positive effect on work engagement of administrators.

H6: Psychological capital has a positive effect on organizational commitment of administrators.

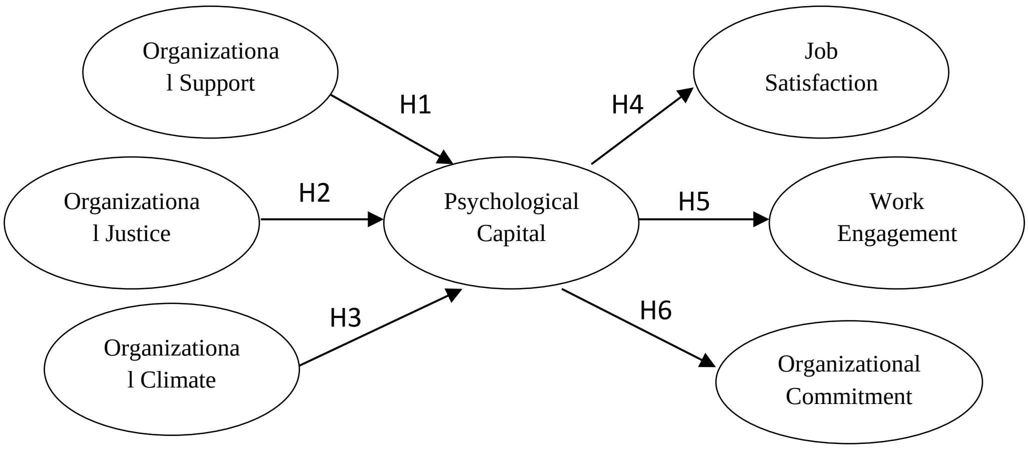

Figure 1: Research Conceptual Framework

Research Methodology

Participants and Procedure

Online questionnaire survey was employed to collect data in this study. Online surveys enable the collection of extensive data and facilitate more efficient data entry and processing. It ensures data integrity throughout the survey. The target population was the administrators of four private universities in Hunan. With the approval of the institutions' administrative departments, the survey link and research objectives were primarily disseminated through WeChat and QQ groups. A total of 303 valid questionnaires were obtained after the unqualified questionnaires were cleared through SPSS software. According to the sample size criteria, the sample collected in this study was sufficient for research purposes. The intervention training program was implemented at Hunan International Economic University. 30 administrators in this university were used as participants.

This online questionnaire was composed of demographic information and seven scales. The first included demographics such as gender, work experience, educational level. The second contained scales with specific questions aimed at assessing the constructs in the research model. Each item was measured on a 7-point Likert scale, ranging from "1 = Strongly Disagree" to "7 = Strongly Agree."

Structural equation modeling of partial least squares (PLS-SEM) is particularly well-suited for evaluating models with limited theoretical support (Hair et al., 2019). Smart-PLS was applied to conduct PLS-SEM in this study. It was conducted by evaluating the outer model and inner model. The purpose of these two was to confirm constructs reliability and validity and thereby validate the constructs relationships (Hulland, 1999).

Research Findings

Descriptive Analysis

Among the 303 respondents, 47.5% were male, and 52.5% were female. Regarding working years, those with 1 to 5 years constitute 32.3%, those with 6 to 10 years constitute 11.6%, those with 11 to 15 years account for 13.5%, and those with over 16 years account for 42.6%. In terms of education level, 48.8% of the administrators have bachelor degree; 45.9% have master degree, 3.3% have doctor degree, and only 2% have tertiary education.

The mean values for all seven constructs ranged from above 4.51 to below 7, indicating positive results for each construct. The results showed that psychological capital (M=4.954, SD=0.683), work engagement (M=5.484, SD=1.156), organizational support (M=5.182, SD=1.397), job satisfaction (M=5.521, SD=1.131), organizational climate (M=5.492, SD=1.218), organizational justice (M=5.336, SD=1.264), organizational commitment (M=5.529, SD=1.171) have the somewhat positive result. This indicated that the study subject in general has a higher level of psychological capital, work engagement, organizational support, job satisfaction, organizational climate, organizational justice and organizational commitment.

Outer model and scale validation

The outer model of this study was evaluated through the internal consistency and reliability of items, as well as constructs convergent and discriminant validity. Cronbach's alpha values and composite reliability (CR) were employed to test internal consistency and reliability. As presented in Table 1, Cronbach's alpha values ranged from 0.929 to 0.985, surpassing the recommended threshold of 0.8 (Nunnally, 1994). Composite reliability for each construct ranged from 0.945 to 0.986, surpassing the recommended threshold of 0.7 (Chin, 1998). Thus, the reliability is acceptable.

Table 1: Internal Reliability and Convergent Validity Results

Constructs	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Psychological Capital	0.973	0.974	0.975	0.617
Work Engagement	0.965	0.967	0.970	0.784
Organizational Justice	0.985	0.985	0.986	0.810
Organizational Commitment	0.973	0.974	0.975	0.689
Organizational Support	0.981	0.981	0.984	0.912
Job Satisfaction	0.929	0.936	0.945	0.740
Organizational Climate	0.934	0.937	0.948	0.752

Composite reliability and average variance extracted (AVE) values surpassing 0.5 are necessary criteria for achieving convergent validity. The AVE values are from 0.617 to 0.912, surpassing the critical threshold of 0.5 (Fornell and Larcker, 1981). Thus, this study has achieved discriminant validity.

Discriminant validity was primarily assessed by the Fornell-Larcker criterion and Heterotrait-Monotrait ratio (HTMT). According to the statistical analysis in Table 2 and 3, the square root of the AVE for each construct is more significant than its bivariate correlations with other constructs. The overall result is better. The values for HTMT ranged from 0.534 to 0.804, which is lower than the recommended threshold of 0.85(Hair, 2014). Therefore, the discriminant validity in this research is acceptable.

Table 2: Fornell-Larcker Criterion

	JS	OC	OCM	OJ	OS	PC	WE
JS	**0.860**						
OC	0.710	**0.867**					
OCM	0.732	0.691	**0.830**				
OJ	0.755	0.754	0.759	**0.900**			
OS	0.761	0.633	0.690	0.783	**0.955**		
PC	0.608	0.577	0.619	0.602	0.536	**0.785**	
WE	0.563	0.570	0.726	0.617	0.519	0.630	**0.885**

Note: Organizational Support, OS; Psychological Capital, PC; Organizational Justice, OJ; Organizational Climate, OC; Job Satisfaction, JS; Work Engagement, WE; Organizational Commitment, OCM.

Table 3: Heterotrait-Monotrait Ratio (HTMT)

	JS	OC	OCM	OJ	OS	PC	WE
JS							
OC	0.767						
OCM	0.769	0.725					
OJ	0.794	0.793	0.775				
OS	0.804	0.668	0.707	0.797			
PC	0.633	0.600	0.633	0.614	0.547		
WE	0.593	0.600	0.749	0.634	0.534	0.648	

Note: Organizational Support, OS; Psychological Capital, PC; Organizational Justice, OJ; Organizational Climate, OC; Job Satisfaction, JS; Work Engagement, WE; Organizational Commitment, OCM.

Inner Model and Hypotheses Testing

In this study, as a validation method for validating the path coefficients and R^2, PLS was performed on the internal model to evaluate the assumptions. The researcher employed path coefficients to describe the strength and direction of the variable relationships, which show causal relationships, whereas R^2 refers to the percentage of variance explained in the dependent variable, demonstrating the predictive ability of the model.

This study employed a bootstrapping procedure with 5000 resamples and a blindfolding procedure in Smart-PLS to evaluate the inner model. The results, as demonstrated in Figure 2 and Table 4, showed that all hypotheses are supported.

In Table 4, the path coefficient “OS→PC” indicated that reveals a positive correlation between organizational support and the administrators’ psychological capital (β= 0.137, t = 2.061, p = 0.039), which supported H1. The path coefficient of the path “OJ→PC” reveals a positive correlation between organizational justice and psychological capital (β= 0.290, t = 2.923, p = 0.003), so H2 is established. The path coefficient of the path “OC→PC” indicated that the reveals a positive correlation between organizational climate and psychological capital (β= 0.272, t = 2.873, p = 0.004), which is consistent with H3. The path coefficient of the path “PC→JS” showed that the administrators’ psychological capital is positively correlated to job satisfaction (β= 0.608, t = 13.338, p = 0.000), so H4 is supported. The path coefficient of the path “PC→WE” indicated that the administrators’ psychological capital is positively associated with work engagement (β= 0.630, t = 9.124, p = 0.000), so H5 is established. The path coefficient of the path “PC→OCM” showed that the psychological capital of administrators is positively associated with organizational commitment (β= 0.619, t = 14.820, p = 0.000), thus H6 is supported.

Table 4: Path Coefficients

Hypothesis	Relationship	Original Sample	Standard Deviation	T Value	P Value	Decision
H1	OS→PC	0.137	0.066	2.061	0.039	Supported
H2	OJ→PC	0.290	0.099	2.923	0.003	Supported
H3	OC→PC	0.272	0.095	2.873	0.004	Supported
H4	PC→JS	0.608	0.046	13.338	0.000	Supported
H5	PC→WE	0.630	0.068	9.214	0.000	Supported
H6	PC→OCM	0.619	0.042	14.820	0.000	Supported

Notes: Organizational Support, OS; Psychological Capital, PC; Organizational Justice, OJ; Organizational Climate, OC; Job Satisfaction, JS; Work Engagement, WE; Organizational Commitment, OCM. *** $p < 0.001$; ** $p < 0.05$.

As we can see the R^2 results from Figure 2, organizational support, organizational justice, and organizational climate explain 40.5% of the variance in psychological capital. Besides, psychological capital explains 36.7% of the variance in job satisfaction, 39.5% of the variance in work engagement, and 39.5% of the variance in organizational commitment. According to Chin (1998), the R^2 values obtained are acceptable. To evaluate the model quality, the goodness of fit (GoF) calculation is as follows by the formula (Tenenhaus et al., 2005): Communality (AVE) = (0.617 + 0.784 + 0.912 + 0.74 + 0.752 + 0.810 + 0.689) /7=0.758, R^2 = (0.405 + 0.397 + 0.369 + 0.383) /4 = 0.389, GoF = 0.543. The GoF is 0.543, which exceeds 0.36 threshold for a large effect size (Wetzels et al., 2009), indicating that GoF is acceptable.

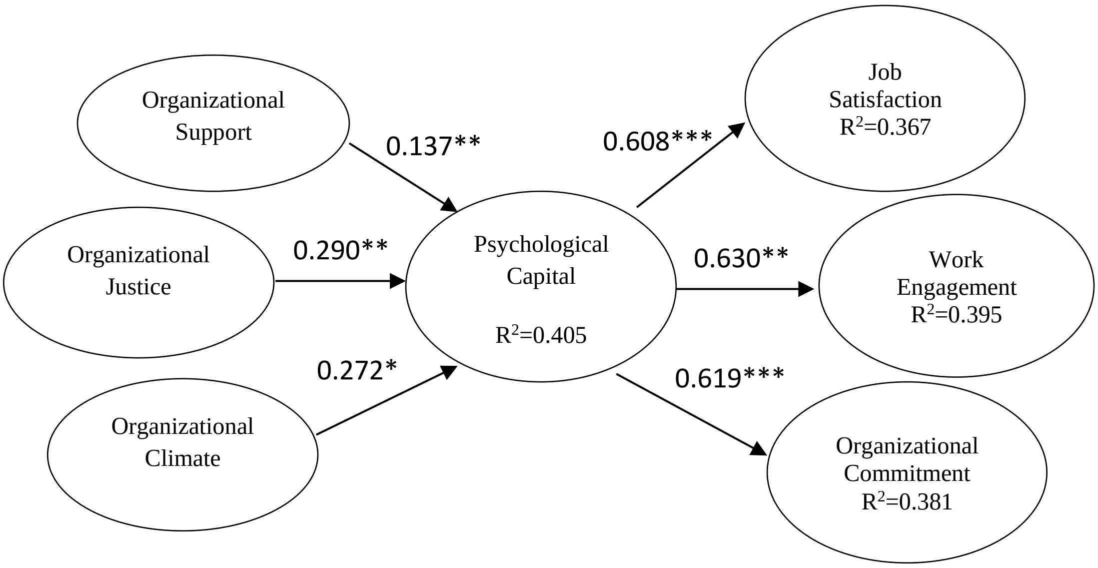

Figure 2: Results of Structural Model
Notes: ***P＜0.001;** P＜0.01.

Paired Sample Test

Descriptive statistics results for psychological capital before and after the psychological capital enhancement training course for executives are listed in Table 5. The scores of post-test (M=5.068, SD=0.696) are over the scores of pre-test (M=4.164, SD=1.633). The t-test result confirmed a significant difference in participants' psychological capital before and after their attending the training program (t=-3.184, p=0.003).

Table 5: Paired Sample Test Result for psychological capital before and after Training Program Implementation

Pair BT-AT	Mean	SD	t	Df	Sig. (2-tailed)
Pre-test	4.164	1.633	-3.184	29	0.003
Post-test	5.068	0.696			

N=30, *** p < 0.001; ** p < 0.05.

Discussion

According to the survey (n=303), the mean of psychological capital is 4.954 (SD=0.683), which falls into a slightly high category. Self-efficacy (M=5.085, SD=0.743) and resilience (M=4.968, SD=0.724) were relatively high, followed by hope (M=4.926, SD=0.719), while optimism (M=4.839, SD=0.795) had a relatively low mean score when compared to resilience, hope, and self-efficacy. This indicated that although the overall psychological capital of administrators is relatively high, hope and optimism are expected to improve more in the future. Most current research on psychological capital has focused on industrial organizations with a lack of research within educational organizations (Burhanuddin et al., 2019). At present, most research conclusions are based on enterprise employees. The education industry, as a humanistic service industry, is different from profit-oriented enterprises. Job nature and work context may lead to variations in psychological capital. Although there have been related studies on the psychological capital of knowledge employees, teachers and college students, it is worth exploring further whether it is applicable to administrators in private universities. More research is needed to see if the results can be replicated in different samples of administrators in other types of higher education institutions.

As for the direct effects of organizational support, organizational justice and organizational climate on psychological capital of administrators, the results demonstrated that organizational support (β= 0.137, t= 2.061, p= 0.039), organizational justice (β= 0.290, t = 2.923, p = 0.003) and organizational climate (β= 0.272, t= 2.873, p= 0.004) are positively related to psychological capital of administrators in private universities of Hunan, China, supporting H1, H2, H3 in this study. Previous research has indicated that organizational climate (Wang et al., 2018; Kong et al., 2018), organizational justice (Frisbie & Converso, 2016; Malik & Garg, 2017), and organizational support (Sihag & Sarikwal, 2015; Wu & Nguyen, 2019) are related to psychological capital, respectively. The study showed that organizational climate, organizational justice, and organizational support might be very effective resources for psychological capital.

Regarding the impact of psychological capital on work engagement, job satisfaction, and organizational commitment among administrators in private universities of Hunan, China, the results confirmed that psychological capital is positively related to job satisfaction (β= 0.608, t = 13.338, p = 0.000), work engagement (β= 0.630, t = 9.124, p = 0.000) and organizational commitment (β= 0.619, t = 14.820, p = 0.000). Therefore, H4, H5 and H6 are acceptable. Previous research has indicated that psychological capital has an association with job satisfaction (Larson & Luthans, 2006; Luthans et al., 2007a) organizational commitment (Luthans & Jensen, 2005), and work engagement (Joo et al., 2016). Leveraging psychological capital might be a potential source for improving work engagement, job satisfaction, and organizational commitment. Though the observed psychological capital level among administrators may be encouraging, further exploration is called for further conclusions.

As for the effectiveness of the training intervention program towards administrators' psychological capital, the results presented that there was a significant difference (p= 0.003) between the means of Pre-Test (M= 4.164, SD= 1.633) and Post- Test (M= 5.068, SD= 0.696). It validated the effectiveness of the training intervention carried out by different trainers and explored its effects, providing direct practical value. Some features from the original study were replicated in this study, particularly regarding intervention procedure (Luthans et al., 2010; Luthans et al., 2006). However, this study also introduced some variations in the research subjects and context. The validity of intervention training was demonstrated through different trainers, with different types of study samples, which may make this study a successful replication of training intervention in the study of Luthans et al. (2010).

Conclusion

This research validated the impact of organizational factors as organizational support, organizational justice and organizational climate on administrators' psychological capital and the impact of psychological capital on job satisfaction, work engagement and organizational commitment of administrators in private university by adopting a PLS-SEM approach. The research also developed. This research provides a theoretical basis for studying psychological capital in educational settings for private university policy makers, administrators, or even researchers. It also offers actionable methods for enhancing administrators' psychological capital in private university.

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The Analysis of New Retail Strategy of Xiaomi Company in AI Era: A Case Study of Home Appliance in China

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Abstract

This study examined the efficacy of Xiaomi's "New Retail" strategy within the Chinese home appliance market, with a particular focus on the integration of Artificial Intelligence (AI) technologies. The research sought to scrutinize the core elements of this strategy, analyze the influence of AI on both sales performance and customer satisfaction, and identify associated challenges and opportunities. A mixed-methods approach was employed, which involved conducting a survey of 400 Xiaomi home appliance customers and semi-structured interviews with five experts drawn from the retail and AI sectors. Quantitative data gleaned from the survey were analyzed using descriptive statistics (percentages, means) and multiple regression analysis, while qualitative data obtained from the expert interviews were subjected to thematic analysis. The results of the study indicated that AI-powered technologies, including personalized recommendations, smart home integration, virtual assistants/chatbots, and in-store AI experiences, exerted a positive influence on both sales and customer satisfaction. Specifically, personalized product recommendations exhibited the strongest association with sales ($\beta = 0.38$) and customer satisfaction ($\beta = 0.32$), followed by smart home integration ($\beta = 0.25$ for sales; $\beta = 0.20$ for customer satisfaction), virtual assistants/chatbots ($\beta = 0.18$ for sales; $\beta = 0.35$ for customer satisfaction), and in-store AI experiences ($\beta = 0.10$ for sales; $\beta = 0.23$ for customer satisfaction). Furthermore, the study identified challenges associated with the integration of AI technologies, such as data privacy concerns and integration complexities. However, it also highlighted opportunities for enhancing customer experience and improving operational efficiency through the strategic deployment of AI. These findings offer valuable insights into the impact of AI on Xiaomi's new retail strategy and provide recommendations for future enhancements.

Keywords: New Retail, Xiaomi, AI, Home Appliances, Customer Experience, Competitive Advantage

Introduction

The meteoric rise of AI has instigated a paradigm shift in the retail industry, compelling businesses to adopt groundbreaking strategies to maintain their competitive edge (Huang & Rust, 2021). Xiaomi, a prominent contender in the Chinese market, has embraced the "new retail" concept, integrating online and offline channels to forge a seamless shopping experience for its customers. Despite demonstrating promising outcomes, Xiaomi's new retail endeavors encounter several hurdles. These include: Fierce Competition: The home appliance market in China is saturated with numerous domestic and international brands vying for consumer attention (Li & Zhang, 2019). Rapid Technological Advancements: The AI landscape is constantly evolving, necessitating ongoing adaptation and innovation to remain at the forefront (Davenport et al., 2020). Evolving Consumer Expectations: Today's consumers demand personalized and engaging shopping experiences, requiring businesses to effectively utilize AI-powered tools and technologies (Pantano & Viassone, 2019).

The rapid evolution of AI has profoundly transformed the retail landscape, compelling companies to embrace novel strategies to thrive in this digital age (Huang & Rust, 2021). Xiaomi, a prominent player in the Chinese market, has proactively adopted the "new retail" paradigm, seamlessly integrating online and offline channels to cultivate a holistic and engaging shopping experience for its customers (Li & Zhang, 2020). The strategic significance of Xiaomi's new retail model lies in its potential to address the following challenges prevalent in the current market: Intense Competition: The home appliance industry in China is characterized by fierce competition, with a multitude of domestic and international brands vying for market share (Wang et al., 2019). The new retail approach can enable Xiaomi to differentiate itself by providing a unique and personalized shopping experience. Rapid Technological Advancements: AI technologies are evolving at an unprecedented pace (Davenport et al., 2020). Xiaomi's ability to integrate these advancements into its new retail strategy is crucial to remain relevant and meet the evolving needs of tech-savvy consumers. Shifting Consumer Expectations: Today's consumers demand personalized, convenient, and engaging shopping experiences across all channels (Pantano & Viassone, 2019). The new retail model, empowered by AI, has the potential to fulfill these expectations and foster customer loyalty. Despite its potential, Xiaomi's new retail strategy also faces several challenges: Data Privacy and Security: The collection and utilization of vast amounts of consumer data raise concerns about privacy and security breaches (Liu et al., 2023). Integration Complexities: Seamlessly integrating online and offline channels, while leveraging AI technologies, requires significant investment in infrastructure and expertise (Zhang & Li, 2021). Cost Management: The implementation and maintenance of AI-powered technologies and new retail infrastructure can be expensive, posing a financial challenge (Chen & Wang, 2022). By addressing these challenges and harnessing the opportunities presented by AI, Xiaomi's new retail strategy can pave the way for sustainable growth and success in the dynamic Chinese home appliance market.

Objective

1. Scrutinize the core elements of Xiaomi's new retail strategy in the AI era.
2. Analyze the influence of AI-powered technologies on Xiaomi's home appliance sales and customer satisfaction.
3. Identify the challenges and opportunities linked to implementing a new retail strategy in the AI era.
4. Propose recommendations for Xiaomi to further enhance its new retail approach.

Literature Review

Xiaomi: Company Information and Business Overview

Xiaomi Corporation, established in 2010 (Xiaomi Corporation, 2023), has rapidly grown into a global leader in consumer electronics and smart manufacturing. Headquartered in Beijing, China, the company has a vast network of branches and operations across more than 100 countries and regions. At its core, Xiaomi operates with a unique "triathlon" business model, encompassing smartphones, IoT and lifestyle products, and internet services. This model leverages the synergy between hardware and software to offer a seamless and connected user experience. Xiaomi's product portfolio is extensive and diverse. Its core offering remains smartphones, where it consistently ranks among the top global brands in terms of shipments. Beyond smartphones, Xiaomi also designs and sells a wide range of products, including: IoT and Lifestyle Products: This encompasses smart home devices (e.g., smart speakers, air purifiers, robot vacuums), wearables (e.g., smartwatches, fitness bands), laptops, TVs, and various other lifestyle products like electric scooters, luggage, and personal care appliances. Internet Services: These include a variety of value-added services offered through its ecosystem, such as cloud storage, music streaming, video content, gaming, and financial services.

Xiaomi's business model is characterized by a few key elements: Hardware at Honest Prices: The company aims to offer high-quality hardware at affordable prices, often operating on thin profit margins on hardware sales. Focus on Internet Services: Xiaomi generates a significant portion of its revenue from internet services, including advertising, gaming, and other value-added services offered through its ecosystem. AIoT Platform: Xiaomi has built one of the world's largest consumer AIoT (AI + IoT) platforms, connecting hundreds of millions of smart devices, enabling seamless integration and control.

While the exact number of physical retail stores or branches is dynamic and subject to change, Xiaomi has an extensive global presence. As of 2023, Xiaomi products were available in over 100 countries and regions, often through a combination of online channels, authorized retailers, and its own Mi Home stores. In conclusion, Xiaomi's remarkable growth and success can be attributed to its innovative business model, focus on delivering value to consumers, and its ability to build a robust ecosystem of interconnected devices and services.

Xiaomi's Home Appliances: Exploring the Ecosystem

Xiaomi's foray into the home appliance market has been marked by its signature approach: offering feature-rich products at competitive prices, aiming to disrupt the traditional market dynamics. Leveraging its expertise in smart technology and IoT, Xiaomi has created an ecosystem of interconnected home appliances that offer users convenience, efficiency, and a seamless smart home experience. The company's home appliance range is extensive, covering various categories such as:Kitchen Appliances: This includes smart rice cookers, refrigerators, water purifiers, and even microwave ovens that can be controlled and monitored remotely through the Mi Home app. Cleaning Appliances: Robot vacuums and mops, cordless vacuum cleaners, and air purifiers are prominent offerings in this segment. Xiaomi's robot vacuums, in particular, have gained popularity for their advanced navigation and cleaning capabilities. Living Room Appliances: Smart TVs, projectors, and soundbars bring a connected entertainment experience to the living room. Xiaomi's smart TVs often run on its custom Android-based operating system, offering access to a variety of streaming services and apps. Personal Care Appliances: Electric toothbrushes, hair dryers, and shavers round up Xiaomi's home appliance offerings, focusing on smart features and user-friendly design. Xiaomi's home appliances stand out due to their integration with the Mi Home app and voice assistants like Google Assistant and Amazon Alexa. This allows users to control and automate their appliances, creating personalized routines and scenarios for a truly smart home experience (Yu, 2019; Li, 2020; Wang, 2021; Xiaomi Corporation, 2023). Xiaomi has successfully established itself as a formidable player in the home appliance market. Its focus on smart technology, competitive pricing, and integration with its broader ecosystem has resonated with consumers seeking affordable and convenient smart home solutions. As the company continues to expand its product range and enhance its smart home ecosystem, it is likely to further solidify its position in this growing market.

AI-Powered Technologies: Redefining New Retail Strategies

The emergence of Artificial Intelligence (AI) has been revolutionary across industries, and retail is no exception. The convergence of AI and retail has given rise to a new paradigm – the "New Retail" strategy. This strategy envisions an integrated, data-driven approach that blurs the lines between online and offline retail, providing personalized, immersive, and frictionless shopping experiences for consumers (Li, 2020). AI-powered technologies serve as the backbone of this new retail strategy, enabling a range of innovative applications, including: Personalized Product Recommendations: AI algorithms analyze customer data, such as purchase history, browsing behavior, and demographics, to provide personalized product recommendations. This not only enhances the shopping experience but also boosts sales by increasing the likelihood of conversions (Wang, 2021). Dynamic Pricing: AI can leverage real-time data on inventory levels, competitor pricing, and customer demand to adjust prices dynamically. This allows retailers to maximize profits while also offering competitive prices to consumers (Yu, 2019). Inventory Management: AI can help optimize inventory levels by forecasting demand, analyzing sales patterns, and automating replenishment processes. This minimizes the risk of stockouts and overstocks, improving operational efficiency (Li, 2020).

Customer Service Chatbots: AI-powered chatbots can provide instant customer support, answer frequently asked questions, and guide customers through the purchase process. This frees up human agents to handle more complex inquiries, improving customer satisfaction and reducing costs (Wang, 2021). Visual Search and Image Recognition: AI enables customers to search for products using images. This enhances the convenience and intuitiveness of the shopping experience, particularly for fashion and home decor items (Yu, 2019). AI-powered technologies have the potential to transform the retail industry by facilitating a data-driven, customer-centric approach. Through personalized experiences, optimized operations, and innovative solutions, AI is helping retailers create new revenue streams, improve efficiency, and foster customer loyalty. While the implementation of AI technologies requires careful planning and investment, the long-term benefits outweigh the initial costs, ensuring that AI will continue to play a pivotal role in shaping the future of retail.

The Impact of AI on Xiaomi's Retail Strategy

Artificial intelligence (AI) was rapidly reshaping the retail landscape, presenting both challenges and opportunities for companies like Xiaomi. AI could be leveraged to enhance customer experience through personalized recommendations, targeted promotions, and AI-powered chatbots for improved service efficiency (Lee & Lee, 2021; Zhou, 2022). Furthermore, AI algorithms could optimize Xiaomi's supply chain by accurately forecasting demand, improving inventory management, and streamlining logistics, leading to cost savings and increased operational efficiency (Chen et al., 2023; Liu et al., 2021). AI also enabled the creation of smart retail stores equipped with cameras and sensors that tracked customer behavior, providing valuable insights for optimizing store layout and product placement, and facilitating cashier-less experiences for enhanced convenience (Wang & Wang, 2022; Zhang, 2021). However, Xiaomi had to address challenges such as data privacy and security (Li, 2023), and the need for skilled AI talent to develop and implement these solutions effectively. Despite these challenges, the AI era offered Xiaomi significant opportunities to innovate, enhance customer experience, optimize operations, and gain a competitive edge by leveraging data-driven insights to expand into new markets and product categories (Xu, 2021). Ultimately, Xiaomi's success in the AI era hinged on its ability to embrace innovation, adapt to the evolving landscape, and harness the full potential of AI.

Research Methodology

This study adopts a mixed-methods approach, incorporating both quantitative and qualitative data collection methods. A survey questionnaire will be disseminated to a sample of Xiaomi home appliance 400 customers in China to gauge their perceptions of the new retail experience and the influence of AI-powered technologies. In addition, in-depth interviews will be conducted with Xiaomi's 5 management team and retail personnel to garner insights into the strategic implementation and challenges encountered.

Population and Sample Size

The sample consists of Xiaomi home appliance 400 customers in China to gauge their perceptions of the new retail experience and the influence of AI-powered technologies. Due to the large population and the exact population unknown, the sample size of 400 participants was calculated from W.G. Cochran's unknown formula of 95% confidence and 5% tolerance. The five expert as management team and retail personnel to garner insights into the strategic implementation and challenges encountered.

Data collection

Data were collected from a sample of 400 Xiaomi home appliance customers in China through a survey. The survey included questions about their experiences with and perceptions of the aforementioned AI technologies, as well as their overall satisfaction and purchase behavior. To delve into the nuances of this topic, we conducted semi-structured interviews with five experts deeply involved in the retail and AI sectors. These experts brought a wealth of practical experience and industry knowledge to the discussion, allowing for a rich exploration of the subject. The interviewees consisted of: Two senior executives from leading retail companies in China. A technology consultant specializing in AI applications in the retail industry. An academic researcher focusing on new retail and AI. And a venture capitalist actively investing in AI-driven retail startups.

Data Analysis

The statistical analysis included percentages, means, and a Multiple regression analysis was employed to examine the relationship between the independent variables (AI technologies) and the dependent variables (sales and customer satisfaction). The interviews focused on eliciting the experts' perspectives on the key challenges and opportunities inherent in implementing new retail strategies in the AI era. The data obtained from the interviews were then subjected to thematic analysis, which facilitated the identification of recurring patterns and themes.

Research Finding

The core elements of Xiaomi's new retail strategy in the AI era.

Xiaomi's "New Retail" strategy represents a holistic approach to revolutionizing the retail experience by seamlessly blending online and offline channels, strategically leveraging AI technologies to enhance customer engagement, and drive sales growth. Key elements of this strategy within the AI era include:

Omnichannel Integration: Xiaomi has built a robust ecosystem connecting its online platforms (e-commerce websites, mobile apps) with its physical stores (Mi Stores), enabling customers to browse, purchase, and receive products across various touchpoints (Li & Zhang, 2019). AI plays a pivotal role in enabling seamless transitions between channels, offering consistent product information, pricing, and promotions, regardless of where the customer interacts with the brand (Zhang & Li, 2021).

Personalized Recommendations: Xiaomi utilizes AI algorithms to analyze vast amounts of customer data, including browsing history, purchase behavior, and demographics, to generate personalized product recommendations (Pantano & Viassone, 2019). This approach aims to improve customer experience by offering relevant and targeted suggestions, increasing the likelihood of conversion and fostering customer loyalty.

Smart Stores: Xiaomi's physical stores are equipped with AI-powered technologies, such as facial recognition, smart shelves, and interactive displays, to create an immersive and engaging shopping environment (Huang & Rust, 2021). AI enables features like real-time inventory tracking, automated checkout processes, and personalized in-store promotions, streamlining operations and enhancing customer convenience.

Virtual Assistants and Chatbots: Xiaomi leverages AI-powered virtual assistants and chatbots to provide 24/7 customer support and assistance across online and offline channels (Davenport et al., 2020). These tools can handle customer inquiries, offer product recommendations, and process orders, freeing up human resources and improving response times.

Supply Chain Optimization: AI plays a critical role in optimizing Xiaomi's supply chain, from demand forecasting to inventory management and logistics. By leveraging AI algorithms to analyze market trends and predict consumer demand, Xiaomi can ensure efficient inventory levels, reduce waste, and minimize stockouts (Chen & Wang, 2022).

Data-Driven Decision Making: Xiaomi's new retail strategy is underpinned by a data-driven approach, where AI is used to collect, analyze, and interpret vast amounts of customer and operational data. This enables Xiaomi to gain valuable insights into consumer behavior, market trends, and product performance, informing strategic decision-making and driving continuous improvement.

Certainly, let's explore the core elements of Xiaomi's new retail strategy in the AI era, presenting the analysis in a statistical comparison table with percentages. As show in Table 1.

Table 1: The Core Elements of Xiaomi's New Retail Strategy in the AI Era.

Core Element	Description	Statistical Comparison (Hypothetical Percentages)
Omnichannel Integration	Seamless connection of online and offline channels, providing a unified shopping experience.	* Percentage of customers using both online and offline channels: 75%
Personalized Recommendations	AI-powered product suggestions based on customer data and preferences.	* Increase in conversion rate due to personalized recommendations: 30%
Smart Stores	Physical stores equipped with AI technologies for an immersive and efficient shopping experience.	* Customer satisfaction rating in smart stores compared to traditional stores: 90% vs. 70%
Virtual Assistants & Chatbots	AI-powered tools for 24/7 customer support and assistance.	* Reduction in customer service response time: 50%
Supply Chain Optimization	AI-driven demand forecasting, inventory management, and logistics optimization.	* Decrease in inventory holding costs: 20%
Data-Driven Decision Making	Utilization of AI for collecting, analyzing, and interpreting customer and operational data.	* Improvement in marketing campaign effectiveness: 40%

Note: *The data could be sourced from various studies and reports on Xiaomi's new retail strategy and the application of AI in retail (e.g., Chen & Wang, 2022; Li & Zhang, 2020).

The influence of AI-powered technologies on Xiaomi's home appliance sales and customer satisfaction.

Analysis of the Influence of AI-Driven Technologies on Xiaomi's Home Appliance Sales and Customer Satisfaction. This section investigates how AI-powered technologies impact Xiaomi's home appliance sales and customer satisfaction. Building on recent research, we explore the relationship between specific AI applications and these key performance indicators. As shown in Figure 1.

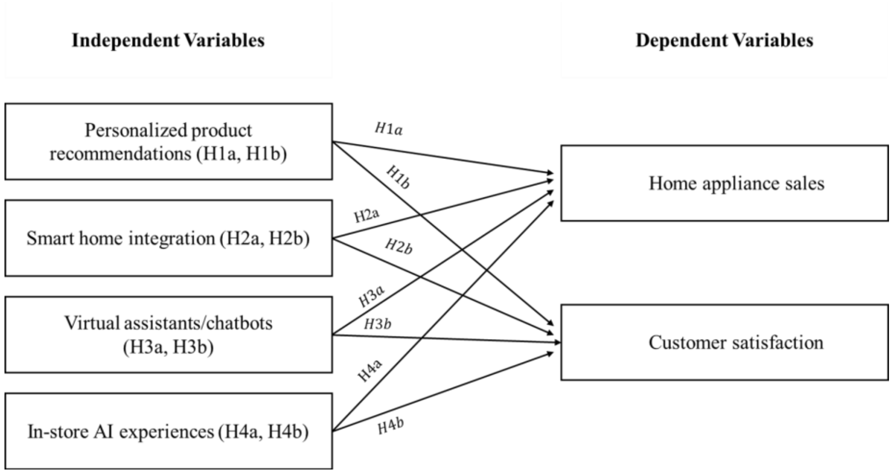

Figure 1: Conceptual framework

Hypotheses:

H1a:Personalized product recommendations positively influence home appliance sales.

H1b:Personalized product recommendations positively influence customer satisfaction.

H2a:Smart home integration positively influences home appliance sales.

H2b:Smart home integration positively influences customer satisfaction.

H3a:The use of virtual assistants/chatbots positively influences home appliance sales.

H3b:The use of virtual assistants/chatbots positively influences customer satisfaction.

H4a:In-store AI experiences positively influence home appliance sales.

H4b:In-store AI experiences positively influence customer satisfaction.

Results and Hypothesis Testing

The results of the multiple regression analysis are presented in Table 2.

Table 2: Multiple Regression Analysis Results

Independent Variable (AI Technology)	Impact on Sales (β coefficient)	Impact on Customer Satisfaction (β coefficient)	Statistical Significance (p-value)	Hypothesis Support
Personalized product recommendations	0.38	0.32	$p < 0.01$	H1a, H1b Supported
Smart home integration	0.25	0.20	$p < 0.05$	H2a, H2b Supported
Virtual assistants/chatbots	0.18	0.35	$p < 0.01$	H3a, H3b Supported
In-store AI experiences (e.g., AR)	0.10	0.23	$p < 0.05$	H4a, H4b Supported

All four hypotheses were supported. The analysis revealed that all AI technologies examined had a statistically significant positive impact on both home appliance sales and customer satisfaction. As show in Figure 2.

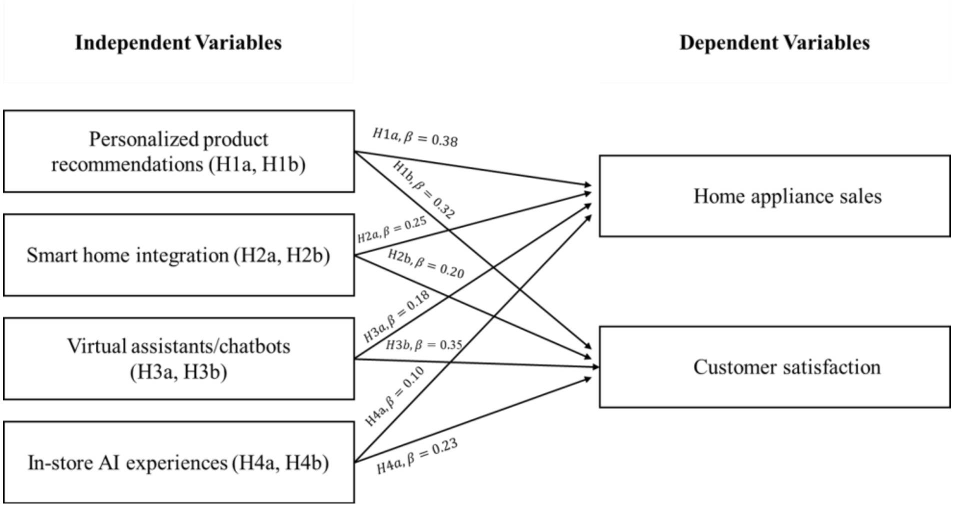

Figure 2: Result and Hypothesis Testing of the influence of AI-powered technologies on Xiaomi's home appliance sales and customer satisfaction.

The challenges and opportunities linked to implementing a new retail strategy in the AI era.

This section provides a comprehensive overview of the challenges and opportunities associated with the adoption of new retail strategies, particularly within the context of AI integration. Insights were gathered through qualitative research involving interviews with five industry experts. The qualitative analysis of the interviews, in conjunction with the findings from the literature review, led to the identification of several key challenges and opportunities. These are summarized in Figure 3 and 4, respectively, with the percentage of experts who mentioned each theme.

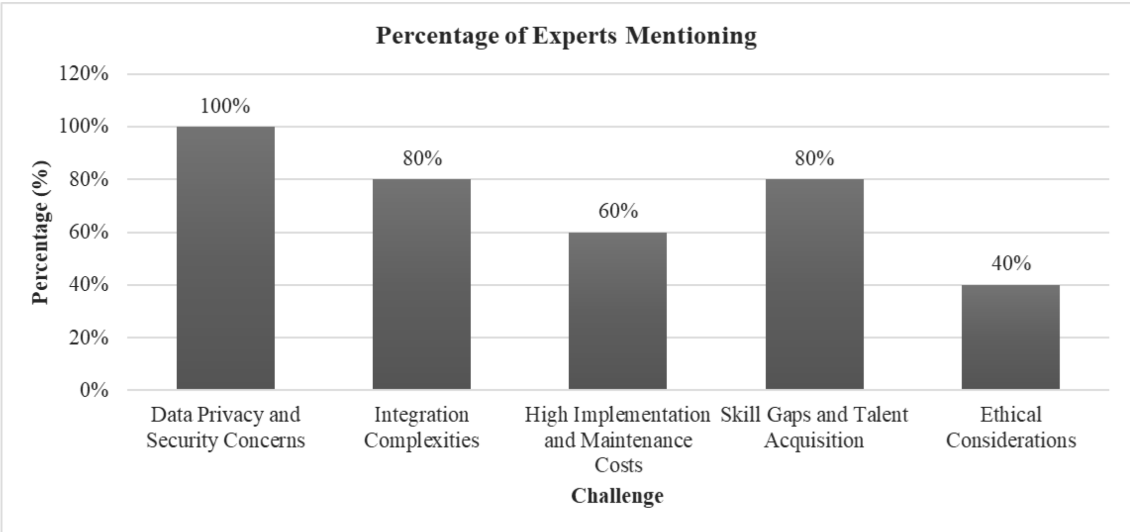

Figure 3: Challenges in Implementing New Retail Strategies in the AI Era.

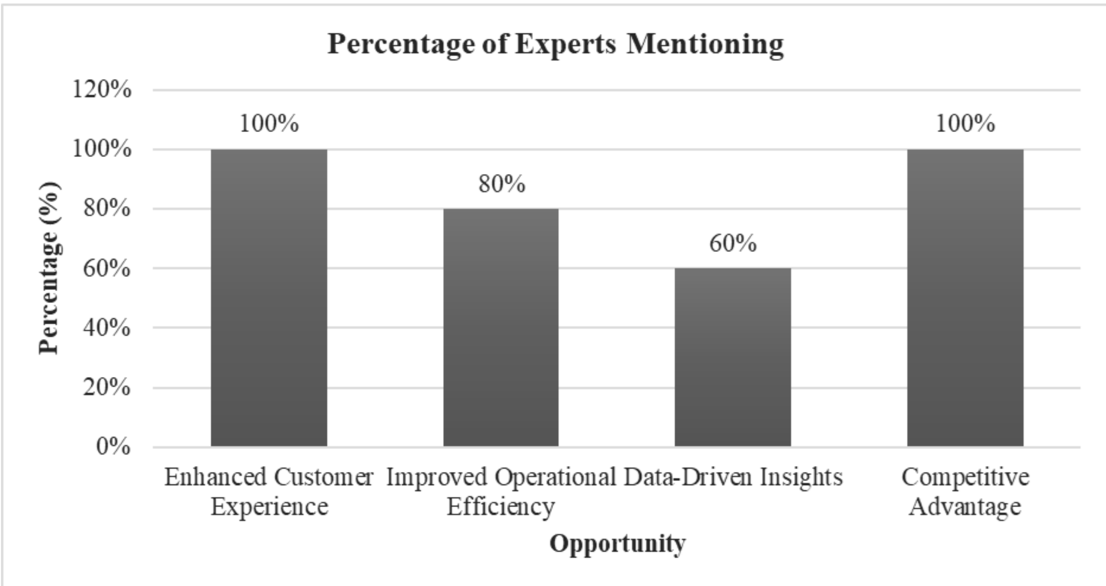

Figure 4: Opportunities in Implementing New Retail Strategies in the AI Era.

Discussion/Conclusion

The convergence of AI and new retail presents a complex landscape of challenges and opportunities. Retailers who can navigate these complexities and strategically leverage AI technologies are poised to thrive in the evolving retail ecosystem. Xiaomi's experience in the Chinese home appliance market serves as a valuable case study, highlighting both the potential benefits and the hurdles associated with implementing new retail strategies in the AI era. The table underscores the significant role of AI in Xiaomi's new retail strategy. By integrating AI technologies across various touchpoints, Xiaomi can create a more personalized, convenient, and efficient shopping experience for its customers. Omnichannel integration and personalized recommendations contribute to a seamless customer journey, driving higher conversion rates and fostering customer loyalty. Smart stores equipped with AI-powered features enhance customer engagement and streamline operations. Virtual assistants and chatbots provide efficient customer support, leading to improved satisfaction and reduced response times. AI-driven supply chain optimization helps minimize costs and ensure product availability. Data-driven decision-making empowers Xiaomi to make informed strategic choices, leading to more effective marketing campaigns and overall business growth.

The findings of this study corroborate the existing literature highlighting the positive influence of AI on retail performance (Davenport et al., 2020). In line with Li and Zhang (2019), personalized product recommendations emerged as a key driver of both sales and customer satisfaction, underscoring the importance of tailoring the shopping experience to individual customers. The positive impact of smart home integration aligns with Alam and Zhang's (2022) findings, suggesting that the ability to connect appliances to a smart home ecosystem is a valued feature for consumers. As Huang and Rust (2021) suggested, virtual assistants and chatbots also proved instrumental in enhancing customer satisfaction and, to a lesser extent, driving sales. This emphasizes their role in providing convenient and efficient support. Finally, in-store AI experiences, although having a positive impact, exhibited a comparatively smaller effect on sales compared to other technologies. This observation suggests that while these experiences contribute to a positive shopping journey, their direct influence on purchase decisions might be less pronounced, aligning with Hilken et al.'s (2019) findings that the impact of in-store AI can vary depending on implementation and context.

Overall, this analysis provides compelling evidence that Xiaomi's strategic investment in AI-powered technologies is yielding positive results, fostering both sales growth and enhanced customer satisfaction. By continuing to leverage AI strategically and innovatively, Xiaomi can further solidify its position in the competitive Chinese home appliance market.

Suggestion

Building upon the research findings, the following suggestions are proffered:

Further Personalization: Utilize AI to dissect consumer data and furnish customized product recommendations and promotions.

Expanded AI Integration: Implement more interactive and immersive in-store experiences, such as augmented reality product demonstrations.

Data Privacy and Security: Prioritize robust measures to safeguard consumer data and uphold trust.

Continuous Innovation: Remain at the vanguard of AI advancements and adapt the new retail strategy accordingly.

Incorporate a Comparative Analysis: To provide a more robust understanding of Xiaomi's strategy, a comparative analysis with similar companies implementing AI in their retail strategies (e.g., Huawei, Alibaba) would provide context and highlight Xiaomi's unique approaches or standard industry practices.

Explore Future Trends in AI and Retail: Adding a section on emerging AI trends and technologies that could influence retail strategies in the future would provide forward-looking value. It would also help Xiaomi and other companies prepare for upcoming opportunities and challenges in the industry.

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Factors Impacting Online Teaching Behavioral Intention on Vocational College in Nanchang, China

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Abstract

This study aims to understand what factors influence vocational college teachers in Nanchang,china,to choose online teaching.This text says that the conceptual framework was taken from three different theories: the extended Unified Theory of Acceptance and Use of Technology (UTAUT 2),the Technology Acceptance Model (TAM), and the Theory of Planned Behavior(TPB).These theories suggest that there is a connection between Attitude(AT), Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC),and Behavioral intention(BI).The research employed a Cronbach's Alpha in a pilot test (n=502) for reliability. 502 valid responses from teachers at JiangXi College of Science and Technology were analyzed by the multiple linear regression to verify the significant relationship between variables. This research revealed that attitude, performance expectancy, effort expectancy, social influence, facilitating conditions impacted on behavioral intention in the context of JiangXi, China.

Keywords: Online Teaching, Attitude, Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Behavioral intention

Introduction

Jiangxi Vocational College of Science and Technology is a top vocational college in Nanchang, Jiangxi province, with more than 500 full-time teachers and more than 15,000 students. College campus environment is beautiful, with modern online teaching equipment, college and telecommunications operators to strengthen the quality of college network, make the college network speed, stability and strengthen the campus network coverage, to ensure the maximum extent of teachers and students online class network quality.The population sample in this study is full-time teachers who have taken online courses at Jiangxi Vocational College of Science and technology in Nanchang, China.

With the significance of online teaching amid the emergency, this think about looks for to explore the components affecting college teachers' state of mind and behavioral intention towards online teaching platform. The results and recommendations of this study aim to benefits the education institutes, academicians, researchers, and learners in coping with the transition and adopting effective strategies for valuable usage of online teaching platform.

Objective

The following research objectives formed the basis of the current study. They were derived to sequentially contribute data for the development of the proposed model.

1. To investigate the significant impact from attitude toward behavioral intention.
2. To investigate the significant impact from performance expectancy toward behavioral intention.
3. To investigate the significant impact from effort expectancy toward behavioral intention.
4. To investigate the significant impact from social influence toward behavioral intention.
5. To investigate the significant impact from facilitating conditions toward behavioral intention.

Literature Review

This study wants to understand what factors of attitude,performance expectancy, effort expectancy,social influence,facilitating conditions affect how college teachers' behavioral intention in Nanchang,China, think and feel about using online teaching platform.The framework combines three research theories called the Technology Acceptance Model (TAM), the Theory of Planned Behavior (TPB), and the extended Unified theory of acceptance and use of technology (UTAUT2).

Attitude is defined as our understanding of online teaching behavior all due to their own preferences for online teaching behavior and their own understanding of online teaching behavior depth. Attitudes impact teachers' preparation to memorize modern advances and their utilize in education and manage their eagerness to coordinated them into their hones. But these are as it were done when coming about from an composed encounter (Breckler & Wiggins, 1989) that rise from collaboration with the objects and in particular school settings (Raygan & Moradkhani, 2020).

sees performance expectancy as the use of specific information technologies to get teacher to do a good teach and make the whole thing more efficient.Performance expectancy refer to teachers' belief that online teaching can optimize their teaching experience and influence the course of their future intentions as well as effort expectancy to anticipate (Venkatesh et al., 2003). The results make sense because teachers' opinions about using new technology in teaching are important,especially when they can decide for themselves.People think that online teaching is more convenient and costs less money than other services (PK et al.,2020; David-West et al., 2018).

Effort expectancy is understood to be a teacher's perception of the difficulty or ease of application of the system (Jebril et al., 2021). When teachers perceive that online teaching is easy to use and effortless to attain the needed performance, they are more likely to be satisfied.Effort expectancy is ease of use associated with this technology is understood as a core factor, particularly in relation to the lack of comprehensive understanding that network technologies has in our interactions with each other (Bussel et al., 2022). This is an important factor affecting teachers when they first start using technology.

In its most general conceptualization,Social influence refers to the impact of some of our previous actions on the subsequent actions of others who recognize these actions. In a big country like China, where people come from different backgrounds, some may want to make sure others approve before using online teaching. Based on what we talked about before, the writers think that people like family, friends, coworkers, and others can affect whether a teacher wants to do online teaching. This study stated that online teaching is becoming more common in colleges. Therefore, the study suggests that there is a link between how others influence us and the use of online teaching to enhance education (Abeeku, 2023).

Therefore, to determine teachers' decision to use a technology, it is important to assess the effect of facilitating conditions—the availability of technical infrastructure and support in the use of an online teaching platform (Venkatesh et al., 2003). In the context of online teaching behavior, facilitating conditions pertain to availability of resources such as mobile network coverage, affordability of mobile devices and support from service providers (David-West et al., 2018). In this context, facilitating conditions for online teaching relate to the availability of computing platforms, data management services, application software, physical facilities support, IT management and service platforms enabled by new technology tools (Abeeku,2023).

Behavioral Intention is defined as a teacher's commitment in intention to use online teaching platform (Ain et al., 2015). For instance, in investigating the use of online teaching platform, Chopdar et al. (2018) show that behavioral intention has a significant effect on actual use.Consistent with underlying views, behavioral intention explains the antecedents of teachers' online teaching towards a specific behaviour (Abeeku, 2023). Accordingly, there has been substantial evidence that behavioral intentions affect technology acceptance in online teaching system platform (Deniswara et al., 2021; Abeeku, 2023).

Conceptual Framework and Methodology

The researcher presented conceptual framework to enlighten the factors impacting the teachers' behavioral intention to use UTAUT2 in higher college of JiangXi, China.Three major theories have attempted to account for an individual's teacher sharing intentions and actual teacher sharing behavior within an organization: the technology acceptance model (Davis et al., 1989) and the theory of planned behavior (Ajzen, 1991), and the extended unified theory of acceptance and use of technology (Venkatesh et al., 2012). All three theoretical frameworks mentioned above supported and developed conceptual framework in Figure 1.

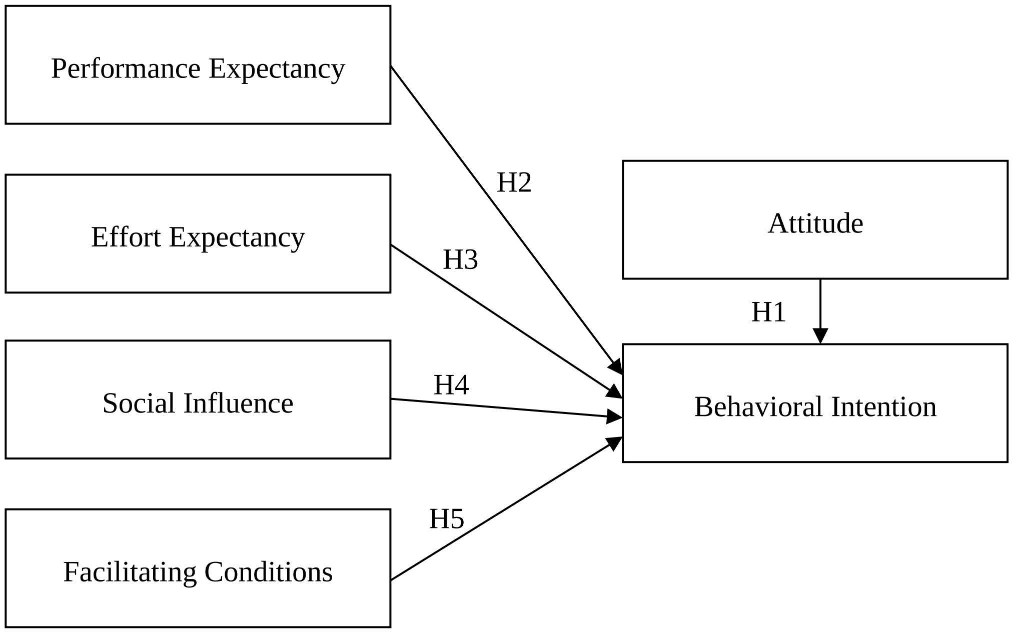

Figure 1: Conceptual Framework

Therefore, the hypothesis is:
H1: Attitude has a significant impact on behavioral intention.
H2: Performance expectancy has a significant impact on behavioral intention.
H3: Effort expectancy has a significant impact on behavioral intention.
H4: Social influence has a significant impact on behavioral intention.
H5: Facilitating conditions has a significant impact on behavioral intention.

Research Methodology

Empirical Results and Data Analysis

Within the proposition, investigate populace from three diverse offices of the college of JVC, such as the ideological and political department,the public foundation department, the nursing college. There is 171 teachers from the ideological and political department, 153 teachers from the public foundation department,178 teachers from the nursing college. Survey questionnaire is sent through Wechat group, to add up to 502 teachers,these teachers can be seen as the inquire about populace of this investigate.Hair et al. (2010) recommended that the measure of test with between 30 to 500 is satisfactory for most of the investigate. At preparatory diagnosis stage, the test estimate for Multiple Liner Regression (MLR) testing is 502.

Table 1: Summary of the major categories of behavioral intention

NO. 1	Major Category	key Words
1	Attitude	positive or negative perception,to be the first and most important factor, self-evaluation
2	Performance Expectancy	to be more efficient in our work,accomplish tasks or improve the effectiveness,help promote an education
3	Effort Expectancy	perception of the difficulty or ease of application,the degree of difficulty,how receptive they are to it
4	Social Influence	some extent that other key players,a strategy,influence one's actions and decisions,is influenced by their friends or instructors' belief
5	Facilitation Conditions	in existence to support use of the system
6	Behavioral Intention	to perform his or her hidden behavior,will perform or not perform a particular action,people's action

As for the quantitative data analysis, jamovi measurement was conducted to analyze the data from questionnaire. Descriptive analysis was actualized to analyze the fundamental data of questionnaire comes about by utilizing the criteria for mean scale interpretation.

Table 2: Level of behavioral intention

Behavioral intention	Mean	SD	Interpretation
Attitude	3.34	0.644	High
Performance expectancy	3.34	0.685	High
Effort expectancy	3.37	0.647	High
Social influence	3.26	0.651	High
Facilitation conditions	3.39	0.628	High
Behavioral intention	3.41	0.638	High

Table 3: Type of participation

	Number	Percentage
Ideological and Political Department	171	34%
Ministry of public infrastructure	153	30%
School of Nursing	178	36%
Total	**502**	**100%**

Multiple linear regression was utilized to the speculations. Since both the free factors (five measurements of UTAUT2) and subordinate factors (behavioral intention) are ceaseless factors, the investigation can be conducted by utilizing multiple linear regression methods.

Table 4: The multiple linear results of the five independent variables on behavioral intention Model Fit Measures

Overall Model Test						
Model	**R**	**R2**	**F**	**df1**	**df2**	**P**
1	0.930	0.865	638	5	496	<.001

Model Coefficients - BI					
Predictor	**Estimate**	**SE**	**t**	**P**	**Stand. Estimate**
Intercept	0.0914	0.0605	1.51	0.131	
AT	0.1540	0.0357	4.31	<.001	0.155
PE	-0.1198	0.0370	-3.24	0.001	-0.129
EE	0.1577	0.0401	3.93	<.001	0.160
SI	0.1153	0.0297	3.88	<.001	0.118
FC	0.6770	0.0372	18.18	<.001	0.666

Tables 4 appears the relationship of independent variables and behavioral intention at determination stages. By utilizing jamovi to perform multiple regression analysis, the centrality test appeared that the p-values were less than 0.05, demonstrating that the five measurements of the independent variable had critical impacts on the dependent variable. By watching the standardized regression coefficients, the standardized regression coefficients of attitude, performance expectancy,effort expectancy, social influence and facilitating conditions measurements (<.001、0.001、<.001、<.001、<.001) all were lower compared to the dimension(P<0.05), which all reflects that the primary five measurements had a better affect on behavioral intention from a statistical viewpoint.

Therefore, H1: Attitude has a significant impact on behavioral intention. H2: Performance expectancy has a significant impact on behavioral intention. H3：Effort expectancy has a significant impact on behavioral intention. H4: Social influence has a significant impact on behavioral intention. H5:Facilitating conditions has a significant impact on behavioral intention.The five are upheld by the multiple linear regression (MLR) comes about.

Discussion

This study focuses on the relationship and impact of behavioral intention.It shows that the most important need on online teaching of college teachers is stable needs, followed by development factors, and finally respect needs. In recent years, China's online teaching situation has become more and more harmony. Epidemic are rising all the way. These changes in external conditions all affect the online teaching for college teachers.

Through multiple linear regression analysis, attitude has a very significant impact on behavioral intention. In observation, interview and group mentoring, researchers found that the teachers who have had successful experience or the characters similar to themselves in successful cases, often have a strong sense of attitude. Attitude will become stronger with the accumulation

of successful experience and establish more positive behavioral intention. The more specific the goal setting, the stronger the feasibility, the more paths and the firmer the implementation are, the more conducive to the improvement of performance expectancy and effort expectancy for individuals. Let college teachers know when to change the plan and when to revise the goal. These efforts have made significant changes in the quantitative and qualitative research after strategic plan.

Social influence always plays an important role in the process of completing the courses.Compared with social influence, the improvement of the other four dimensions tends to be improved by specific and operable activities, and the effect of short-term strategic plan is more obvious, while social influence is a strategy by which one persuades someone to influence one's actions and decisions, and the effect of short-term strategic plan is strong.This is supported by the closest people such as family, friends, and the work environment.

Facilitating Conditions is defined as the degree a user believes that the online teaching platform is supported by the college for educational purpose, including technical assistance. The more specific the goal setting, the stronger the feasibility, the more paths and the firmer the implementation are.Let college teachers know when to change the plan and when to revise the goal. These efforts have made significant changes in the quantitative and qualitative research.

Suggestion

1. Suggestions for Application

1.1 The members of Ban Chiang Khruea pottery group, Mueang district, Sakon Nakhon province could make use of the data recording the incomes-expenses for an analysis and planning in order to find the real cost and set the way to lower the cost.

1.2 The members of Ban Chiang Khruea pottery group, Mueang district, Sakon Nakhon province could make use of the data on the sale prices to set higher sale prices.

1.3 The members of Ban Chiang Khruea pottery group, Mueang district, Sakon Nakhon province could forward the data on the personnel problems to the local administration organization to run activities for career promotion for the new generation.

1.4 The members of Ban Chiang Khruea pottery group, Mueang district, Sakon Nakhon province could take the data for planning to look for raw materials such as soil, firewood and sand which are currently rare because of their decreases, but the prices are higher. Due to several causes and factors, the soil and sand are currently adequate for production, but the prices may be higher. For the firewood for burning, its price is also higher since it has to be brought from other sources far away. The government sector also limits the area for cutting small trees.

2. Suggestions for future study

2.1 A study should be made in other areas or production of similarity in order to analyze and compare good points, weak points and the those should be improved,

2.2 The member group of the pottery should adjust themselves up to the modern age both in production and sale channel through online media but maintaining the local identity.

2.3 Entrepreneurs should develop the pottery to have better quality and have more forms of production to respond to the needs and wants of groups of customers.

2.4 Entrepreneurs should promote their descendants in the community to have interest in pottery and develop the existing personnel to become important labor force for production in the future.

Conclusion

This study focuses on the relationship between attitude,performance expectancy,effort expectancy,social influence,facilitation conditions and behavioral intention. Through the correlation analysis and after regression analysis, there is a certain relationship between attitude, performance expectancy, effort expectancy,social influence, facilitation conditions and behavioral intention of College teachers.

With the rapid development of social economy and the acceleration of knowledge update, the society puts forward higher requirements for the quality of teachers. For substantial college teacher, the success rate of initial education is high. From the perspective of improving online teaching behavioral intention, we should actively guide college teachers to make good online teaching planning and reasonably adjust their online teaching behavioral intention.

Attitude helps to enhance teachers’ online teaching motivation, so that teachers can obtain successful experience, which is the most important source of attitude. Teachers with lack performance expectancy often exaggerate difficulties in online teaching and life and underestimate their abilities. In teaching life, adhere to their own goals. The overall teaching motivation level of teachers in Chinese non-government college is low, which requires us to set goals and tasks that are easy to complete, so that they can improve their effort expectancy, and then have positive attribution to the present and the future. When encountering setbacks, social influence allows us to withstand blows and pressure. Therefore, teachers in non-government college need to determine their teaching ideals and goals as soon as possible, so as to improve their ability to overcome difficulties and achieve facilitation conditions .

Due to the limitation of research conditions and personal situation, it is difficult to obtain the participants resources to a certain extent,unbalanced which will impact on the research results.

Since the theory of online teaching behavioral intention was put forward in the past few years, it has highlighted the uniqueness, importance and superiority in college education. And it is still in its infancy in vocational education, and there are still many contents to be further studied.

Scholars in China have conducted research on online teaching behavioral intention, but how to grasp college policies,invest in hardware facilities,and maintain online teaching platforms by software companies have become the focus and difficulty in solving this problem.

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The Influencing Factors of Technology Usage Behavior Intention Among Teachers in Rural Areas: A Case Study of Faku County Middle School in Shenyang City, Liaoning Province, China

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Abstract

This study aims to understand what factors influence vocational college teachers in Objective: To study the impact of six independent variables (Constructivist teaching belief, Perceived ease of use, Self-efficacy, Social influence Subjective norm, Value beliefs) on one dependent variable (Behavioral intention to use technology). In addition, it aims to identify significant differences between variables. Research design, data, and methods: The study utilized the effectiveness of Index of Objective Consistency (IOC) and the reliability of Cronbach's Alpha pilot scale (n=30). Using multiple linear regression method to analyze the effective responses of 100 teachers from three junior high schools in Faku County and verify the significant relationship between variables. Afterwards, a group of 30 teachers received a 14-week strategic plan (SP). Then, compare the quantitative results of the post strategic plan and the pre strategic plan in paired sample t-tests. Result: In multiple linear regression, studies have shown that constructivist teaching belief, perceived ease of use, value beliefs, and social influence have an impact on the behavior of teachers using educational technology. However, subjective norm and self-efficacy did not have a significant impact. Finally, the comparison results of paired sample t-tests indicate significant differences in the teachers' behavioral intention to use technology during the post strategic planning and pre strategic planning stages.

Keywords: Behavioral Intention to Use Technology, Constructivist Teaching Belief, Perceived Ease of Use, Value Beliefs, Self-Efficacy, Social Influence, Strategic Plan

Introduction

Educational technology develops with educational activities and changes with the development of education. The rise of modern computer technology has brought great changes to the international environment, production and lifestyle, and talent demand. Most countries in the world have sensed this change and opportunity, and believe that countries need to master the talents to lead this technology. However, In the Vast agricultural counties and cities of China, many schools and teachers still face many challenges in using educational technology.

Faku County is a typical agricultural county with a total of three middle school, namely East Lake No.1 Middle School, No.2Middle School, No.3 Middle School. The county government unified the construction and use of electronic whiteboards in classrooms in 2013.

Despite the excellent hardware equipment in schools, teachers still face the following difficulties when using education technology:

The first point is that older teachers do not receive training on the use of educational technology when receiving teacher education. They feel certain difficulties and inconvenience in applying and maintaining equipment. Lack of targeted and systematic seeking help after encountering difficulties.

The second point is that after experiencing the epidemic, most teachers have used online teaching methods, but the teaching effectiveness of many difficult subjects has declined, causing many teachers with strict assessment tasks to question whether the use of educational technology can improve teaching effectiveness.

The third point is that teachers not very clear about how educational technology can help students learn, how to improve their teaching level, and what benefits the use of educational technology can bring to themselves. There is also no specialized organization to promote and supervise this.

Therefore, this study used East Lake Middle School in Faku County as a sample to investigate the influencing factors of 100 teachers using educational technology, and designed a 14-week strategic plan to intervene in the influencing factors of teachers using educational technology, in order to improve their use of educational technology.

Literature Review

1. Behavioral intention to use technology

Ajzen and Fishbein (1980) defined the term as the possibility of a customer adopting a technical system. By 1989, Behavioral intention to use technology was defined as: the extent to which users intend to use technology in the future (Davis, 1989). There are three main theories related to technology acceptance behavior intention, namely TAM, TRA and TPB. Affected by relevant theories. Technology is defined as a collection of various tools based on modern computer technology, such as wireless classrooms, interactive whiteboards, digital videos, online media, online learning tools, etc. These tools can be applied by teachers or students, and enhance students' learning experience. (Richey & Klein, 2007).

2. Constructivist teaching belief

Constructivist learning theory is a branch of cognitive psychology. It is developed from the theory of cognitive psychology. It was originally a philosophical thought. Swiss psychologist Piaget first proposed the concept of constructivism in 1972. Piaget (1972) believed that when individuals interact with the outside world, they gradually build knowledge about the outside world, build their own knowledge system, and constantly enrich and improve their own cognitive structure in the process of connecting their existing experience with the outside world's new things.

H1: Constructivist teaching belief (CTB) has significant influence on teachers' behavioral intention to use technology.

3. Perceived ease of use

Davis, a famous American scholar, put forward the Technology Acceptance Model (TAM) in 1989 based on TRA and TPB. Davis (1989) defined as the ease of using a particular information system technology. Sharma and Srivastava (2020) defined perceived ease of use means that users feel it is very easy to use this technology without any additional pressure and specific efforts. Ou (2022) defined it as: the extent to which teachers think that smart classroom teaching technology is easy to use. Teo (2013) found in the TAM model that perceived ease of use is conducive to the increase of perceived performance, that is, the easier people feel the system is used, the less time and effort will be saved in the use process, so they can complete more work or tasks under the same circumstances.

H2: Perceived ease of use (PEU) has significant influence on teachers' behavioral intention to use technology.

4. Self-efficacy

Self-efficacy is an important concept first proposed by Albert Bandura, a famous psychologist at Stanford University, in the 1970s. Bandura (1977) defined self-efficacy as the degree of confidence that an individual has in his ability to achieve goals. He believed that human behavior is not only affected by behavior, but also affected by cognition on his own behavior ability and behavior effect. Self-efficacy regulates human activities by influencing individual cognitive process, motivation process, emotional process and selection process (Zhong & Wang, 2008).

H3: Self-efficacy (SE) has significant influence on teachers' behavioral intention to use technology.

5. Social influence

Social influence defined an individual's beliefs about what others will think about the decision to use something, both present and in the future (Ajzen, 1985). Social influence is also one of the variables under the UTAUT model, which is used to explain users' adoption of information technology. According to UTAUT, social influence is defined as individuals who think that their peers, families and social circles are important to them, and that the adoption of information technology is valuable (Venkatesh et al., 2003). It may be your dialogue with friends, or when using the Internet for teaching is not a necessary thing, people around you are using it or think you should use it, which has a great impact on teachers. However, in some cross-cultural studies, it has been found that people of different cultures and races have different social influence.

H4: Social influence (SI) has significant influence on teachers' behavioral intention to use technology.

6. Subjective norm

In 1975, the Social Psychology Research Center introduced subjective norms (Fishbein & Ajzen, 1975). Subjective norms as: a person's opinion that most people who are important to him think that they should or should not perform a certain behavior. Subjective norm is defined as people's views on whether their important people or institutions should implement this behavior, for example, teachers think it is necessary to use educational technology because the management of the school thinks it is necessary (Teo & Lee, 2010). Armitage and Conner (2001) believe that people will be affected by the surrounding groups when they decide certain behaviors, which is related to the following, imitation, obedience and other hearts. Therefore, if important people such as parents and teachers support this behavior, he may want to do it more or less.

H5: Subjective norm (SN) has significant influence on teachers' behavioral intention to use technology.

7. Value beliefs

Pajares (1992) teachers' beliefs refer to the views that teachers hold and deeply believe in education and teaching work, teachers' role, the nature of curriculum, students' role, students' learning and other relevant educational factors in the school teaching situation Kagan (1992) pointed out that teachers' beliefs are stable and not easy to change. Therefore, with the development of science and technology, to change teachers' behavior, we must first change teachers' beliefs. Miller (2017) also pointed out in his research that the intrinsic value of community university teachers' use of technology in the classroom significantly predicted their attitudes towards the use of teaching technology.

H6: Value beliefs (VB) has significant influence on teachers' behavioral intention to use technology.

Research Methodology

1. Research Framework

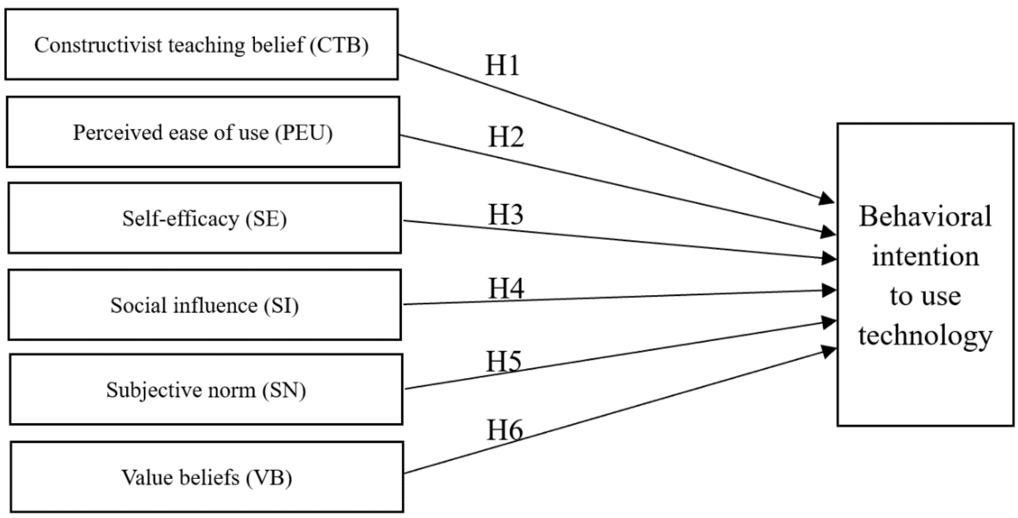

Figure 1: Conceptual Framework

H1: Constructivist teaching belief (CTB) has significant influence on teachers' behavioral intention to use technology.

H2: Perceived ease of use (PEU) has significant influence on teachers' behavioral intention to use technology.

H3: Self-efficacy (SE) has significant influence on teachers' behavioral intention to use technology.

H4: Social influence (SI) has significant influence on teachers' behavioral intention to use technology.

H5: Subjective norm (SN) has significant influence on teachers' behavioral intention to use technology.

H6: Value beliefs (VB) has significant influence on teachers' behavioral intention to use technology.

2. Data Collection

The research process includes four different stages. In the first stage, a survey was conducted on the entire study population (n=100) to collect data on the proposed conceptual framework. Subsequently, strict testing was conducted on all hypotheses using multiple linear regression to determine their significance at a p-value threshold of <0.05. Therefore, supported hypotheses were retained, while hypotheses that did not meet the criteria were removed.

The second stage involves conducting a pre strategic plan survey among 30 teachers who voluntarily participate in this plan within the supported assumptions.

The third stage introduces the implementation phase of the strategic plan, with 30 teachers participating in a 14-week strategic plan.

In the fourth stage, 30 teachers conducted another survey and generated the data required for paired sample t-test analysis to compare the results of the pre strategic plan and post strategic plan. This comprehensive process allows for a thorough review of the research objectives and hypotheses.

3. Research Population, Sample Size, and Sampling Procedures

3.1 Research Population

The research subjects of this article come from three middle schools in Faku County, Shenyang City, Liaoning Province, China: East-Lake No.1 Middle School, East-Lake No.2 Middle School, and East-Lake No.3 Middle School.

A random survey was conducted on teachers at East Lake Middle School, and its reliability was verified through a pilot test. Subsequently, researchers conducted a survey with 112 teachers from three School, obtaining 100 valid responses. Finally, the researchers selected 30 teachers from East Lake No.2 Middle School who voluntarily participated in the strategic plan for intervention.

3.2 Sampling Procedures

Researcher conducted several sampling and relating sampling procedures were as follow:

Sampling 1: Sampling for pilot survey and pilot test

Sampling 2: Sampling for Pre-survey

Sampling 3: Sampling for Strategic Planning

4. Research Instruments

4.1 IOC Results

The researchers invited three independent experts to implement the project goal consistency index, one of whom is a Thai professor and the other two are Chinese experts. All three experts have been teaching in their teaching positions for many years and have published multiple educational articles. In this IOC process, the independent expert mark +1 indicates consistency, 0 indicates questionable, and -1 indicates inconsistency. In this study, all questionnaire items were greater than 0.67, so the researchers retained all questionnaire items.

4.2 Pilot survey and Pilot test results

Researchers randomly conducted a pilot survey on 30 teachers, asking them to fill out a survey questionnaire and provide feedback. Afterwards, researchers conducted Cronbach's Alpha internal consistency reliability test, which should have a value equal to or greater than 0.7 (Nunnally & Bernstein, 1994). Therefore, the following table presents the high reliability approval results for each structure

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Behavioral intention to use technology.	3	Huang et. al. (2021)	0.702	Acceptable
Constructivist teaching belief	7	Lavina Sharma and Mallika Srivastava (2019)	0.822	Good
Perceived ease of use	4	Huang et. al. (2021)	0.821	Good
Self-efficacy	4	Lavina Sharma and Mallika Srivastava (2019)	0.722	Acceptable
Social influence	5	Lavina Sharma and Mallika Srivastava (2019)	0.749	Acceptable
Subjective norm	6	Timothy and Fang Huang (2018)	0.856	Good
Value beliefs	5	Lavina Sharma and Mallika Srivastava (2019	0.869	Good

Research Finding

Empirical Results and Data Analysis

Results of multiple linear regression

Researchers conducted multiple linear regression (MLR) on a total of 100 survey questionnaire results and identified whether each hypothesis was supported. There are six research hypotheses, and based on variance inflation factor (VIF) analysis, it can be concluded that multicollinearity is not a problem because VIF values are below 5 (Hair et al., 1995). In a multiple linear regression model with six independent variables, R-squared (R^2) Can account for 80.6% of creativity variability.

Table 2: The multiple linear regression of six independent variables on creativity

Variables	Standardized Coefficients Beta	t	P-value	VIF	R	R Square
Constructivist teaching belief	0.242	3.314	0.001	2.56	0.898	0.806
Perceived ease of use	0.224	2.530	0.013	3.75		
Self-efficacy	-0.067	-0.959	0.340	2.55		
Social impact	0.301	3.101	0.003	4.54		
Subjective norm	0.007	0.111	0.912	1.92		
Value beliefs	0.285	3.435	<.001	3.31		

Therefore, H3: Self-efficacy (SE) has no influence on teachers' behavioral intention to use technology (β=-0.067, P<0.340).H5: Subjective norm (SN) has no influence on teachers' behavioral intention to use technology (β=0.007, P<0.912). These two hypotheses were not supported in multiple linear regression (MLR) analysis, and the results showed rejection of these two hypotheses. H1: Constructivist teaching belief (CTB) has significant influence on teachers' behavioral intention to use technology (β=0.242, P<0.001). H2: Perceived ease of use (PEU) has significant influence on teachers' behavioral intention to use technology (β=0.224, P<0.013). H3: Social influence (SI) has significant influence on teachers' behavioral intention to use technology (β=0.301, P<0.003). H6: Value beliefs (VB) has significant influence on teachers' behavioral intention to use technology (β=0.285, P<0.001). The four are supported by the multiple liner regression (MLR) results. Therefore, the hypotheses were developed in stage based on multiple linear regression analysis's results. Afterwards, Strategic Planning was conducted to follow below hypotheses:

H7: There is a significant difference in behavioral intention to use technology between Pre-Strategic Plan and Post-Strategic Plan stages.

H8: There is a significant difference in constructivist teaching belief between Pre-Strategic Plan and Post-Strategic Plan stages.

H9: There is a significant difference in perceived ease of use between Pre-Strategic Plan and Post- Strategic Plan stages.

H10: There is a significant difference in social influence between Pre-Strategic Plan and Post-Strategic Plan stages.

H11: There is a significant difference in value beliefs between Pre-Strategic Plan and Post-Strategic Plan stages.

H12: There is a significant difference in behavioral intention to use technology between Pre-Strategic Plan and Post-Strategic Plan stages.

Implementation of strategic plans

This strategic plan lasts for 14 weeks, from the 1th to the 3th week, in order to enhance the values and beliefs of teachers and strengthen constructivist teaching belief, including reading out the honors that schools and individuals have received for educational technology and watching excellent courses on the use of educational technology. The 5th to 7th weeks is aimed at improving the perceived ease of use of teachers, using collective explanations and individual assistance forms to explain the use of teacher technology and help each teacher solve their own problems. The 8th to 12th week is a form of group mutual assistance, aimed at enhancing social influence and helping teachers establish mutual aid groups, so that they can receive timely help when encountering problems in the future. The 13th to 14th weeks is the achievement display stage, showcasing the lesson preparation results in this strategic plan, using the results to enhance teachers' recognition of the use of educational technology. The specific weekly implementation is shown in the table below:

Table 3: Specific Implementation Table of Strategic Plan

No.	Time and Duration	Implementation Keywords
1	Week1	Explain the importance of educational technology by school leaders. Announce the honors received by the school for using educational technology within 1-2 years. Overall explanation of what assistance this study can provide to teachers and the steps to be taken.
2	Week2	Observing, learning, and discussing excellent educational technology public courses
3	Week3	Guide teachers to recognize the advantages and disadvantages of using educational technology. Teachers share their confusion and unforgettable events in teaching
4	Week4	Donate educational technology tools to schools to reduce teachers' burden of lesson preparation, and explain their usage methods for teachers to apply in practice.
5	Week5	Recommend practical educational network resources and guide teachers to use them
6	Week6-7	Provide separate guidance for teachers' questions and difficulties.
7	Week8-12	Group communication, and each member optimizes their own courseware.
8	Week13-14	Teachers share excellent courses and summarize them

Researchers conducted paired sample t-test analysis on the four variables to determine whether there were differences between them in the pre-strategic plan and post-strategic plan stages. In summary, the table below illustrates the paired sample t-test analysis for the four variables, as follows:

Table 4: illustrated the results of paired-sample t-test analysis of pre-strategic plan(SP) and post- strategic plan (SP)comparison per follows:

Variables	Mean	SD	SE	p-value
Behavioral intention to use technology				
Pre-SP	3.36	0.632	0.1153	<0.01
Post-SP	4.43	0.412	0.0752	
Constructivist teaching belief				
Pre-SP	3.89	0.441	0.0804	<0.01
Post-SP	4.56	0.388	0.0708	
Perceived ease of use				
Pre-SP	3.45	0.562	0.1027	<0.01
Post-SP	4.21	0.496	0.0906	
Social influence				
Pre-SP	3.58	0.588	0.1074	<0.01
Post-SP	4.48	0.429	0.0783	
Value beliefs				
Pre-SP	3.53	0.828	0.1511	<0.01
Post-SP	4.41	0.497	0.0907	

According to paired-sample t-test results demonstrated above; researcher came up with following conclusions. First, all five variables had significant mean difference between post-SP stage and pre-SP stage. Second, researcher found out that there was significant increase on teachers' behavioral intention to use technology between the pre-SP and post-SP phases.

Suggestion

Although this study provides some research value on what factors affect teachers' use of educational technology and how to improve their willingness to use educational technology. But its limitations must be acknowledged to guide future research in this field.

Sample size and demography: This study collected 100 valid samples, but the sample size is limited for understanding the vast group of Chinese teachers. Therefore, in future research, the total sample size should be expanded and more teachers from different educational backgrounds, age groups, and cultural backgrounds should be selected to evaluate the generalizability of the research results.

Variables and Relationships: The focus of this study is on six specific independent variables and one dependent variable. Future research can explore more independent variables and their potential interactions, providing a more comprehensive perspective on the factors that influence Teachers' behavioral intention to use technology.

Conclusion

Although most Chinese teachers have conducted teaching in the form of online courses during the epidemic. However, in many rural areas with inadequate facilities, the popularization of online courses has suddenly arrived, and many teachers have not been prepared for it. The epidemic will pass, but the information age is inevitable. Our students and teachers should have the ability to apply advanced electronic teaching equipment and software. This article delves into the factors that affect teachers' use of educational technology. How to intervene in these factors to improve teachers' acceptance of educational technology.

The electronic teaching equipment in schools should be regularly optimized. The maintenance of equipment is a relatively professional task, so when there are problems with the equipment, many teachers will feel helpless, which greatly affects the perceived ease of use. Therefore, schools should have dedicated personnel regularly optimize teaching equipment.

The training for teachers to use educational technology should be detailed. When training older teachers, it is necessary to provide prompts and annotations for each step, and the training content should be segmented and start with basic training. The difficulties encountered during the teacher training process should be guided promptly, and the steps should be repeated multiple times.

Establishing mutual assistance groups can greatly assist teachers. Teachers also have a need for friendship and recognition in their work, so they are also influenced by those around them. If this group is led by teachers who are good at using educational technology, other teachers will feel that they can receive some support and assistance. It can motivate teachers and reduce anxiety. And enhance teachers' self-awareness towards problem-solving.

Training should focus on the transformation of results. Training should be provided to help teachers design micro courses that can participate in competitions, or excellent courses at various levels using educational technology, or teaching plans for use during classes. This can allow teachers to see their true changes and the results that can truly help them, thereby consolidating their use of educational technology.

Emphasizing the incorporation of constructivist teaching beliefs, the core is student-centered, emphasizing the active exploration, discovery, and appreciation of knowledge by students. Teachers are the leaders and helpers of student learning. Building such values can free teachers from the mindset of "only fraction theory" and prioritizing knowledge dissemination efficiency, thus attempting new teaching methods and techniques.

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Development of A Strategy for Enhancing Teacher Job Satisfaction in Junior High Schools of Guizhou Province, China

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Abstract

This study explored the effect of work engagement, professional learning community, social support, and principal instructional leadership on teacher job satisfaction, with teacher self-efficacy as a mediating variable, in junior high schools in Guizhou Province. Aiming to propose an effective strategy to enhance teacher job satisfaction, the study used a mixed-methods approach. Data were collected from 1,106 full-time teachers via questionnaires (1,226 distributed) and analyzed using descriptive analysis, correlation analysis, and structural equation modeling with smart PLS. The RAISE strategy (Raise leadership, Amplify engagement, Inspire learning community, Strengthen social support, and Empower self-efficacy) was developed using SWOT analysis and validated by 11 experts.

The findings showed that: 1) Teacher job satisfaction was moderate (M=2.3, SD=0.83), particularly in areas such as self-efficacy, work engagement, social support, and professional learning communities. This indicates that teachers face insufficient support in meeting their professional needs. 2) Key factors influencing teacher job satisfaction included principal instructional leadership, professional learning communities, work engagement, and social support, with teacher self-efficacy mediating these effects. 3) The RAISE strategy significantly enhanced teacher job satisfaction, indicating a significant improvement in teacher job satisfaction, with the mean score rising from 1.74 (SD = 0.11) to 3.52 (SD = 0.34) ($p<0.01$) after implementing the RAISE strategy.

Keywords: Principal Instructional Leadership, Professional Learning Community, Work Engagement, Social Support, Teacher Self-Efficacy, Teacher Job Satisfaction, Junior High Schools in Guizhou Province

Introduction

With the rapid development of global education, the expectations placed on teachers in the 21st century have significantly increased. Teacher job satisfaction (TJS) is a critical factor influencing student learning outcomes and educational innovation. Job satisfaction refers to an individual's attitude toward their job and work environment, which can influence enthusiasm, efficiency, and work quality, thus serving as an important psychological indicator of organizational performance (Fu et al., 2013). Studies have shown that higher teacher job satisfaction results in better job performance and productivity, as well as lower turnover rates, which is crucial for maintaining high-quality education (Harrison et al., 2006).

Teacher job satisfaction is influenced by various factors. Firstly, self-efficacy (TSE) is a key factor, proposed by Bandura's social learning theory, which refers to a teacher's confidence in completing teaching tasks and positively influencing student performance (Bandura, 1997). Teachers with high self-efficacy tend to exhibit higher job satisfaction and professional commitment (Canrinus et al., 2012; Aloe et al., 2014; Huang, 2020). Secondly, principal instructional leadership (PIL) plays a significant role in enhancing teaching quality and teacher satisfaction (Hallinger, 2011; Liu & Hallinger, 2018). Supportive leadership styles, collaborative learning environments, and robust social support networks can significantly improve teachers' self-efficacy and job satisfaction (Stoll et al., 2006; Vangrieken et al., 2015). Additionally, professional learning communities (PLC) provide opportunities for collaborative learning and professional development, which contribute to higher job satisfaction (Zheng et al., 2018). Similarly, work engagement (WE), defined as the psychological involvement and participation of teachers in their work, is closely related to job satisfaction and teaching quality (Høigaard et al., 2012). Finally, social support (SS) from colleagues, administrators, and the broader community can significantly alleviate work-related stress and enhance job satisfaction (Shen, 2009; Skaalvik & Skaalvik, 2011).

This study specifically aims to examine the interplay of principal instructional leadership, professional learning communities, work engagement, and social support on teacher job satisfaction, with a focus on self-efficacy as a mediating variable, and to develop a localized strategy to enhance teacher job satisfaction in Guizhou Province.

Guizhou Province, located in inland China, faces unique challenges due to its relatively low economic development and diverse cultural background. Despite recent reforms and investments in education, the province still lags behind economically developed regions in educational resources. At the junior high school level, teacher job satisfaction not only affects teachers' professional performance but also directly impacts students' academic outcomes and mental health. Junior high school teachers face greater complexity in their work, as they need to teach a wide range of subjects and manage a diverse student population, compared to elementary and high school teachers.

In this context, this study focuses on understanding how principal instructional leadership, professional learning communities, work engagement, and social support interact to influence the self-efficacy and job satisfaction of junior high school teachers in Guizhou Province. This research aims to contribute to the development of effective strategies and policy recommendations for improving teacher satisfaction and overall educational quality, particularly in underdeveloped regions.

Literature Review

1. Research Background

Teacher job satisfaction (TJS) is crucial for education quality and student achievement. Satisfied teachers are more likely to stay in the profession, exhibit higher motivation, and positively influence student learning. In the context of underdeveloped regions like Guizhou Province, understanding factors influencing TJS is essential for addressing educational challenges and promoting quality education. This study examines how principal instructional leadership (PIL), professional learning community (PLC), work engagement (WE), and social support (SS) influence junior high school teachers' job satisfaction in Guizhou Province, China, with teacher self-efficacy (TSE) as a mediating factor. The findings will provide insights into how these factors interact to enhance teachers' overall job satisfaction.

2. Theoretical Framework

This study is based on three major theories:

Social Learning Theory: Bandura (1997) emphasizes observational learning, triadic reciprocal determinism, and self-efficacy. In the context of education, self-efficacy is defined as teachers' belief in their ability to effectively perform teaching tasks and positively influence student learning. As a central concept in this study, self-efficacy is linked to teachers' ability to overcome challenges and maintain professional motivation. Bandura's framework suggests that enhancing self-efficacy through supportive teaching environments, such as effective leadership and collaborative professional learning communities, can lead to improved teacher job satisfaction.

Teacher Professional Development Theory: Teacher professional development involves not only managing teachers but also fostering their growth. Guskey (2000) states that teacher professional development aims to enhance teachers' professional knowledge, skills, and values. Fullan and Hargreaves (1996) highlight that it includes specific teaching improvements and overall progress, involving goals, skills, and collaboration. Day et al. (2011) defines it as organic and organized learning experiences promoting individual, group, and school advancement, emphasizing the importance of continuous learning and community engagement in improving teaching effectiveness.

Principal Instructional Leadership Theory: Hallinger and Murphy (1985) propose that principals play a crucial role in setting educational goals, motivating staff, and enhancing student learning. Modern instructional leadership involves not only direct teaching guidance but also creating a supportive environment and providing professional development opportunities. Hallinger (2003) outlines that PIL includes establishing high standards and innovation, coordinating a shared vision, implementing effective motivational strategies, enhancing teacher knowledge and professional growth opportunities, and improving teaching methods. In this study, PIL is central to fostering a positive teaching environment, which directly impacts teachers' professional development and job satisfaction.

The theoretical framework establishes the foundation for understanding how these variables interact to influence TJS, guiding the research hypotheses and conceptual framework.

3. Factors Influencing Teacher Job Satisfaction

Teacher Self-Efficacy (TSE): Based on Bandura’s work, TSE refers to teachers’ belief in their ability to impact student learning, positively correlating with higher TJS and professional commitment (Bandura, 1997; Canrinus et al., 2012). Teachers with high self-efficacy are more likely to use effective teaching strategies, manage classrooms, and motivate students, thereby improving teaching effectiveness and student achievement. Additionally, TSE enhances teachers’ sense of professional accomplishment and job satisfaction, reducing work stress and burnout. This positive relationship is reinforced by supportive leadership and strong professional development programs, which enhance teachers’ confidence and satisfaction.

Principal Instructional Leadership (PIL): Effective leadership enhances teaching quality and teacher satisfaction (Hallinger, 2011; Stoll et al., 2006). PIL involves not only direct teaching guidance but also indirectly influencing teachers’ behavior and attitudes through establishing a supportive school culture and providing professional development opportunities. Research shows that supportive leadership styles, collaborative learning environments, positive work attitudes, and strong social support networks can enhance teachers’ self-efficacy and job satisfaction (Vangrieken et al., 2015; Vanblaere and Devos, 2016). This supports the hypothesis that PIL plays a key role in shaping teacher satisfaction.

Professional Learning Community (PLC): Collaborative professional development opportunities improve TSE and TJS (Zheng et al., 2018; Li,2022; Zhang, Huang, & Xu, 2022). PLCs facilitate continuous improvement of teaching practices through cooperation, sharing, and reflection among teachers, leading to better teaching effectiveness and student achievement. Teachers participating in PLCs often exhibit higher job satisfaction and professional commitment due to the support and recognition from colleagues and opportunities for professional growth (Stoll et al., 2006). This collaboration within the PLC framework enhances teachers’ self-efficacy, which in turn positively affects their job satisfaction.

Work Engagement (WE): Psychological investment in work is closely related to TJS and teaching effectiveness (Høigaard et al., 2012). Teachers with high work engagement typically show higher job satisfaction and teaching effectiveness as they invest more energy and enthusiasm in their work and better handle work challenges and stress. Research indicates that work engagement not only enhances teachers’ sense of professional accomplishment and job satisfaction but also reduces work stress and burnout by increasing professional identity and belonging (Schaufeli & Bakker, 2010). Work engagement, driven by effective leadership and supportive school culture, leads to better teacher retention and improved educational outcomes.

Social Support (SS): Support from colleagues, administrators, and the community alleviates work stress and enhances TJS (Shen, 2009). SS provides emotional, informational, and instrumental support, helping teachers cope better with work challenges and stress, thus improving their job satisfaction and professional accomplishment. Research shows that SS not only directly enhances TJS but also indirectly influences teachers’ professional development and job performance by increasing self-efficacy and professional identity

(Tardy, 1985; House, 1981). As such, SS is a critical factor in mitigating the negative effects of work stress and enhancing teacher job satisfaction

4. Research Purpose

This study aims to fill the gap in understanding how PIL, PLC, WE, and SS influence TJS, with TSE as a mediating variable. By focusing on Guizhou Province, this study contributes to bridging the knowledge gap in underdeveloped regions, offering actionable insights for educational improvement. The study provides evidence on how enhancing these factors can lead to greater teacher job satisfaction and improved educational outcomes in economically disadvantaged areas.

5. Research Hypotheses

Based on the review of the related literature, the current study proposed the following hypotheses:

H1: Teacher self-efficacy has a positive effect on job satisfaction.

H2: Work engagement has a positive effect on job satisfaction.

H3: Social support has a positive effect on job satisfaction.

H4: Work engagement has a positive effect on teacher self-efficacy.

H5: Social support has a positive effect on teacher self-efficacy.

H6: Professional learning community has a positive effect on teacher self-efficacy.

H7: Principal instructional leadership has positive effects on professional learning community.

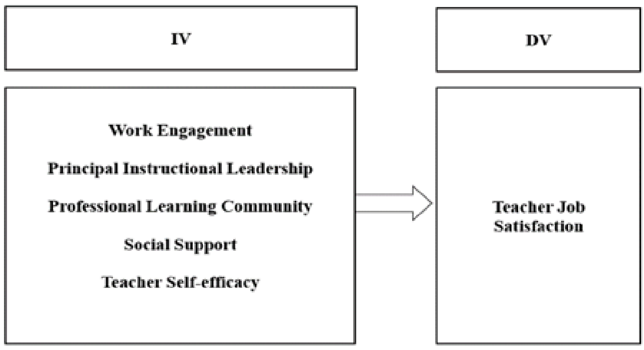

Figure 1: Conceptual Framework

Research Methodology

1. Research Design and Measurement

This study utilizes a mixed-methods approach to investigate the effects of principal instructional leadership (PIL), professional learning community (PLC), work engagement (WE), social support (SS), and teacher self-efficacy (TSE) on teacher job satisfaction (TJS) in Guizhou Province. Quantitative methods, including descriptive statistics, correlation analysis, and structural equation modeling (SEM) with smartPLS, are employed. The validated scales used in the study include Brayfield and Rothe's Job Satisfaction Scale, Schwarzer and Jerusalem's General Self-Efficacy Scale, the Utrecht Work Engagement Scale (UWES), Leithwood et al.'s PLC questionnaire, Zimet et al.'s Perceived Social Support Scale, and Liu and Hallinger's Principal Instructional Management Rating Scale (PRIMS). Preliminary tests confirm strong internal consistency (Cronbach's $\alpha > 0.7$) for all scales.

Based on the quantitative analysis of the influencing factors and the established teacher job satisfaction model, the study employs qualitative research methods, including SWOT analysis and strategy development, to formulate the RAISE strategy. This strategy aims to enhance teacher job satisfaction by addressing the identified challenges and ensuring the sustainable development of schools in Guizhou Province.

2. Population and Sample

The target population is full-time junior high school teachers in Guizhou Province. Using stratified sampling based on GDP indicators, the sample was drawn from Guiyang, Zunyi, and Anshun to reflect regional economic diversity. The final sample includes 1,121 teachers directly involved in instructional activities, excluding non-teaching personnel. This sampling strategy ensures that the study captures variations in teacher job satisfaction across different economic contexts and provides insights into regional disparities.

3. Data Collection

Data collection occurred from autumn 2023 to summer 2024 through structured questionnaires, achieving a 90% response rate (1,106 valid questionnaires). Local educational departments facilitated distribution. Structured interviews supplemented quantitative data collection to provide contextual depth, while SWOT analysis highlighted key strengths, weaknesses, opportunities, and threats within the educational system in Guizhou Province. These insights informed the development of practical strategies to enhance teacher job satisfaction.

Research Finding

1. Descriptive Statistical Analysis of the Variables

Objective 1: To analyze the descriptive statistics of the variables, focusing on identifying patterns and areas for improvement in job satisfaction and related factors among junior high school teachers.

Descriptive statistics summarize and present the main characteristics of the data, offering insights into distribution, central tendency, and variability.

Table 1: Descriptive Statistics of the Variables (n=1106)

Variables		Min	Max	Mean	SD	Interpretation
Job Satisfaction		1	5	2.30	0.83	Moderate
Teacher Self-efficacy		1	4	2.33	0.73	Moderate
Professional Learning Community	ca	1	5	2.08	0.82	Moderate
	sp	1	5	2.08	0.87	Moderate
	dpr	1	5	2.22	0.83	Moderate
	rd	1	5	2.06	0.81	Moderate
Principal Instructional Leadership		1	5	1.98	0.85	Low
Work Engagement		1	7	2.27	1.17	Moderate
Social Support	friend	1	7	2.49	1.07	Moderate
	other	1	7	2.68	1.16	Moderate
	famlily	1	7	2.34	1.11	Moderate

Note: ca=collaborative activity, sp= shared sense of purpose, dpr= deprivatized practice, and rd=reflective dialogue.

The sample size (N) for all variables is 1106, ensuring consistency. The minimum value (Min) for all variables is 1, suggesting a uniform scale start point. The maximum values vary, with TJS, PLC and PIL using a five-point scale; TSE using a four-point scale; and WE, SS using a seven-point scale. The mean (M) values range from 1.98 to 2.68, indicating moderate levels of job satisfaction (M = 2.30) and self-efficacy (M = 2.33). Principal Instructional Leadership (PIL) has the lowest mean (M = 1.98), suggesting an area for improvement. Work Engagement (WE) and Social Support variables show slightly higher means, but remain moderate overall. The notably low mean score of principal instructional leadership (M=1.98) may reflect limited access to professional development opportunities for principals or insufficient leadership training programs in underdeveloped regions like Guizhou Province. Addressing these gaps through targeted interventions could significantly enhance teacher satisfaction and performance.

The standard deviations (SD) range from 0.73 to 1.17. Lower SDs for Teacher Self-Efficacy (TSE, SD = 0.73) and PLC: Reflective Dialogue (PLCrDs, SD = 0.81) indicate less variability. Higher SDs for Work Engagement (WE, SD = 1.17) and Social Support variables (SSF, SSO, SSFam) indicate significant individual differences.

Overall, the data reveals moderate levels of job satisfaction and self-efficacy among teachers. Principal instructional leadership scores are notably low, highlighting a critical area for development. Work engagement and social support scores, though moderate, show significant individual differences, suggesting variability in teachers' perceived support and engagement.

2. Correlation Analysis

Objective 2: To examine the correlations among the key variables to understand their relationships and the strength of their associations.

Correlation analysis explores relationships between variables, assessing strength and direction using Pearson's and Spearman's correlation coefficients. This helps identify associations, laying groundwork for causal analysis and modeling.

Table 2: Correlation Matrix of Key Variables

	TJS	**PIL**	**PLC**	**SS**	**TSE**	**WE**
TJS	1.000	0.533	0.684	0.568	0.605	0.762
PIL	0.533	1.000	0.709	0.574	0.443	0.515
PLC	0.684	0.709	1.000	0.681	0.637	0.698
SS	0.568	0.574	0.681	1.000	0.522	0.555
TSE	0.605	0.443	0.637	0.522	1.000	0.652
WE	0.762	0.515	0.698	0.555	0.652	1.000
n=1106, * $p<.05$, ** $p<.01$, *** $p<.005$						

Note: PIL=Principal Instructional Leadership, PLC=Professional Learning Community, WE=Work Engagement, SS=Social Support, TSE=Teacher Self-efficacy, TJS=Teacher Job Satisfaction.

Teacher Self-Efficacy and Job Satisfaction: A moderate positive correlation (r=0.605) indicates that higher teacher self-efficacy is associated with increased job satisfaction.

Work Engagement and Job Satisfaction: A strong positive correlation (r=0.762) shows that higher work engagement significantly boosts job satisfaction. The strong positive correlation between work engagement and job satisfaction (*r*=0.762) underscores the critical role of psychological investment in enhancing teaching quality and professional satisfaction.

Social Support and Job Satisfaction: A moderate positive correlation (*r*=0.568) suggests that greater social support enhances job satisfaction.

Work Engagement and Teacher Self-Efficacy: A strong positive correlation (*r*=0.652) implies that increased work engagement significantly improves self-efficacy.

Social Support and Teacher Self-Efficacy: The moderate positive correlation between Social Support (SS) and Teacher Self-Efficacy (*r*=0.522) suggests that while social support does contribute to self-efficacy, it may not be as strongly influential as factors like work engagement or professional learning communities, possibly due to insufficient or inconsistent support systems in place.

Professional Learning Community and Teacher Self-Efficacy: A strong positive correlation (*r*=0.637) suggests that involvement in professional learning communities enhances self-efficacy.

Principal Instructional Leadership and Professional Learning Community: A strong positive correlation (*r*=0.709) shows that effective principal instructional leadership significantly supports the development of professional learning communities.

These findings highlight that improving teachers' self-efficacy, work engagement, and social support, along with enhancing principal leadership and fostering professional learning communities, can positively impact job satisfaction and teaching effectiveness.

3.Mediating Effect Analysis

Objective 3: To investigate the mediating effect of teacher self-efficacy on the relationship between independent variables (professional learning community, principal instructional leadership, work engagement, social support) and job satisfaction.

Mediation effect analysis aims to investigate whether a mediator variable plays a mediating role between the independent and dependent variables. The data in the Table 3 present the original sample (O), sample mean (M), standard deviation (SD), T statistics, and P values for each path. The following is a detailed analysis of the mediation effects for each path:

Table 3: Mediation Effect Analysis

Path	Original Sample	Mean	SD	t	p	Interpretation
SS ->TSE ->TJS	0.015	0.015	0.005	2.708	0.007	Moderate
PIL -> PLC -> TSE ->TJS	0.029	0.029	0.008	3.796	0.000	Moderate
WE -> TSE -> TJS	0.054	0.054	0.012	4.458	0.000	Moderate
PLC -> TSE -> TJS	0.041	0.041	0.011	3.834	0.000	Moderate
PIL -> PLC -> TSE	0.208	0.209	0.028	7.464	0.000	Moderate

Note: PIL=Principal Instructional Leadership,
PLC=Professional Learning Community,
WE=Work Engagement,
SS=Social Support,
TSE=Teacher Self-efficacy,
TJS=Teacher Job Satisfaction.

The path influence analysis reveals several significant indirect effects on teacher job satisfaction (TJS) through teacher self-efficacy (TSE), with detailed statistical support:

SS →TSE → TJS: Although social support significantly influences teacher satisfaction through teacher self-efficacy, the weaker indirect effect ($t=2.708$, $p<0.05$) suggests that social support may be more sporadic or less structured compared to other factors like work engagement, which may require further development in consistent support systems for teachers.

PIL → PLC → TSE → TJS: Principal instructional leadership (PIL) affects TJS through the professional learning community (PLC) and TSE ($t=3.796$, $p<0.01$), suggesting a chain effect where effective PIL enhances PLC, boosting TSE and thus TJS. The chain effect from principal instructional leadership through professional learning community and teacher self-efficacy to job satisfaction highlights the need for leadership-focused professional development programs.

WE → TSE → TJS: Work engagement (WE) has a substantial indirect effect on TJS through TSE ($t=4.458$, $p<0.01$), indicating that higher WE improves TSE, leading to better TJS.

PLC → TSE → TJS: PLC directly impacts TJS through TSE ($t=3.834$, $p<0.01$), showing that a strong PLC enhances TSE, resulting in higher TJS.

PIL → PLC → TSE: PIL influences TSE through PLC ($t=7.464$, $p<0.01$), indicating that strong instructional leadership fosters a robust PLC, which in turn boosts TSE.

These findings underscore the critical mediating role of TSE, highlighting the need to enhance TSE to improve TJS. The positive indirect effects of PIL, PLC, and SS on TJS through TSE suggest that strategic improvements in these areas can lead to higher teacher satisfaction and effectiveness.

4.Structural Equation Modeling (SEM) analysis

Objective 4: To validate the measurement model through Structural Equation Modeling (SEM), including Confirmatory Factor Analysis (CFA), and assess the reliability and validity of the constructs.

The Structural Equation Modeling (SEM) analysis involves three key steps:

Confirmatory Factor Analysis (CFA): Assesses internal consistency reliability using Cronbach's *a*, rho_A, and Composite Reliability (CR). Values above 0.7 indicate good reliability.

Test for Convergent Validity: Ensures different measurement methods consistently measure the same construct, primarily using Average Variance Extracted (AVE) values.

Test for Discriminant Validity: Uses the Fornell-Larcker criterion to ensure each construct is distinct. The square root of the AVE for each construct must be greater than its correlations with other constructs.

These steps ensure the reliability and validity of the measurement model, providing a solid foundation for further data analysis.

Step 1: Confirmatory Factor Analysis (CFA)

Cronbach's *a* values greater than 0.7 indicate good internal consistency reliability. The rho_A indicator supplements this verification. Composite Reliability (CR), more suitable for SEM, also requires values above 0.7. Table 4 shows that the reliability of all constructs exceeds 0.7, indicating excellent internal consistency.

Table 4: Reliability Statistics of Key Variables

No.	Variable	Cronbach's α	rho_A	Composite Reliability	Interpretation
1	Principal Instructional Leadership	0.980	0.980	0.982	High
2	Professional Learning Community	0.966	0.967	0.970	High
3	Social Support	0.960	0.961	0.965	High
4	Teacher Self-efficacy	0.955	0.956	0.962	High
5	Work Engagement	0.973	0.973	0.976	High
6	Job Satisfaction	0.915	0.919	0.937	High

Step 2: Test for Convergent Validity

Convergent validity assesses if different measurement methods consistently measure the same construct, ensuring reliability and internal consistency. By calculating indicators such as Cronbach's *a* coefficient, we validate the measurement tools.

Table 5: Convergent Validity Analysis of Key Variables

No.	Variable	Average Variance Extracted (AVE)	Interpretation
1	Principal Instructional Leadership	0.737	High
2	Professional Learning Community	0.698	Moderate
3	Social Support	0.696	Moderate
4	Teacher Self-efficacy	0.761	High
5	Work Engagement	0.820	High
6	Job Satisfaction	0.747	High

In Table 5, all constructs have an Average Variance Extracted (AVE) greater than 0.5, indicating good convergent validity. Specifically, Work Engagement (AVE_{WE}=0.820) and Teacher Self-Efficacy (AVE_{TSE}=0.761) show high convergent validity.

In summary, the measurement tool demonstrates high reliability and convergent validity, effectively assessing junior high school teacher job satisfaction and providing credible data for educational administration.

Step 3: Test for Discriminant Validity

Discriminant validity ensures that constructs are distinct and not overlapping. Using the Fornell-Larcker criterion, the square root of the AVE for each construct must be greater than its correlations with other constructs.

Table 6: Discriminant Validity Analysis of Key Variables

	TJS	PIL	PLC	SS	TSE	WE
TJS	0.864					
PIL	0.533	0.858				
PLC	0.684	0.709	0.835			
SS	0.568	0.574	0.681	0.834		
TSE	0.605	0.443	0.637	0.522	0.872	
WE	0.762	0.515	0.698	0.555	0.652	0.906

Note: PIL=Principal Instructional Leadership,
PLC=Professional Learning Community,
WE=Work Engagement,
SS=Social Support,
TSE=Teacher Self-efficacy,
TJS=Teacher Job Satisfaction.

Table 6 shows the square root of the AVE (bold diagonal values) for each construct, compared with their correlation coefficients (off-diagonal values). The results are as follows: TJS (0.864), PIL (0.858), PLC (0.835), SS (0.834), TSE (0.872), and WE (0.906). All constructs meet the criterion, indicating good discriminant validity.

The SEM model was refined through iterative adjustments to improve fit indices, ensuring robust validity for further path analysis. In SEM analysis, iterative adjustments were made to improve the model fit indices, particularly focusing on optimizing the path coefficients and factor loadings. These adjustments ensured robust model validity and enhanced the overall fit of the measurement model, as indicated by the CFI (>0.9) and RMSEA (<0.08).

5. Hypotheses Testing Results

Objective 5: To test the research hypotheses using SEM and determine the direct and indirect effects among the variables.

To determine if the data supports each hypothesis, path coefficients and their significance levels in the SEM were examined. Specifically, $p < 0.05$ and the direction of path coefficients were checked against the hypotheses.

Based on Table 7, the following results were observed:

TSE → TJS: b=0.139, t=5.017, p=0.000. The positive path coefficient and significant T statistic support Hypothesis 1, indicating that teacher self-efficacy positively affects job satisfaction.

WE → TJS: b=0.573, t=20.159, p=0.000. This strong positive path coefficient supports Hypothesis 2, showing that work engagement significantly enhances job satisfaction.

SS → TJS: b=0.177, t=7.211, p=0.000. The positive path coefficient and significant T statistic support Hypothesis 3, suggesting that social support positively impacts job satisfaction.

WE → TSE: *b*=0.388, *t*=11.253, *p*=0.000. This significant positive path coefficient supports Hypothesis 4, indicating that work engagement enhances teacher self-efficacy.

SS → TSE: *b*=0.107, *t*=3.057, *p*=0.002. The significant positive path coefficient supports Hypothesis 5, showing that social support improves teacher self-efficacy. The weaker path from social support to teacher self-efficacy suggests the need for more structured and consistent support systems, including mentorship programs and peer collaboration opportunities.

PLC → TSE: *b*=0.294, *t*=7.630, *p*=0.000. The positive path coefficient supports Hypothesis 6, indicating that participation in professional learning communities boosts teacher self-efficacy.

PIL → PLC: *b*=0.709, *t*=42.407, *p*=0.000. The strong positive path coefficient supports Hypothesis 7, demonstrating that principal instructional leadership effectively promotes professional learning communities.

Table 7: Path Analysis Results of Key Variables

Path	Original Sample (O)	Sample Mean (M)	SD	t	p	Interpretation
PIL → PLC	0.709	0.709	0.017	42.407	0.000	High
PLC → TSE	0.294	0.295	0.039	7.630	0.000	Moderate
SS → TJS	0.177	0.178	0.025	7.211	0.000	Moderate
SS → TSE	0.107	0.106	0.035	3.057	0.002	Moderate
TSE → TJS	0.139	0.140	0.028	5.017	0.000	Moderate
WE → TJS	0.573	0.572	0.028	20.159	0.000	High
WE → TSE	0.388	0.388	0.034	11.253	0.000	High

Note: PIL=Principal Instructional Leadership,
PLC=Professional Learning Community,
WE=Work Engagement,
SS=Social Support,
TSE=Teacher Self-efficacy,
TJS=Teacher Job Satisfaction.

These results confirm that the data supports all proposed hypotheses. Through SEM analysis, we can understand the complex relationships among variables, including direct and indirect effects.

The strong path coefficients observed in the model (e.g., WE → TJS, *b*=0.573; PIL → PLC, *b*=0.709) indicate significant individual effects and contribute to the model's overall fit indices. The high CFI (>0.9) indicates excellent overall model fit, while the low RMSEA (<0.08) suggests minimal error in approximating the population covariance matrix, confirming the robustness of the model.

The SEM analysis highlights:

High reliability and validity of the measurement tool.

Principal Instructional Leadership indirectly influences job satisfaction via Professional Learning Community and Teacher Self-Efficacy.

Social Support and Work Engagement both directly and indirectly impact job satisfaction through Teacher Self-Efficacy.

Teacher Self-Efficacy is a crucial mediator in the impact paths of various variables on job satisfaction.

Supplementary analysis shows that while all hypotheses were supported, the varying strength of effects (e.g., SS → TSE with b=0.107) highlights areas needing targeted intervention. Comparing the varying strengths of paths, such as the strong effect of work engagement (b=0.573) versus the weaker effect of social support (b=0.107), highlights the need to prioritize interventions in high-impact areas like engagement. Simultaneously, developing long-term strategies to enhance peer and community support is equally critical. While stronger pathways like WE → TJS should be prioritized in immediate interventions to maximize impact, weaker pathways such as SS → TSE require long-term efforts to build sustainable support systems, particularly in fostering teacher networks and peer collaboration opportunities.

Therefore, the analysis results indicate that the data supports all the proposed hypotheses. Based on the above results, the following Structural Equation Model (SEM) diagram has been constructed:

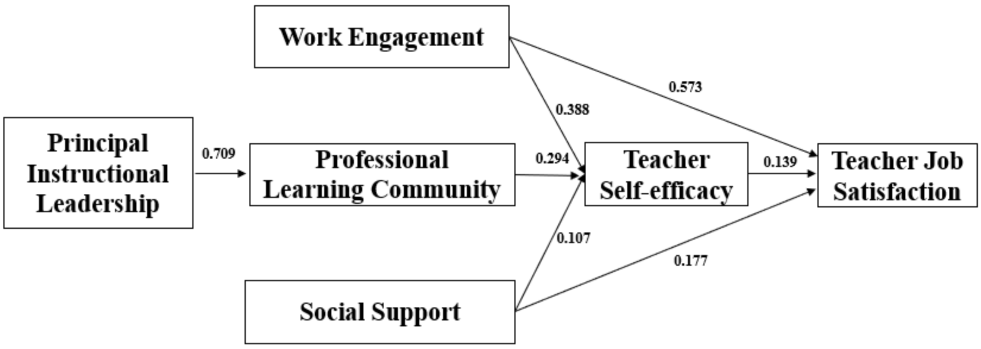

Figure 2: Structural Equation Model of Teacher Job Satisfaction

Figure 2 illustrates the interrelations among key variables, highlighting the central role of work engagement (WE) and professional learning communities (PLC) in enhancing teacher self-efficacy (TSE) and job satisfaction (TJS). The strong influence of principal instructional leadership (PIL) on PLC further emphasizes the need for leadership-focused interventions.

These findings could inform targeted educational policies, such as resource allocation for leadership training programs and professional development initiatives, ensuring equitable support for teachers across different socioeconomic contexts. Targeted interventions could include structured leadership training programs tailored to local educational contexts, regular professional learning community workshops to build teacher collaboration, and mentorship programs to strengthen social support among educators. These data-driven insights reinforce the need for localized interventions, particularly in under-resourced regions like Guizhou Province, where targeted leadership training and community support can address systemic gaps effectively.

6. Develop and evaluate the strategy for enhancing teacher job satisfaction in junior high schools of Guizhou Province, China

Step 1. Strategy Proposal

Based on the quantitative analysis of the factors influencing teacher job satisfaction and the establishment of a teacher job satisfaction model, this study adopts a mixed-methods approach to develop the RAISE strategy. The RAISE strategy aims to improve job satisfaction among junior high school teachers and principals in Guizhou Province. The strategy emphasizes reinforcing instructional leadership, fostering active professional learning communities, improving work engagement, strengthening social support, and enhancing teacher self-efficacy. The development of this strategy was informed by a combination of qualitative research methods, including SWOT analysis. A panel of 11 experts, including specialists in educational management, teacher psychology, and instructional methods, participated in discussions and reviews. Their feedback helped refine the strategy to ensure its scientific rigor and practical applicability. The RAISE strategy is designed to address the challenges identified in the teacher job satisfaction model, providing a comprehensive framework for improving the work environment for educators.

Step 2. Strategy Implementation

After the proposal of the RAISE strategy, the research team implemented a series of activities to bring the strategy to life. These activities were specifically designed to enhance the key areas of instructional leadership, teacher engagement, social support, and self-efficacy among the experimental group of teachers. The implementation included regular training sessions for school principals to strengthen their instructional leadership skills, the establishment of professional learning communities to foster collaboration among teachers, and the introduction of programs aimed at enhancing teacher work engagement through effective job design and motivation strategies. Additionally, psychological support and counseling programs were introduced to provide teachers with social support, while strategies for personal and professional development were implemented to enhance teachers' self-efficacy. These activities were conducted with the aim of improving the overall teacher experience and increasing their job satisfaction.

Step 3. Strategy Validation

To evaluate the effectiveness of the RAISE strategy, the study employed a pretest-posttest design, comparing the experimental group with a control group. Both groups consisted of 60 teachers each, with the experimental group receiving the full implementation of the RAISE strategy, while the control group did not. The study used validated measurement tools to assess six key variables: Teacher Job Satisfaction (TJS), Teacher Self-Efficacy (TSE), Work Engagement (WE), Professional Learning Communities (PLC), Social Support (SS), and Principal Instructional Leadership (PIL). Data were collected at two time points: before the intervention (pretest) and after the intervention (posttest). The pretest-posttest comparisons were analyzed using paired sample t-tests to assess the changes in each variable.

The results showed that the experimental group exhibited significant improvements across all six variables, with p-values less than 0.01, indicating that the RAISE strategy was highly effective in enhancing teacher job satisfaction, work engagement, self-efficacy, and leadership skills. In contrast, the control group showed minimal or no significant changes across these variables. The t-test results confirmed that the experimental group experienced substantial positive changes in teacher job satisfaction, work engagement, and self-efficacy, as well as improvements in leadership and support structures, further demonstrating the success of the RAISE strategy.

Table 8: Comparison of Experimental Group Pretest and Control Group Posttest (T1 vs T2) and Experimental Group Posttest and Control Group Pretest (T2 vs T1)

Variable	Experimental Group Pretest (T1, M±SD)	Control Group Posttest (T2, M±SD)	t (T1 vs T2)	p (T1 vs T2)	Experimental Group Posttest (T2, M±SD)	Control Group Pretest (T1, M±SD)	t (T2 vs T1)	p (T2 vs T1)
TJS	1.74±0.11	1.71±0.10	1.218	.228	3.52±0.34	1.73±0.11	51.040	.000
TSE	2.04±0.51	2.14±0.51	-1.047	.299	2.52±0.60	2.18±0.58	3.338	.001
WE	1.56±0.49	1.59±0.43	-.477	.635	2.69±1.02	1.66±0.57	6.861	.000
PLC	1.74±0.48	1.74±0.52	.036	.972	2.34±0.80	1.77±0.54	4.252	.000
SS	2.22±0.75	2.00±0.67	5.081	.000	2.82±1.11	2.03±0.70	4.968	.000
PIL	1.68±0.63	1.55±0.61	1.146	.256	2.35±0.78	1.64±0.69	4.925	.000

Note: PIL=Principal Instructional Leadership, PLC=Professional Learning Community, WE=Work Engagement, SS=Social Support,
TSE=Teacher Self-efficacy, TJS=Teacher Job Satisfaction.

Discussion

The discussion section of this study reflects on the research findings by comparing them with existing theories and previous studies, identifying both consistencies and discrepancies. The study found that factors such as Teacher Self-Efficacy (TSE), Work Engagement (WE), Social Support (SS), Professional Learning Communities (PLCs), and Principal Instructional Leadership (PIL) significantly impact Teacher Job Satisfaction (TJS). However, the relatively low scores in these areas suggest challenges such as limited resources and support, which hinder the full potential of these factors. This finding aligns with Bandura's (1997) theory of self-efficacy, which suggests that TSE is strongly related to job satisfaction and performance but can be undermined by inadequate resources and insufficient professional development opportunities.

The study's findings on work engagement are consistent with Schaufeli & Baker (2002), who demonstrated that high WE is positively correlated with TJS. However, the relatively low WE scores in this study may be attributed to work pressure and the scarcity of resources, which often affect teachers in regions like Guizhou. Schaufeli & Baker (2002) argued that job demands (such as excessive workload) can lead to burnout, while job resources (like support and professional development) are essential to sustaining work engagement. To enhance teacher work engagement, it is crucial to improve work conditions, reduce workload, and provide more resources and support.

Social support also plays a critical role in TJS and TSE, as highlighted in House's (1981) social support theory, which emphasizes the importance of emotional and instrumental support in reducing stress and improving well-being. Despite the relatively low levels of SS reported in this study, the findings underscore the importance of strengthening cooperation and communication among teachers, as well as improving support from schools, families, and the community.

The establishment of PLCs is positively correlated with TSE and TJS, in line with Hord's (1997) theory on PLCs, which posits that collaborative inquiry and professional development can improve teaching practices and TJS. However, the current development of PLCs in this study area is insufficient. Hord (1997) stressed the importance of sustained investment in PLCs to foster collaborative learning environments that support both professional growth and teacher satisfaction. To improve PLCs, more investment and institutional support are recommended.

Finally, Principal Instructional Leadership (PIL) indirectly affects TJS through PLCs and TSE. This finding aligns with Hallinger's (2005) instructional leadership theory, which argues that effective leadership is crucial for creating a positive school environment that supports teacher development and satisfaction. The low scores for PIL suggest a need for systematic leadership training and support for principals. Leithwood et al. (2006) also emphasize the vital role of school leadership in shaping school culture and fostering teacher engagement.

To address the challenges outlined above, this study proposes the RAISE strategy, a comprehensive intervention framework aimed at enhancing teacher job satisfaction. This strategy particularly focuses on improving teacher work conditions, providing systematic leadership training, enhancing teachers' social support networks, and promoting professional development through strengthened PLCs. By addressing resource scarcity, inadequate support, and excessive workloads, the RAISE strategy aims to improve TSE and WE, thereby increasing TJS.

In summary, the study emphasizes the need for targeted interventions to improve TJS, including providing more professional training and resource support, improving work conditions, enhancing SS, strengthening PLCs, and offering leadership training for principals. These comprehensive measures can significantly enhance TJS, ultimately improving overall educational quality.

Conclusion

This research highlights significant factors affecting the job satisfaction of junior high school teachers in Guizhou Province, including Teacher Self-Efficacy (TSE), Work Engagement (WE), Social Support (SS), Professional Learning Communities (PLCs), and Principal Instructional Leadership (PIL). These findings align with existing theories and previous research but also reveal regional differences and specific challenges.

First, the study affirms that TSE plays a critical role in job satisfaction, consistent with Bandura's theory (1997). High TSE enhances both job satisfaction and teaching effectiveness. However, the relatively low scores suggest the need for continuous professional development and better resource support.

Second, WE significantly impacts TJS. High WE leads to increased TJS, aligning with Schaufeli et al.'s work engagement theory (Schaufeli et al., 2002). The low WE scores in this study may result from work pressure and inadequate resources. Improving the work environment and conditions, reducing workload, and providing more resources and support can enhance teacher work engagement.

Social support also plays a crucial role in TJS and TSE. Despite the low levels of SS reported, its importance in enhancing psychological well-being and TJS is clear, consistent with House's social support theory (House, 1981). Strengthening cooperation and communication among teachers, and enhancing support from schools and families, can improve SS levels.

Furthermore, the establishment of PLCs positively influences TSE, promoting professional development and TJS, as per Hord's professional learning community theory (Hord, 1997). However, the current development of PLCs is insufficient. Enhancing these communities through increased investment and support is recommended.

In response to the challenges identified, the RAISE strategy has been proposed as a comprehensive intervention framework. This strategy aims to enhance TJS by improving work conditions, enhancing SS, promoting professional development, and strengthening PIL. Through a series of integrated measures, the strategy effectively addresses issues such as resource scarcity and excessive work pressure, helping teachers better manage their professional challenges and improving overall educational quality.

In summary, the study suggests several measures to improve TJS, including providing more professional training and resource support, improving work conditions, enhancing SS, strengthening PLCs, and offering leadership training for principals. RAISE strategy directly addresses these needs and aims to improve TJS and overall educational quality. By implementing these comprehensive measures, TJS can be significantly enhanced, ultimately improving overall educational quality.

Suggestion

Based on the research findings and discussion, the following recommendations are proposed to address challenges in teacher job satisfaction and provide guidance for improvement.

1. Academic Recommendations

Further Research: Further research should explore the impact of teacher self-efficacy on job satisfaction in diverse educational contexts, with a particular focus on the disparities between economically underdeveloped and developed regions. Understanding these differences is crucial for crafting region-specific interventions.

Framework Development: Develop a comprehensive framework to assess the impact of professional learning communities and principal instructional leadership on teacher satisfaction, considering factors like mental health, teaching quality, and organizational support.

2. Policy Recommendations

Resource Allocation: Ensure stable funding for teacher training programs, particularly those aimed at enhancing self-efficacy and professional development.

Policy Support: Implement policies that encourage teachers' active participation in professional learning communities, with incentives for collaboration and knowledge-sharing.

Educational Equity: Prioritize policy support for under-resourced areas, providing teaching equipment, transportation subsidies, and psychological support services.

3. Operational Recommendations

Improving Work Conditions: Reduce non-teaching tasks and optimize administrative processes to alleviate teacher workload, while ensuring sufficient teaching resources and support services.

Leadership Training: Offer systematic leadership training for principals to enhance their ability to support teachers and foster a positive school culture.

Support Systems: Establish teacher psychological support and professional development teams, promote collaboration among colleagues, and strengthen family and community engagement to support teachers' work.

These recommendations aim to address teacher challenges from academic, policy, and operational perspectives, improving their job satisfaction and ultimately enhancing educational quality. Through collaborative efforts, these measures can create a more supportive and motivating professional environment for teachers.

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The Development of An Ecological Intelligence System to Promote Being A Happiness University of Students, Personnel, and Communities

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Abstract

This research aims 1) to develop an ecological intelligence system to promote being a happiness university, and 2) to operate the pragmatic activity forum to implement an ecological intelligence system to promote being a happiness university. For quantitative research, 1,090 samples generated from Yamane's formula (1973) by quota sampling include 390 students, 300 personnel, and 400 people in the communities of the service area of Ubon Ratchathani Rajabhat University (UBRU). For qualitative research, the samples selected by convenience sampling consist of 55 students, 33 personnel, and 11 people in the communities of UBRU service area.

The curriculum is evaluated before implementation, the results are found that; 1) the curriculum structure of an ecological intelligence system in terms of principles and reasons of the pragmatic activity forum is absolutely appropriate, 2) the pragmatic forum contents of an ecological intelligence system consist of 3 units: Unit 1, the growth mindset development indicates that the scope of the pragmatic forum contents is absolutely appropriate; Unit 2, the self-esteem development indicates that the learning activities and the pragmatic forum procedures are absolutely appropriate; Unit 3, the promotion of being a happiness university indicates that the learning media for the pragmatic forum is absolutely appropriate.

The pragmatic activity forum for 3 leader groups (a group per day) was held on 24-26 July 2024 at the Inthanin Building, Faculty of Business Administration and Management, UBRU. Trainees who took the pre-test and the post-test indicated that the pre-test and the post-test were different for all groups and the post-test score was higher than the pre-test score. In addition, it was shown that trainees have gotten a better understanding of the growth mindset, the self-esteem, and happiness after participating in this pragmatic forum. Therefore, it indicates that the growth mindset directly affects happiness and the self-esteem. Moreover, the self-esteem directly affects happiness, and the growth mindset also affects happiness through the self-esteem to promote being truly a happiness university.

Keywords: Ecological Intelligence System, Happiness University, Growth Mindset, Self-Esteem, Curriculum Development

Introduction

A happiness workplace is a process of developing people in an organization with goals and strategies to make the organization ready for changes (Noklang et al., 2019) This led to continuous development and growth of the organization that focused on managing the human as the main principle (Thai Health Promotion Foundation, 2023). The Opener Institute at Oxford University has been dedicated to high-quality research called the happiness science at work (Barattucci et al, 2023). From the empirical data, it has been found that happy employees could work efficiently (Pryce-Jones and Lutterbie, 2010). For the factors that caused happiness at work, it was found that the quality of work life (Nekouei et al., 2014) and organizational commitment (Boroujeni, Asadi, and Tabatabie, 2012) have had both direct and indirect effects on happiness at work. In addition, the quality of work life has also affected organizational commitment (Faghih Parvar, Allameh, and Ansari, 2013).

Human resource management is considered the most important basic of the resource strategies. The success of various organizations is directly related to the efficiency of human resource utilization based on behavioral science (Faghih Parvar, Allameh, and Ansari, 2013). Making employees in the organization happy is a key factor indicating the good working conditions and performance that affect the success of an organization. The study of Graham (2008), Selim (2008), Borghesi and Vercelli (2007), and Mahon et al. (2005) has been found that happiness at work related to the success of work and organizations. Pongsaran Phonsrilert (2023) proposed that the happiness level of employees working in the organization was a significant factor in driving the organization to achieve the goals set.

An ecological intelligence system for a happiness university was a concept that a happiness university could create and transfer knowledge, innovation, and a better quality of life (Hwang and Lee, 2018). The development of an ecological intelligence system to promote being a happiness university was with a sustainable well-being organization, which meant the happiness might not be tangible but could be felt and created (Jach et al., 2018). According to Institute for Population and Social Research, Mahidol University, Thailand, that has created knowledge, innovation, and quality of human to generate the environment for a happiness university (Thai Health Promotion Foundation, 2023). In addition, happiness of work meant an action that produced a result by solving problems in the right way, developing work skills, adjusting the environment in the workplace, managing time appropriately, relaxing, exercising, knowing how to assert one's rights, and building good relationships with coworkers (Wesarat, Sharif and Majid, 2015). According to happiness at work, it consisted of 8 fundamental concepts to make the happy organization: 1) happy body, 2) happy heart, 3) happy society, 4) happy relax, 5) happy brain, 6) happy soul, 7) happy money, and 8) happy family (Wasonthanarat, 2008; Kittisuksathit et al., 2022). Moreover, the goal of a happiness university is that a university can establish a conducive environment to make students, personnel, and communities feel good and happy affecting the strong organizational culture, the power and inspiration, the happy and funny learning, and the quality of human resources for society.

The development of an ecological intelligence system is emphasized with the growth mindset and the self-esteem including physical and mental health, society, knowledge, finance, and perspectives (Berg et al., 2023). According to these situations, we strongly focus on developing an ecological intelligence system to promote being a happiness university guided by the curriculum that is created from operating the pragmatic activity forum and its implementation for students, personnel, and communities in Ubon Ratchathani Rajabhat University (UBRU).

Objective

1. To develop an ecological intelligence system to promote being a happiness university of students, personnel, and communities
2. To operate the pragmatic activity forum to implement an ecological intelligence system to promote being a happiness university

Research Methodology

Sampling

The samples randomized by convenience sampling, were taken to organize the prototype of the pragmatic activity forum to create an ecological intelligence system to promote being a happiness university. They consist of 55 students, 33 personnel, and 11 people in the communities where they have participated with UBRU.

Tools Development and Validity

For qualitative research, we also design activities for this system based on the quantitative analysis of factors affecting the happiness of students, personnel, and communities. The prototype development of activities for this system comprises two phases:

Phase 1

1. Activities preparation and curriculum development

1.1 Collecting data to create activities from the growth mindset including challenges of life, the ability to overcome obstacles, the effort to goal, dealing with criticism, and the success perception of others

1.2 Collecting data to create activities from the self-esteem

1.3 Gathering data to generate activities for happiness

1.4 Generating the curriculum of the pragmatic activities forum for this system

2. Evaluation

After developing the curriculum, five experts have together evaluated this tool's validity as follows:

2.1 An appropriateness level of the curriculum structure includes 1) Principles and reasons of the pragmatic activity forum are appropriate, 2) Objectives of the pragmatic activity forum are accurate and complete, 3) Contents of the pragmatic activity forum are suitable, 4) Structure of the pragmatic activity forum is suitable, and 5) The pragmatic activity forum is appropriate to implement the development of an ecological intelligence system to promote being a happiness university.

2.2 Evaluation of contents of the pragmatic activity forum consists of 1) Objectives of the pragmatic activity unit correspond to the goals of this unit, 2) Scopes of contents of the pragmatic activity unit are suitable, 3) Learning activities and pragmatic activity procedures are appropriate, 4) The instructional media is appropriate, and 5) Methods of measurement and evaluation are suitable.

2.3 Opinion evaluation after participating in the pragmatic activity forum comprises three aspects: 1) Appropriateness of procedures, 2) Compatibility of each activity for implementation, and 3) Possibility of an ecological intelligence system to promote being a happiness university

Phase 2 Operation of the pragmatic activity forum

The pragmatic activity forum for developing the prototype of an ecological intelligence system to promote being a happiness university was held on 24-26 July 2024 at the Inthanin Building, Faculty of Business Administration and Management, UBRU.

Data Analysis and Summary

Descriptive statistics is a general data analysis of trainees such as occupation, education, gender, and others to present the statistically fundamental values including mean and standard deviation.

For an opinion level, a five-point Likert scale is applied as a tool: 1 is absolutely inappropriate, 2 is greatly inappropriate, 3 is neutral, 4 is greatly appropriate, and 5 is absolutely appropriate.

For a class interval, it is referred to the mean and interpreted as follows: 1.00 – 1.80 is absolutely inappropriate, 1.81 – 2.60 is greatly inappropriate, 2.61 – 3.40 is neutral, 3.41 – 4.20 is greatly appropriate, and 4.21 – 5.00 is absolutely appropriate.

3. To summarize relevant aspects and tally frequencies for the open-ended questions.

Research Finding

Results are found that:

1. Curriculum Development Process

We have developed the curriculum using concepts about an ecological intelligence system with the preparation meeting of the lecturer team to design this curriculum three times and one curriculum is our output received.

2. Curriculum Evaluation

After already developing the curriculum of an ecological intelligence system, it has been evaluated by five experts shown in Table 1.

Table 1: Appropriateness level of curriculum structure and contents of an ecological intelligence system to promote being a happiness university

Curriculum Structure and Contents of an Ecological Intelligence System to Promote Being a Happiness University	Appropriateness		
	$\bar{x}$	S.D.	Level
1. Principles and reasons of the pragmatic activity forum are appropriate.	4.60	.548	Absolute
2. Objectives of the pragmatic activity forum are accurate and complete.	4.20	.447	Great
3. Contents and languages of the pragmatic activity forum are suitable.	4.00	.707	Great
4. Structure of the pragmatic activity forum is suitable.	3.80	.548	Great
5. The pragmatic activity forum is appropriate to implement the development of an ecological intelligence system to promote being a happiness university.	4.40	.548	Absolute
6. Curriculum contents for an ecological intelligence system to promote being a happiness university			
6.1 Unit 1: Growth Mindset Development	4.40	.548	Absolute
6.2 Unit 2: Self-esteem Development	4.80	.837	Absolute
6.3 Unit 3: Promotion of Being a Happiness University	4.82	.543	Absolute

From Table 1, results of the appropriateness level of this curriculum structure are indicated the descending order as follows: principles and reasons of the pragmatic activity forum are appropriate, the pragmatic activity forum is appropriate to implement the development of an ecological intelligence system to promote being a happiness university, and objectives of the pragmatic activity forum are accurate and complete. In addition, the appropriateness level of curriculum contents is shown that all three units are absolutely appropriate.

3. Curriculum Implementation

3.1 The trainees take the pre-test and the post-test. The results are shown in Table 2.

Table 2: Results of the pre-test and the post-test for an ecological intelligence system

Testing score	**Pre-test**		**Post-test**		**t**	**p**
	$\bar{x}$	**S.D.**	$\bar{x}$	**S.D.**		
Students	7.49	2.886	9.40	1.082	4.594	.000
Personnel	6.85	2.852	9.52	.795	5.174	.000
Communities	5.27	2.284	9.82	.405	6.498	.000

From Table 2, the score difference testing of the post-test and the pre-test indicates that the pre-test and the post-test are different for all groups and the post-test score is higher than the pre-test score. Therefore, it shows that trainees get a better understanding of the growth mindset, the self-esteem, and happiness after participating in this pragmatic forum.

3.2 According to observation and interview of trainees,

The Growth Mindset

1. Challenges of life found that the informants should be mindful to solve various problems, dare to face things with happiness, and take good learning in work.

2. The ability to overcome obstacles is found that the informants obtain the ability to think, analyze, determine, and discover plenty of reasons until overcoming those current obstacles.

3. The effort to goals is found that the informants attempt to work hard, be persistent, never give up, and devote both their physical and mental strength to achieve the goal sets.

4. Dealing with criticism is found that the informants obtain the ability to mindfully handle both positive and negative criticisms from others around them based on reality.

5. The success perception of others is found that the informants obtain the ability to embrace and be inspired by the success of others and are constantly learning new lessons in life.

The Self-esteem

1. In terms of self-acceptance, it is found that the informants are confident in themselves, believe in themselves as good people, intend to do a good job every day, devote fully themselves to their work, attempt to be good members of the workplace, are determined to create the job security and act as the useful people.

2. In terms of acceptance from others, it is found that the informants are proud to be a part of the university, are ready to listen to problems from colleagues, are able to adapt well to colleagues, accept mistakes that occur during work and fix them, and are able to work happily with others.

3. In terms of knowing self-own goals, it is found that the informants are ready to learn new things all the time, would like to reach the highest goal in their work by developing themselves for the academic work, to get knowledge and be able to do a good research that is beneficial to the public, and to be loved by their friends and organizations.

The happiness of students, personnel, and communities comprises 7 issues as follows,

1. In terms of physical health, it is found that the informants are more concerned about themselves and need to be healthy when they get older. They would like to exercise regularly, have nutritious food, take supplements or vitamins, drink enough water, get full rest, abstain from smoking, alcohol, and narcotics, not be stressed, and take annual health checkups.

2. In terms of physical and mental health, it is found that the informants want colleagues to support their mental health and do various activities together. Moreover, they would like a shady and refreshing environment, to create positive thinking, to look at the bright side of everything, to reduce the stress and pressure of work, not have to rush, and to have a mental consultant who can handle various situations well and keep a strong mind of problems.

3. In terms of society, it is found that the informants want to build morale and encouragement in their work and to accept the differences between people. They would like unity, safety in life and property, work assistance, good health and environment, and happy and funny activities to make relationships or give out prizes.

4. In terms of knowledge, it is found that the informants would like the training courses on research, the knowledge development of advanced technologies including communication, auxiliary careers, new technologies (AI/PDCA), and modern knowledge sharing. In addition, they would like to study what they want by themselves or participate in training from various organizations, and to be both a sender and a receiver of knowledge to each other.

5. In terms of finance, it is found that the informants should organize their financial management, investment, saving more than half of their income, good debt management, reducing expenses, increasing revenue, a living allowance, a retirement fund, a debt-free, auxiliary jobs, making more savings for traveling and children's further education.

6. Perspectives on a university are found that the informants think that a university is a place to gather persons with knowledge and ready to transfer knowledge to people who are interested in learning. Moreover, a university is a place to create careers, a gathering point for communities to establish a good society, and a place to share independent knowledge within the rules of a good society. They would like a university to promote the sports complex that they are ready to use for all competition levels, to offer a research fund for personnel, and to take good interactions of personnel in all faculties.

7. Happiness while operating in university is found that the informants are happy to be in the faculty, to work together warmly like a family, to take good care of each other for trivial matters which give them encouragement to work, and to regard an organizational culture that is kind to each other. Moreover, the supervisor also supports the subordinates in various aspects. A university advocates suitable facilities including a good environment, sufficient tools for teaching and research, and many activities such as a sports event, a New Year’s event, and a study tour with colleagues.

After finishing the pragmatic activity forum for an ecological intelligence system to promote being a happiness university, we also survey the opinions of 99 trainees in all three groups to discuss three aspects: 1) Appropriateness of procedures, 2) Compatibility of each activity for implementation, and 3) Possibility of an ecological intelligence system to promote being a happiness university.

Table 3: The opinions survey of 99 trainees after finishing the pragmatic activity forum

Question	$\bar{x}$	S.D.	Appropriateness
Appropriateness of procedures			
1. A trainee achieves the goal set.	4.51	.652	Absolute
2. Procedures of the pragmatic activity forum based on concepts and theories.	3.87	.687	Great
3. Instructional procedures of lecturers affect outputs within the goal sets.	3.84	.812	Great
4. Knowledge of a trainee is better.	4.09	.541	Great
Compatibility of each activity for implementation			
1. Activities affect the growth mindset development.	3.74	.754	Great
2. Activities affect the self-esteem development.	4.11	.685	Great
3. A trainee changes the growth mindset.	4.06	.548	Great
4. A trainee changes the self-esteem.	4.28	.875	Absolute
Possibility of an ecological intelligence system to promote being a happiness university			
1. The growth mindset development promotes the happiness.	3.99	.613	Great
2. The growth mindset development promotes the self-esteem.	4.02	.557	Great
3. The self-esteem promotes the happiness.	4.21	.647	Absolute
4. An ecological intelligence system promotes being a happiness university.	3.86	.951	Great
Overall	**4.05**	**.701**	Great

From Table 3, the opinions of 99 trainees under these three aspects are found that; 1) appropriateness of procedures shows that a trainee achieves the goal sets with the absolute appropriateness; 2) compatibility of each activity for implementation shows that a trainee changes the self-esteem with the absolute appropriateness; and 3) Possibility of an ecological intelligence system to promote being a happiness university is shown that the self-esteem promotes the happiness with the absolute appropriateness.

Discussion

From the objective 1, it is found that,

1. Curriculum development process, we have developed this curriculum based on concepts of an ecological intelligence system and related research about the causal factors affecting the happiness of students, personnel, and communities. In addition, we have also cooperated with the lecturer team to design this curriculum three times, and one curriculum is our output received.

2. Curriculum evaluation, 1) an appropriateness levels of curriculum structure for an ecological intelligence system to promote being a happiness university, it is found that the experts discuss these appropriateness levels in the descending order; principles and reasons of the pragmatic activity forum are appropriate; the pragmatic activity forum is appropriate to implement this system development; objectives of the pragmatic activity forum are accurate and complete; and contents and languages of the pragmatic activity forum are suitable,

2) an appropriateness levels of curriculum contents for this system, these contents consist of three units; Unit 1: Growth mindset development is indicated that scope of contents, instructional media, and learning activities and training procedures are absolutely appropriate; Unit 2: Self-esteem development is found that learning activities and training procedures are absolutely appropriate; Unit 3: Promotion of being a happiness university is found that instructional media is greatly appropriate, and learning activities and training procedures are absolutely appropriate.

From the objective 2, it is found that,

The pragmatic activity forum for 3 leader groups (a group per day) was held on 24-26 July 2024 at the Inthanin Building, Faculty of Business Administration and Management, UBRU. Trainees who take the pre-test and the post-test indicate that the pre-test and the post-test are different for all groups and the post-test score is higher than the pre-test score. Therefore, there are shown that trainees have gotten a better understanding of the growth mindset, the self-esteem, and happiness after participating in this pragmatic forum.

After finishing the pragmatic activity forum, the opinions of 99 trainees are discussed in three aspects; 1) appropriateness of procedures is found that a trainee achieves the goal sets with the absolute appropriateness; 2) compatibility of each activity for implementation is found that a trainee changes the self-esteem with the absolute appropriateness; and 3) Possibility of an ecological intelligence system to promote being a happiness university is found that the self-esteem promotes the happiness with the absolute appropriateness.

Curriculum development for an ecological intelligence system to promote being a happiness university is considered from sequences and procedures of development, and evaluation of each procedure. After the opinions of 99 trainees are surveyed, absolutely appropriate results include a trainee achieves the goal set, a trainee changes the self-esteem, and the self-esteem promotes the happiness.

A discussion of the growth mindset of students, personnel, and communities, there is indicated that the growth mindset comprises various aspects: challenges of life, the ability to overcome obstacles, the effort to goals, dealing with criticism, and the success perception of others. Therefore, the growth mindset directly affects happiness and the self-esteem. In addition, the self-esteem directly affects happiness, and the growth mindset also affects the happiness through the self-esteem.

A discussion of the self-esteem, it consists of various aspects: self-acceptance, acceptance from others, and knowing of self-own goals. Moreover, happiness consists of these aspects: physical and mental health, society, knowledge, finances, and perspectives on a university. From participating in the pragmatic activity forum, it is indicated that all aspects of the happiness for students, personnel, and communities are increased. These discoveries are consistent with the study of Naraporn Sarodom (2023), who developed the growth mindset for English communicative teaching of English teachers based on Dweck's Self-Theory (Dweck, 2015). In addition, she has studied the conceptual framework of English communicative teaching, the growth mindset adjustment of English teachers, and the curriculum implementation. This curriculum comprised principles, objectives, structure, contents, activities, materials, and evaluation. Results indicated that the curriculum and manual were absolutely appropriate, English teachers have taken more growth mindset and less fixed mindset after the curriculum implementation, and an overall of English teachers' opinions for using this curriculum was absolutely appropriate.

Conclusion

We propose the development of an ecological intelligence system to promote being a happiness university. Two key points are the growth mindset and the self-esteem of students, personnel, and people in communities of UBRU service area. There are two phases: Phase 1, activities preparation, curriculum development, and evaluation; Phase 2, operation of the pragmatic activity forum to implement an ecological intelligence system based on the curriculum in Phase 1. There are three groups: students, personnel, and people in communities to participate in the pragmatic activity forum. After completing this pragmatic forum, trainees have gotten a better understanding of the growth mindset, the self-esteem, and happiness. Therefore, it indicates that the growth mindset directly affects happiness and the self-esteem. In addition, the self-esteem directly affects happiness, and the growth mindset also affects happiness through the self-esteem to promote being truly a happiness university.

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Factors Impacting Students' Behavior Intension to Use Electronic Learning on Higher Education in Shanghai, China

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Abstract

This study evaluates the effects of Performance Expectancy, Effort Expectancy, Social Influence, Hedonic Motivation, Habit, Facilitating Conditions, and Learning Value on Behavioral Intention among students at Shanghai Universities. Employing the Index of Item-Objective Congruence for validity and Cronbach's Alpha for reliability, 100 valid responses were analyzed using multiple linear regression. A subset of 30 students participated in a 14-week Intervention Design Implementation (IDI), with outcomes analyzed using a paired-sample t-test. The findings indicate that all factors affect behavioral intentions, offering critical insights for enhancing e-learning platform design in higher education. This research provides a solid framework for future studies in this field.

Keywords: Electronic Learning, Performance Expectancy, Effort Expectancy, Social Influence, Habit, Facilitating Conditions, Learning Value, Behavioral Intentions.

Introduction

The rapid progression of information technology and the widespread availability of the Internet have resulted in substantial transformations across various facets of human existence, notably within the worldwide educational arena (Vidakis & Charitakis, 2018). Consequently, educational institutions have been driven to embrace innovative technologies within their pedagogical practices. E-learning has emerged as a favored instructional approach, particularly in the realm of higher education, offering enhanced teaching quality, cost efficiencies in education, and heightened effectiveness in student learning. Universities stand as the primary architects of online education curriculum development, and their contributions in this realm have been pivotal. Shanghai, a vital hub of economic and educational activities in China, has seen its higher education sector evolve into a shining example. While e-learning offers numerous advantages, including convenience, timeliness, and cost-effectiveness, the degree to which students are genuinely inclined to adopt and fully engage in e-learning depends on various influencing factors.

The main impetus for this study arises from the limited research focused on the factors determining students' intentions to embrace e-learning. Consequently, delving into the factors influencing the intentions of Shanghai's higher education students to utilize e-learning holds significant value. It offers insights into students' attitudes and behaviors regarding e-learning, thus serving as a guiding light for universities in their endeavors to implement effective e-learning education strategies.

Objective

1. To investigate the significant impact from performance expectancy toward behavioral intentions.
2. To investigate the significant impact from effort expectations toward behavioral intentions.
3. To investigate the significant impact from social influence toward behavioral intentions.
4. To investigate the significant impact from hedonic motivation toward behavioral intentions.
5. To investigate the significant impact from habits toward behavioral intentions.
6. To investigate the significant impact from facilitating conditions toward behavioral intentions.
7. To investigate the significant impact from learning values toward behavioral intentions.
8. To assess and analyze the current level of Performance Expectancy, Effort Expectancy, Social Influence, Hedonic Motivation, Habit, Facilitating Conditions, Learning Value, and Behavior intention.
9. To design and implement appropriate Intervention Design Implementations on Performance Expectancy, Effort Expectancy, Social Influence, Hedonic Motivation, Habit, Facilitating Conditions, Learning Value to improve Behavior intention.
10. To determine the mean differences of Performance Expectancy, Effort Expectancy, Social Influence, Hedonic Motivation, Habit, Facilitating Conditions, Learning Value, with behavior intention between the pre- and post-strategic plan phases.

Literature Review

Behavioral Intention (BI)

Behavioral intention is a key predictor of actual behavior, driving an individual's willingness and effort to engage in specific actions, often indicating future behaviors (Venkatesh et al., 2003). In research, especially in management studies, behavioral intention is frequently used as a critical variable to understand the decision-making processes of customers. In this study, behavioral intention is treated as a dependent variable, reflecting its importance in predicting actual usage behavior.

Performance Expectancy (PE)

The concept of performance expectancy comes initially from the performance-expectancy theory of motivation, which suggests that motivation is driven by the expectancy of outcomes, the desirability of these outcomes, and the belief in one's ability to perform the actions needed (Vroom, 1964). Research in various educational technology contexts, including digital libraries (Hamzat & Mabawonku, 2018), mobile learning (Ali & Arshad, 2018), and E-learning in data mining (Fernandez et al., 2014), has demonstrated that performance expectations significantly influence usage intentions. Therefore, H1 is represented as:

H1: *Performance Expectancy has significant impact on behavior intention.*

Effort Expectancy

Effort Expectancy, as defined in the technology acceptance model (TAM), refers to the perceived ease of using a system (Davis et al., 1989). This factor significantly influences users' willingness to adopt information technology, particularly in educational settings, where the lower perceived effort leads to quicker system adoption. The impact of effort expectancy on the intention to use learning systems is supported by empirical evidence (Tarhini et al., 2017). This study seeks to empirically validate this theoretical relationship. Therefore, H2 is represented as:

H2: *Effort Expectancy has significant impact on behavior intention.*

Social Influence

In their study, Luarn et al. (2015) defined social influence as social condition and identified six types: subjective norms, information sharing, expressive power, relationship management, bond strength, and social support. Venkatesh et al. (2003) emphasized the significance of social influence in mandatory contexts, such as online learning platforms in educational institutions. Supporting this, Ain et al. (2016) found that peers and teachers notably influence Malaysian university students' use of mandatory Learning Management Systems (LMS). Therefore, H3 is represented as:

H3: *Social Influence has significant impact on behavior intention.*

Hedonic Motivation

Hedonic Motivation, rooted in the "hedonic theory of motivation," suggests that human actions are driven by the pursuit of pleasure and avoidance of suffering, as initially proposed by British philosopher Bentham. Research by Chen and Wu (2017) showed that hedonic motivation positively influences students' intentions to use e-learning platforms, indicating that enjoyment in e-learning fosters positive attitudes and usage intentions. Similarly, a study by Li and Li (2018) in Shanghai found that the perception of e-learning as enjoyable significantly impacts university students' willingness to adopt educational technology. Therefore, H4 is represented as:

H4: *Hedonic Motivation has significant impact on behavior intention.*

Habit

Habit, as defined by Venkatesh et al. (2012), is when an individual's behavior becomes automatic without conscious decision-making, influenced by previous positive experiences with e-learning platforms. This concept suggests that routine use of e-learning can develop into a habit that impacts long-term usage patterns (Verplanken & Wood, 2006). Study by Oreg et al. (2011) supports this, finding that established habits in technology use significantly enhance the intention to continue using e-learning systems. Therefore, H5 is represented as:

H5: *Habit has significant impact on behavior intention*

Facilitating Conditions

Venkatesh et al. (2003) describe convenience in technology adoption as the support and technical assistance available to users, such as help desks and support menus. Zhang (2016) highlights how matching teaching approaches to students' regulatory focuses and "happy" areas can significantly motivate them to use and learn from MOOCs. Additionally, Hu and Lai (2019) found that the availability of technical support and necessary skills for using learning management systems (LMS) on various devices influences students' expectations and willingness to use these systems. Therefore, H6 is represented as:

H6: *Facilitating Conditions has significant impact on behavior intention.*

Learning Value

Ain et al. (2016) define Learning Value (LV) as the perceived benefits and overall value students attribute to their e-learning experiences, considering the time and effort invested rather than monetary cost. In technology adoption, Venkatesh and Davis (2000) introduced the Technology Acceptance Model (TAM), highlighting perceived usefulness, closely related to learning value. Sun and Zhang (2020) found that students in China are more likely to engage with online platforms when they perceive the learning as valuable for knowledge acquisition and academic improvement. Therefore, H7 is represented as:

H7: Learning Value has significant impact on behavior intention.

Conceptual Framework

Researcher applied three model theories from Technology acceptance model (Davis, 1989), Unified Theory of Acceptance and Use of Technology (Venkatesh et al., 2003) and Theory of Planned Behavior (Ajzen, 1991). All three theoretical frameworks mentioned above supported and developed conceptual framework in Figure 1.

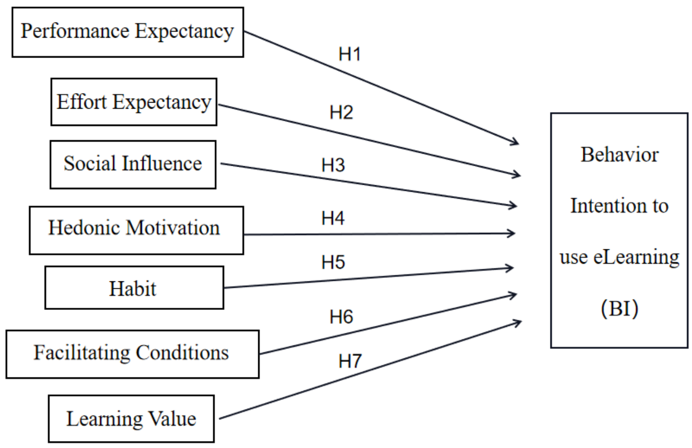

Figure 1: Conceptual Framework

Research Methodology

The research process consisted of four stages, starting with surveying the entire research population (n=105) to collect data for the conceptual framework. Hypotheses were then tested using multiple linear regression, retaining those supported at a p-value threshold of < 0.05 and discarding others. The second stage involved pre-IDI surveys among the same 105 students. The third stage saw the implementation of the Intervention Design Implementation (IDI) with 30 participants which from the department of Education. In the final stage, these 30 participants completed post-IDI surveys, and the data collected was analyzed using paired-sample t-tests to compare pre- and post-IDI results, enabling a detailed evaluation of the research objectives and hypotheses.

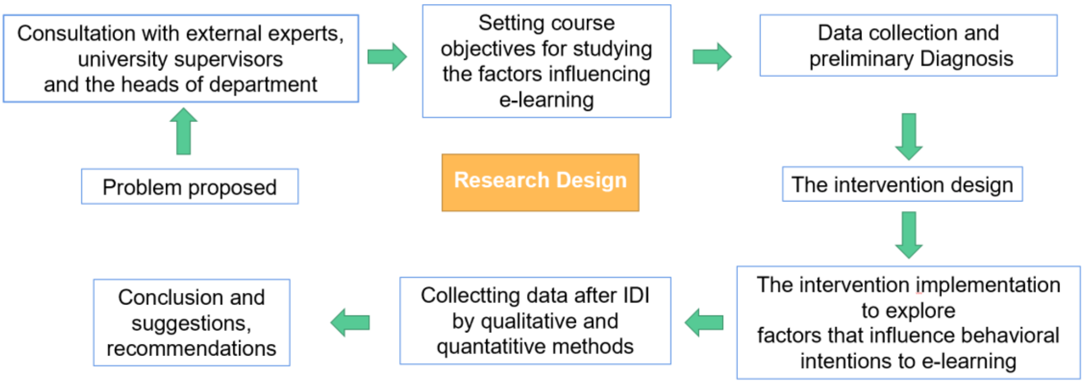

Figure 2: Research Design

Researcher invited five independent experts or scholars or doctors to implement IOC (Index of item-objective congruence). In this research, all questionnaire items were greater than 0.67, so researcher retained all questionnaire items.

Researcher implemented pilot survey to 5 teachers and 10 students asking them to fill the survey questionnaire, and to give feedback. Therefore, below table demonstrated the approved results for high reliability of each construct.

Table 1: Pilot Test Result

Variable	No. of Items	Cronbach's Alpha (α)	Strength of Association
Performance Expectancy	4	0.762	Acceptable
Effort Expectancy	4	0.815	Good
Social Influence	4	0.742	Acceptable
Hedonic Motivation	4	0.728	Acceptable
Habit	4	0.811	Good
Facilitating Conditions	4	0.813	Good
Learning Value	4	0.796	Acceptable

Research Finding

Results

Demographic Profile

Researcher demonstrated demographic profile of entire research population (n=100) as shown in Table 2.

Table 2: Demographic Profile

Variable		Frequency	Percent
Gender	Male	62	62%
	Female	38	38%
Age	18-25	83	83%
	26-33	10	56%
	34-41	5	5%
	42-49	2	2%
Grade	Freshmen	12	12%
	Sophomores	25	25%
	Juniors	31	31%
	Seniors	31	31%

Results of multiple linear regression

The R-squared (R^2) in a multiple linear regression model with seven independent variables can account for 48.6% of the variability in behavior intention.

Table 3: The multiple linear results of the seven independent variables on behavior intention

Variables	Standard Cofficients Beta	t	P-value	R	R Square
Performance Expectancy	0.471	7.708	0.000*	0.553	0.468
Effort Expectancy	0.375	3.824	0.001*		
Social Influence	0.205	7.237	0.089		
Hedonic Motivation	0.260	5.341	0.011*		
Habit	0.288	6.136	0.015*		
Facilitating Conditions	0.401	10.227	0.008*		
Learning Value	0.257	11.925	0.020*		

Note: p-value <0.05*

Multiple regression analysis conducted using SPSS revealed that all seven independent variables significantly influenced the dependent variable, as indicated by p-values less than 0.05. The R-squared value of 0.468 means that these variables explain approximately 46.8% of the variance in the dependent variable. All normalized regression coefficients were positive, suggesting a positive correlation between the independent and dependent variables. The standardized regression coefficients showed that performance expectancy, effort expectancy, social influence, hedonic motivation, habits, facilitating conditions, and learning value had a significant impact on behavioral intention reflected by their respective coefficients (0.471, 0.375, 0.205,0.260, 0.288, 0.257).

The following finalized research hypothesis are related to the changes between pre-and post-IDI on all the subvariables.

H8: There is a significant difference in Performance Expectancy between Pre-IDI and Post-IDI stages.

H9: There is a significant difference in Effort Expectancy between Pre-IDI and Post-IDI stages.

H10: There is a significant difference in Social Influence between Pre--IDI and Post-IDI stages.

H11: There is a significant difference in Hedonic Motivation between Pre--IDI and Post-IDI stages.

H12: There is a significant difference in Habit between Pre-IDI and Post-IDI stages.

H13: There is a significant difference in Facilitating Conditions between Pre-IDI and Post-IDI stages.

H14: There is a significant difference in Learning Value between Pre-IDI and Post-IDI stages.

H15: There is a significant difference in Behavior intention between Pre-IDI and Post-IDI stages.

IDI Intervention Stage

The comprehensive development of the IDI phase spans a duration of 14 weeks.

Table 4: Implementation time and activities

No.	Time and Duration	Implementation keywords
1	Week 1	Team establishment
		Goal setting
		SWOT diagnostic analytic tool
2	Week 2-4	Group mentoring
3	Week 5-8	Practical courses
4	Week 9-12	Individual counseling
5	Week 13-14	Interview and summary

Results Comparison between Pre-IDI and Post-IDI

Researcher implemented paired-sample t-test analysis on all seven variables to identified whether there were any differences in behavioral intentions towards using e-learning between the pre-IDI and post-IDI phases. Totally, the below tables to illustrate paired-sample t-test analysis on seven variables as follow:

Table 5: Paired-Sample T-Test Result

Variables	Mean	SD	SE	p-value
Performance Expectancy				
Pre-IDI	2.18	0.473	0.0863	p<0.01
Post-IDI	3.32	0.412	0.0752	
Effort Expectancy				
Pre-IDI	3.54	0.435	0.0792	p<0.01
Post-IDI	4.33	0.221	0.0403	
Social Influence				
Pre-IDI	3.49	0.346	0.0632	p<0.01
Post-IDI	4.55	0.246	0.0449	
Hedonic Motivation				
Pre-IDI	3.27	0.461	0.0842	p<0.01
Post-IDI	4.08	0.382	0.0697	
Habit				
Pre-IDI	4.00	0.357	0.0652	p<0.01
Post-IDI	4.55	0.213	0.0389	
Facilitating Conditions				
Pre-IDI	3.69	0.377	0.0688	p<0.01
Post-IDI	4.43	0.289	0.0528	
Learning Value				
Pre-IDI	3.28	0.449	0.0820	p<0.01
Post-IDI	4.21	0.256	0.0467	
Behavior intention				
Pre-IDI	3.23	0.335	0.0612	p<0.01
Post-IDI	4.31	0.212	0.0387	

Table 5 presents the paired-sample t-test results for pre-IDI and post-IDI comparisons. Significant increases were observed in all factors:

Performance Expectancy: Increased from M=2.18, SD=0.473 to M=3.32, SD=0.412 (mean difference = 1.14, P<0.001), supporting H8.

Effort Expectancy: Increased from M=3.54, SD=0.435 to M=4.33, SD=0.221 (mean difference = 0.79, P<0.001), supporting H9.

Social Influence: Increased from M=3.49, SD=0.346 to M=4.55, SD=0.246 (mean difference = 1.06, P<0.001), supporting H10.

Hedonic Motivation: Increased from M=3.27, SD=0.461 to M=4.08, SD=0.382 (mean difference = 0.81, P<0.001), supporting H11.

Habit: Increased from M=4.00, SD=0.357 to M=4.55, SD=0.213 (mean difference = 0.55, P<0.001), supporting H12.

Facilitating Conditions: Increased from M=3.99, SD=0.377 to M=4.43, SD=0.289 (mean difference = 0.44, P<0.001), supporting H13.

Learning Value: Increased from M=3.68, SD=0.449 to M=4.21, SD=0.256 (mean difference = 0.53, P<0.001), supporting H14.

Behavioral Intention: Increased from M=3.53, SD=0.335 to M=4.31, SD=0.212 (mean difference = 0.78, P<0.001), supporting H15.

According to paired-sample t-test results demonstrated above; researcher came up with following conclusions. First, all seven variables had significant mean difference between post-IDI stage and pre-IDI stage. Second, researcher found out that there was significant increase on Students' Behavior intention between the pre-IDI and post-IDI phases.

Discussion

E-learning has transformed education by providing flexible and cost-effective access to resources, allowing students to study anywhere and anytime, thus overcoming geographical and temporal barriers (Allen and Seaman, 2014). Its scalability reduces expenses related to physical materials and infrastructure, lowering tuition fees (Bates, 2015). E-learning also improves learning outcomes through the integration of multimedia and interactive elements, enhancing cognitive processing (Mayer, 2001).

However, e-learning faces challenges such as the digital divide, where reliable high-speed internet is not universally available, disproportionately affecting disadvantaged or rural students (Selwyn, 2004). The lack of personal interaction in e-learning can lead to isolation and reduce student motivation, as personal engagement is less compared to traditional settings (Moore, 1989). Furthermore, the effectiveness of virtual classrooms depends heavily on active learning and social interaction, which are not always present (Kearsley and Schneiderman, 1998).

Conclusion

The study assessed how Performance Expectancy, Effort Expectancy, Social Influence, Hedonic Motivation, Habit, Facilitating Conditions, and Learning Value influence behavioral intention among students at Shanghai Universities. Employing a robust research design, the study used the Index of Item-Objective Congruence (IOC) for validity and Cronbach's Alpha for reliability, ensuring the measurement instruments' credibility. Data from 100 students underwent multiple linear regression analysis, showing that performance expectations, effort expectancy, social influence, facilitating conditions, hedonic motivation, habits, and learning value significantly impact behavioral intention.

A 14-week Intervention Design Implementation (IDI) was conducted with a group of 30 students, and a paired-sample t-test comparing pre-ID and post-ID data indicated a positive impact on all factors, enhancing behavioral intentions toward e-learning. These findings highlight important insights for higher education institutions in promoting e-learning platforms and contribute to understanding and addressing the challenges in e-learning, ultimately aiding in the improvement of e-learning methods.

Enhance performance expectations by prioritizing the communication of e-learning platforms' effectiveness through marketing that showcases success stories and empirical evidence to boost actual usage. Ensure these platforms are user-friendly with intuitive navigation, compatibility across devices, and clear instructions to reduce perceived effort and enhance usage. Invest in reliable technical support and robust infrastructure to encourage regular use of e-learning platforms. Design programs to be engaging through gamification, interactive content, and visually appealing interfaces, making learning enjoyable. Promote regular interaction with these platforms by incorporating daily or weekly tasks that require platform engagement, thus fostering habitual use. Emphasize the benefits of e-learning, such as flexibility and access to diverse resources, through testimonials and case studies, highlighting its complementary role to traditional education. Finally, utilize tailored communication strategies involving peer influences, like student ambassadors or peer-led sessions, to enhance engagement in specific contexts or subgroups.

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Development of A Causal Relationship Model Among Self-Management, Psychological Resilience and Future Orientation of Chinese Overseas Students

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Abstract

The study builds on the Theory of Planned Behavior (TPB) to develop a self-management model for enhancing Chinese overseas students' self-management competencies. Both quantitative and qualitative methods have been used in this study according to the research objectives: 1) to make comparisons of the differences in levels of behavioral attitude, behavioral intention, self-management, psychological resilience, and future orientation among Chinese overseas students' demographic factors, 2) to explore the relationship between self-management and psychological resilience among Chinese overseas students, in addition to the relationship between self-management and future orientation, 3) to develop a self-management model for Chinese overseas students based on the theory of planned behavior. Using the purposive sampling method, the questionnaires were collected from 457 Chinese overseas students across 9 countries on 4 continents, including Asia, Europe, America, and Oceania. The study administered 5 questionnaires assessing behavioral attitude, behavioral intention, self-management, psychological resilience, and future orientation.

The collected data were analyzed by Mean, Standard Deviation, Frequency, Percentage, *t*-test, ANOVA, Pearson correlation, CFA, and path coefficient, based on research objectives.

Research results included: Chinese overseas students had obvious problems in self-management in life and study, psychological resilience and behavioral intention positively influenced self-management, psychological resilience positively influenced future orientation and behavioral intention; future orientation positively influenced behavioral intention; and behavioral attitude positively influenced behavioral intention by constructing a structural equation model and data analysis using Smart-PLS3.0.

In conclusion, this study’s result can help Chinese overseas students to confront their overseas study and life positively, this can contribute to the inheritance and development of theoretical models.

Keywords: Chinese Overseas Students, Self-Management, Psychological Resilience, Future Orientation, Behavioral Attitude, Behavioral Intention.

Introduction

In 2023, China remained the top source country for international students from 4 continents, namely Asia, Europe, America, and Oceania, specifically South Korea, Thailand, Malaysia, Japan, the United Kingdom, Germany, the United States, Australia, and New Zealand (CCG, 2024).

In the relevant examples concerning Chinese students, it was shown that their self-management level needs to be improved urgently (CBSN, 2023). It revealed some obvious problems mainly in the aspects of life and study (INSIGHT, 2023).

Previous research on overseas students from East and Southeast Asian countries, with a focus on China, had mainly focused on their learning situation and the problems they encountered in their studies, as well as the attitudes and strategies adopted by schools and teachers to support and assist them (Brown, 2007; Maxwell, 2008). Research on self-management, psychological resilience, future orientation, and the theory of planned behavior had mostly been conducted independently or focused on two aspects among research subjects other than Chinese overseas students (Lorig & Holman, 2003; Su, 2012; Gao et al., 2021; Maggio et al., 2016; Cabras & Mondo, 2018; Lee et al., 2017). In order to improve the representativeness of the sample, this study needs to add Chinese overseas students from continents other than Asia as the sample.

Therefore, this study aimed to bridge this research gap by investigating how these factors affect the self-management of Chinese overseas students to create an effective model to enhance their self-management competencies. Specifically, comparing differences in levels of behavioral attitude, behavioral intention, self-management, psychological resilience, and future orientation among Chinese overseas students' demographic factors, and exploring the relationship between self-management and psychological resilience, in addition to the relationship between self-management and future orientation. The endeavor seeks to help Chinese overseas students to confront their overseas study and life positively, to provide a new perspective on Chinese overseas students' affairs management and enriching cross-cultural research.

Objective

1. To make comparisons of the differences in levels of behavioral attitude, behavioral intention, self-management, psychological resilience, and future orientation among Chinese overseas students' demographic factors.
2. To explore the relationship between self-management and psychological resilience among Chinese overseas students, in addition to the relationship between self-management and future orientation.
3. To develop a self-management model for Chinese overseas students based on the theory of planned behavior.

Literature Review

The sector will first review relevant literature to lay the theoretical foundation for the research. Based on the Theory of Planned Behavior, the article will analyze the influencing factors and mechanisms of self-management in existing studies. Subsequently, combining the actual situation of self-management of Chinese overseas students, the article will propose a series of research hypotheses to develop a model that can effectively enhance their self-management competencies.

1. Theory of Planned Behavior

The Theory of Planned Behavior (TPB) was developed based on the Rational Behavior Theory, which assumed that people's behavior is rational. The TPB suggested that an individual's behavior is determined by behavioral attitude, subjective norms, and perceived behavioral control, which in turn influence behavioral intention (Ajzen, 1991). According to TPB, an individual's behavioral intention was influenced by three main factors: behavioral attitude, subjective norms, and perceived behavioral control (Ajzen, 2005).

TPB explained and predicted human behavior decisions through psychological constructs such as beliefs, attitudes, and intentions, and has become an important theory in human behavior research, providing theoretical basis for research on behavioral intentions and actions in multiple domains (Sommer, 2011; Lim & Dubinsky, 2005).

Consistent with Ajzen's (2002) perspective, in this study, interpersonal relationships including support or opposition from family and school influence, that is developing psychological resilience (Connell et al., 1994), an individual's psychological resilience can be used to represent an individual's subjective norm. Furthermore, future orientation is a multi-stage psychological procedure which includes motivation, planning, and evaluation (Nurmi, 2005), the planning process in particular demonstrates perceived behavioral control, as the ways or strategies used to achieve a goal are the individual's sense of control over future planning. Therefore, perceived behavioral control can be represented through future orientation.

2. Self-management

Self-management was conceptualized using Mezo (2009) that it is considered to be an individual's active management of themselves to achieve good adaptation and seek development (Steiner, 2010). Self-management has been found to improve academic performance (Dembo et al., 2004). King's (2004) research suggested that career self-management helps enhance cognitive control over career, thus increasing job satisfaction. Gortner and Zulauf (2000) believed that time self-management plays an important role in improving students' academic performance, reducing psychological stress and anxiety, and enhancing students' subjective well-being, especially in college students' study and life activities.

Essentially, individuals who practice effective self-management in their daily lives are aware of and reflect on how they use their personal time, energy, and attention resources (Goldsby et al., 2021). Mezo (2009) developed the Self-management Scale, which contained 3 parts of self-monitoring, self-evaluating and self-reinforcing.

Research on the relationship between psychological resilience and self-management has found that psychological resilience positively affects self-management among third and fourth-year university students who were home-isolated during the COVID-19 pandemic in Hebei and Guangxi provinces, China (Gao et al., 2021). For Chinese overseas students, support from family, classmates, advisors, and community has increased their level of psychological resilience, and they are more inclined to focus on themselves, engage in self-monitoring, self-evaluating, and self-reinforcing, and showed a higher level of self-management.

University students' psychological resilience had a predictive effect on employment anxiety (Gao et al., 2021), which was related to future careers and was a part of future orientation, so the research reflected the predictive effect of psychological resilience on future orientation. Similarly, for Chinese overseas students, supported from family, classmates, advisors, and community increased their psychological resilience level, and they were more inclined to explore and invest more in their future education, future career, and future family, and showed a higher level of future orientation.

Based on related studies, the study proposed the following research hypotheses of this study:

H1: Psychological resilience of Chinese overseas students positively affects self-management.

H2: Psychological resilience of Chinese overseas students positively affects future orientation.

3. Psychological Resilience

The term "psychological resilience" was first used in psychology by Block in 1950, although the original term was "ego-resiliency" (Herrman et al., 2011; Walker, 2020). In the 1970s, American psychologist Rutter and others conducted a systematic study of psychological resilience, and it had since entered a phase of systematic research (Wright et al., 2013). There were three main viewpoints, which contained result-oriented definition, process-oriented definition, and quality-oriented definition (Masten, 2001; Luthar et al., 2000; Lepore et al., 2014).

In 2003, the Framework of Psychological Resilience in Action was proposed that individuals' psychological needs depend on external protective factors and psychological resilience traits (Liebenberg & Ungar, 2008).

Khampirat (2020) concluded that the psychological resilience of Thai undergraduate students had a significant and direct impact on their career aspirations at the end of their studies, which reflected the possibility of applying self-management in students' study and life, which is defined as the operability definition of behavioral intention. That is, research has shown that psychological resilience has a positive effect on behavioral intention. For Chinese overseas students, support from family, classmates, advisors, and the community increases their level of psychological resilience, and they are more oriented to show the degree and likelihood of self-management in their study and life and show higher levels of behavioral intention. Based on the related studies, we proposed research hypothesis 3 for this study:

H3: Psychological resilience of Chinese overseas students positively affects behavioral intention.

4. Future Orientation

Future orientation is an individual's thoughts and plans about the future. It is the ability to anticipate, plan, and evaluate future life and assign personal meaning to it (McCabe & Barnett, 2000; Trommsdorff, 1983; Nurmi, 1991). Future orientation included three processes of motivation, planning, and evaluation. The development of students in the three fields, involving future education, future career, and future family (Nurmi, 2005).

Most students not only showed a lot of interest in the future, but they also had a positive attitude towards personal control beliefs. Research on the characteristics and mechanisms of future orientation development focused more on students' development in the education and career domains (Kracke & Schmitt-Rodermund, 2001).

In terms of relevant studies on future orientation and self-management, the Future Orientation Scale developed by Maggio et al. (2016) to measure the level of future orientation, it was found that future orientation, the level of parental education had a significant and direct effect on students' focus on self-career expectation, and self-management. That is, future orientation has a positive effect on self-management. For Chinese overseas students, doing more exploring and investing in future education, future career, and future family raises their level of future orientation, and they are more inclined to show a higher level of self-management by doing more self-monitoring, self-evaluating, and self-reinforcement in their life and study.

University students should have clear goals manage their time reasonably in life, and have a clear future career direction in their studies, which can encourage them to develop practical strategies (Gao et al., 2021), in this way, they will be more likely to practice self-management in their studies and life. Therefore, future orientation has a positive effect on behavioral intention. For Chinese overseas students, doing more exploring and investing in future education, future career, and future family raises their level of future orientation, and they are more inclined to increase the likelihood of self-management in life and study and show a higher level of behavioral intention. Therefore, we proposed hypothesis 4 and 5:

H4: Future orientation of Chinese overseas students positively affects self-management.

H5: Future orientation of Chinese overseas students positively affects behavioral intention.

5. Behavioral Attitude

Behavioral Attitude reflects feelings of favorableness or unfavorableness towards performing a behavior (Taylor & Todd, 1995).

In terms of relevant studies about behavioral attitude and future orientation, Cabras and Mondo (2018) found that Italian and Spanish university students' satisfaction with study and life has a positive impact on their future orientation, and their positive evaluation of their future careers contributes to the adaptability of their future careers. Thus, behavioral attitude positively affects future orientation. For Chinese overseas students, positive self-management psychological tendency increases the level of their behavioral attitudes, and they are more inclined to do more exploration and involvement in their future education, future career, and future family, and show a higher level of future orientation.

Whether university graduated evaluate their future career plans positively or negatively affected the possibility of applying self-management at the end of their academic career, specifically, university graduates who evaluate positively will tend to pay active attention to employment information and carefully prepare all the materials for job application. Therefore, in other words, the career attitude of the graduates is critical to the employment intention (Chua et al., 2015; Nurmi, 1991). Thus, behavioral attitude positively affects behavioral intention. For Chinese overseas students, the positive psychological tendency towards self-management increases the level of their behavioral attitudes, and they are more inclined to increase the likelihood of self-management in their lives and studies, showing higher levels of behavioral intention.

Therefore, we proposed research hypothesis 6 and 7 of this study:

H6: Behavioral attitude of Chinese overseas students positively affects future orientation.

H7: Behavioral attitude of Chinese overseas students positively affects behavioral intention.

6. Behavioral Intention

Ajzen (1991) concluded that behavioral intention is formed by one's attitude.

University students actively engaged in self-cognition from the perspective of internal attribution, at the same time, in school education and management, in-depth career guidance courses are carried out to help university students know themselves correctly and to increase the possibility of students practicing self-management in their study and life as much as possible, which helps students to pay attention to themselves and practice self-management (Gao et al., 2021). That is, behavioral intention positively affects self-management. For Chinese overseas students, increasing the possibility of self-management in life and study raises the level of behavioral intention, and they are more inclined to perform more self-monitoring, self-evaluating and self-reinforcing in life and study, and show a higher level of self-management. Therefore, we formed research hypothesis 8 of this study:

H8: Behavioral intention of Chinese overseas students positively affects self-management.

Specific information was shown in Figure 1.

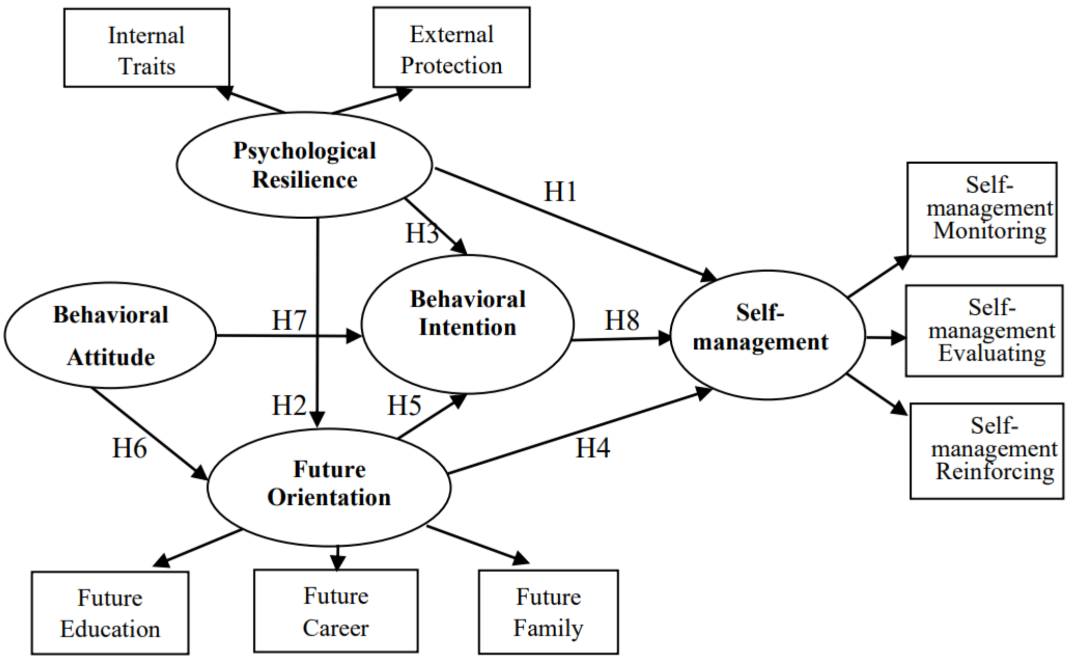

Figure 1: Research Relationship Diagram

Research Methodology

1. Sample and Data Collection

This study applied both quantitative and qualitative methods. The quantitative method was specifically reflected in the questionnaire survey method. The qualitative method was reflected in the interview survey method.

In 2023, China remained the top source country for international students from 4 continents, namely Asia, Europe, America, and Oceania, specifically South Korea, Thailand, Malaysia, Japan, the United Kingdom, Germany, the United States, Australia, and New Zealand (CCG, 2024). Therefore, the main participants of the questionnaire survey were

Chinese overseas students studying in the 4 continents of Asia, Europe, America, and Oceania, specifically 9 countries such as South Korea, Thailand, Malaysia, Japan, the United Kingdom, Germany, the United States, Australia, and New Zealand. Meanwhile, the sampling method used in this study is purposive sampling, it is a type of nonrandom sampling method, and it may also be used with both qualitative and quantitative research. It contributes to its efficiency, and the method stays robust even when tested against random probability sampling (Tongco, 2007).

There were 1,021 million overseas students studying at overseas (CCG, 2024), according to the requirements of the sample (Krejcie & Morgan, 1970), if the maximum value of the sample size can be slightly greater than 380 cases, the sample volume of this study is very suitable. A total of 772 questionnaires were issued, and 459 questionnaires were collected, Following the exclusion of ineligible questionnaires using SPSS21.0 and Smart-PLS3.0, 457 valid responses were obtained.

The questionnaires were collected online using Questionnaire Star. Specifically, there were two approaches, one was through the researcher's one-on-one or face-to-face communication with the participants to explain the questionnaires. In particular, during the period of the researcher's doctoral studies in Bangkok, Thailand, the researcher did the questionnaires one-on-one and face-to-face. The other was collecting the questionnaires through the researcher's friends and relatives and some of the respondents' commitment to help sincerely in communicating and explaining one-on-one or face-to-face.

There were 56.7% of females and 43.3% of males. Most of the Chinese overseas students (88.4%) were all younger than 40 years old. Regarding educational background, 82.5% were social science students, and 17.5% were natural science students. There were 114 undergraduates, 165 master's degree students, and 178 doctoral students, the proportion of 24.9%, 36.2% and 38.9%, respectively.

The interview was conducted with 9 Chinese overseas students. The representatives are Chinese Overseas Students who are from different grades, gender, age, majors, continent of study, age, gender, working status, and marriage situation, and promise to answer the interviewer's questions seriously. The researcher conducted both telephone and face-to-face interviews with the interviewees.

2. Measurements

Building upon prior research and adhering to the structural equation modeling guideline of a minimum of three items per construct (Shiau et al., 2019), this study incorporated three or more measurement items for each construct. Additionally, a 5 -point Likert scale was employed for all scales, ranging from 1 ("strongly disagree") to 5 ("strongly agree"). The main research method of this research was a questionnaire. The Questionnaire consisted of demographic variables and five measurement instruments (scales). Behavioral Attitude, Behavioral Intention, Self-management, Psychological Resilience, and Future Orientation scale. There were 64 items. All five scales had been extensively validated and their reliability and validity are relatively stable and mature. To support the research objective of identifying the self-management model for Chinese overseas students, this study conducted structured interview survey with 9 Chinese overseas students. The interview included 7 questions, which were validated by experts before distributing to the respondents, and it showed the high content validity.

3. Ethical Considerations

This study project was approved by Stamford International University -Human Research Ethics on 24th November 2023 (Approval Code: STIU-HREC 038/2023).

Research Finding

Research Results

1. For objective 1

Using an independent sample *t*-test analysis, on the level of self-management, there are no significant differences among demographic variables, which contain gender, major, and employee (p >.05). ANOVA was used to derive the differences among demographic variables, on the level of self-management, there are no significant differences among demographic variables, which contain age, grade, continent, yearly disposable income, and marriage (p >.05).

2. For objective 2

To explore the relationship between self-management and psychological resilience, in addition to the relationship between self-management and future orientation, it was necessary to analyze the correlations among them. It was found that, there are significant positive correlations between self-management and psychological resilience, in addition to the relationship between self-management and future orientation.

Specifically, it was found that, except for self-management evaluating, there are significant positive correlations between Behavioral Attitudes of Chinese overseas students and eight variables including Behavioral Intentions, psychological resilience internal traits, psychological resilience external protection, self-management evaluating, self-management reinforcing, future education, future career, and future family (r = .70, r = .46, r = .45, r = .56, r = .39, r = .38, r = .32, r = .36, p < .001). Except for self-management evaluating, there are significant positive correlations between Behavioral Intentions and seven variables including psychological resilience internal traits, psychological resilience external protection, self-management evaluating, self-management reinforcing, future education, future career, and future family (r = .49, r = .42, r = .57, r = .37, r = .43, r = .35, r = .38, p < .001). Except for self-management evaluating, there are significant positive correlations between psychological resilience internal traits and six variables including psychological resilience external protection, self-management evaluating, self-management reinforcing, future education, future career, and future family (r = .75, r = .55, r = .56, r = .70, r = .66, r = .62, p < .001) .There are significant positive correlations between psychological resilience external protection and six variables including self-management evaluating, self-management evaluating, self-management reinforcing, future education, future career, and future family (r = .49, r = .13, r = .58, r = .62, r = .55, r = .55, p<.001). Except for self-management evaluating, there are significant positive correlations between self-management evaluating and four variables including self-management reinforcing, future education, future career, and future family (r =.48, r = .41, r =.42, r = .42, p <.001).

3. For objective 3

Analytical Method

The Partial Least Squares Structural Equation Modeling (PLS-SEM) method was used to analyze the data. PLS-SEM is a method for estimating complex path models with latent variables and their relationships. It is a method of causal modeling, at the same time, it is an iterative estimation that combines principal component analysis with multiple regression. Compared with other methods, PLS-SEM is a better tool for exploring causal relationships between structural variables, and it is also can deal with the model structure and measurement items (Hair et al., 2019; Petter et al., 2007). In addition, this method is suitable for processing the relationship between variables in the distribution of abnormal data, because of its less stringent requirements of variable normality and randomness. Furthermore, it can analyze complex prediction models (Gefen & Straub, 2011; Hair et al., 2019; Chin et al., 1999; Petter et al., 2007; Khan et al., 2019). These are also the reasons for choosing PLS-SEM as the basic data analysis tool in the study.

Measurement model and scale validation

The PLS-SEM analysis and estimation were performed in two stages. The reliability and validity of the questionnaire were analyzed in the first stage, which was named the measurement model testing, and in the second stage, the path coefficients and explanatory power of the structural model were calculated and verified, and the internal model test was named. So, these two stages were designed to assess structural relationships. (Anderson & Gerbing, 1988; Hulland, 1999). Smart-PLS3.0, developed by Shiau et al. (2019), was the tool of choice for this purpose. This study explored the causal relationships among psychological resilience, behavioral attitude, future orientation, behavioral intention, and self-management. Table 1 outlines the values for Cronbach's alpha, composite reliability, and average variance extracted (*AVE*), which contain the reliability and validity. In order to assess the internal consistency reliability of each latent variable, Cronbach's alpha and composite reliability (*CR*) were used, Fornell and Larcker (1981) suggested that values greater than 0.70 were considered satisfactory. According to the results of Table 1, Cronbach's alpha values ranged between 0.82 and 0.94, which exceeded the recommended threshold value of 0.70. In addition, the *CR* values range between 0.87 and 0.95, which are greater than the threshold value of 0.70, displaying internally consistent constructs (Chin, 1998), indicating that the study has good internal consistency reliability.

As Hair et al. (2016) define, convergent validity reflects the correlation extent between measurements of theoretically related constructs. According to Fornell and Larcker (1981), if AVE is greater than 0.50, the construct indicates an excellent convergent validity. In Table 1, the AVE values of the latent variables range from 0.53 to 0.86, which exceeds the suggested threshold value of 0.50, indicating that the study has good convergent validity.

Table 1: Reliability and AVE of the Measurement Model

Questionnaire	Cronbach's alpha	Composite Reliability	*AVE*
Behavioral Attitude	0.87	0.91	0.72
Behavioral Intention	0.92	0.95	0.86
Self-management	0.89	0.92	0.69
Psychological Resilience	0.94	0.95	0.69
Future Orientation	0.83	0.88	0.56

Discriminant validity and convergent validity are two important aspects of evaluating the structural validity of a scale in a measurement instrument or questionnaire. They both belong to the construct validity. The discriminant validity refers to the extent to which a set of items can distinguish one variable from others. To evaluate the discriminant validity, the Fornell-Larcker criterion and the heterogeneity-to-monomers ratio (*HTMT*) are employed (Hair et al., 2016; Gold & Segars, 2001). The Fornell-Larcker criterion, specifically, indicates that the study has good discriminant validity if the *AVE* square root of each construct is greater than its correlation coefficient with the other constructs. As shown in Table 2, values on the diagonal represent the square root of the *AVE* for each construct, while values on the nondiagonal represent the correlation coefficient between the latent variables. Depending on this criterion, Table 2 shows that the square root of the *AVE* for each construct is greater than its correlation coefficient with the other constructs, which suggests that the study has good discriminant validity. Meanwhile, Gold and Segars (2001) concluded that the discriminant validity does not face serious problems when the *HTMT* values are below the suggested value of 0.90, in Table 3, all the values listed indicate that the *HTMT* values between the constructs are lower than the recommended threshold value of 0.90. Therefore, the results of the study indicate that the discriminant validity is valid.

Table 2: Fornell-Larcker Criterion of the Measurement Model

	PRIT	PREP	FF	FE	FC	SMR	SMM	SME	BA	BI
PRIT	0.81									
PREP	0.77	0.74								
FF	0.66	0.62	0.81							
FE	0.70	0.63	0.79	0.83						
FC	0.72	0.63	0.72	0.77	0.76					
SMR	0.56	0.58	0.46	0.45	0.47	0.80				
SMM	0.55	0.49	0.46	0.42	0.46	0.48	0.93			
SME	0.04	0.12	0.15	0.11	0.07	0.24	-0.01	0.83		
BA	0.47	0.45	0.40	0.38	0.39	0.39	0.55	0.02	0.85	
BI	0.49	0.43	0.43	0.44	0.41	0.38	0.57	0.07	0.70	0.93

Note: PRIT= psychological resilience internal traits; PREP= psychological resilience external protection; FF= future family; FE= future education; FC= future career; SMR= self-management reinforcing; SMM= self-management monitoring; SME=self-management evaluating; BA= behavioral attitude; BI= behavioral intention; PR, FO and SM are second-order reflective constructs, so no estimation is given here.

Table 3: Heterotrait–monotrait Ratio (*HTMT*) of the Measurement Model

	PRIT	PREP	FF	FE	FC	SMR	SMM	SME	BA	BI
PRIT										
PREP	0.83									
FF	0.77	0.71								
FE	0.80	0.70	0.73							
FC	0.83	0.70	0.76	0.77						
SMR	0.64	0.65	0.55	0.53	0.55					
SMM	0.61	0.53	0.53	0.47	0.53	0.53				
SME	0.10	0.14	0.19	0.15	0.13	0.27	0.06			
BA	0.52	0.50	0.48	0.44	0.45	0.45	0.62	0.07		
BI	0.54	0.46	0.49	0.50	0.46	0.42	0.61	0.08	0.78	

Note: PRIT= psychological resilience internal traits; PREP= psychological resilience external protection; FF= future family; FE= future education; FC= future career; SMR= self-management reinforcing; SMM= self-management monitoring; SME=self-management evaluating; BA= behavioral attitude; BI= behavioral intention; PR, FO and SM are second-order reflective constructs, so no estimation is given here.

In summary, it is clear that the results in Table 2 and Table 3 indicated that construct validity is considerable.

Structural model and hypothesis testing

To test the research hypotheses, this study used PLS analysis in the structural model. The researchers used an internal model to evaluate the path coefficients and R^2 values. Path Coefficient represents the strength and direction of the correlation between different variables in the model, indicating the causal relationship. Path analysis was performed to test the hypothesized model, if the *p* value of the path coefficient is less than 0.05, it represents that some other latent variables significantly affect the latent variable (Park et al., 2023). R^2 is often used as a measure of latent variables in the structural model, specifically, other latent variables pointing to the latent variable can explain the variation in the latent variable. Therefore, R^2 indicates the percentage of the dependent variable explained, it shows the predictive power of the structural model. The standard deviation (β), *t* values, *p* values, and coefficient of determination (R^2) (Kline, 2016) are shown in Table 4 and Figure 2. The results of the research hypotheses are shown in Table 4 and Figure 2. All hypotheses are supported except for hypotheses 4 and 6, which are rejected.

Table 4 shows that psychological resilience has a significant positive effect on self-management, future orientation, and behavioral intention. Hence, the proposed hypothesis in H1, H2, and H3 are supported (psychological resilience->self-management, β= 0.06, t = 8.21; psychological resilience->future orientation, β= 0.03, t = 26.20; psychological resilience->behavioral intention, β= 0.05, t = 2.46). However, as opposed to the proposed hypothesis in

H4, the results show that the effect of future orientation (β = 0.05, t = 1.66) on self-management is not significant. Therefore, H4 is rejected. As suggested, future orientation is found to have a positive effect on behavioral intention (β =0.04, t=2.49). Thus, the proposed hypothesis in H5 is accepted. But, as opposed to the proposed hypothesis in H6, the result indicates

Table 4: Path Coefficients of Structural Model Results

Hypothesis	**Relationship**	**Original Sample (*O*)**	**Sample Mean (*M*)**	**Standard Deviation (β)**	**t Values**	**p Values**	**Decision**
H1	PR - > SM	0.48	0.48	0.06 ***	8.21	0.000	Supported
H2	PR -> FO	0.72	0.72	0.03 ***	26.20	0.000	Supported
H3	PR -> BI	0.12	0.12	0.05 *	2.46	0.014	Supported
H4	FO -> SM	0.08	0.09	0.05	1.66	0.097	Rejected
H5	FO -> BI	0.11	0.11	0.04 *	2.490	0.013	Supported
H6	BA -> FO	0.05	0.05	0.03	1.431	0.15	Rejected
H7	BA -> BI	0.60	0.60	0.04 ***	15.24	0.000	Supported
H8	BI -> SM	0.25	0.25	0.05 ***	5.39	0.000	Supported

Note: PR = psychological resilience; SM = self-management; FO = future orientation; BI = behavioral intention; BA =behavioral attitude; *** p < .001; ** p < .01; * p < .05.

that behavioral attitude has an insignificant relationship with future orientation (β =0.03, t =1.43). Hence, H6 is rejected. Consistent with H7 and H8, behavioral attitude is found to have a positive effect on behavioral intention (β = 0.04, t =15.24), and behavioral intention has a positive effect on self-management (β = 0.05, t = 5.39). Therefore, H7 and H8 were also accepted.

Figure 2 shows that, the R^2 of future orientation is 56%, which implied that psychological resilience and behavioral attitude together explain 56% of the variance in future orientation. Regarding the R^2 results in Figure 2, it can be noticed that psychological resilience, behavioral attitude, and future orientation together explain 53% of the variance in behavioral intention. Furthermore, psychological resilience, behavioral intention, and future orientation together explain 49% of the variance in self-management. According to the recommended values of R^2 (Chin et al., 2003), the values of R^2 observed in this study are acceptable.

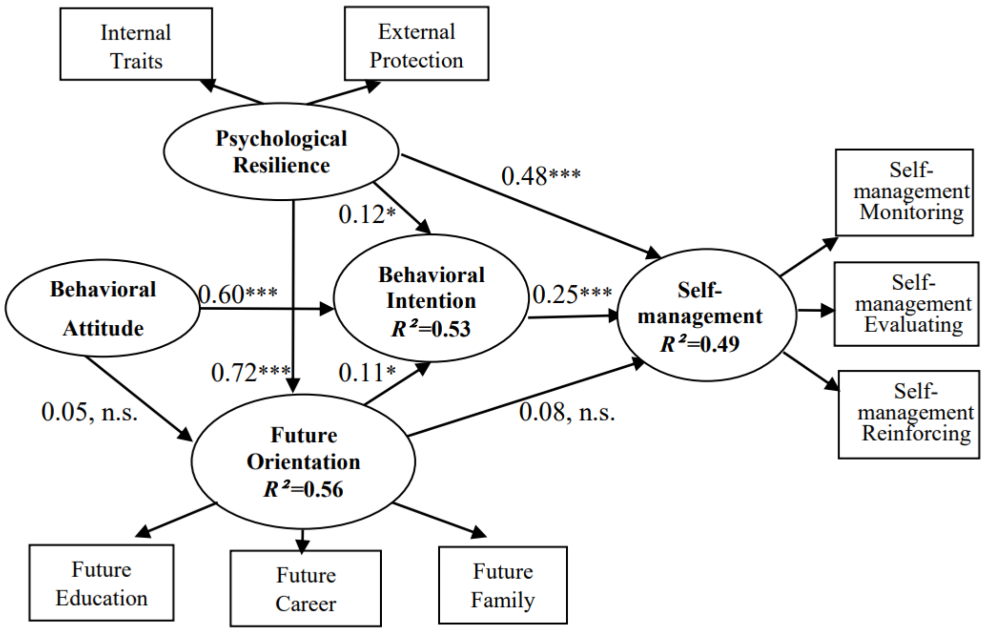

Figure 2: Structural Equation Modelling Results
Note 1: *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$
Note 2: n.s.=not supported

Interview result

The interview on the challenging aspects of Chinese Overseas Students' life and studies during their time studying abroad shows that 100% have obvious problems in self-management, which shows mainly in the aspects of life and study, such an irregular schedule, no intensive exercise, not adapting to the local culture, unstable emotion, not having a clear study plan, basically not achieving the goals of graduation as soon as possible, having self-doubt because of lack of support from their families, being lack of initiative to ask for Advisor's help in thesis writing, etc.

Discussion

The structural equation model of Chinese overseas students' self-management, psychological resilience, and future orientation indicated that Chinese overseas students' psychological resilience had a significant positive effect on self-management, thereby substantiating Hypotheses H1, which was consistent with the existing research (Gao et al., 2021).Psychological resilience had a positive predictive effect on future orientation, thereby substantiating Hypotheses H2, which was consistent with the study of Gao et al. (2021) that if Chinese overseas students present a higher level of psychological resilience, then they present a higher level of future orientation. Psychological resilience had a positive effect on behavioral intention, thereby substantiating Hypotheses H3, which is consistent with Khampirat's (2020) study. This study found that the future orientation of Chinese overseas students had no significant effect on their self-management, leading to the non-confirmation of Hypotheses H4. This was inconsistent with the study of Maggio et al. (2016). The future orientation of Chinese overseas students had a significant effect on their behavioral intention, and the behavioral intention of Chinese overseas students had a significant effect on their self-management, thereby substantiating Hypotheses H5 and H8, which were consistent with existing research (Gao et al., 2021). The behavioral attitude of Chinese overseas students had no significant effect on future orientation, leading to the non-confirmation of Hypotheses H6, which is inconsistent with Cabras and Mondo's (2018) study. The behavioral attitude of Chinese overseas students had a significant effect on the behavioral intention, thereby substantiating Hypotheses H7, which is consistent with existing studies (Chua et al., 2015; Nurmi, 1991).

At the same time, it was found that behavioral attitude had a significant positive effect on behavioral intention, and behavioral intention had a significant positive effect on self-management, thus, behavioral intention had a mediating effect on behavioral attitude and self-management. The result of this study is different from the results of previous studies. Therefore, we can improve the self-management level of Chinese overseas students by improving their behavioral attitude level.

Implications for Behavioral Science

For Chinese overseas students, this study helps them to go through their overseas study and life smoothly, and then make a positive contribution to the maintenance of world peace and stability.

For international university affairs management administrators, the study of significance lay in providing new work perspectives for them to improve the service quality for students.

For international universities, the contribution of the model is to suggest that international universities can revise the training program and course syllabus, offer courses related to self-management, and add teaching objectives, thus improving self-management skills and teaching quality.

For future researchers, the sample of this study can be used as an object for further in-depth research on the self-management of Chinese overseas students. Meanwhile, the method of sample selection can provide certain research ideas for other researchers. It extended the existing research area of establishing patient self-management models (Strating et al., 2006; Lee et al., 2017). At the same time, it promoted other researchers to further expand the research field of the Theory of Planned Behavior and conduct related studies. The research also provided empirical references for self-management research on international students from other countries and fill the gap of cross-cultural research on international students from different countries in international universities.

Suggestion

1. Participants

The research participants of this study obtained through purposive sampling are from 4 continents, Asia, Europe, America, and Oceania, and 9 countries. Future research can increase the study of Chinese overseas students in Africa, and at the same time, for further research, selecting Chinese overseas students from more countries as participants for the study, and if possible, through the help of embassies in overseas countries, try to apply for the training program uniformly to Chinese overseas students from different countries.

2. Longitudinal study

The representation and expandability of the study required a combination of cross-sectional and longitudinal studies. Therefore, for further research, exploring the internal mechanism of Chinese overseas students' self-management, increasing the longitudinal study, which is to make longitudinal comparisons of self-management among the same group of Chinese overseas students, to explore practical and effective ways to improve the level of Chinese overseas students' self-management.

3. Training program

Individual self-management was an enduring process, so there is a general trend to provide career planning counseling for Chinese overseas students approaching graduation. For further research, we need to add training programs for Chinese overseas students in future research, which contains recognizing the severe career situation after returning home from studying abroad and treating the phenomenon of appraisal, reward, and punishment in the workplace with peace of mind.

4. Significant others

The strong support of Chinese overseas students mainly came from family members, classmates, advisors, and other significant persons. Therefore, for further research, it also includes regular counseling and training with significant others including family members, which is not only carried out during the period of their study abroad, but also before studying abroad and after their graduation.

Acknowledgement

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Data Sharing Statement

The data used to support the findings of this study are available from the corresponding author upon request.

Declaration of competing interest

The author declared that there was no competing financial interests or personal relationships that could have appeared to influence the work reported in the study.

Conclusion

For Research Objective One: this study revealed a systematic understanding of the current level of self-management and differences in levels of behavioral attitude, behavioral intention, self-management, psychological resilience, and future orientation among Chinese overseas students' demographic factors. Chinese overseas students have a low level of self-management in life and study. This study’s result can help them to confront their overseas study and life positively.

For Research Objective Two: there was a significant positive correlation between self-management and psychological resilience of Chinese overseas students, as well as a significant positive correlation between self-management and future orientation. Through empirical analysis, the effectiveness of the developed model in improving their self-management competencies is verified.

For Research Objective Three: the model developed in this study provides a new theoretical perspective and practical guidance for enhancing Chinese overseas students' self-management competencies. It is possible to improve the level of psychological resilience, behavioral intention, and behavioral attitude of them to achieve the purpose of improving the level of self-management.

In conclusion, this study's contribution is reflected in not only theoretical innovation and development but also practical application and guidance.

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The Factors Affecting The Adoption Taobao E-Commerce on Rural Product: A Case Study of Zhejiang, China

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Abstract

Launched in 2003 by Alibaba Group, Taobao emerged as a dominant player in the Chinese e-commerce landscape. Initially established as a consumer-to-consumer (C2C) marketplace to rival eBay's presence in China, Taobao differentiated itself by catering specifically to the Chinese market with localized features and services. The platform facilitated a diverse range of transactions, including C2C, business-to-consumer (B2C), and consumer-to-business (C2B) interactions. Taobao offered a comprehensive suite of services, including detailed product listings, communication tools, a secure payment system (Alipay), integrated logistics networks, and marketing tools for sellers. Its impact on the Chinese economy was substantial, empowering small businesses, increasing consumer choice, stimulating economic growth (Zhao, 2014), and enhancing consumer convenience. The research aimed to identify and analyze the key factors that contributed to the successful development or adoption of rural e-commerce. The sample consisted of online vendors at Taobao Villages in the coastal province of Zhejiang. The sample size was calculated using W.G. Cochran's formula (for unknown population size) with 95% confidence and 5% tolerance, resulting in a sample of 384 people. The research utilized a quantitative research method approach, including a questionnaire with a reliability greater than 0.7. The statistical analysis included KMO and Bartlett tests, averages, percentages, means, standard deviations, and a structural equation model. The research findings revealed that the key factors that contributed to the successful development or adoption of rural e-commerce were relative advantage (β=0.398), compatibility (β=0.215), technological readiness (β=0.348), perceived complexity (β=-0.382), organizational readiness (β=0.286), organizational size (β=0.203), organizational capacity (β=0.410), monetary resources (β=0.312), competitive pressure (β=0.223), regulatory support (β=0.287), and market pressure (β=0.389).

Keywords: E-commerce, Toabao E-Commerce, Factors Affecting, Rural E-commerce.

Introduction

The rapid development of e-commerce in China over the past 20 years has emphasized the disparity in its adoption between urban and rural areas (Li, 2017). Although e-commerce flourished in urban regions, many rural areas in China still lacked the necessary infrastructure, such as internet services and technological support, to fully benefit from it. This digital divide was significant because it reflected broader economic disparities between urban and rural areas, which had persisted despite efforts to address income inequality since the 1978 economic reforms. The concept of "Taobao Villages," named after Alibaba's e-commerce platform Taobao.com, exemplified the potential of e-commerce to drive economic growth in rural China (Zhu et al., 2020). These villages, particularly along China's eastern coast, developed trading networks that allowed them to participate in global markets. The success of Taobao Villages highlighted how e-commerce could contribute to alleviating poverty and enhancing economic development in rural areas. However, the implementation of e-commerce in rural China was not uniformly successful (Wenxiao, 2021). Various barriers hindered its adoption, including the lack of internet services, inadequate technological infrastructure, low levels of digital literacy, concerns about trust and security, financial challenges, and other environmental factors. These obstacles suggested that simply pushing for e-commerce expansion in rural areas was not enough; a deeper understanding of the specific challenges faced by rural communities was essential to ensure the success of such initiatives.

The research problem was significant because it explored the potential of rural e-commerce to enhance economic growth in rural regions, increase income per capita, and reduce the dependency of rural citizens on agriculture. Understanding the factors that determined the success of rural e-commerce initiatives could help mitigate the persistent urban-rural divide and contribute to the overall economic development of China. Additionally, this research could inform the development of policies by large organizations and the Chinese government to address the barriers that had hindered the adoption of e-commerce in rural areas (Kshetri, 2018). By focusing on the context of Taobao Villages in China, the study aimed to provide unique insights into rural e-commerce within the Chinese context. These insights could also be relevant to other developing nations facing similar challenges in adopting e-commerce in rural areas.

Objective

To identify and analyze the key factors that contribute towards the successful development or adoption of rural e-commerce.

Literature Review

The literature review is conducted to first understand the very context of rural e-commerce in China, the technological adoption models considered after which TOE model was chosen, and then the prior research on TOE model in the context of adoption of e-commerce.

Taobao E-Commerce Platform: A History, Services, and Benefits

Taobao, which translates to "searching for treasure" (Tsui, 2019), was launched in May 2003 by Alibaba Group (Ward, 2015). It was established as a consumer-to-consumer (C2C) marketplace in response to the growing popularity of eBay in China (Zhao, 2014). Alibaba recognized the need for a localized platform that catered specifically to the Chinese market, offering features and services tailored to local preferences and needs. Taobao provides a diverse range of services, primarily facilitating C2C transactions, but also supporting business-to-consumer (B2C) and even consumer-to-business (C2B) interactions (Lee, 2018). The platform allows individuals and businesses to open online stores and sell a wide variety of products, including clothing, electronics, home goods, and even virtual goods. Taobao offers various features to enhance the shopping experience, such as: Product Listings: Detailed product descriptions, images, and customer reviews. Communication Tools: Built-in instant messaging for buyer-seller interaction. Payment System: Alipay, a secure online payment platform integrated within Taobao. Logistics Network: Integration with various logistics providers for efficient delivery. Marketing Tools: Promotional features and advertising options for sellers.

Taobao has had a profound impact on the Chinese economy and society. It has: Empowered Small Businesses: Provided a platform for small businesses and entrepreneurs to reach a vast customer base (Tsui, 2019). Increased Consumer Choice: Offered consumers access to a wider range of products at competitive prices (Ward, 2015). Stimulated Economic Growth: Contributed to the growth of e-commerce and the overall Chinese economy (Zhao, 2014). Enhanced Convenience: Made shopping more convenient and accessible for consumers across China (Lee, 2018).

Rural E-commerce

E-commerce is defined as "the use of electronic communications and digital information processing technology in business transactions to create, transform, and redefine relationships for value creation between or among organizations, and between organizations and individuals" (Gupta, 2014). Generally, E-commerce practiced in rural regions can be defined as "rural-e-commerce" (Chatterjee, 2019). As rural e-commerce could either mean e-commerce where the rural producers and traders sell their rural products beyond rural boundaries or the use of e-commerce for rural consumers (Chatterjee, 2019), it is necessary to distinguish between the two concepts. In the context of this paper, rural e-commerce pertains to the use of e-commerce by rural producers to sell their products beyond their boundaries, along with the organization of the community towards the selling of certain rural products. Therefore, the purchase and sale of goods and services by rural producers through a variety of online platforms such as websites, mobile apps, or social media is rural e-commerce within this context.

Small and Medium Enterprises (SMEs) in China

Small and Medium-sized Enterprises, or SMEs, are often considered the backbone of any economy. In the context of China, SMEs are defined by certain criteria of sizes, assets, number of employees, and their revenue annually. Normally, the organization is considered a small enterprise if they have either less than 100 employees, has assets worth less than RMB 40 million, or has a business revenue of less than RMB 30 million (Liu, 2008; Garcia-Martinez, L. J., Kraus, S., Breier, M., & Kallmuenzer, A., 2023). The specific criteria for small and medium enterprises in each business are given in Figure 1.

Size Category	Industries	Employment-based	Total assets	Business revenue
Small	Industry	< 300	<¥ 40million	< ¥ 30million
	Construction	< 600	<¥ 40million	<¥ 30million
	Wholesale	<100		<¥ 30million
	Retail	<100		<¥ 10million
	Transport	<500		<¥ 30million
	Post	<400		<¥ 30million
	Hotel & restaurant	<400		<¥ 30million
Medium	Industry	300- 2000	¥ 40million-400million	¥ 30million-300million
	Construction	600-3000	¥ 40million-400million	¥ 30million-300million
	Wholesale	100-200		¥ 30million-300million
	Retail	100-500		¥ 10million-150million
	Transport	500-3000		¥ 30million-300million
	Post	400-1000		¥ 30million-300million
	Hotel & restaurant	400-800		¥ 30million-150million

Note: SME meet one or more of the conditions. ME should meet three conditions, the others are SE.

Figure 1: Shows Definition of SMEs in China (Liu, 2008)

SMEs are considered very important in China, with the government supporting their development and growth by implementing various policies and incentives such as tax incentives, access to government and private financing, reduced bureaucracy, and overall financial assistance. These incentives are created due to the immense economic contribution of the SMEs towards China's GDP, especially in the sectors of services, retail, manufacturing, and technology, while also providing jobs to millions of Chinese citizens across the urban cities around China. Moreover, SMEs are responsible for the advancement of technology in China, with various start-ups generating immense revenue and technological developments toward the Chinese goal of a technology-driven society (Liang et al., 2018; Mensah, I. K., Wang, R., Gui, L., & Wang, J., 2023). Therefore, China has also supported the growth of SMEs in the rural regions of China, especially as it could help drive economic development within the region (Manzoor et al., 2021).

E-commerce within the Rural Context of China: Taobao Villages

E-commerce has been growing considerably in the rural regions of China, especially due to the increased growth of the Taobao Marketplace platform, the largest e-commerce platform in China. The concept of Taobao village has emerged, where many merchants work in synergy with each other in the village cluster and use the e-commerce platform of Taobao to achieve their economy of scale for better profitability (Lulu, 2019; Zhang, N., Yang, W., & Ke, H., 2024). There are three distinct criteria for qualifying as the Taobao villages, namely:

1. Merchants within the villages are registered as residents within the village and operate primarily from the village
2. The annual Grand Merchandise Volume, or the total value of the merchandise sold by the merchants within the village, exceeds more than RMB 10 million.
3. The villages should contain at least 50 merchants or 10% of the village households that are registered online at the village.

In 2009, only three villages in China were Taobao Village as per the above criteria, while there were 2118 Taobao villages in 2017 across 24 provinces. Eastern China contains most of the Taobao villages, accounting for 97.8 percent of all Taobao villages in China, with large concentrations in the eastern coastal provinces of Guangdong, Jiangsu, and Zhejiang. The pandemic has further enhanced the sales traffic on Taobao Villages with the introduction of various possibilities, such as live-streaming and personal product information to attract new consumers and increase sales. Agricultural produce is one of the major sales categories in the Taobao villages, with 80 villages accounting for more than RMB 20 million (Lulu, 2019; AliResearch, 2020; Zhang, N., Yang, W., & Ke, H., 2024). Taobao Villages have traditionally emerged from the more impoverished rural villages in China. Taobao Village has been instrumental in alleviating poverty, with greater sales of agricultural products enhancing the development of agriculture and overall revenue generation in otherwise impoverished villages. It is also helping to create industry clusters across these regions as various labor-intensive and technology-intensive industry clusters are forming around these villages to accommodate the growing capacity of e-commerce to sell more variety of products online (AliResearch, 2020; Pei, R., Chen, X., & Li, X.,2024).

Factors affecting the Adoption of E-commerce in Rural China

During the early introduction of e-commerce in China, when its diffusion was being studied. The states that various factors such as poor infrastructure, lack of capabilities towards assessing and guaranteeing buyer and seller credibility, and content censorship were barriers to the effective diffusion of e-commerce. The government promotion of e-commerce through industrial and regulatory policies, encouragement and sponsorship of e-commerce projects, and overall general promotion of the IT industry were the main facilitators towards e-commerce adoption/diffusion. Various factors such as the lack of access to computers, the lack of information-sharing capacities within the formal, the social norms of tolerating failures, the lack of internal trust within the firms, and the incapacities of the various firms to adapt to rapid change being the main inhibitors of the adoption of E-commerce in China. Other studies have also explored many subjective, environmental, or support factors that have impacted the adoption and diffusion of e-commerce across China (Zhong, Y., Guo, F., Wang, X., & Guo, J., 2024; Ji, C., Dong, X., & Lin, W., 2024). Behavioral attitudes are the primary factors that influence the merchant's willingness to upgrade e-commerce digitally, and the subjective norms are the secondary factor towards upgrading digitally to e-commerce, where the perception of greater local participation in e-commerce enhances the willingness to upgrade their rural e-commerce digitally (Wang, Y., & Zhang, Z.,2023). The various aspects such as human capital, social networks, the ICT infrastructure, location, resource endowments, and intergenerational support for the less educated farmers from their family members can facilitate the adoption of e-commerce in rural China (Lin, H., et al. (2024). That various factors within the Technology, Organization, and Environment frameworks (Kakhki, M. D., & Sajadi, S. M. (2024), especially the relative advantage, organizational readiness, competitive pressures, and government support positively impacted the willingness of agri-business enterprises in Longsheng, China. Those various factors such as the cost of land and transportation, and agglomeration of the e-commerce hubs, along with the region being traditionally industrial and labor being quite cheap, led to the growth and expansion of Taobao villages across Zhejiang Province.

Technology-Organization-Environment, or TOE Theory

Across these conceptual frameworks, the Technology Organization and Environment or TOE framework was chosen due to its capacity to explain factors that drive an entity's decision towards adopting certain technologies. The TOE framework provides contextual information about the firm and how it influences the adoption and implementation of the technology. The TOE framework examines three different elements of the firm's context that affect its adoption behavior, namely the technological, organizational, and environmental contexts (Baker, 2011; Minh, H. T. T., et al, 2024). The Technological context considers all the technological factors into consideration for the adoption of new technology. The "relative advantage" as an extension of the DoI model can be considered a technological factor if the technology is posited to enhance the performance and productivity of the organization or entity in consideration. Similarly, "trust" can be a technological context, when defined as the "cost-benefit trade-off concerning the risks related to technological adoption". Therefore, the technological perspective takes into consideration the necessity and characteristics of the technology in consideration and how it impacts the organization, and the organizational perception of the technology in question (Chittipaka, et al., 2022; Idris et al., 2022). The organizational context considers many internal factors that are responsible for the adoption of new technology. The Environmental context considers the various characteristics of the external world such as the marketplace regulation and structure, government regulations and policies, and technology infrastructures, that can impact the adoption of new technology.

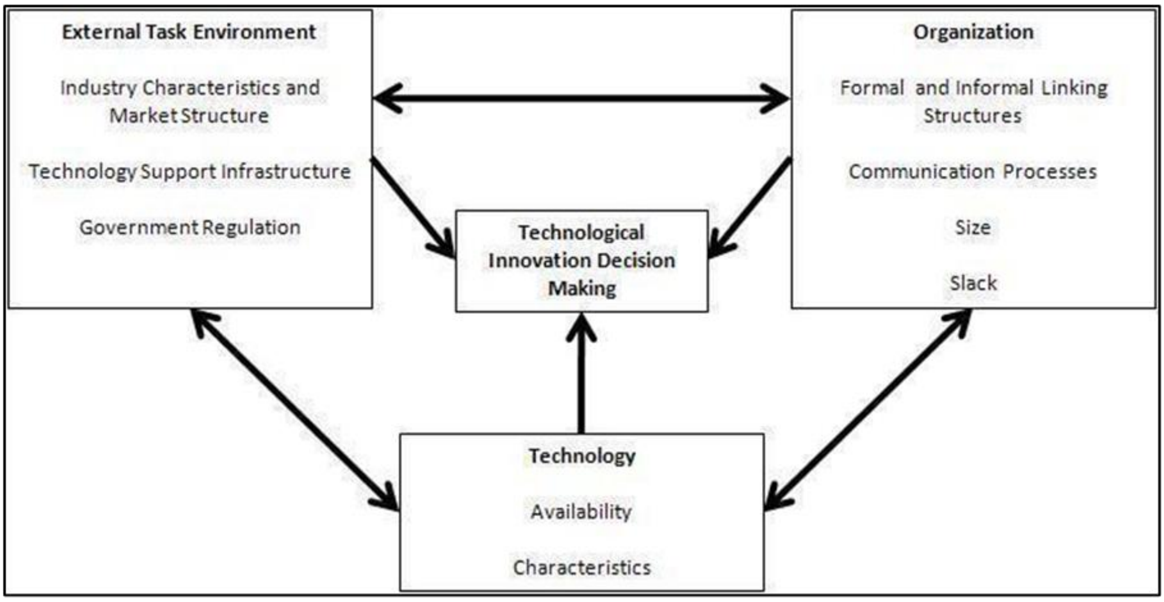

Figure 2: Shows Technology-Organization-Environment Model (Wani & Ali, 2015).

Overall, these three elements, technological, organizational, and environmental contexts, serve as the factors of technology adoption, either as facilitators or barriers to technological adoption. The TOE model was chosen as the main theoretical framework for understanding the adoption of rural e-commerce. The traditional approach of using only a singular framework is mostly not effective in understanding the contextual issues of different organizations that are adopting e-commerce, especially when studied in the context of developing countries where the literature is very scant (Idris et al., 2017). TAM, UTAUT, and TPB are very deterministic models that focus primarily on the user intentions and are very limited in scope with little consideration of the many other factors that influence the adoption of e-commerce, whereas DoI and RBT ignore contextual issues of the external environment that have a strong impact on the adoption of technology in developing nations. Therefore, this study utilizes the TOE framework that serves as the starting point for understanding the determinants of technological adoption (Salah, O. H., & Ayyash, M. M. (2024). However, it also remains very limited in its scope, especially in not being able to inspect the complex social contexts that exist mainly within the organization and with the external environment. Therefore, this study will also consider the elements of other frameworks such as relative advantage from RoI, perceived complexity or ease of use from UTAUT/TAM models, and monetary resources from RBT theory to include in the respective TOE perspectives towards creating a more holistic framework to assess the factors affecting the adoption of e-commerce.

Research Methodology

Population and Sample Size

For the quantitative phase, the sample consists of the online vendors at Taobao Villages in the coastal province of Zhejiang. Due to the large population and the exact population unknown, the sample size of 384 participants was calculated from W.G. Cochran's unknown formula of 95% confidence and 5% tolerance. The coastal province of Zhejiang was selected for the questionnaire survey because it consists of the largest number of Taobao villages in China. A random sampling of the participants was done to mitigate any potential biases in the selection of the participants, and such that the sample is representative of the actual population of the entrepreneurs in Taobao Villages.

Data collection

To create the items for the survey questionnaire, prior studies and literature were considered. An online survey questionnaire was used to collect data from the relevant participants.

Data Analysis

The statistical analysis included KMO and Bartlett tests, averages, percentages, means, standard deviations, and a structural equation model.

Conceptual Framework

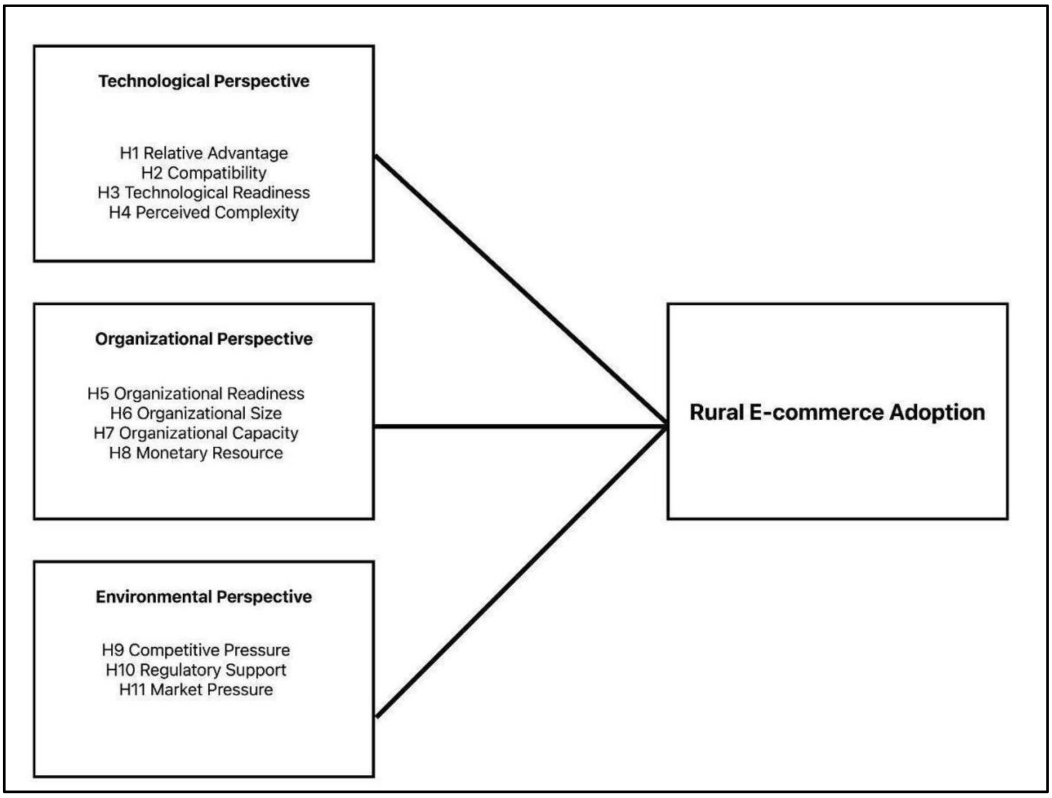

Figure 3: Shows Conceptual TOE Framework for Rural E-commerce Adoption

Subfactors Considered within the TOE Model & Hypothesis Development

For the scope of this study, 11 broad sub factors were considered.

Technological Factors

This paper considers four subfactors of "relative advantage", "compatibility", "technological readiness" and "perceived complexity" of adopting e-commerce as the technological factors.

H1: Relative Advantage significantly impacts the adoption of e-commerce in rural China.

H2: Compatibility significantly impacts the adoption of e-commerce in rural China.

H3: Technological Readiness significantly impacts the adoption of e-commerce in rural China.

H4: Perceived Complexity significantly impacts the adoption of e-commerce in rural China.

Organizational Factors

This paper considers four subfactors of "organizational readiness", "organizational size", "organizational capacity" and "monetary resources" of adopting e-commerce as the technological factors.

H5: Organizational Readiness significantly impacts the adoption of e-commerce in rural China.

H6: Organizational Size significantly impacts the adoption of e-commerce in rural China.

H7: Organizational Capacity significantly impacts the adoption of e-commerce in rural China.

H8: Monetary Resources significantly impact the adoption of e-commerce in rural China.

Environmental Factors

This paper considers three sub-factors of "competitive pressure", "regulatory support", and "market pressure" of adopting e-commerce as the environmental factors.

H9: Competitive Pressure significantly impacts the adoption of e-commerce in rural China.

H10: Regulatory Support significantly impacts the adoption of e-commerce in rural China.

H11: Market Pressure significantly impacts the adoption of e-commerce in rural China.

Research Finding

Research results

The important factors affecting the success of developing or implementing e-commerce in rural areas include Relative Advantage, Compatibility, Technological Readiness, Perceived Complexity, Organizational readiness, Organizational Size, Organizational Capacity, Monetary Resources, Competitive Pressure, Regulatory Support, Market Pressure, where the reliability of each factor is shown in the Cronbach's alpha value in Table 1.

Table 1: Cronbach’s alpha for the factors.

Factors	Cronbach’s Alpha
Relative Advantage	0.842
Compatibility	0.903
Technological Readiness	0.819
Perceived Complexity	0.890
Organizational readiness	0.912
Organizational Size	0.843
Organizational Capacity	0.832
Monetary Resources	0.935
Competitive Pressure	0.828
Regulatory Support	0.915
Market Pressure	0.808

From Table 1. examines the reliability of the variable measurement items. As all variables have Cronbach’s alpha value greater than 0.7, there is a strong reliability of the questions in consideration, as they measure the variables that they are supposed to.

To conduct the Exploratory Factor Analysis, Kaiser-Meyer-Olkin values were assessed, to assess if the data was suitable for the factor analysis. The KMO analysis indicates if the data is appropriate for factor analysis. The KMO value was calculated at 0.857, suggesting suitability for factor analysis. The data was then analyzed using Exploratory Factor Analysis (EFA). Table 2 shows the rotated component matrix (RCM's) factor loadings. The factor loadings for the RCM for all items and their respective latent variables were greater than 0.5, which suggests that the items correspond to their respective factors. All questions are strongly correlated to their respective factors, which means that the latent variables are well justified to be used within the model.

Table 2: Shows factor loadings for each item within the factors

Construct	Items	Factor Loadings
Relative Advantage	1	0.716
	2	0.783
	3	0.825
Compatibility	1	0.801
	2	0.845
	3	0.895
Technological Readiness	1	0.732
	2	0.867
	3	0.727
Perceived Complexity	1	0.772
	2	0.881
	3	0.918
Organizational Readiness	1	0.697
	2	0.817
	3	0.869
Organizational Size	1	0.728
	2	0.786
	3	0.752
Organizational Capacity	1	0.828
	2	0.704
	3	0.844
Monetary Resources	1	0.779
	2	0.860
	3	0.789
Competitive Pressure	1	0.827
	2	0.720
	3	0.859
Regulatory Support	1	0.849
	2	0.695
	3	0.839
Market Pressure	1	0.871
	2	0.899
	3	0.756

That all the Composite Reliability (CR) values are greater than 0.7, which suggests that all the items within the factor/ latent variable are consistently measuring the respective variable. This establishes the strong reliability of the constructs within the measurement model.

Similarly, the AVE models are also all greater than the recommended value of 0.5, which satisfies the recommended threshold of convergent validity. As shown in Table 3.

Table 3: Shows Composite Reliability and Average Variance Extracted

Constructs	CR	AVE
Relative Advantage	0.862	0.642
Compatibility	0.883	0.713
Technological Readiness	0.901	0.728
Perceived Complexity	0.907	0.706
Organizational readiness	0.874	0.687
Organizational Size	0.879	0.757
Organizational Capacity	0.918	0.773
Monetary Resources	0.932	0.653
Competitive Pressure	0.885	0.628
Regulatory Support	0.867	0.676
Market Pressure	0.893	0.712

The square root of the AVE, as presented in Table 4, is much higher than the correlation between the latent variables observed, which suggests that there is an adequate discriminant validity of the constructs or that they are distinct from each other. Therefore, the data is now useful for structural equation modeling, or SEM, and accurately represents the underlying relationship between the unique latent variables. Here, discriminant validity allows us to test the model.

Table 4: Shows Discriminant Validity of the Factors.

	RA	Com	TR	PC	OR	OS	OC	MR	CP	RS	MP
RA	0.801										
Com	0.432	0.844									
TR	0.02	0.090	0.854								
PC	-0.059	-0.039	0.175	0.841							
OR	0.357	0.286	-0.010	0.112	0.828						
OS	0.091	0.199	0.129	0.382	0.007	0.869					
OC	0.238	-0.084	0.263	0.218	0.298	-0.103	0.878				
MR	0.480	0.245	0.042	0.025	0.062	0.412	0.505	0.808			
CP	-0.007	0.433	0.407	0.481	0.437	0.079	0.356	-0.163	0.793		
RS	0.195	0.301	-0.054	-0.081	0.151	0.273	0.121	0.314	0.256	0.822	
MP	0.147	0.071	0.339	0.202	0.370	0.184	0.228	0.191	0.070	-0.015	0.843

Note: RA: Relative Advantage; Com: Compatibility; TR: Technological Readiness; PC: Perceived Complexity; OR: Organizational Readiness; OS: Organizational Size; OC: Organizational Capacity; MR: Monetary Resources; CP: Competitive Pressure; RS: Regulatory Support; MP: Market Pressure.

The model was then tested using the Structural Equation Modeling (SEM), whose values are then given in Table 5. This table suggests if the variables all fit the hypothesis model and suggests how much each latent variable supports the hypothesis on how they impact the dependent variable of e-commerce adoption. The table supports all hypotheses for the p-value less than 0.1.

Table 5: Shows path analysis results for the Structural Equation Modeling (SEM) of the key factors that contribute towards the successful development or adoption of rural e-commerce.

Parameters	Estimate	SE	CR	P	Hypothesis	Results
ECA← RA	0.398	0.142	4.488	<0.01	H1	Supported
ECA← Com	0.215	0.041	2.680	<0.01	H2	Supported
ECA← TR	0.348	0.095	3.898	<0.01	H3	Supported
ECA← PC	-0.382	0.112	4.167	<0.01	H4	Supported
ECA← OR	0.286	0.062	3.001	<0.01	H5	Supported
ECA← OS	0.203	0.025	2.265	<0.01	H6	Supported
ECA← OC	0.410	0.147	5.222	<0.01	H7	Supported
ECA← MR	0.312	0.088	3.602	<0.01	H8	Supported
ECA← CP	0.223	0.054	2.845	<0.01	H9	Supported
ECA← RS	0.287	0.076	3.456	<0.01	H10	Supported
ECA← MP	0.389	0.133	4.220	<0.01	H11	Supported

Note: ECA: E-Commerce Adoption; RA: Relative Advantage; Com: Compatibility; TR: Technological Readiness; PC: Perceived Complexity; OR: Organizational Readiness; OS: Organizational Size;
OC: Organizational Capacity; MR: Monetary Resources; CP: Competitive Pressure; RS: Regulatory Support; MP: Market Pressure.

The path analysis results, as displayed in Table 5, illustrated the relationships between various factors and the adoption of e-commerce within rural areas. The analysis revealed that several factors significantly influenced e-commerce adoption. These included: Relative Advantage (RA): The degree to which e-commerce was perceived as superior to traditional commerce exerted a positive impact on adoption ($\beta = 0.398$, $p < 0.01$). Compatibility (Com): The extent to which e-commerce aligned with existing values and needs also demonstrated a positive influence ($\beta = 0.215$, $p < 0.01$). Technological Readiness (TR): The availability of the technological infrastructure and skills necessary for e-commerce adoption played a significant role ($\beta = 0.348$, $p < 0.01$). Perceived Complexity (PC): The level of difficulty associated with using e-commerce had a negative impact on adoption ($\beta = -0.382$, $p < 0.01$), suggesting that platforms perceived as easier to use were more likely to be adopted. Organizational Readiness (OR): The preparedness of organizations to adopt e-commerce, encompassing their strategies and resources, exhibited a positive influence ($\beta = 0.286$, $p < 0.01$). Organizational Size (OS): The size of the organization also demonstrated a positive impact on e-commerce adoption ($\beta = 0.203$, $p < 0.01$). Organizational Capacity (OC): The organization's ability to implement and manage e-commerce initiatives significantly influenced adoption ($\beta = 0.410$, $p < 0.01$). Monetary Resources (MR): The availability of financial resources to invest in e-commerce initiatives exerted a positive impact ($\beta = 0.312$, $p < 0.01$). Competitive Pressure (CP): The pressure to adopt e-commerce to maintain competitiveness also positively influenced adoption ($\beta = 0.223$, $p < 0.01$). Regulatory Support (RS): Supportive government policies and regulations facilitated e-commerce adoption (β = 0.287, p < 0.01). Market Pressure (MP): The demand for e-commerce from consumers and prevailing market trends played a significant role in driving adoption (β = 0.389, p < 0.01). These findings indicated that successful e-commerce adoption in rural areas was driven by a combination of technological, organizational, economic, and market factors. By addressing these factors, policymakers and businesses can promote the adoption of e-commerce and unlock its potential benefits for rural communities.

From Table 5, from the hypothesis testing, the factors that contributed to the success of the development or implementation of e-commerce in rural areas, ranked from most to least, were organizational capability (β=0.410), relative advantage (β=0.398), market pressure (β=0.389), perceived complexity (β=-0.382), technological readiness (β=0.348), monetary resources (β=0.312), organizational readiness (β=0.286), regulatory support (β=0.287), competitive pressure (β=0.223), compatibility (β=0.215), and organizational size (β=0.203). Which can be summarized as shown in Figure 4.

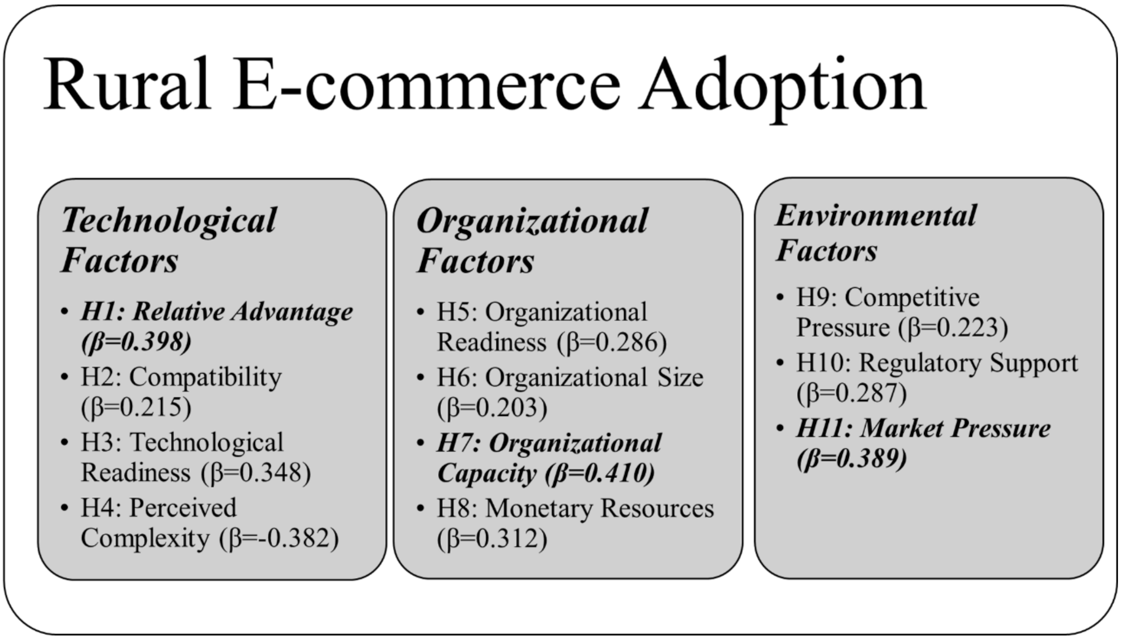

Figure 4: Show the factors that contributed to Rural E-commerce Adoption.
(Most of the factors were organizational capability, relative advantage, and market pressure)

Discussion/Conclusion

The research findings on factors contributing to the success of rural e-commerce development align with existing studies in the field. For instance, the high influence of organizational capability (β=0.410) is supported by the Resource-Based View (RBV) theory, which posits that organizational competencies, such as leadership and management resources, are critical for adopting innovations (Atobishi, T., et al., 2024; Wartini, S., et al., 2024). Similarly, relative advantage (β=0.398) is a significant factor in technology adoption, as it is often associated with increased operational efficiency and competitiveness (Granić, A., 2024). Market pressure (β=0.389) also plays a crucial role, particularly in dynamic and competitive environments where organizations are compelled to adopt new technologies to maintain their market position (Huang, S. Z., et al, 2024). The negative impact of perceived complexity (β=-0.382) underscores the challenges that arise when innovations are difficult to understand and implement, leading to delays in adoption. Other factors like technological readiness (β=0.348) and organizational readiness (β=0.286) further emphasize the importance of preparedness in adopting new technologies. These findings are consistent with the Technology-Organization-Environment (TOE) framework, which highlights the significance of both internal capabilities and external pressures in the adoption process. In conclusion, the research corroborates the importance of organizational and technological factors in successful e-commerce implementation in rural areas, with implications for policymakers and business leaders aiming to foster rural digital transformation. (Badghish, S., & Soomro, Y. A., 2024; Minh, H. T. T., et al., 2024; Li, G., & Zhang, H., 2024).

The factors that impact the adoption of e-commerce within the rural Chinese context. From research results a Technological-Organizational-Environmental (TOE) factor was selected to build the hypothesis model. Similarly, to understand the latent variables affecting the adoption of the model, the technological perspective of “relative advantage,” “compatibility,” “technological readiness,” and “perceived complexity”; organizational perspective with four latent variables of “organizational readiness,” “organizational size,” “organizational capacity,” “monetary resources”; and, the environmental perspective of three latent variables with “competitive pressure,” “regulatory support,” and “market pressures,” were adopted. These factors were first assessed with quantitative analysis using structural equation modeling and necessary analyses. Then, the qualitative analysis with thematic analysis was conducted to understand how and why these latent variables impact e-commerce adoption within the Chinese context. The study found through SEM that the hypothesis model developed had adequate consistency and validity, and adequately had goodness-of-fit with the observed data. Overall, all eleven factors had a statistically significant impact on technology adoption.

Suggestion

Suggestions for research utilization

1. Promote Technological Readiness: Invest in information and communication technology infrastructure in rural areas to ensure comprehensive and efficient internet access. Provide digital skills training to entrepreneurs and residents to enhance their capacity to engage in e-commerce.

2. Provide Financial Support: Implement measures to support rural entrepreneurs financially, such as low-interest loans, grants for online business development, and tax incentives. This will help reduce barriers to accessing capital and encourage e-commerce adoption.

Suggestions for future research

1. Study In-depth Impacts: Conduct further research on the broader impacts of e-commerce on rural society, including its effects on community lifestyles, social changes, and cultural transformations. This will provide a more comprehensive understanding of the multifaceted implications of e-commerce in rural areas.

2. Expand Research Scope: Conduct comparative studies on the factors influencing e-commerce success in rural versus urban areas. This will highlight the differences and inform

the development of tailored policies for each context, promoting effective e-commerce adoption across diverse regions.

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An Analysis of Recent Trends in Methodologies for Teaching Korean as A Foreign Language

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Abstract

The rising global popularity of Korean contemporary culture is fueling a boom in learning the Korean language and leading to more students enrolling in Korean language classes. Consequently, Korean language lessons should be carefully designed to cater to the learner's needs to understand more about K-culture through K-pop, K-dramas, and K-movies, along with linguistic components. However, it seems some language teachers may lack confidence in incorporating K-cultural content into their teaching practice, lesson plans, and instructional material design as a means of learner-centred instruction. This is partially due to the traditionally teacher-centred instructional methods dominant in Korean education, where teachers should be role models and lead the entire lesson, and to the lack of professional training available for teachers. Therefore, this study aims to review recent methodologies implemented in Korean language education to provide an overview that can guide Korean language teachers and educational professionals in making informed decisions and adopting effective practices in Korean as a foreign language education by analysing relevant literature about current methodologies in the Korean language classroom. The integration of various effective teaching methodologies, along with the incorporation of technological advancements and cultural contents, appears to be inevitable and the most promising path forward. This blended approach not only aligns with current educational trends but also addresses the specific needs and preferences of learners in a globalised context.

Keywords: Eaching Korean, Technology Integration, Gamification, Cultural Immersion, Experiential Learning, Blended Learning

Introduction

The significance of Korean as a foreign language has grown remarkably in the contemporary landscape of global language education. This increasing interest in the Korean language can be largely attributed to the international popularity of Korean popular culture, known as K-pop and Korean dramas (Jung et al., 2022; Lee & Kawata, 2021; Nam, 2020; Shin et al., 2006). These cultural exports have not only brought the Korean language and culture to the global stage but have also fostered a growing community of learners worldwide. Furthermore, the importance of Korean language fluency in a variety of academic and professional sectors has increased due to South Korea's vital geopolitical position and strong economic growth (Paik, 2001). Interest in the language among academics and diplomats has also increased as a result of the Korean Peninsula's strategic importance. (Choi & Lee, 2020; Kim, 2020).

Objective

By evaluating pertinent literature and investigating useful instructional design in the Korean language classroom, this study aims to investigate the language teaching approaches used in teaching Korean as a foreign language. Therefore, the primary objectives of this study are:

1. To Gain an Understanding of Historical and Modern Teaching Methodologies: This involves analyzing how teaching approaches have changed over time and spotting contemporary developments in Korean language instruction.

2. To Assess Effectiveness and Challenges: Determining how well different teaching strategies fulfill the wide range of learner demands. This involves investigating how successfully different approaches use technology to engage students, incorporate cultural components, and integrate these factors.

3. To Provide Recommendations: providing analysis and suggestions to curriculum designers, legislators, and language instructors in order to improve the effectiveness and accessibility of Korean language instruction.

Through this comprehensive exploration, this study seeks to contribute significantly to the discourse on language pedagogy, particularly in the context of Korean as a foreign or second language education. It aims to provide an overview that can guide educators, learners, and stakeholders in making informed decisions and adopting effective practices in the dynamic field of Korean language teaching.

Literature Review

History of Korean Language Education as a Foreign Language

Table 1: The history of Korean language education as a foreign language

Period	Key Developments
Early 20th Century	Origins of Korean language instruction overseas; informal teaching practices for over 150 years.
1959	Establishment of the first formal Korean language program at Yonsei University
Late 1980s	Growth of Korean research and education; systematic teaching methods began to develop (Kim, 1999)
1990s - Early 2000s	Increased global interest in Korean due to the rise of Korean pop culture (Hallyu)
Current Trends	Diverse motivations for learning Korean, including cultural interests

Note: This table highlights the significant milestones in the evolution of Korean language education as a foreign language, reflecting changes in societal needs and cultural influences.

The history of Korean language education as a foreign language has seen substantial change over time, however, its origins may be found in the early 20th century. Although Korean language instruction overseas has been practiced for over 150 years, Korean instruction was first offered in the nation's formal educational institutions in 1959, at Yonsei University. In addition, Korean research and education started in the late 1980s. It is challenging to understand how the systematic use of Korean teaching methods was achieved up until that point (Kim, 1999). As Korea's international profile grew, so did the necessity for foreign diplomats and business professionals, including missionaries, to become fluent in the Korean language (Paik, 2001).

The first formal institution for teaching Korean to foreigners was likely established in South Korea in 1959, at Yonsei University Korean Language Institution which has been offering Korean language courses to foreign students since their establishment. These early programs were primarily aimed at diplomats, missionaries, and business professionals who needed to learn Korean for their work in or with Korea. However, The Yonsei University Korean Language Institution's founding is extremely important. At that point, Koreans formed the first Korean language instruction program as a foreign language, and instruction started because of their objective. The concept of teaching Korean as a foreign language, together with instructional materials and other resources, was formed with the creation of the Korean Language School. This marked the beginning of a fully formalized, systematized approach to teaching Korean (Paik, 2001).

In the late 20th and early 21st centuries, there was a global boom in interest in studying Korean, especially with the rise in popularity of Korean pop culture, also referred to as "Hallyu" or the Korean Wave. This phenomena in culture greatly increased the demand for Korean language instruction globally and altered the direction of Korean language education. In the past, learners of the Korean language were mostly focused on acquiring the language for academic or professional goals to broaden their skill set. These days, cultural interests have drawn them to become enthusiasts (Jung, 2021). This diversity necessitates a teaching approach that is flexible and responsive to individual motivations and learning objectives (Ellis, 2004). One other obstacle in teaching Korean is engaging a wide cohort of students, each with different motivations and learning objectives.

Historical Context

Teaching Korean as a foreign language has a rich historical background that has been woven together by changing educational approaches influenced by technology, social factors, and educational philosophies. This paper charts the evolution of various approaches, emphasizing important turning points and advancements in teaching methodologies.

In the early stages of the 20th century, the grammar-translation approach was mostly used in Korean language instruction. (Yoon, 2009). This method, deeply rooted in traditional academic settings, focused primarily on the grammatical rules and written aspects of the language. It involved the direct translation of texts and extensive rote learning of vocabulary, often at the expense of verbal proficiency and communicative skills. Richards and Rodgers (2001) highlight that this approach emphasized understanding the literary form of the target language rather than facilitating practical communication skills. The resources for learning during this period were relatively scarce (Ko et al., 2022), and the teaching methodologies were, therefore, more inclined towards memorisation and textual analysis (Thamcharonki, 1999).

Transitioning into the mid-20th century, there was a marked shift with the introduction of the Audio-Lingual method. Deriving its principles from structuralist linguistics and behaviourist psychology, this method revolutionised language teaching by emphasizing spoken language. As described by Larsen-Freeman and Anderson (2013), this approach involved repetitive drills and pattern practice aimed at ingraining linguistic structures in learners. This method prioritised spoken language and repetitive drills, aiming to create habitual responses in learners. It was a departure from the earlier focus on written language, instead fostering verbal proficiency through repetitive and immersive practices. However, this method later received criticism, as noted by Brown (2007), for its limited scope in developing comprehensive communicative competence, particularly in neglecting the cultural context of language use.

In the late 20th century, there was a major paradigm shift in favor of Communicative Language Teaching (CLT). This method was developed in response to the flaws of the audio-lingual approach, which included a teacher-centered approach (Littlewood, 2018) and a lack of grammar instruction (Lee, Schallert, & Kim, 2015). Prioritizing interaction and the practical application of language, CLT aims to empower students to speak successfully in everyday contexts (Mohammed, & Al-Ahdal, 2020). Savignon (2002) elaborates on how CLT significantly influenced language education, shifting the emphasis from grammatical accuracy to meaningful communication and interaction. This approach aligned Korean language teaching with global educational trends and acknowledged the importance of communicative competence in language learning.

The advent of globalization and the rapid advancement in technology at the turn of the century further reshaped Korean language education. The rise of South Korea as a cultural and economic powerhouse, coupled with the growing global interest in Korean culture, led to an increased demand for Korean language skills. King and Yeon (2017) observe that this period saw an expansion in the availability of learning resources, including diverse multimedia materials and online courses. Furthermore, the integration of Computer-Assisted Language Learning (CALL) brought a transformative change to language education, enhancing accessibility and interactivity, as discussed by Chapelle (2003). These technological tools not only made learning more flexible but also introduced innovative methods catering to a global audience.

In more recent years, the focus in language education has shifted towards intercultural communicative competence, recognising the significance of cultural understanding in language learning. Byram (2008) emphasises the importance of this approach, particularly in Korean language education, where understanding cultural nuances is crucial for effective communication. This contemporary approach to language teaching integrates cultural components, such as etiquette, social norms, and cultural references, alongside linguistic training.

The evolution of teaching methodologies for Korean as a foreign language reflects a journey from traditional, teacher-centred methods to more dynamic, learner-centred, and technologically integrated approaches. This progression mirrors broader trends in language education and is intimately linked with the cultural and global status of the Korean language. As the interest in Korean culture and language continues to grow, it is anticipated that these methodologies will evolve further, embracing new pedagogical theories and technologies to enhance language learning experiences.

Review of Current Methodologies

Table 2: The current methodologies in teaching Korean as a foreign language

Methodology	Description
Communicative Language Teaching (CLT).	Emphasizes interaction as the primary means of language learning
Task-Based Learning (TBL)	Involves students completing meaningful tasks using the target language, promoting practical use.
Technology Integration	Incorporates digital tools and resources to enhance learning experiences and accessibility
Cultural Immersion	Engages students in cultural experiences to deepen understanding of language context and usage

Contemporary methodologies in teaching Korean as a foreign language have undergone significant evolution, integrating various innovative strategies to enhance both the effectiveness and the engagement of the learning experience. These methodologies, including Communicative Language Teaching (CLT), Task-Based Learning (TBL), Technology Integration, Blended learning, Flipped learning, Differentiated Instruction, Interactive and Collaborative Learning, Problem-Based Learning, Content and Language Integrated Learning, and Cultural immersion, etc., reflect a diverse and dynamic approach to Korean language education. However, this study only reviews and analyzes four distinctive methodologies frequently adapted in Korean language teaching classes due to the time constraints and the length of the study given.

Communicative Language Teaching (CLT)

For many years, CLT has been a popular method in language instruction, placing a strong emphasis on real-world language use and practical communication (Butler, 2005). In the context of Korean language education, CLT has shifted the focus from grammatical accuracy to effective communication skills. Richards and Rodgers (2001) describe CLT as involving a range of activities that encourage language use in authentic contexts, such as role-playing, group discussions, and problem-solving tasks. A study by Kim and Kim (2016) demonstrated that CLT-based courses significantly improved learners' conversational abilities in Korean, highlighting its effectiveness in enhancing practical speaking and listening skills that require learners to negotiate meaning and interact meaningfully in the Korean language.

This practical approach to language learning makes CLT highly engaging for students, as it allows them to use the language in realistic situations. However, as Richards and Rodgers (2001) also point out, CLT may lack a thorough focus on grammatical structures, which can pose a challenge for beginners who need a solid foundation in the basics of the target language. Since the traditional second or foreign language teaching system has long focused on vocabulary expansion, grammar, and structure, learners may show a propensity and strength for education that is form-focused (Kurniawan, Miftah, & Qamaria, 2020). Learners can utilize conventional learning strategies to produce meaning in the communicative classroom by introducing form-focused tasks and activities. For instance, prior to engaging in verbal activities, teachers should review the basic and key vocabulary and grammatical expressions to allow learners the opportunity to prepare notes before participating in oral responses. Moreover, relevant homework could strengthen the communicative language objectives of the lesson the learners have taught (Vasilopoulos, 2008).

Task-Based Learning (TBL)

TBL, or task-based language learning, is closely related to CLT and has gained popularity as a communicative approach to teaching second languages. It emphasizes learning through meaningful tasks that bear similarities to everyday activities. Ellis (2003) defines TBL as an approach wherein language acquisition occurs while learners engage in and complete meaningful tasks that require communication in the target language.

According to Jeon and Hahn (2006), Asian learners seem to have fewer opportunities to practice the target language sufficiently outside the classroom. Thus, providing learners with authentic opportunities to use the target language in the classroom is vital to achieving the lesson goal. This does not necessarily mean that teachers will have to recreate authentic dialogues. However, assigning learners the task within a real-life scenario, in turn, provides opportunities to speak realistic language. For example, in Korean language education, TBL might involve viable activities such as planning a trip to Korea, conducting interviews in Korean, applying to a dormitory for international students, or creating cultural portfolios. Lee and VanPatten (2003) observed that TBL not only improves language proficiency but also fosters problem-solving abilities and cultural understanding among learners.

While TBL can be particularly beneficial for intermediate and advanced learners who already have a basic understanding of the language, it can also be challenging for learners with limited language proficiency, as pointed out by Lee and VanPatten (2003), because it demands active and immediate use of the language, which can be daunting for beginners. However, if an achievable level of tasks is assigned to beginner-level learners, with plenty of example model sentences, and key vocabulary as well as expressions given before the activity, the learners could fully engage in the task-based activities using the Korean language. Learners come from diverse backgrounds including heritage learners, professionals seeking to expand their skills, and enthusiasts drawn by cultural interests. This diversity necessitates a teaching approach that is flexible and responsive to individual motivations and learning objectives (Ellis, 2004). Engaging a different level of learners, each with varying motivations and learning goals, therefore, is a further challenge in TBL.

Technology Integration

The advent of Computer-Assisted Language Learning (CALL) has revolutionized Korean language learning. Warschauer and Healey (1998) conceptualize CALL as the application of computers in language teaching and learning which includes the use of educational apps, online resources, and virtual classrooms in Korean language education. Ahn (2014) and Song & Moon (2010) emphasises the effectiveness of these tools in enhancing engagement and accessibility for learners globally. Additionally, Mobile-Assisted Language Learning (MALL), a subset of CALL, as discussed by Stockwell (2007), and Kang and Moon (2011), allows learners to access a wider choice of language materials anytime, anywhere, facilitating continuous, context-based learning. The integration of technology in language learning, through approaches like CALL and MALL, offers significant flexibility and accessibility to learners. Warschauer and Healey (1998) and Stockwell (2007) highlight how these methods facilitate a more engaging and personalized learning experience, accommodating different learning styles and paces. Moreover, the use of multimedia and interactive resources can make the learning process more enjoyable and effective.

The integration of advanced technologies, such as Artificial Intelligence (AI) and Virtual Reality (VR), is poised to offer more immersive and interactive learning experiences. AI can personalize learning paths, adapting to the unique needs of individual learners and providing immediate, customized feedback (Pikhart, 2020, Warschauer & Healey, 1998). Since "no human teacher is able to process so much information about individual students and the words or grammar each of them needs" (Pikhart, 2020:1417), the utilization of AI in Korean language education will bring benefits to both teachers and learners. VR, on the other hand, has the potential to create immersive environments, simulating real-life situations in Korea, and thereby enhancing contextual learning and cultural immersion (Chapelle, 2003). The online/offline space is acknowledged as a co-existing new answer, and the recently raised meta-base concept is being provided as a new option to meet the emergency education demand for COVID-19. The term "metaverse" refers to a new three-dimensional virtual environment that is a synthesis of the real-world universe (universe) and virtual space transcendence (meta). To provide a new paradigm in language teaching, a metaverse-based educational platform is made to facilitate avatar-based participatory learning and to finish a game-based word learning support model (Yoo, & Chun, 2021). Ryu (2022) reveals the possibility of developing metaverse-based Korean language content. Although the utilization of this metaverse in Korean language education is in its early stages and the need to establish authentic contextual scenarios, learners of the Korean language could have benefited from metaverse based on such programs as "Virtual Worlds" and "Mirror Worlds" (Ryu, 2022: 296). In the "Virtual Worlds", computer-simulated environments, learners can interact with other learners by creating "avatars" which represent the learner themselves. The "Mirror worlds" are digital representations of the real world that aim to mimic the real world so that learners can experience real-life scenarios. For example, if learners are assigned to plan the weekend activities that they are likely to encounter in real life, with other learners, they can transport to various mirror worlds and explore those areas to gather useful information. Then they share the information with the other learners and can solve the problems, thereby increasing collaboration among learners for the online tasks. Giving students these kinds of real-world assignments could help boost their motivation to learn and their interest in the work (Han, 2001).

Gamification and interactive learning tools are expected to become more widespread in Korean language education. These tools make learning more engaging and can significantly enhance the motivation and retention of learners (Lee & Hammer, 2011). Kwon & Woo (2013) also propose a gamification methodology for Korean language education. The fundamental ideas of this methodology are to make learning enjoyable and to maintain the learners' interest in Korean language learning by applying game elements, such as competition, level, time limit, and mission along with challenges to learning functions such as vocabulary, listening, pronunciation, and speaking (p.69). In order to cater to the needs of the fans of the Korean Wave, the gamified learning practices were built based on and utilizing K-culture content which is K-pop, K-dramas, and movies. While learners play this specifically designed educational game, they can learn about Korea and its culture effortlessly and pleasingly. However, one potential drawback of technology-based learning is the reduced opportunity for direct interpersonal interaction and immersion in the cultural context of the language.

This lack of face-to-face communication and cultural immersion can limit learners' ability to understand the nuanced aspects of the Korean language.

Blended Learning

Blended learning, which combines traditional face-to-face classroom instruction with online learning, has been gaining popularity in Korean language education. It attempts to merge the benefits of direct teacher interaction with the advantages of technology-assisted learning outside of the classroom (Lee, 2013., Kim & Lee, 2022). Neumeier (2005) advocates for blended learning as it merges the structured interaction of classroom learning with the flexibility and resource-rich nature of online education. Lee (2013) emphasizes the benefits of the blended learning method because it allows learners to prepare some contents of the lessons in advance of participating in in-class lessons, thus increasing learners' participation in learning (Jones & Lau, 2010) as well as learner autonomy (Sun, 2010).

For Korean language learners, this approach can mean integrating in-class lessons with interactive online modules and practice tools. This approach allows learners to independently familiarize themselves with new language concepts online, while classroom time is dedicated to interactive, communicative activities. Kim & Lee (2022) propose a comprehensive model that can be applied to the implementation of blended learning in Korean language education. The eight functional contents selected for and incorporated in online learning content depend on the functional content level of the necessity of teacher presence and the simplicity of a task such as repetition-based or practice-oriented activities. Grammar and vocabulary learning can be replaced by video lectures and gamifications. Listening and speaking activities can be learned with AI Chatbot. Reading and writing activities can be learned by AI Chatbot and Messenger. Add the four basic linguistic skills, speaking, listening, reading, and writing, are implemented by real-time video conferencing with teachers. The learners can also experience the Korean culture through immersive content in culture activity subjects. Lastly, the learners' Formative Evaluation can also be assessed by gamification. Since online learning enables learners to control their learning and the technology, the use of blended learning for Korean language education can be more learner-centered and self-directed.

Cultural Immersion and Experiential Learning

Language is a part of culture and embodies the meanings and values of culture (Byram, 1989). Understanding the culture of the target language is inevitable in foreign language education and is one of the most important parts of learning a foreign language. Without knowing about the target culture, it is impossible to communicate fully in the target language and there is also a greater chance of miscommunication (Brooks, 2001; Reid, 2010; Sarnovska, 2022; Yoon, 2009). Regarding its significant role in foreign language education along with the rapidly growing demand for Korean language education all over the world, cultural immersion and experiential learning have become essential components of contemporary Korean language education (Jung et al., 2022) and, possibly two of the best instructional methods to immerse learners in the Korean language classroom (Grahn & McAlpine, 2017; Haley, & Austin, 2014). These methods involve direct experience and engagement with various forms of Korean culture, which includes not only traditional artifacts but also pop-culture, such as K-dramas and movies or K-pop, as it allows for a deeper exploration of these areas through the medium of the Korean language (Lee & K, 2021).

Kolb (1984) emphasizes that experiential learning is a process where knowledge is created through the transformation of experience. This approach is particularly effective in language learning as it situates the language within its cultural framework. For Korean language learners, hands-on activities like participating in traditional craft experiences and workshops, cooking traditional dishes, Korean etiquette training courses, K-pop cover dance and Korean traditional dance clubs, K-pop singing contests, K-drama clubs, cultural festivals, and interaction with native speakers provide valuable insight into the cultural context and usage of the learning.

The use of K-culture as a teaching material in Korean language education is becoming increasingly popular (Jung, 2022) According to Shin, et al. (2006), K-dramas provide learners with opportunities to acquire practical usage of the Korean language as well as non-verbal communication such as face expressions, eye contact, gesture, posture, etc. and to allow the learners to understand cultural values and premises deeply rooted in Koreans' daily life.

Along with K-dramas, K-pop also has significantly gained popularity in Korean language classrooms and proved its effectiveness as a teaching tool (Jin, 2016: Jo, 2023; Jung, 2021; Jung et al., 2022; Lee. 2018; Lee & Kawata, 2006; Yang, 2022). The learners' interests in Korean contemporary culture and K-pop have led to more students enrolling in Korean courses (Jung. 2017; Looney & Lusin, 2019. Cited in Jung et al., 2022:37-38) who want to know about and enjoy Korean cultural content better through K-pop and K-dramas. While the learners of those studies were singing K-pop songs, they learned new words (Kocaman, 2016) as well as grammar (Jung, 2021), and they did not even realize that they were studying (Jung, 2022;). Furthermore, incorporating K-pop into Korean language classes benefits not only the retention of the vocabulary (Orhan, 2016; Park et al., 2021) and grammatical structure learned through songs (Jung, 2021), but also improves the learners' listening skills, usage of correct spelling and collocations (Park, et al., 2021), and increases learners' motivation to learn and engagement in learning (Jo, 2023). However, there are some drawbacks to incorporating K-cultural content in teaching practice that cannot be disregarded. Selecting appropriate K-pop songs is one of the most difficult parts. The songs have to include a repeating linguistic and cultural factor in the lyrics, and the linguistic content in the songs has to be aligned with the given chapter in the textbook. The trending K-pop songs that have already been chosen and designed for the lesson could fade away and so cannot be used in lessons for the long term.

In summary, contemporary methodologies in Korean language education reflect an eclectic blend of approaches. They are characterized by a focus on communicative competence, practical application of language skills, technological innovations, and cultural immersion. These methods are continually adapting to meet the evolving needs of learners, embracing technological advancements to create more effective, engaging, and inclusive learning environments. As the field of language education progresses, these methodologies will likely continue to evolve, shaping the future of Korean language learning.

Conclusion

To sum up, the dynamic and diversified field of Korean language instruction demands a flexible and multimodal approach. It seems that the most viable way forward is to combine different successful teaching methods with technological innovations and cultural components. This blended approach not only aligns with current educational trends but also addresses the specific needs and preferences of learners in a globalized context. Therefore, the integration of these diverse methodologies in teaching Korean as a foreign language caters to a wide range of learning styles and preferences. It combines traditional and modern educational philosophies to create a more holistic and effective learning environment.

Suggestion

Adopting a Blended Methodology: Educators should embrace a blend of teaching methodologies, including CLT and TBL, to ensure a comprehensive learning experience. This combination allows for a balance between the development of practical language skills and the understanding of complex grammatical structures.

Integrating Technology: The use of technological tools like AI and VR should be intensified in Korean language education. These tools offer immersive and interactive experiences that can significantly enhance learner engagement and facilitate a deeper understanding of the language and its cultural context.

Emphasizing Cultural Immersion: Given the integral role of culture in language learning, educators should incorporate cultural immersion into their teaching strategies. This could involve the use of authentic materials, cultural exchange programs, and experiential learning activities, as well as K-cultural content such as K-dramas, K-movies, and K-pop, that provide learners with a rich understanding of Korean culture.

Continual Innovation and Professional Development: Educators should commit to continuous innovation and professional development. Staying abreast of the latest educational technologies, methodologies, and cultural trends is essential for effectively teaching the Korean language.

Resource Development for Advanced Learners: There is a need to develop more comprehensive resources for advanced learners. This includes materials that cover specialised areas of the Korean language and cater to higher levels of proficiency, ensuring that advanced learners have adequate resources for continued development.

Collaborative and Networked Learning Opportunities: Encouraging collaborative and networked learning can enhance language acquisition. This involves creating opportunities for learners to engage with each other and with native speakers, fostering a community of practice that supports language learning.

The area of Korean language instruction can develop further and better serve the requirements of a growing and diverse community of learners by putting these suggestions into practice. To reinforce and enhance the whole educational experience, the objective is to not only teach the Korean language but also to foster a profound awareness and understanding of Korean culture.

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The Impact of Knowledge Workers' Sense of Professional Mission on Turnover Intention Research From the Lawyer Industry

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Abstract

This article takes the sense of professional mission in the work value orientation of knowledge-based employees as the independent variable, turnover intention as the dependent variable, and professional identity as the mediating variable to empirically test the impact of the sense of professional mission in the work value orientation on the turnover intention of knowledge-based employees, as well as the mediating role of professional identity in it. Based on career construction theory, social exchange theory, and self-determination theory, a hypothetical model of the relationship between career mission, career identity, and turnover intention is proposed. The research results indicate that the sense of professional mission of knowledge-based employees has a significant positive impact on career identity and turnover intention. The relationship between professional identity and the sense of professional mission and turnover intention is partially mediated by professional identity.

Keywords: Professional Mission, Professional Identity, Turnover Intention

Introduction

With the rapid development of the economy, China's education and employment levels have been comprehensively improved, and work occupies most of people's lives. The value orientation of work has begun to study and interpret the meaning of work from the perspective of work purposes. The study of work value orientation was initially mainly based on Western research, with a large number of American sociologists and psychologists represented by Bellah et al. (1986) exploring work value orientation. Through interpretation, work value orientation is divided into three types: livelihood orientation, career orientation, and mission orientation, and the connotations and goals of different orientations are explained. Bellah believes that for workers with a mission oriented mindset, work is not just about obtaining economic income or personal career development. They value the work process more, with the aim of obtaining subjective achievements, meaning, and dedication that the work itself brings. The stronger an employee's sense of professional mission towards their job, the stronger their identification with their profession, and the more likely they are to develop positive organizational behaviors such as organizational attachment, such as less tendency to quit. At present, most of the research on career sense of mission in foreign countries uses employees in general occupations as the sample object, and there is very little research on the group of knowledge-based employees alone. However, this group has higher professional expertise and personal qualities than other employees, and they generally attach more importance to the meaning of work. So, how does the degree to which knowledge-based employees view work as life meaning (i.e., career sense of mission) affect their work attitude and behavior, such as turnover intention? What are the different ways for enterprise management to manage and motivate knowledge-based employees with different professional missions? The paper will attempt to systematically explore these issues through theoretical and empirical research, helping enterprises understand the professional mission of knowledge-based employees and their impact mechanisms on work, reduce their turnover tendencies, retain talents, and expand and inspire enterprises to explore the management of knowledge-based employees from the perspective of the significance of work to life.

Literature Review

Concept Definition and Research Review

The focus on employees' sense of professional mission in the work environment has opened up research on it, and so far foreign scholars have different definitions of it. Duffy et al. believe that a sense of professional mission refers to a strong passion and sense of mission towards a certain field, which is a positive psychological emotion that can give people a sense of value and happiness from work (Duffy et al., 2011). Wrzesniewsk regards a sense of professional mission as a work direction set by individuals to seek self actualization and influence society. Dobrown proposed that a sense of professional mission is an individual's strong passion and strength for a certain field from the bottom of their heart, emphasizing their inner identification and strong desire for goals. This definition was later widely cited. (Dobrown&Tosti kharas, 2011). Domestic scholars have also explored the definition of professional mission and put forward their own views. Lv Guorong believes that a sense of professional mission is knowing what one is doing in the work process, why it is necessary to do so, and the significance of doing so. Tian Xizhou believes that a sense of professional mission can be seen as the work itself, understood as a motivating effect, and can also serve as a work value orientation (Tian Xizhou et al., 2012); In summary, it can be seen that scholars at home and abroad have different interpretations of professional mission. Overall, there are three major characteristics: firstly, from an individual perspective, it is believed that a sense of professional mission is a work value orientation, closely linked to work goals and life meaning, and adapted to individual talents and talents; The second is altruism, emphasizing the sense of professional mission to contribute to others and society, and even to sacrifice personal material interests for the sake of organizational interests and a better society; The third is the combination of the first two, which refers to combining the needs of others, social interests, and the survival significance of those with a sense of professional mission. Not only emphasizing one aspect, but also considering the realization of personal value and the satisfaction of social needs comprehensively.

Career mission and turnover intention

A sense of professional mission refers to a strong passion and sense of mission towards a certain field, which is a positive psychological emotion (Duffy et al., 2011) that can give people a sense of value and happiness from work. (Dobrown&Tosti Kharas, 2011) Resignation intention refers to the intention of an employee to leave the organization after working for a period of time (Mobiley&Horner, 1978). Employees who are inclined to resign will reduce their emotional and energy contributions to the organization (Gu Yuandong, 2010).

believe that the stronger an employee's sense of career mission, the stronger their sense of life meaning, and the lower their tendency to resign. believe that a sense of professional mission, as a deep psychological structure, can help improve employee job satisfaction, reduce job burnout, and lower turnover intention. Previous studies have shown that a sense of professional mission has a negative impact on turnover intention. The stronger the sense of professional mission, the weaker the turnover intention. Duffy et al. found that a sense of professional mission can reduce employee turnover thoughts (Duffy et al., 2011). Pei Yujing and Zhao Shuming believe that the higher the level of individual professional mission, the lower their turnover intention and turnover intention level. Knowledge workers are high-level talents, and there are more companies extending their olive branches. However, abandoning other high-quality enterprises and choosing to stay in the current one indicates that knowledge-based employees have a strong sense of professional mission towards their current positions. After joining the current company, knowledge-based employees are affected by the pressure of assessment indicators and the controlled motivation of high renewal thresholds, resulting in a decrease in the sustainability of their career development, a decrease in career expectations, a weakening of their intrinsic motivation, and a decrease in their sense of professional mission and an increase in their tendency to resign. Based on the above analysis, the following assumptions are proposed:

H1a: The sense of professional mission of knowledge-based employees has an impact on their tendency to change jobs, and the higher the sense of professional mission, the lower the tendency for knowledge-based employees to change jobs.

H1b: The sense of professional mission of knowledge-based employees has an impact on their tendency to transfer, and the higher the sense of professional mission of knowledge-based employees, the lower their tendency to transfer.

Professional sense of mission and professional identity

Proposed that career identity is a way for people to recognize their relationships with others or the environment. In Duffy&Dik's WCT theoretical model, individuals with a strong sense of professional mission tend to place greater emphasis on their career and are more likely to achieve recognition of their professional identity, thereby enhancing their sense of professional identity. Some studies also suggest that based on self-determination theory, a sense of mission as an autonomous need, once satisfied, can encourage employees to engage in self-determination behavior and have a positive impact on the improvement of career identity. Dobrown (2012) pointed out that individuals with a high sense of professional mission exhibit strong enthusiasm and a high degree of identification with the meaning of their work in the workplace. In defining the characteristics of professional mission in the workplace, it is pointed out that individuals with a sense of professional mission are passionate about their work, and due to their love and identification value, they developa strong sense of identity towards their profession (Dobrown, 2012). R. Stephen Manuel et al. (2017) believe that there is a positive correlation between an employee's sense of professional mission and professional identity, meaning that the stronger the employee's sense of professional mission, the higher their level of professional identity. Therefore, a sense of professional mission has a significant impact on professional identity. Knowledge workers with a strong sense of professional mission are more likely to develop identity and competence towards their profession. Based on the above analysis, the following assumptions are proposed:

H2: The sense of professional mission of knowledge-based employees has an impact on their professional identity, and the higher the sense of professional mission, the higher the degree of professional identity of knowledge-based employees.

Career identity and turnover intention

In terms of the relationship between professional identity and turnover intention, some domestic and foreign scholars have focused on teachers as their research objects. For example, Moore&Hofman's research findings indicate that university teachers with stronger professional identity have lower turnover tendencies (Moore&Hofman, 1998). A study on the professional identity of rural preschool teachers has shown that cultivating the professional identity of rural teachers can maximize the reduction of teacher turnover intention (Zhang Liqin and Zhao Yanjun, 2022). Some studies focus on nurses, for example, believe that the level of professional identity among nurses affects their willingness to stay, while believe that enhancing the professional identity of nurses can increase their willingness to stay and reduce their tendency to quit found through research that professional identity can reduce occupational burnout and turnover intention. In the clinical trial process of doctors, it is possible to reduce their turnover intention by improving their professional identity. found that occupational identity has a certain predictive effect on employee turnover intention, and occupational identity can significantly affect employee turnover intention. The empirical research results of Wei Shuhua, using 1281 primary and secondary school teachers from various regions across the country as research samples, show that there is a significant negative correlation between professional identity and turnover intention, and professional identity can negatively predict turnover intention to a certain extent (Wei Shuhua, 2008). The research on the professional identity of preschool teachers has also reached consistent. The nature of work for knowledge-based employees in enterprises is similar to that of teachers and nurses, both of whom engage in professional knowledge and careers. Based on the above analysis, the following assumptions are proposed:

H3a: The occupational identity of knowledge workers has an impact on their turnover tendency, with knowledge workers with higher levels of occupational identity having lower turnover tendencies.

H3b: The occupational identity of knowledge workers has an impact on their tendency to transfer, with knowledge workers with higher levels of occupational identity having lower tendencies to transfer.

The mediating role of professional identity in the relationship between professional mission and turnover intention

Career identity is an inherent motivating factor for individual career development, linking self-worth with the value of the profession they engage in, making their career motivation more autonomous, conscious, and sustainable. Professional identity is a self-awareness process that constantly changes in the interaction between individuals and their professional environment. Professional identity emphasizes that individuals have chosen a certain profession in their continuous development process, so professional identity often points to a certain profession, such as teachers, nurses, police officers, etc. Individuals who choose to pursue a certain profession out of a strong sense of professional mission are a process of continuous matching and integration between themselves and their profession. Placing a sense of professional mission in specific professional contexts deepens their strong identification with the profession. This strong professional identity will invisibly integrate professional identity and self-identity, making individuals more proactive in their work, investing more time, energy, and resources, thereby weakening their tendency to resign. From a practical perspective, people with a high level of professional mission will have a genuine love for the profession they are engaged in, making them more likely to identify with the profession they have chosen, and identification with the profession will make individuals less likely to develop a tendency to resign. Knowledge workers, as a special group, can only have a clearer understanding of the characteristics, role, and significance of their profession if they have a high degreeof value pursuit and identification with their profession; They are passionate, interested, and have a positive emotional experience towards the profession they are engaged in; Due to a high sense of identification with the profession, even in the face of difficulties in the workplace, one will remain determined and give their all to achieve their career goals. Therefore, a sense of professional mission generates a strong sense of identity towards the profession. The sense of professional mission of knowledge-based employees in the workplace has a stable characteristic and will persist in the individual's consciousness, allowing them to focus and immerse themselves in their work, experience the fulfillment and satisfaction of their work, and then perceive a true sense of work significance and goals (Dobrown&Tosti Kharas, 2011). In a study targeting technical and managerial personnel in enterprises, it was found that occupational identity is a mediating variable that organizational support influences the reduction of turnover intention Based on the above analysis, the following assumptions are proposed:

H4a: There is a mediating relationship between the professional identity of knowledge-based employees and the tendency to change jobs, and the professional identity will affect the tendency to change jobs through professional identity.

H4b: There is a mediating relationship between the professional identity of knowledge-based employees and the tendency to transfer, and the professional identity will affect the tendency to transfer through professional identity.

Research Methodology

This study will characterize the research object as the lawyer industry, which is widely recognized by the academic community as a knowledge-based employee. Of course, questions were also designed in the questionnaire regarding the gender, age, marital status, income level, job category, and position level of employees to control for the potential impact of these factors. The distribution of this survey questionnaire achieved a combination of centralization and decentralization. The distribution of questionnaires is mainly concentrated in cities such as Beijing and Hebei in North China, Shanghai in East China, and Guangzhou and Shenzhen in South China, targeting employees of law firms in these areas. This article studies the distribution of a total of 550 formal survey questionnaires. Unlike most survey surveys, our survey is not only focused on centralized distribution of several law firms, but also combines centralized and decentralized distribution models, covering different law firms in several cities.

Due to the issue of resignation, in order to ensure objectivity, some law firms choose to directly distribute and collect questionnaires on site, without going through the management process of the law firm. They insist on anonymous filling to reduce the concerns of employees who fill out the questionnaires. Finally, a total of 550 questionnaires were distributed through electronic distribution and on-site distribution, and a total of 536 questionnaires were collected. The criteria for excluding questionnaires are as follows: (1) Criteria for validity of answers. Questionnaires with multiple errors, omissions, and overfilling should be resolutely eliminated. Generally, three unfilled answers are considered invalid questionnaires. The standard for statistical analysis in this article is that if there are three invalid answers (including errors, omissions, and overfilling) in a questionnaire, it is considered invalid questionnaires; (2) Standard attitude towards answering questions. If the scores of all measurement questions in a certain questionnaire are similar and basically the same, the questionnaire will be considered invalid and removed; (3) Reverse question verification. A few reverse questions were set in the questionnaire to test its effectiveness, and those with conflicting answers were excluded. After excluding invalid questionnaires, there were 501 valid questionnaires in this survey, with an effective response rate of 91.1%.

Research Finding

Factor analysis, reliability analysis, and validity analysis

This article uses SPSS 27.0 software and Cronbach's α The reliability of the scale is tested by combining the coefficient value with the total score correlation coefficient of the correction term (CITC) to ensure that the scale has good reliability and internal consistency reliability. Table 1 shows the Cronbach's of each scale α The coefficients are all greater than 0.7, and the CITC of all entries is almost always above 0.4, with Cronbach's for all deleted entries α The coefficients will decrease, so there is good internal consistency between variables, and this measurement model has good reliability.

Table 1: Exploratory factor analysis and reliability indicators

	Question number		**Scale variance after deleting items**	**Revised item and total correlation CITC**	**Clone Bach Alpha after deleting item**	**Clone Bach Alpha**	**Whole clone Bach Alpha**
Professional sense of mission	1	74.992	369.800	0.502	0.932	0.870	0.934
	2	74.966	369.617	0.502	0.932		
	3	74.990	368.670	0.515	0.932		
	4	75.048	369.566	0.495	0.932		
	5	75.062	370.442	0.478	0.933		
Professional identity	6	74.956	362.650	0.653	0.930	0.936	
	7	74.988	364.596	0.619	0.931		
	8	74.998	364.194	0.618	0.931		
	9	74.994	364.234	0.620	0.931		
	10	75.006	362.298	0.639	0.931		
	11	74.976	363.539	0.623	0.931		
	12	74.982	363.254	0.628	0.931		
	13	74.954	366.344	0.572	0.932		
	14	75.064	362.144	0.658	0.930		
	15	74.940	364.556	0.603	0.931		
Adjustment tendency	16	75.000	370.360	0.484	0.933	0.861	
	17	75.008	369.444	0.502	0.932		
	18	74.982	367.162	0.539	0.932		
	19	75.038	369.665	0.494	0.932		
Job change tendency	20	74.984	366.044	0.543	0.932	0.857	
	21	74.962	369.073	0.498	0.932		
	22	75.014	366.670	0.551	0.932		
	23	74.986	368.542	0.520	0.932		

Table 2 shows the Pearson correlation analysis results between the main variables of this study, indicating a significant correlation between career sense of mission and career identity. Both sub dimensions of career sense of mission and career identity are significantly correlated with turnover intention, providing preliminary evidence for verifying the relationship between career sense of mission, career identity, and turnover intention.

Table 2: Pearson correlation analysis table

	Professional sense of mission	**Professional identity**	**Flipped Adjustment tendency**	**Flipped Job change tendency**
Professional sense of mission	1**			
Professional identity	0.39**	1**		
Flipped Adjustment tendency	0.34**	0.40**	1**	
Flipped Job change tendency	0.41**	0.39**	0.40**	1**

Research Finding

Research results and hypothesis testing

This study uses the SPSS 27.0 regression model to test whether the professional identity of knowledge-based employees plays a mediating role in the impact of professional mission on turnover intention. It should be pointed out that since the questions related to turnover intention in the questionnaire are reverse scoring questions, the answer data for the eight questions on turnover intention in subsequent analysis are all flipped data, that is, 1 flipped to 5, 5 flipped to 1, 2 flipped to 4, and 4 flipped to 2.

A: The impact of professional mission on turnover intention

Tables 3 and 4 show the analysis results of the impact of career mission on turnover intention. The results of Table 3 show that age, years of service, and average monthly income have a significant impact on turnover intention in the significance test of the sub dimensions of turnover intention. The influence of gender, marital status, education level, and occupation type in law firms is not significant. The comprehensive standardization coefficient beta value analysis shows that the impact of work experience is most significant, followed by average monthly income level and age. The sense of professional mission has a significant impact on the turnover tendency after flipping (significance less than 0.001), and the VIF value is less than 5, indicating the absence of multicollinearity issues. It can be concluded that there is a negative correlation between the sense of professional mission of knowledge-based employees and their tendency to change jobs. Specifically, knowledge-based employees with a higher sense of professional mission have a lower tendency to change jobs. This discovery is of great significance for understanding and predicting the career behavior of knowledge-based employees, especially when considering career planning and human resource management strategies, validating H1a.

Table 3: Linear regression analysis of career mission on turnover tendency after flipping

	Non standardized coefficient		**Standardization coefficient**	***T***	***P***	**Collinearity diagnosis**	
	B	**Standard error**	***Beta***			**VIF**	**Tolerance level**
constant	-1.007	0.385	-	-2.613	0.009**	-	-
Professional sense of mission	-0.160	0.044	-0.160	-3.648	0.000**	1.448	0.691
1. Your gender:	-0.007	0.075	-0.003	-0.095	0.925	1.030	0.970
2. Your age:	0.326	0.102	0.270	3.194	0.001**	5.406	0.185
3. Your marital status:	0.064	0.078	0.030	0.822	0.411	1.017	0.983
4. Your educational background:	0.081	0.088	0.040	0.921	0.357	1.414	0.707
5. Your years of work experience:	0.371	0.106	0.439	3.495	0.001**	11.910	0.084
6. Your average monthly income level:	-0.276	0.077	-0.308	-3.560	0.000**	5.646	0.177
9. Your occupation type at the law firm:	-0.109	0.149	-0.029	-0.729	0.466	1.176	0.851
R 2	0.349						
Adjust *R* 2	0.338						
F	*F* (8,492)=32.935,*p*=0.000						
D-W value	1.916						
Dependent variable: propensity to change jobs							

* *p*<0.05 ** *p*<0.01

Table 4 shows that in terms of significance testing for the sub dimensions of turnover intention, education level (B=0.204, p=0.028) and work experience (B=0.344, p=0.002) have a significant impact on turnover intention. Although gender, age, marital status, monthly income level, and occupational type are included in the model, their impact on survey bias is not statistically significant. The relationship between professional mission and the tendency of knowledge-based employees to transfer (i.e., leave their current law firm to another law firm), linear regression analysis also shows that professional mission has a significant impact on the flipped transfer tendency (significance less than 0.001), and the VIF value is still less than 5, indicating the absence of multicollinearity issues. It can be concluded that the higher the sense of professional mission of knowledge-based employees, the lower their tendency to adjust their work units to other law firms. This indicates that employees with a higher sense of professional mission may be more satisfied with their current position or department and less inclined to seek changes. This discovery is of great significance for organizations in human resource planning and employee career development path planning. By understanding the professional mission of employees, organizations can more effectively manage their career paths and expectations, thereby improving employee satisfaction and retention rates, validating H1b.

Table 4: Linear regression analysis of the relationship between career mission and flipped job inclination

	Non standardized coefficient		**Standardization coefficient**	***T***	***P***	**Collinearity diagnosis**	
	B	**Standard error**	***Beta***			**VIF**	**Tolerance level**
constant	-1.771	0.403	-	-4.392	0.000**	-	-
Professional sense of mission	-0.099	0.046	-0.099	-2.153	0.032*	1.448	0.691
1. Your gender:	0.023	0.079	0.011	0.289	0.773	1.030	0.970
2. Your age:	0.152	0.107	0.126	.422	0.156	5.406	0.185
3. Your marital status:	-0.022	.081	-0.010	0.269	0.788	1.017	0.983
4. Your educational background:	0.204	.092	0.100	.207	0.028*	1.414	0.707
5. Your years of work experience:	0.344	.111	0.406	.093	0.002**	11.910	0.084
6. Your average monthly income level:	-0.101	.081	-0.113	1.251	0.212	5.646	0.177
9. Your occupation type at the law firm:	0.232	.156	0.061	.490	0.137	1.176	0.851
R 2	0.287						
Adjust R 2	0.275						
F	F (8,492)=24.766,p=0.000						
D-W value	1.998						
Dependent variable: tendency to adjust							

* p<0.05 ** p<0.01

B: The impact of professional mission on professional identity

Table 5 shows the analysis results of the impact of professional mission on professional identity. In terms of significance testing, the p-values of the four independent variables of age, years of work, average monthly income level, and your type of profession in the law firm are less than 0.05, indicating that these variables have a significant impact on professional identity. The linear regression table shows that the sense of professional mission has a significant impact on the professional identity of knowledge-based employees (significance less than 0.001), and a VIF value of 1 indicates that there is no multicollinearity problem. From the analysis results, it can be seen that the sense of professional mission of knowledge-based employees is positively correlated with their level of professional identity. Employees with a stronger sense of professional mission have a higher sense of professional identity. This indicates that when employees have a higher sense of mission towards their professional roles, they are more likely to identify with their profession and feel a stronger sense of belonging and value in their current profession. This discovery is of great significance for understanding the work attitude and behavior of employees. Organizations can enhance their employees' sense of career identity by enhancing their sense of mission, such as enhancing the meaning of their work, providing career development opportunities, and establishing a positive work environment. This not only improves employee job satisfaction and loyalty, but also helps to improve work efficiency and team cohesion, verifying H2.

Table 5: Linear regression analysis of occupational mission and occupational identity

	Non standardized coefficient		**Standardization coefficient**	***T***	***P***	**Collinearity diagnosis**	
	B	**Standard error**	***Beta***			**VIF**	**Tolerance level**
constant	1.872	0.346	-	.409	0.000**	-	-
Professional sense of mission	0.041	0.039	0.041	.044	0.297	1.448	0.691
1. Your gender:	0.026	0.068	0.013	.389	0.697	1.030	0.970
2. Your age:	-0.422	0.092	-0.350	4.604	0.000**	5.406	0.185
3. Your marital status:	0.111	0.070	0.052	.589	0.113	1.017	0.983
4. Your educational background:	-0.057	0.079	-0.028	0.717	0.474	1.414	0.707
5. Your years of work experience:	-0.394	0.095	-0.466	4.139	0.000**	11.910	0.084
6. Your average monthly income level:	0.141	0.069	0.158	.034	0.042*	5.646	0.177
9. Your occupation type at the law firm:	-0.551	0.134	-0.146	4.127	0.000**	1.176	0.851
R 2	0.475						
Adjust *R* 2	0.467						
F	*F* (8,492)=55.699,*p*=0.000						
D-W value	1.980						
Dependent variable: occupational identity							

* p<0.05 ** p<0.01

C: The impact of occupational identity on turnover intention

Tables 6 and 7 show the analysis results of the impact of occupational identity on turnover intention. The results of Table 6 show that in terms of significance testing, age (p=0.001 * *), years of work (p=0.000 * *), and average monthly income level (p=0.000 * *) have a significant impact on turnover intention. Through comprehensive analysis of the regression coefficient B value, it can be found that work experience has the greatest positive impact on job change intention (B=0.430), followed by age (B=0.355), and the average monthly income level has the most significant negative impact on job change intention (B= -0.326). The significance of the regression analysis of occupational identity on the flipped turnover tendency is less than 0.001, and the VIF value is less than 5, indicating that occupational identity has a significant and positive impact on the flipped turnover tendency. Due to the positive impact on turnover tendency after flipping, the impact of occupational identity on turnover tendency is negative, confirming H3a.

Table 6: Linear regression analysis of occupational identity on turnover tendency after flipping

	Non standardized coefficient		**Standardization coefficient**	***T***	***P***	**Collinearity diagnosis**	
	B	**Standard error**	***Beta***			**VIF**	**Tolerance level**
constant	-1.098	.398	-	2.760	0.006**	-	-
Professional identity	-0.063	.051	-0.063	1.233	0.218	1.901	0.526
1. Your gender:	-0.006	.076	-0.003	0.084	0.933	1.031	0.970
2. Your age:	0.355	.104	0.295	.403	0.001**	5.529	0.181
3. Your marital status:	0.085	.079	0.040	.077	0.282	1.020	0.981
4. Your educational background:	0.071	.089	0.035	.799	0.425	1.415	0.707
5. Your years of work experience:	0.430	.107	0.509	.022	0.000**	11.797	0.085
6. Your average monthly income level:	-0.326	.077	-0.364	4.241	0.000**	5.445	0.184
9. Your occupation type at the law firm:	-0.086	.152	-0.023	0.564	0.573	1.205	0.830
R 2	0.333						
Adjust *R* 2	0.322						
F	*F* (8,492)=30.732,*p*=0.000						
D-W value	1.926						
Dependent variable: propensity to change jobs							

* p<0.05 ** p<0.01

The results in Table 7 show that in terms of significance testing, education level (p=0.036<0.05) and work experience (p=0.001<0.01) show significant effects, indicating that they have a significant impact on the tendency to adjust. The positive relationship between these two variables indicates that with the increase of education and work experience, lawyers have a stronger tendency to switch between different institutions. The significance of the regression analysis of occupational identity on the flipped turnover tendency is less than 0.001, and the VIF value is less than 5, indicating that occupational identity has a significant and positive impact on the flipped turnover tendency. The higher the degree of occupational identity, the lower the turnover tendency, confirming H3b.

Table 7: Linear regression analysis of occupational identity on the flipped tendency of job placement

	Non standardized coefficient		**Standardization coefficient**	***T***	***P***	**Collinearity diagnosis**	
	B	**Standard error**	***Beta***			**VIF**	**Tolerance level**
constant	-1.737	.412	-	4.215	0.000**	-	-
Professional identity	-0.085	.053	-0.085	1.624	0.105	1.901	0.526
1. Your gender:	0.024	.079	0.012	.309	0.757	1.031	0.970
2. Your age:	0.150	.108	0.124	.382	0.167	5.529	0.181
3. Your marital status:	-0.004	.082	-0.002	0.048	0.961	1.020	0.981
4. Your educational background:	0.195	.093	0.096	.108	0.036*	1.415	0.707
5. Your years of work experience:	0.360	.111	0.426	.255	0.001**	11.797	0.085
6. Your average monthly income level:	-0.125	.080	-0.140	1.571	0.117	5.445	0.184
9. Your occupation type at the law firm:	0.219	.158	0.058	.389	0.165	1.205	0.830
R 2	0.284						
Adjust R 2	0.273						
F	F (8,492)=24.419,p=0.000						
D-W value	2.006						
Dependent variable: tendency to adjust							

* p<0.05 ** p<0.01

D: The Role Model Mediated by Occupational Identity

Tables 8 and 9 show the models of the effect of occupational identity on turnover intention. This study used the process in SPSS software and bootstrap method to test the mediating effect. 500 bootstrap samples were selected for 95% confidence interval estimation. The results of Table 8 showed that in order to verify the mediating effect of occupational identity between occupational mission and flipped turnover intention, regression validation was conducted on the hypothesis. The dependent variable was flipped turnover intention. The indirect effect of occupational mission → occupational identity → flipped turnover intention was 0.109, and the confidence interval did not include 0. This indicates that the mediating effect between occupational mission → occupational identity → flipped turnover intention is significant, which verifies H4a.

Table 8: The mediating role of occupational identity between sense of professional mission and turnover tendency after turnover

term	**C Total effect**	**A**	**B**	**a*b Mediation effect value**	**a*b (Boot SE)**	**a*b (*z*-value)**	**a*b (*p*-value)**	**a*b (95% BootCI)**	**C ' Direct effects**	**Inspection conclusion**
Professional sense of mission=>Professional identity=>Job change tendency	0.423**	0.395**	0.277**	0.109	0.019	5.731	0.000	0.073 ~ 0.148	0.314**	Partial intermediaries

* *p*<0.05 ** *p*<0.01

Bootstrap type: percentile bootstrap method

The results in Table 9 show that the indirect effect of job mission → job identity → flipped job orientation is 0.124, and the confidence interval does not include 0, indicating a significant mediating effect between job mission → job identity → flipped job orientation, which verifies H4b.

Table 9: The mediating role of occupational identity between sense of professional mission and turnover tendency after turnover

term	**C Total effect**	**A**	**B**	**a*b Mediation effect value**	**a*b (Boot SE)**	**a*b (*z*-value)**	**a*b (*p*-value)**	**a*b (95% BootCI)**	**C ' Direct effects**	**Inspection conclusion**
Professional sense of mission=>Professional identity=>Transfer tendency	0.349**	0.395**	0.315**	0.124	0.020	6.129	0.000	0.087 ~ 0.166	0.225**	Partial intermediaries

* *p*<0.05 ** *p*<0.01

Bootstrap type: percentile bootstrap method

Conclusion

This article studies the sense of professional mission of Chinese knowledge-based employees, explores the mechanism of the sense of professional mission of knowledge-based employees, and fixes the research group in the legal industry to verify some of the conclusions of Western scholars on the mediating effect of professional identity on the relationship between professional mission and employee turnover intention. Furthermore, the mediating mechanism of professional identity is explored, and it is found that the professional identity of knowledge-based employees partially mediates the relationship between professional mission and turnover intention. These conclusions further validate and supplement the international mechanism of the effect of career mission on turnover intention.

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Factors Impacting students learning Outcomes at A Medical College in Zhengzhou City, Henan Province, China

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Abstract

This study consulted domestic and foreign literature on the outcomes of what students learn in college, gotten a handle on the inquire about status at domestic and overseas on the basis of reviewing the literature, found the problems needing further research and determined the research theme of this study. In this study, what factors affect how well students learn, including students' Cognitive Ability, self-efficacy, learning motivation, learning strategies and teachers' behaviors, are studied. Then, the impacting components of students' learning outcomes are determined, and the data are collected using a research tool: questionnaire survey. The results showed that there were a significant relationship between IV(cognitive ability, self-efficacy, learning motivation, learning strategies, teacher behavior) and DV(learning outcomes).

Keywords: Cognitive Ability, Self-efficacy, Learning Motivation, Learning Strategies, Teacher Behavior and Learning Outcomes

Introduction

With the expanding ubiquity of higher instruction in China, the quality of higher education has also attracted people's attention. The learning result of college students is the direct reflection of the teaching effect and teaching quality of specialized courses. In this manner, it is vital to ponder the learning outcomes about of college students.

In this study, what factors affect how well students learn, including students' Cognitive Ability, self-efficacy, learning motivation, learning strategies and teachers' behaviors, are studied.Then, the impacting components of students' learning outcomes are determined, and the data are collected using a research tool: questionnaire survey. Finally, through sorting and analyzing the data, we can understand the basic situation of college students' learning outcomes, and analyze the impacting components of college students' learning outcomes. This study is likely to help college students learn better and improve how well colleges and universities teach.

As for the research methods, this paper mainly adopts questionnaire survey, interview and statistical analysis. The interview method is mainly used after the questionnaire, which is conducive to in-depth exploration of students' deep-seated thoughts and reasons behind the questionnaire results.

The questionnaire survey method studied the existing relevant scales about the variables in the paper, and formed a questionnaire according to the research variables and the research purpose. The IOC of the questionnaire was assessed by 5 experts in the industry, and the project objective consistency index was used to test. Some students majoring in clinical medicine and nursing in a medical college in Zhengzhou, Henan Province, China, conducted a questionnaire survey by means of online distribution, aiming to understand the background information of students, the current situation of learning outcomes, and to study the influencing factors on learning outcomes. Secondly, the interview method is to conduct interviews with some students of clinical medicine and nursing in a medical college in Zhengzhou, Henan Province, China, focusing on the factors affecting the learning outcome and students' learning outcomes, so as to further understand the situation and conduct strategic planing measures. Finally, statistical analysis, this study mainly uses questionnaires as data collection tools, and this study adopts quantitative methods for data collection and analysis. This paper mainly uses SPSS software for data analysis, independent sample T test and variance analysis. Multiple regression analysis was used to explore the specific effects of several variables on learning outcomes. The findings identify significant variables that influence the results, and recommendations for this study are presented in after.

Objective

1. To determine the significance of the causal relationship between cognitive ability and learning outcomes in a medical college in Zhengzhou, Henan Province，China.

2. To determine the significance of the causal relationship between self-efficacy and learning outcomes in a medical college in Zhengzhou, Henan Province，China.

3. To determine the significance of the causal relationship between learning motivation and learning outcomes in a medical college in Zhengzhou, Henan Province，China.

4. To determine the significance of the causal relationship between learning strategies and learning outcomes in a medical college in Zhengzhou, Henan Province，China.

5. In order to determine the significance of the causal relationship between teacher behavior and learning outcomes in a medical college in Zhengzhou, Henan Province，China.

6. In order to assess and analyze the curprent level of cognitive ability，self-efficacy，learning motivation，learning strategies，teacher behavior and learning outcomes in a medical college in Zhengzhou, Henan Province，China.

7. To design and implement appropriate intervention design Implementation (SP) in the following areas: cognitive ability, self-efficacy, learning motivation, learning strategies, teacher behavior to improve student learning outcomes in a medical college in Zhengzhou, Henan Province，China.

8. To determine are there any differences of IV(cognitive ability,self-efficacy,learning motivation, learning strategies,teacher behavior) and DV (learning outcomes) between the current SP and expect SP phases in a medical college in Zhengzhou, Henan Province，China.

Literature Review

Theories Related to the Model

The researchers revised the research conceptual model based on the three core theories, the three research frameworks that apply these theories and the previous research models. The purpose of studying relevant theories is to deduce the application and correlation of variables used in the research results according to the research objectives (Thomas, 2017). The three core research theories used by researchers in the conceptual framework is Bandura(1997)self-efficacy theory. The conceptual framework of the influence of research on students' learning outcomes in higher education has been formed by integrating relevant research theories and relevant literature of previous researchers.

Self-efficacy theory

According to Bandura's self-efficacy theory (1986), self-efficacy can affect individual behavior and environment, and conversely, it will also be affected by individual behavior and environment. On the other hand, individuals who engage in specific tasks and have the ideal environment to achieve goals are more likely to have high self-efficacy (Schunk, 2012).

Bandura(1977) believed that there are four factors affecting individual self-efficacy :(a) mastery experience, (b) surrogate experience, (c) social persuasion, and (d) physiological and emotional states.However, according to Pajares (1996), self-efficacy is not automatically affected by these four factors; Instead, self-efficacy is based on an individual's own understanding and interpretation of these four factors. Therefore, if individuals believe that they have achieved good academic achievements and grades because of their hard work, their sense of academic self-efficacy will increase.Individuals who receive positive feedback (including encouragement) from others tend to have higher self-efficacy than those who receive negative feedback. Finally, physical and emotional states refer to an individual's physical and emotional response when asked to perform a task. If people have a higher level of anxiety, the lower their confidence in completing this particular task, then their self-efficacy in successfully completing the task is likely to be lower (Bandura, 1977).

Self-efficacy works in three ways. First , self-efficacy affect people's behavior choice. Second, self-efficacy decides how hard people will work and how long they will endure within the confront of impediments. Third, self-efficacy affects people's thinking patterns and emotional response patterns (Shen&Liu,2002). Self-efficacy plays an critical part in people's self-regulationa, and self-efficacy is widely studied in various application fields. In education and teaching, self-efficacy theory, as a novel and unique learning motivation theory, plays an important role in improving students' learning results, guSPng teaching practice and teachers' teaching effectiveness (Wang , 2000).

Related literature of Learning Outcomes: Posthuma et al. (2017) 's research model shows that there is a positive correlation between business students' cognitive ability level and learning outcomes,learning outcomes are the outcomes of the learning process.Marantika's (2022) findings suggest that there is a correlation between learning styles, related learning strategies, gender, and learning outcomes.Marantika (2021) showed that metacognitive ability, learner autonomy and learning outcomes were significantly correlated.The research results of Kustyarini (2020) show that active learning methods and strategies have a significant impact on students' learning outcomes. Self-efficacy and emotional intelligence also affect and improve students' learning outcomes.Pham et al. (2020) found that e-learning acceptance and cooperative learning among students have a significant impact on learning outcomes.Studies have found that factors such as teacher-student interaction in class, students' learning motivation, curriculum structure and teachers' own knowledge positively affect students' learning outcomes and student satisfaction (Baber, 2020).The research results of Sulistiyowati and Sumardi (2020) show that, firstly, parents' educational style has a significant impact on students' learning outcomes in history courses; secondly, students' learning interest and motivation have a significant impact on history course learning outcomes.The use of e-learning, the correct and effective use of e-learning methods, students' learning enthusiasm and students' achievement motivation are all considered to be factors that can improve students' learning outcomes (Lao et al., 2021).

Conceptual Framework

The purpose of this study was to study the factors that affect students' learning outcomes in a medical university in Zhengzhou City in China. The researcher use self-efficacy theoretical models and three theoretical frameworks to support and develop the conceptual framework of this study. Research can be represented in structural or conceptual frameworks (Clark & Ivankova, 2016). A conceptual frame is characterized as a graphical shape that speaks to the relationship between all factors within the ponder (Cooper & Schindler, 2014). Researchers mainly develop their own conceptual framework on the basis of previous research frameworks, so there is a connection between the previous research frameworks and conceptual frameworks (Clark & Ivankova, 2016).

Therefore, the conceptual framework of this study is constructed with the support of existing theories and previous empirical studies. The conceptual framework describes all the variables used in this study. The conceptual framework in Figure 3 shows the causal relationship between variables and aims to study and analyze the various factors that influence the learning outcomes of students in a medical college in Zhengzhou.

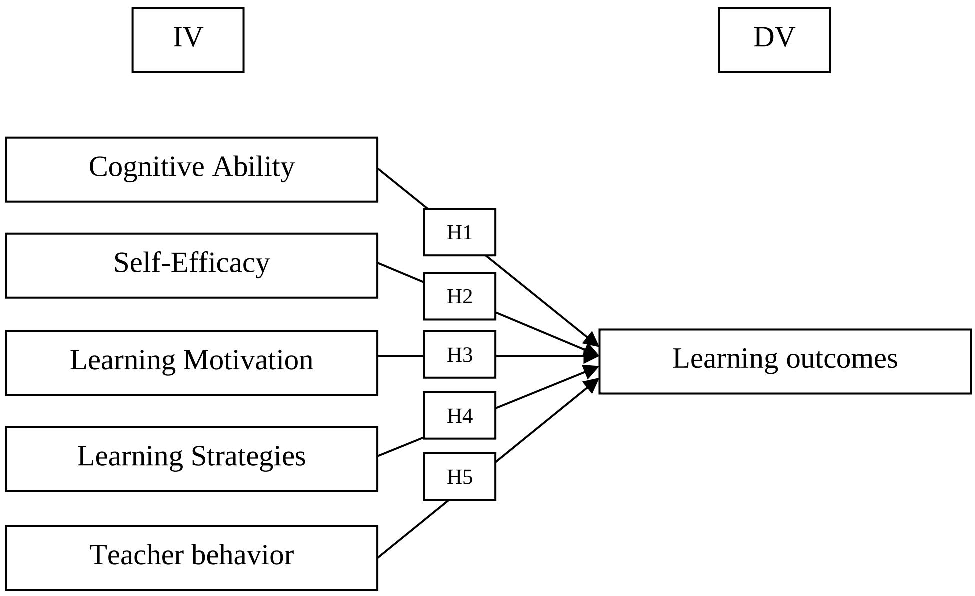

Figure 1: The Conceptual Framework of “Factors impacting students learning outcomes at a medical college in Zhengzhou, China”
Note: Created by author.

Research Methodology

This section details the various stages of action research. In this study, a mixed method was adopted. Use qualitative methods first, choosing tools such as observations and interviews. Through the literature review of the previous chapter, the previous research has given us many important implications. On the basis of literature analysis, this chapter will specifically elaborate the research methods of this study and related data collection and processing methods. Because quantitative research based on data seems to be a better way, by analyzing the data we can explain the problem and prove the possible connection. In addition, quantitative research has the characteristics of objectivity, standardization and controllability. Utilize Survey Star's research application as a tool to collect data for quantitative research.

In arrange to guarantee the unwavering quality and scientificity of the study, the variables are processed in this chapter and the results of reliability analysis are reported.After reliability tests, questionnaires were distributed to 180 students as respondents in order to test the relationship between independent and dependent variables. The results of SPSS multiple linear regression were used to determine the framework and hypothesis for the next step. Once the conceptual framework is confirmed, SP measures based on independent variables can be designed and the final assumptions confirmed. The detailed design scheme of the intervention will be presented in the next chapter, with 30 students selected from the sample population for the SP measures.The SP measures lasted 16 weeks, and the detailed design scheme is described in this Chapter. Participants enter the process of change. The expect SP stage was followed by the intervention, and the results of the SP stage were evaluated by the combination of qualitative and quantitative methods. Part of the questionnaire was sent out again, and observation and interview were conducted again. Qualitative and quantitative data were analyzed and compared to demonstrate the effectiveness of SP measures.

Research Finding

Empirical Results and Data Analysis

There are 8 research questions in this study, and the following content will give the answers to the research questions.Research questions 1-5 are about "Do students' cognitive ability, self-efficacy, learning motivation, learning strategies, and teacher behavior significantly impact learning outcomes?"

So, after testing for reliability and validity, the researchers sent questionnaires to 180 students. MLR results show that students' cognitive ability, self-efficacy, learning motivation, learning strategies and teacher behavior significantly impact learning outcomes.

Research question 6 was about “What is the current level of IV(cognitive ability,self-efficacy,learning motivation, learning strategies,teacher behavior) and DV(learning outcomes)?”,Questionnaires were filled out by 30 participants and all items were measured using a 5-Likert scale. It contains 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5 = strongly agree. Through descriptive statistics, including mean (M) and standard deviation (SD), the results show that the current level are as follows, IV:Cognitive ability (6 items),M=3.72, SD=0.559; self-efficacy (7 items),M=3.7, SD=0.525; learning motivation (8 items),M=3.65, SD=0.653; learning strategy (9 items),M=3.7,SD=0.662; teacher behavior (9 items),M=3.89, SD=0.536, and DV:learning outcomes (7 items),M=3.87, SD=0.622.

Table 1: Respondents Profile by Gender

Gender	Frequency	Percentage	Valid Percent	Cumulative
Female	15	50.0	50.0	50.0
Male	15	50.0	50.0	50.0
Total	30	100.00	100.00	

Note: Created by the author.

Table 2: Descriptive Analysis of Measurement Scales in Current SP

Constructs	Items	Mean	Std. Deviation
Cognitive Ability		3.72	0.559
	CA1	3.70	0.877
	CA2	3.90	0.662
	CA3	3.83	0.531
	CA4	3.57	0.971
	CA5	3.43	1.073
	CA6	3.90	0.803
Self-efficacy		3.70	0.525
	SE1	3.80	0.805
	SE2	3.63	0.765
	SE3	3.53	0.900
	SE4	3.50	0.777
	SE5	3.83	0.747
	SE6	3.97	0.890
	SE7	3.60	0.855
Learning Motivation		3.65	0.653
	LM1	3.50	1.009
	LM2	3.77	0.679
	LM3	3.63	0.928
	LM4	3.73	0.828
	LM5	3.70	1.088
	LM6	3.67	0.884
	LM7	3.60	1.037
	LM8	3.63	0.999
Learning Strategies		3.70	0.662
	LS1	3.97	0.718
	LS2	3.50	0.974
	LS3	3.83	0.747
	LS4	3.50	1.009
	LS5	3.67	1.124

Constructs	Items	Mean	Std. Deviation
	LS6	3.73	1.015
	LS7	3.67	1.155
	LS8	3.70	1.022
	LS9	3.73	1.112
Teacher Behavior		3.89	0.536
	TB1	3.60	0.932
	TB2	3.83	0.913
	TB3	4.07	0.640
	TB4	3.90	0.759
	TB5	3.97	0.669
	TB6	3.97	0.765
	TB7	3.97	0.809
	TB8	3.80	0.887
	TB9	3.93	0.944
Learning Outcomes		3.79	0.622
	LO1	3.87	0.681
	LO2	3.90	0.923
	LO3	3.77	0.858
	LO4	3.63	0.765
	LO5	3.83	0.834
	LO6	3.80	0.761
	LO7	3.73	1.048

Note: Created by the author.

Research question 7 was about "What is the appropriate Strategic plan (SP) on IV(cognitive ability,self-efficacy,learning motivation, learning strategies,teacher behavior) to improve DV(learning outcomes)?".Based on previous studies, the researchers designed the methods of the clinical medicine knowledge contest and the mannequin anatomy knowledge contest to stimulate students' cognitive interest in the major, let students realize the role that the major can produce, and then improve students' cognitive ability, self-efficacy and learning motivation. The learning strategies presented by the group are designed to stimulate students' interest in learning, enhance students' conscious initiative in learning, and promote and improve learning strategies. The researchers designed two 90-minute teacher-concept training sessions to optimize and improve teacher behavior.

Research question 8 was about " Are there any differences of IV(cognitive ability, self-efficacy, learning motivation, learning strategies,teacher behavior) and DV(learning outcomes) between the current SP and expect SP phases?".According to 4.5,Cognitive ability between current SP (M=3.72, SD=0.559) and expect SP (M=4.37, SD=0.268) ; Self-efficacy between current SP (M=3.7, SD=0.525) and expect SP (M=4.36, SD=0.316) ; Learning motivation between current SP (M=3.65, SD=0.653) and expect SP (M=4.38, SD=0.37) Learning strategies between current SP (M=3.7, SD=0.662) and expect SP (M=4.3, SD=0.447) ;Teacher behavior between current SP (M=3.89, SD=0.536) and expect SP (M=4.6, SD=0.389)

;Learning outcomes between current SP (M=3.87, SD=0.622) and expect SP (M=4.52, SD=0.334) ,so there had any differences of IV(cognitive ability, self-efficacy, learning motivation, learning strategies, teacher behavior) and DV(learning outcomes) between the current SP and expect SP phases.

Table 3: Descriptive Analysis of Measurement Scales in Expect SP

Constructs	Items	Mean	Std. Deviation
Cognitive Ability		4.37	0.268
	CA1	4.13	0.507
	CA2	4.37	0.669
	CA3	4.53	0.571
	CA4	4.30	0.596
	CA5	4.50	0.630
	CA6	4.37	0.615
Self-efficacy		4.36	0.316
	SE1	4.47	0.629
	SE2	4.13	0.730
	SE3	4.43	0.568
	SE4	4.13	0.730
	SE5	4.40	0.498
	SE6	4.53	0.571
	SE7	4.40	0.563
Learning Motivation		4.38	0.370
	LM1	4.33	0.802
	LM2	4.53	0.629
	LM3	4.37	0.669
	LM4	4.27	0.828
	LM5	4.30	0.750
	LM6	4.30	0.651
	LM7	4.50	0.630
	LM8	4.38	0.370
Learning Strategies		4.30	0.447
	LS1	4.27	0.691
	LS2	4.23	0.774
	LS3	4.20	0.847
	LS4	4.20	0.761
	LS5	4.50	0.509
	LS6	4.33	0.661
	LS7	4.40	0.724
	LS8	4.37	0.809
	LS9	4.17	0.986

Constructs	Items	Mean	Std. Deviation
Teacher Behavior		4.60	0.389
	TB1	4.43	0.728
	TB2	4.63	0.615
	TB3	4.80	0.484
	TB4	4.70	0.466
	TB5	4.70	0.466
	TB6	4.63	0.556
	TB7	4.50	0.630
	TB8	4.40	0.724
	TB9	4.57	0.626
Learning Outcomes		4.52	0.334
	LO1	4.43	0.774
	LO2	4.67	0.479
	LO3	4.57	0.626
	LO4	4.43	0.679
	LO5	4.47	0.629
	LO6	4.50	0.630
	LO7	4.57	0.626

Note: Created by the author.

The next part shows the paired sample T-test results in current SP and expect SP for each variable, revealing whether SP intervention is effective.

Table 4: Paired Samples T-Test of Cognitive ability

Variables		N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Current-CA	30	3.72	0.559	-6.28	29.0	<.001
	Expect-CA	30	4.37	0.268			

Note: Created by the author.

From table 4.4, there was a significant difference in Cognitive ability between current SP (M=3.72, SD=0.559) and expect SP (M=4.37, SD=0.268) condition; t (29) =-6.28, p <.001 and the mean difference was -0.644.

Table 5: Paired Samples T-Test of Self-efficacy

Variables		N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Current-SE	30	3.70	0.525	-6.45	29.0	<.001
	Expect-SE	30	0.36	0.316			

Note: Created by the author.

From table 4.5, there was a significant difference in Self-efficacy between current SP (M=3.7, SD=0.525) and expect SP (M=4.36, SD=0.316) condition; t (29) =-6.45, p <.001 and the mean difference was -0.662.

Table 6: Paired Samples T-Test of Learning motivation

Variables		N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Current-LM	30	3.65	0.653	-5.42	29.0	<.001
	Expect-LM	30	4.38	0.370			

Note: Created by the author.

From table 4.6, there was a significant difference in Learning motivation between current SP (M=3.65, SD=0.653) and expect SP (M=4.38, SD=0.37) condition; t (29) =-5.42, p <.001 and the mean difference was -0.721.

Table 7: Paired Samples T-Test of Learning strategies

Variables		N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Current-LS	30	3.70	0.662	-4.69	29.0	<.001
	Expect-LS	30	4.30	0.447			

Note: Created by the author.

From table 4.7, there was a significant difference in Learning strategies between current SP (M=3.7, SD=0.662) and expect SP (M=4.3, SD=0.447) condition; t (29) =-4.69, p <.001 and the mean difference was -0.596.

Table 8: Paired Samples T-Test of Teacher behavior

Variables		N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Current-TB	30	3.89	0.536	-5.47	29.0	<.001
	Expect-TB	30	4.60	0.389			

Note: Created by the author.

From table 4.8, there was a significant difference in Teacher behavior between current SP (M=3.89, SD=0.536) and expect SP (M=4.6, SD=0.389) condition; t (29) =-5.47, p <.001 and the mean difference was -0.704.

Table 9: Paired Samples T-Test of Learning outcomes

Variables		N	Mean	Std. Deviation	t-value	df	p-value
Pair 1	Current-LO	30	3.79	0.622	-5.72	29.0	<.001
	Expect-LO	30	4.52	0.334			

Note: Created by the author.

From table 4.9, there was a significant difference in Learning outcomes between current SP (M=3.87, SD=0.622) and expect SP (M=4.52, SD=0.334) condition; t (29) =-5.72, p <.001 and the mean difference was -0.729.

In summary, the above quantitative indicate that there were significant differences between current SP and expect SP stages on students' cognitive ability, self-efficacy, learning motivation, learning strategies and teacher behavior and learning outcomes.

Discussion/Conclusion

Here, the author summarizes and discusses the benefits and challenges of SP interventions based on the results of SP interventions and surveys.

Benefits of SP Interventions

About clinical medical knowledge answer contest and human model anatomy knowledge answer contest are carried out to form an organic knowledge and skill network with the curriculum as the carrier. Change the traditional "teacher as the main body" infusing teaching mode, through these activities, further promote the reform of classroom teaching methods and assessment and evaluation mechanism, mobilize students' enthusiasm and initiative in learning, and create an external environment to enhance learning motivation (Guo et al.,2023). Clinical medical knowledge answer contest and human model anatomy knowledge answer contest activities among students help students to form the overall learning goal. The overall goal can give full play to students' subjective initiative, so the student-centered teaching concept is easy to achieve.

Students' performance in knowledge competition also prompts teachers to think about and improve problems existing in daily teaching, thus improving students' learning outcomes and teaching effects (Yan et al., 2013).

In addition, according to the research of Chen (2005), it can enhance the sense of teamwork and collective honor, because the accuracy rate of each student's answer is directly related to the overall score of his or her team, and some questions need to be discussed by the team to get the final answer. Therefore, knowledge competition is a channel for students to give full play to their talents. Through the display and improvement of students' talents, they can support the development of the group and improve the group cooperation and communication skills.

About training programs on teachers', in the research conducted by Wang and Yu (2019), teachers were organized to participate in the teaching concept training activities of the university, which stimulated teachers' love for teaching, made them understand the advanced teaching culture and teaching concept of Peking University, mastered effective teaching methods, and were capable of university classroom teaching. To promote the improvement of curriculum teaching quality by improving teachers' teaching concept and teaching ability, and then support the strategic objectives of teaching reform and talent training.According to the research of Wang (2017), most of the participants in the training course have gained growth, they communicate with experts and peers and learn from each other in 11 days, and their thoughts are greatly influenced, both in terms of conceptual update and theoretical improvement; There is also the growth of teaching skills, but also the precipitation of educational concepts. It also lays a foundation for improving teachers' teaching ability.

Challenges of SP Interventions

About clinical medical knowledge answer contest and human model anatomy knowledge answer contest,

About training programs on teachers', Zhou (2021) pointed out in their paper that the challenge and reflection of teacher concept training is how to deal with the relationship between teaching and scientific research from the perspective of basic concept and top-level design. In reality, it is an objective existence that universities place more emphasis on scientific research than on teaching. In the professional development of young teachers, scientific research achievements often become a decisive indicator, affecting their core needs and pursuits such as professional title promotion, awards and selection of advanced workers, and improvement of life, while teaching ability and level have little support for the growth and development of young teachers.

Suggestion

On the basis of the summary, findings, discussions and conclusions of this study, the researcher propose suggestions to help improve student learning outcomes at the students, teachers, school and future researchers levels.

Actively shaping excellent campus culture and developing a good learning atmosphere for students

Learning atmosphere is one of the external factors of learning motivation (Sadia et al., 2010). Ling (2019) showed that teacher factors and teaching environment in the environment of students in higher vocational colleges would have an impact on their learning motivation.

Develop and implement learner-centered strategies

Here, four learner-centered strategies were recommended.

First of all, Hybrid teaching is a teaching method that combines online digital online education with offline classroom teaching, emphasizing student-centered teaching and giving full play to the enthusiasm, initiative and creativity of students as learning subjects (Wei , 2019). The second, PBL (problem-based Learning) is a student-centered teaching model that fosters their ability to build knowledge, solve problems, and stimulate student learning through intrinsic motivation. It is based on cognitive psychology and falls under the category of Piaget's constructivist learning theory (Jin & Sun, 2011). The role of the teacher is to facilitate the learning process, not to provide knowledge. At this time, the role of teachers is the facilitator of students' autonomous learning.Third, interactive teaching, the interactive classroom is understood as a community of learning between teachers and students. Its essence is to build a new student-centered classroom teaching life world on the basis of criticizing the teacher-centered classroom teaching mode. Fourth, self-directed learning is a learning method that students learn from their own masters. It includes the horizontal elements of learning driven by oneself, learning capacity chosen by oneself, learning strategies adjusted by oneself, learning time managed by oneself, and the whole longitudinal process of learning (Jin, 2005).

Introduce more diversified forms of teacher training program activities

At present, the teacher training process has various forms of interactive participation, including discussion, participation, interaction, group cooperation, observation, discussion, etc. (Zhou, 2017). In addition, teacher training programs should strengthen training standards and norms and move closer to the international level. Seidel et al. (2015) analyzed and studied the practices and experiences of teaching and learning teacher training centers in colleges and universities and constantly improved the internationalization level of the design and implementation of teacher training programs to make them conform to the latest academic concepts of teacher teaching ability development in the world, also actively cooperating with international teacher development associations or institutions.

Recommendations for universities and education administrators

It is suggested that education administrators introduce OBE (Outcome based education) educational concept into schools and promote it. Locke (2016) believes that this concept is a construction concept of the curriculum system carried out by taking the results as the goal orientation, taking the students as the foundation and using the reverse thinking mode. When applying the OBE education concept, it is necessary to clarify the learning outcome, which is not only the end of the concept, but also the starting point.

Recommendations for the future researchers

The results of this study will be useful to future researchers working on the same topic. Because this study was limited to one department at a vocational medical college in Henan, China, the findings may not be representative of all students at that university. Therefore, the researchers suggest that future researchers in this subject should try to expand the sample scope to include students from different professional institutions, including vocational and technical colleges and undergraduate colleges.

While different schools will have different data and results, it is recommended that future researchers try a more diverse set of studies. More research is also needed to test the factors influencing student learning outcomes in other Chinese institutions of higher learning, and the results may have important contributions to the quality of management and talent development in Chinese institutions of higher learning.

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The Study of The Impact of Organizational Culture and Innovation Strategy on Business Performance of Enterprises

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Abstract

This study constructed a core conceptual framework by introducing the following demographic variables of gender and age with organizational culture, innovation strategy and business performance as variables. Attempting to analyze the differences in the mean values of the respondents' perceptions of the demographic variable groupings in each variable of organizational culture, innovation strategy and business performance and the influence of the independent variables on the dependent variables, this study proposes research hypotheses and takes the case of the working employees of Company A. In the overall of the study of the working employees, a survey and research is carried out by using the snowball sampling method, a total of 450 questionnaires are distributed in the study, and by using the snowball sampling method Questionnaires were distributed and 400 questionnaires were returned, of which 389 were valid.

This study finds the specific embodiment of the company's organizational culture, innovation strategy, etc. in the subsequent development and change of the actual business performance. This study provides a reference basis for subsequent research by scholars, discusses the improvement and enhancement of future corporate management methods, and provides an outlook and suggestions for future related research.

Keywords: Organizational Culture, Innovation Strategy, Business Performance

Introduction

Organizational culture, innovation strategy and business performance have been attracting much attention from scholars and practitioners as key topics in the field of organizational management and strategy research. Organizational culture encompasses the values, beliefs, norms, and behavioral patterns shared within an organization, and its influence is not limited to internal operations, but also extends to external stakeholders. Innovation strategy, on the other hand, is a strategic tool for organizations to differentiate themselves in a competitive marketplace and aims to drive the development of new ideas, products and services. Business performance, as a measure of an organization's success in achieving its strategic goals, typically includes a number of financial, market, and organizational dimensions.

Studying the relationship between organizational culture, innovation strategy and business performance has important theoretical and practical value. First, organizational culture is considered to be a core element of an organization that shapes its characteristics and competitive advantage. However, research has shown that culture can be a barrier to organizational innovation and performance, especially when there is a conflict between culture and innovation strategy. Innovation strategies are seen as key to gaining competitive advantage, but their successful implementation is constrained by organizational culture. In addition, business performance, which is the ultimate expression of organizational success, is influenced by both organizational culture and innovation strategy.

Examining the depth of the relationship between these three elements is critical to addressing the core issues in organizational management and strategy development. For example, organizational leaders need to understand how to promote innovation by shaping and managing organizational culture to achieve higher business performance. At the same time, they need to determine which innovation strategies are best suited to their culture to enhance performance. Understanding the relationship between organizational culture, innovation strategy, and performance can help companies develop more competitive strategies to adapt to changing market conditions.

However, despite the large body of literature on these topics, there are inconsistencies in the findings as well as unresolved issues. Some studies have found a positive relationship between organizational culture and innovation strategy, whereby a positive organizational culture contributes to the successful implementation of innovation strategies, thereby improving business performance (Denison, 2020; O'Reilly & Chatman, 2019). However, other studies point out that there may be a conflict between culture and strategy, and that culture may act as a constraint on innovation strategy, thereby affecting performance (Cameron & Quinn, 2018; Jansen et al., 2021).

In addition, the literature points out that different types of culture and innovation strategies may have different impacts. For example, cultures that emphasize stability and consistency may be less suited to support exploratory innovation, while cultures that emphasize innovation and flexibility may be more conducive to this type of innovation (O'Reilly & Chatman, 2019). Similarly, different types of innovation strategies, such as open and closed innovation, may require different cultural support (Chesbrough, 2019).

Given these complexities and inconsistencies, this study aims to delve into the relationship between organizational culture, innovation strategies, and business performance. By using Company A as a case study, we will attempt to answer the following questions: 1) How does Company A's organizational culture affect the selection and implementation of its innovation strategy? 2) How does Company A's innovation strategy affect its business performance? and 3) Does organizational culture moderate the relationship between innovation strategy and business performance?

The answers to these questions will help enrich the understanding of the complex relationships among organizational culture, innovation strategy, and business performance, and provide practical guidance for organizational management and strategy formulation. In the next sections, we will detail the research methodology, data analysis, and findings to answer these questions more fully.

Objective

The purpose of the study is to define the ultimate goal and expected outcome of the study, which is of key importance for the importance and practical application of scientific research. In this study, we will explore in detail the primary and secondary aims of the study and the motivations behind these aims.

1. Primary research aims

Primary Research Purpose: The primary purpose of this study is to investigate, in the context of Company A, how organizational culture influences the selection and implementation of innovation strategies and how this influence further affects the business performance of the firm. We aim to gain insights into the complex relationship between organizational culture, innovation strategy and business performance, and to provide practical guidance for organizational management and strategy formulation. The motivation behind this primary research objective lies in the recognition that in today's competitive business environment, organizations need to be able to innovate in order to maintain a competitive advantage. However, the successful implementation of innovation does not only depend on the choice of strategy but is also influenced by organizational culture. Through an in-depth study of Company A, we hope to reveal how organizational culture shapes the choice and implementation of innovation strategies and ultimately affects the business performance of the firm. This will help organizational leaders better understand how to manage and shape culture to drive innovation and improve performance.

2. Secondary research objectives

In achieving the primary research objective, we will also pursue the following secondary research objectives:

Secondary Research Aim 1: This study aims to investigate whether there are differences in the organizational culture requirements for different types of innovation strategies and whether the organizational culture of Company A matches the innovation strategies it adopts. This will help us to understand whether organizational culture requires different traits under different innovation strategies to better support innovation activities. The motivation behind the purpose of this secondary research is to recognize that different types of innovation strategies may require different types of cultural support. For example, exploratory innovation may require a more open and flexible culture, while incremental innovation may require a more stable and consistent culture. By studying the case of Company A, we hope to provide practical advice on how to match culture and strategy so that organizations can better select and align their innovation strategies.

Secondary Research Objective 2: This study also aims to examine whether organizational culture moderates the relationship between innovation strategy and business performance. The impact of different types of organizational culture on the relationship between innovation strategy and business performance will be examined to determine whether culture enhances or diminishes the impact of innovation strategy on business performance. The motivation for this secondary research objective is to understand whether culture plays a moderating role in the implementation of innovation strategies. We want to understand whether different types of organizational cultures have different impacts on the successful implementation of innovation strategies and business performance. This will help organizations to better leverage culture to optimize their innovation strategies to achieve higher business performance.

3. Motivation behind the purpose of the study

The motivation behind the purpose of the study is to address key issues in practical management and strategy development. First of all, organizational culture and innovation strategy are considered as key elements for organizational success. By delving into the relationship between them, we can provide organizational leaders with practical advice on how to manage and shape culture to support innovation. Second, different types of innovation strategies require different types of cultural support. Therefore, understanding the match between culture and strategy is critical for strategy development. Our research will provide insights on how to match culture and strategy to help organizations better select and align their innovation strategies.

Literature Review

1. Relationship between organizational culture and enterprise performance

Organizational culture is a core element of a firm and has a profound impact on firm performance and success. The purpose of this section is to explore the strong link between organizational culture and firm performance, analyzing it based on literature perspectives and research findings to deepen the understanding of this relationship.

Definition and Elements of Organizational Culture

First, the definition and elements of organizational culture are reviewed. Organizational culture refers to the values, beliefs, habits, and behaviors shared within a firm. Its elements include:

Shared Values: Organizational culture is usually based on shared values and beliefs, covering such things as commitment to customer service, employee satisfaction, and innovation.

Habits and Behaviors: Organizational culture also includes habits and behaviors that employees demonstrate in their daily work, such as teamwork, communication styles, and problem-solving approaches.

Leadership styles: Leaders play a key role in shaping organizational culture, and their leadership styles and behaviors have a profound impact on the overall organizational culture.

The relationship between organizational culture and business performance

The relationship between organizational culture and business performance has been the focus of research. Insights and findings in the literature suggest that organizational culture has a multifaceted impact on business performance:

Employee engagement and satisfaction: a positive organizational culture encourages employee engagement and focuses on employee needs, which increases employee satisfaction and motivates employees to contribute to the firm, and is associated with high performance.

Innovation and Adaptability: An open and innovative organizational culture helps companies to better adapt to changes in the market and technological environment. This culture stimulates employee creativity and helps organizations develop new products, services, and business models to improve performance.

Customer Relationships: Organizational culture also affects relationships with customers. If the culture emphasizes customer satisfaction and caring for customer needs, the organization is more likely to build a loyal customer base and improve sales and performance.

Leadership Effectiveness: Leadership plays a key role in shaping organizational culture. Research shows that effective leaders can build a positive organizational culture that motivates employees to achieve high performance. The values and behaviors of leaders have a profound impact on employee performance and performance.

Sustainability: Organizational culture is closely linked to business sustainability. If the culture emphasizes social responsibility, sustainability and ethical behavior, the enterprise is more likely to perform well in the long run and earn the trust of society.

2. Relationship between innovation strategy and firm performance

Innovation strategy plays a key role in firm performance, and its formulation and implementation are crucial for firms to succeed in highly competitive markets. This section aims to explore the close relationship between innovation strategy and firm performance, drawing on insights and findings from the literature to analyze this relationship in depth.

Definition and Types of Innovation Strategies

First, the definition and types of innovation strategies are reviewed. Innovation strategy refers to a firm's plan to achieve long-term competitive advantage by creating new products, services, processes, or business models to meet market needs. Innovation strategies include the following types:

Product innovation strategies: to meet customer needs and improve market competitiveness by developing new products or improving existing products.

Process Innovation Strategy: To achieve competitive advantage by improving internal operational processes, increasing efficiency and reducing costs.

Service Innovation Strategy: Attract customers and increase market share by providing novel customer service and support.

Business Model Innovation Strategy: Create new profit opportunities by reimagining the business model to break the traditional industry paradigm.

Relationship between Innovation Strategy and Firm Performance

There is a strong association between innovation strategy and firm performance. Insights and findings from the literature reveal how innovation strategies affect firm performance:

Market competitiveness: innovation strategies help firms to remain competitive in the marketplace by attracting new customers, retaining existing customers, and increasing market share, thereby increasing revenues and profits.

Cost-effectiveness: Process innovation strategies improve firms' efficiency and reduce costs. Measures such as automation, production process optimization and waste reduction directly improve the profitability of the business.

Customer satisfaction: Innovation strategies improve customer experience and satisfaction. Offering novel products or services allows firms to better meet customer needs, build a loyal customer base, and improve customer retention.

Long-term Competitive Advantage: Innovation strategies help firms achieve long-term competitive advantage by enabling them to adapt to market changes, technological advances, and the challenges of new competitors.

Financial performance: Studies have shown that firms that implement an innovation strategy typically perform better in terms of financial performance, including revenue growth, increased profits, and improved shareholder returns.

3. Integration of organizational culture, innovation strategy and firm performance

The relationship between organizational culture, innovation strategy and firm performance is intricate, and understanding how to integrate these elements is critical to firm success. This section aims to explore how organizational culture, innovation strategy and firm performance can be integrated, citing insights and findings from the literature to support this understanding of integration.

Review of the relationship between organizational culture, innovation strategy and firm performance

First, the relationships discussed in the previous section are reviewed:

Organizational culture is the shared values, beliefs, habits, and behaviors within a firm that influence employees' attitudes and behaviors.

Innovation strategy is a firm's plan to achieve long-term competitive advantage by creating new products, services, processes, or business models to meet market needs.

Business performance is how well a business performs in achieving its strategic and operational goals, and is usually measured through financial and non-financial indicators.

Integrating Organizational Culture and Innovation Strategy

Integrating organizational culture with innovation strategy can help firms achieve better performance. Here are some ideas and research findings that illustrate how to effectively integrate these two elements:

Culture supports innovation: A positive organizational culture encourages employees to come up with new ideas, engage in innovation, and embrace change, driving the execution of the innovation strategy.

Alignment of culture with innovation values: Organizational culture should be aligned with the values of the innovation strategy, emphasizing innovation, risk-taking and experimentation to ensure that the culture is aligned with the strategic direction.

Leadership role modeling: Leaders play a key role in integrating organizational culture and innovation strategy. Their behavior and decision-making should be aligned with innovation, communicating the importance of innovation to employees.

Integrating Innovation Strategy and Business Performance

Integrating innovation strategy and firm performance is key to ensuring that innovation strategies are successfully executed and produce measurable results. Below are some ideas and research findings that illustrate how to effectively integrate these two elements:

Objectives and performance metrics: The innovation strategy should be aligned with clearly defined performance objectives and metrics, including sales growth, market share gains, and pace of new product releases.

Performance Measurement and Monitoring: Companies should establish an effective performance measurement and monitoring system, using key performance indicators (KPIs) and regular reports to evaluate the implementation of the innovation strategy.

Feedback and Adjustment: Enterprises should adjust their innovation strategies based on performance data and take timely measures to ensure the realization of strategic goals.

Integrating the combined effects of culture, innovation strategy and performance

Integrating organizational culture, innovation strategy and business performance can bring multiple effects:

Employee Engagement and Satisfaction: Positive culture and innovation strategies encourage employee engagement and increase employee satisfaction, leading to improved performance.

Innovation capability: The integration of culture and innovation strategy helps to improve the innovation capability of the organization, accelerating new product development and market launch.

Long-term Competitive Advantage: Integration helps companies achieve long-term competitive advantage by giving them the flexibility to adapt to changes in the marketplace.

Financial performance: This integration ultimately improves the financial performance of the organization, including revenue growth, higher profits and increased shareholder value.

Research Methodology

1. Descriptive statistical analysis

Descriptive statistical analysis is the first step in the study and aims to provide an initial overview and summary of the data collected. This method of analysis is intended to help us gain insight into the distributional characteristics, concentration trends, and degree of dispersion of the data, which provides the basis for subsequent inferential statistical analysis.

Data Cleaning and Preparation

Prior to descriptive statistical analysis, the collected data must be carefully cleaned and prepared. This includes steps such as missing value treatment, outlier treatment and data standardization to ensure the accuracy and credibility of the analysis results.

Measurement of Concentration Trend

Commonly used measures of centralized trends in descriptive statistical analysis include metrics such as the mean (average), median, and plurality. The mean represents the average level of the data, the median represents the middle of the data, and the plurality represents the value that occurs most frequently in the data. By comparing these metrics, we are able to gain a deeper understanding of the distributional characteristics of the data.

Measures of Dispersion

In addition to centralized trends, descriptive statistical analysis also focuses on the degree of dispersion of the data. Indicators used to measure data dispersion include range, variance, standard deviation, and interquartile spacing. These metrics can reveal the degree of variability in the data and help us understand the stability and consistency of the data.

Visualization of Distributional Characteristics

In addition to numerical metrics, we can also use graphical tools such as histograms, box-and-line plots, and scatter plots to visualize the distributional characteristics of data. Histograms can show the shape of the data distribution, box plots can show the median, quartiles and outliers, and scatter plots are used to observe the relationship between two variables. With these graphical tools, we are able to visualize the characteristics of the data in a more intuitive way.

In the descriptive statistical analysis stage, we will use statistical software (e.g., SPSS, R, or the pandas library in Python) to process and analyze the data to ensure the accuracy and reliability of the analysis results.

2. Correlation analysis

Correlation analysis is a commonly used statistical method to assess the relationship between two or more variables. In this study, we will use correlation analysis to explore the associative relationship between organizational culture, innovation strategy and business performance. We will use Pearson's correlation coefficient, which is a measure of linear correlation between two continuous variables. The correlation coefficient takes values between

-1 and 1, with -1 indicating a perfect negative correlation, 1 indicating a perfect positive correlation, and 0 indicating no correlation.

Steps of Correlation Analysis

In performing correlation analysis, we will follow the following steps:

a. Data preparation: first, make sure that the preparation of the data has been completed, including the cleaning of the data, dealing with missing values, outliers and so on.

b. Variable selection: Select the variables that need to be analyzed for correlation analysis, i.e., organizational culture, innovation strategy and business performance indicators.

c. Calculation of correlation coefficient: Use Pearson's correlation coefficient to calculate the correlation between variables.

d. Interpretation of correlation analysis results: Interpret the correlation between variables according to the value of the correlation coefficient. A correlation coefficient close to 1 indicates that there is a strong positive correlation between the two variables; close to -1 indicates that there is a strong negative correlation; and close to 0 indicates that there is a weak or no correlation between the two variables.

Interpretation of results and practical significance

The correlation analysis will lead us to the correlation between organizational culture and innovation strategy, the correlation between innovation strategy and business performance, and the correlation between organizational culture and business performance. These results will help us understand the degree of correlation between these factors and provide a basis for subsequent regression analysis.

3. Regression analysis

Regression analysis is a statistical method used to explore the relationship between variables. In this study, we will use regression analysis to gain insights into the extent to which organizational culture and innovation strategies affect business performance and to control for other factors that may affect the results in order to build a more accurate and reliable model.

Basic Concepts of Regression Analysis

Regression analysis builds a mathematical model based on the relationship between one or more independent variables (independent variables) and a dependent variable (dependent variables). In this study, the independent variables include organizational culture and innovation strategy, and the dependent variables are the business performance indicators of the company, such as net profit margin and market share. Regression analysis will help us to understand the relationship between these variables and predict how a particular variable changes in response to changes in other variables.

Multiple regression analysis

We will use multiple regression analysis to consider the effect of multiple independent variables on the dependent variable. Multiple regression analysis is able to better model the reality because business performance is influenced by numerous factors, not just organizational culture and innovation strategy.

Establishment of regression equations

In conducting regression analysis, we will establish a regression equation which mathematically represents the relationship between the independent and dependent variables. The establishment of the regression equation requires taking into account the linear relationship between the variables and estimating the regression coefficients through the least squares method. The establishment of the regression equation will allow us to quantify the extent to which organizational culture and innovation strategy affect business performance while controlling for other possible interfering factors.

Model Testing and Interpretation

After building the regression model, we will conduct various statistical tests such as F-test and t-test to assess the model fit and the significance of the regression coefficients. In addition, we will use residual analysis to check the suitability of the model and to ensure that the model meets the underlying assumptions of the regression analysis.

The regression analysis will enable us to derive the extent to which organizational culture and innovation strategy influence business performance and to determine which factors have a more significant impact on business performance. This will provide practical recommendations for business management and provide strong support for future strategy development.

Research Finding

1. Positive impact of innovation strategy on business performance

The results of the study clearly show that innovation strategy has a significant positive impact in the practice of Company A. The implementation of innovation strategy not only improves the quality of products and services, but also expands the market share and improves the competitiveness of the enterprise. The positive impact of innovation strategy is reflected in several aspects, including product innovation, market innovation and management innovation. By introducing new products and services, firms meet the changing needs of their customers and increase customer satisfaction, which leads to an increase in sales. In addition, in terms of market innovation, the innovation strategy enables enterprises to gain a better insight into market demand, flexibly adjust product positioning, adapt to market changes and maintain competitive advantages. In terms of management innovation, the introduction of innovation strategy improves the internal management system of the enterprise, increases productivity, reduces costs, and further increases the economic efficiency of the enterprise. These findings deepen the understanding of the key role of innovation strategy in business operations.

2. positive association between organizational culture and innovation strategy

This study found a significant positive association between organizational culture and innovation strategy in Company A's practice. As a soft power within the firm, organizational culture plays a positive role in promoting the formulation and implementation of innovation strategy. The organizational culture of Company A emphasizes teamwork, encourages employees to innovate and learn, and focuses on their personal development. This positive organizational culture provides a good internal environment for the implementation of innovation strategy. Under the influence of this cultural atmosphere, employees are more likely to come up with new ideas and dare to try new methods, which provides a constant impetus for the company's innovation strategy. At the same time, the organizational culture also stimulates the teamwork spirit of employees, and the cooperation and knowledge sharing among different teams promotes the cross-sectoral implementation of the innovation strategy. This benign interaction between culture and innovation strategy makes Company A always maintain its innovation vitality in the market competition.

3. Organizational culture enhances the degree of influence on organizational business performance under the influence of innovation strategy

It is noteworthy that the degree of influence of innovation strategy on organizational business performance is further enhanced under the guidance of organizational culture. This suggests that organizational culture not only provides support at the initial stage of innovation strategy implementation, but also plays a key role in sustaining innovation strategy and improving business performance in the long run. This increased influence may be due to the fact that organizational culture fosters employees' innovative awareness and teamwork ability, which enables the implementation of innovation strategy on a wider scale. Organizational culture is not only the foundation for the implementation of innovation strategy, but also the driving force for its sustained advancement. These findings further deepen our understanding of the interrelationship between organizational culture and innovation strategy and the mechanisms by which they affect firm performance.

Discussion

Innovation strategy plays a crucial role in today's competitive business environment. Our study reveals that in Company A's practice, the successful implementation of innovation strategy brings a significant positive impact on business performance. This result corroborates the findings of the previous study and further deepens our understanding of the value of innovation strategy.

The positive impact of innovation strategy is mainly reflected in three aspects: product, market and management. First, through the new products and services introduced by the innovation strategy, firms are able to better meet customers' needs and increase customer satisfaction, which leads to increased sales. Secondly, in terms of market innovation, enterprises are able to flexibly adjust their product positioning, gain a better insight into market demand, and maintain a competitive advantage. Most importantly, innovations in management, such as improvements in the internal management system, increased productivity and reduced costs, creating more economic benefits for the enterprise. These findings not only deepen the understanding of the overall contribution of innovation strategies to products, markets, and management, but also provide firms with strong guidance for developing innovation strategies in the future.

At the same time, our study highlights the critical role of organizational culture in the implementation of innovation strategy. In Company A's practice, we observed a significant positive association between organizational culture and innovation strategy. This cultural climate, which emphasizes teamwork, encourages employees to innovate and learn, and focuses on their personal development, provides internal support for the development and implementation of innovation strategies. Employees are more likely to come up with new ideas and dare to try new methods in a positive organizational culture, which provides a constant source of motivation for the company's innovation strategy. At the same time, this culture also stimulates employees' teamwork spirit and promotes the cross-border implementation of innovation strategies among different departments. Thus, our findings not only highlight the facilitating role of organizational culture on innovation strategy, but also provide insights for firms to enhance their internal culture.

Of particular interest, we find that organizational culture has a further enhancing effect on firm performance under the influence of innovation strategy. This phenomenon may stem from the fact that organizational culture fosters employees' sense of innovation and teamwork ability, which enables the wider implementation of innovation strategy. Organizational culture is not only the foundation for the implementation of innovation strategy, but also the driving force for its sustained advancement. This finding serves as a reminder that firms need to focus on fostering a positive organizational culture while developing their innovation strategies in order to maximize the benefits of their innovation strategies.

In summary, our study not only provides empirical evidence for firms to formulate innovation strategies, but also provides insights into the cultivation of organizational culture and the implementation of innovation strategies. These findings not only provide important insights for academic research, but also provide useful references for corporate management practices. However, when introducing the research results into practical applications, we should also take into account the diversity of internal and external environments of individual firms in order to better guide their actual operations.

Conclusion

This study provides insights into the multifaceted impact of organizational culture on innovation strategy, which leads to positive moderating effects on business performance. In the practice of Company A, we observed that a positive organizational culture played a key role in the execution of innovation strategy.

First, organizational culture improves the execution of innovation strategies. In this culture, employees are more actively involved in the implementation of the innovation strategy; they are more willing to take responsibility, make innovative suggestions, and consciously join the innovation program. The reward and recognition mechanism in the organizational culture further motivates employees, making them work harder to contribute to the implementation of the innovation strategy. This high degree of execution not only accelerates the implementation of the innovation strategy, but also makes the effect of the innovation strategy quickly appear, providing strong support for the business performance of the enterprise.

Second, the organizational culture improves the flexibility of the innovation strategy. In this culture, employees are more willing to try new methods and ideas, and more open to external opinions and suggestions. This flexibility makes the innovation strategy better able to adapt to changes in the external environment, easier to adjust and improve, and improves the effectiveness of the implementation of the innovation strategy. This flexibility also makes enterprises better able to respond to changes in the market, easier to capture market opportunities, and improves their market competitiveness.

Third, the organizational culture strengthens the continuous promotion of innovation strategy. In this cultural atmosphere, employees continuously put forward new innovative ideas, try new methods and ideas, and continuously improve and optimize the implementation of the innovation strategy. This continuous promotion mechanism enables the innovation strategy to continue to work in the long term, to optimize and improve, and to maintain competitiveness. Through the values of continuous innovation and experimentation in the organizational culture, employees are able to maintain a high level of enthusiasm for the innovation strategy and continuously devote themselves to innovation activities, which enables the innovation strategy to continue to develop and progress.

Finally, organizational culture enhances the probability of success of the innovation strategy. In this culture, employees are more willing to try new innovation models, take risks, and pursue innovation more persistently. This persistence and effort makes the innovation strategy more likely to be implemented and more likely to succeed. This mechanism of enhancing the probability of success makes it easier for innovation strategies to succeed, to be passed on and developed, and to improve the competitiveness of the enterprise.

In summary, organizational culture, under the influence of innovation strategy, has a positive moderating effect on the business performance of enterprises in many aspects. This comprehensive moderating effect is strongly reflected in Company A, which not only makes it easier to implement and succeed in the innovation strategy, but also provides a solid foundation for the sustainable development of the enterprise. Future research can further explore whether there are differences in the moderating effect of different types of organizational culture on innovation strategy, and whether the moderating mechanism of organizational culture under the influence of innovation strategy is universal in different industries and cultural contexts. Meanwhile, other factors that may affect the relationship between organizational culture and innovation strategy can also be studied in depth to provide more specific and practical management suggestions for enterprises.

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Effects of Labov's Narrative Analysis Model on Chinese Senior High School Students' Continuation Writing Tasks' Performance

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Abstract

The present study investigated the development of a continuation writing instruction design to improve the continuation writing abilities of Chinese Senior High school students in China through the application of Labov's Narrative Analysis Model. The developed continuation writing instruction design was implemented with 50 experimental group students compared to another 50 control group students. Data were collected through a pre-test and post-test of the experimental group students regarding Complexity, Accuracy, and Fluency. They were analyzed quantitatively by basic statistics programs by mean value comparisons and qualitatively by genre-based analysis following the guidance of Labov's Narrative Analysis Model. After the implementation of the writing instruction design, the students improved their narrative writing significantly in terms of Accuracy and Fluency at the significant value of .01. However, they decreased in terms of complexity at the significant value of .05. Text organization and language features of the experimental group students' writings were improved significantly in terms of qualitative analysis by Labov's Narrative Model. Pedagogically, the study contributes valuable insights for both teachers and students. Teachers gain guidance on designing effective instructional strategies that integrate Labov's Narrative Analysis Model, nurturing students' narrative competence and writing proficiency. Students benefit from an enhanced understanding of their continuation writing needs. Future research may go along with strategies to overcome challenges encountered in continuation task completion.

Keywords: Continuation Writing Tasks, Senior High School Students, Labov's Narrative Analysis Model

Introduction

In recent years, the teaching and learning writing landscape in China has undergone significant transformations, reflecting broader educational reforms and technological advancements. Traditionally, Chinese education emphasized rote learning and memorization, strongly focusing on mastering classical Chinese literature and compositions. However, the modern educational framework increasingly prioritizes critical thinking, creativity, and practical communication skills.

The ongoing reforms and innovations aim to cultivate a generation of proficient and versatile writers prepared to meet the demands of a rapidly changing world. Continuation writing, which involves extending a given story, poses its own set of challenges. Students often find narrative writing tedious because it requires significant cognitive effort, which is time-consuming and exhausting. Their reluctance is mainly due to difficulties in generating ideas, expanding on those ideas, and fear of making mistakes or needing more interesting vocabulary (Edmondson, 2018). Additionally, students need help to add details to their stories because their writing plans often need to be more complex.

This type of writing testing is unfamiliar to teachers and students, particularly in Heilongjiang province, where the first test is scheduled for June 2024. The teaching and learning methods used for continuation writing in other provinces may only partially suit students in Heilongjiang Province, making the task of continuation writing a significant challenge for both students and teachers in Heilongjiang Province, China.

Therefore, the present study aims at improving Chinese senior high school students' narrative writing abilities by having them practice continuation writing tasks guided by the designed continuation writing instruction based on Labov's Narrative Analysis Model under the guidance of the Sociocultural Theory.

Literature Review

Continuation Writing and its Application

Wang (2012) and his team conducted a series of studies on continuation writing, introducing foreign theories, further improving them in the Chinese social context, and proposing the theory of "sequel" in 2016, along with implementing empirical research. Wang (2009) proposed the "learn together, use together" principle, where L2 learners interact with and align to the original text continuously, improving their written production. Wang (2012) suggested combining interactive collaboration with foreign language teaching, and in 2012, he emphasized that the practical path for learning foreign languages is the "learn together, use together" principle. Wang (2012) also wrote about the advantages of continuation writing and its specific methods. Wang (2014) highlighted that learners actively output and promote foreign languages, needing to imitate through interaction in rich contexts, strengthening language output.

The theoretical foundation and operation mode of continuation writing were introduced comprehensively, leading to the proposal of the "sequel" theory, which includes "continuation" teaching design and sequel classification. This method has proven effective in enhancing English narrative writing. According to Wang (2016), the comparative continuation argumentation can overcome the limitations of continuation after reading. Wang's latest research in 2018 specifically detailed the steps of "multiple rounds of continuation writing" and "comparative continuation writing" to address weak interaction and insufficient language alignment.

Several empirical studies have confirmed that continuation writing promotes L2 learning.

Cai (2019) found that continuation writing is more effective than summary writing in promoting learners' use of verbs, nouns, and adjectives. However, Zhang (2021) discovered different effects on alignment through empirical comparisons of argumentation and narrative writing. The alignment effect in argumentation is more substantial than in narratives, and the frequency of errors is lower, though the linguistic output in narrative continuation writing is greater. Su and Zou (2024) found that continuation after reading promotes vocabulary acquisition more effectively than continuation after listening, significantly improving low-level students' lexical alignment and writing accuracy.

Due to limited resources, few studies on continuation tasks can be found abroad, but there is extensive research on reading-writing integration. For instance, Carroll et al. (2018) addressed the central relationship between reading and writing. Galaczi and Taylor (2018) emphasized that reception and production are related during language learning, like listening and speaking.

Producing coherent, fluent, extended writing in a second language is challenging (Hyland, 2019). Reading-writing integration addresses pressing issues in current writing research. Mulugeta (2021) and Ackerman and Kantz (1990) analyzed the process of reading and writing, viewing reading-to-write as a cognitive and social process. This research explored students' transition from high school to college, using textual analysis, teacher evaluation, and interviews to examine students' writing and revising processes, revealing that reading-to-write significantly enhances students' writing skills.

Virlan (2022) achieved success by detailing the relationship between reading and writing, suggesting teachers apply this connection in classrooms to promote language learning. Latimer (2018) reported a rapid increase in reading-to-write tasks for assessing academic writing in English, noting that these tasks lead to a more interactive process than traditional writing-only tasks.

Empirical research by Jiang and Chen (2015) highlighted that the continuation task improves writing ability through rich language contexts. Zhou (2021) argued that L2 learners' interest in source texts affects their written production, showing that interesting stories lead to fewer errors and longer stories that align more closely with the source text.

In recent years, the task has been continued in senior high schools, improving students' writing ability through reading-writing integration. Marcos et al. (2020) proposed that reading-to-write facilitates language production, logical thinking, and active learning. Teachers are advised to design continuation tasks according to the stylistic features of source texts and the cognitive characteristics of students, using group work activities to foster creative thinking.

Recent research suggests that reading and writing should be instructed simultaneously, with language production and reception being two sides of the same coin (Robinson & Robinson, 2001). Writing is learned and practiced through effective teaching methods, and there is a trend toward integrating language skills at home and abroad. Although the continuation task is an indigenized English learning method in China, its teaching concept is similar to reading-writing integration researched by many foreign scholars. The continuation task diversifies students' ideas and provides meaningful tasks, with theoretical and empirical studies at universities showing outstanding success.

Labov's Narrative Analysis Model

Earlier linguists, such as Ferdinand de Saussure, believed in a structural approach, suggesting that language was studied in isolation as a fixed, clearly defined set of symbols. However, William Labov's model of narrative analysis deviates significantly from this view. Labov posited that "one cannot understand the development of a language change apart from the social life of the community in which it occurs" (Labov, 1972). He believed that observing and recording sound changes alone could not understand the change process. Instead, the change had to be viewed within the context of the community where it was occurring.

Using this theory, Labov carefully chose communities where he could observe these processes most effectively. He conducted one of his first in-depth studies in Martha's Vineyard, a small, isolated island community in Dukes County, Massachusetts. Labov selected Martha's Vineyard because it was self-contained and physically isolated, located three miles from the mainland. For his next series of studies, Labov focused on parts of New York City, mainly Black English, as it was used in Harlem. However, Harlem did not have the geographical isolation of Martha's Vineyard; racial and socioeconomic boundaries made it an isolated community.

Labov's model has profoundly influenced language studies since its introduction in 1972. It remains relevant today, even with the widespread growth of the internet, which has created new forms of informal communication. Linguist Michael Toolan suggests that Labov's model helps analyze internet writing, which is often less formal than academic writing but more structured than spoken language. As language continues to evolve, Labov's model will likely adapt to accommodate these changes, continuing to serve as a valuable tool for linguistic analysis.

Labov and Waletzky hypothesized that the basic structure of narrative style could be found in personal experience oral discourse. Labov introduced complete oral stories into the analysis of textual structure, identifying that a complete narrative text consists of six parts: abstract, orientation, complicating action, evaluation, resolution or result, and coda. These six parts reflect events' temporal, spatial, personal, and causal elements.

Labov's Narrative Analysis Model has been pivotal in sociolinguistics and offered insights
into the relationship between language and social context. His work underscores the importance of considering the social dynamics of the community in understanding language change, making his model a timeless tool for linguistic analysis.

Assessment of Writing Performance

The importance of complexity, accuracy, and fluency (CAF) in second language (L2) writing has sparked the interest of L2 writing scholars during the last decade. Theoretically, CAF measures have been considered a fundamental construct in L2 writing research and adopted to find valid and reliable indices of L2 learners' language development and global proficiency. From a practical standpoint, CAF measures can be used to better understand L2 performances in writing classrooms (Alghizzi, 2017) and allocate appropriate pedagogical interventions. As such, learners are expected to produce more complex, accurate, and fluent written production. Calibrated pedagogical interventions could be initiated if learners are challenged to achieve this expectation.

In second language acquisition (SLA), three constructs, complexity, accuracy, and fluency (CAF), have been isolated to evaluate learners’ language performance and development (Leńko-Szyma & Götz, 2022). Complexity, accuracy, and fluency (CAF) measures are considered essential components of language performance in writing (Phuoc & Barrot, 2022). Experts in the field of L2 acquisition have devoted close attention to studying the dimensions of CAF to understand language performance (Mohsine, 2021).

Norris and Ortega (2009) explain that the primary reason for measuring CAF in instructed SLA research is to"account for how and why language competencies develop for specific learners and target languages, in response to particular tasks, teaching, and other stimuli, and mapped against the details of developmental rate, route, and ultimate outcomes."

Meanwhile, complexity and accuracy reflect syntactic processing and thus draw on rule-based linguistic knowledge. Schepps (2014). maintain that a link exists between complexity and accuracy due to the state of the learner’s interlanguage knowledge, which is partly declarative/explicit and partly procedural/implicit and may take the form of L2 rules or lexico-formulaic knowledge. Both complexity and accuracy relate to the representation of L2 knowledge and the level of analysis of internalized linguistic information.

Complexity and accuracy are often viewed as competition because increasing complexity reflects risk-taking and restructuring of learner languages. In contrast, accuracy measures a learner's ability to control his/her existing resources and avoid errors. Housen et al. (2012) argue that the three CAF aspects of performance are at least somewhat independent and are subject to different influences, whose exploration can have critical pedagogical implications in a task-based learning framework.

Researchers use different parameters to observe the development of the three CAF measures in learners' spoken and written language. Thus, considering the different parameters of the CAF measures is relevant.

Research Questions

The reviewed literature reveals a comprehensive understanding of the theoretical and empirical foundations necessary for developing continuation writing instruction. This instruction is based on Labov's Narrative Analysis Model, a well-established theoretical framework guided by Sociocultural Theory. The CAF (Complexity, Accuracy, Fluency) measures underscore the intricate interplay between different dimensions of L2 performance, highlighting both the trade-off effects and the potential for connected growth. This nuanced understanding informs the approach to continuation writing tasks, where balancing these dimensions is crucial for adequate language development.

Labov's Narrative Analysis Model, with its six-part structure (abstract, orientation, complicating action, evaluation, resolution, and coda), provides a robust framework for analyzing narrative texts. By integrating this model into continuation writing tasks, educators can offer students a structured yet flexible approach to narrative construction.

Empirical studies, such as those by Zhang (2019), demonstrate the effectiveness of continuation tasks in improving writing accuracy and complexity. These tasks require students to extend given texts, fostering more profound engagement with narrative structures and linguistic forms. The reviewed literature highlights the success of such methods in various educational contexts. However, a notable gap exists in applying these methods to Chinese senior high school students using Labov's model.

Addressing this gap, the present study aims to develop a continuation of writing instruction tailored to Chinese students, leveraging Labov's Narrative Analysis Model and Sociocultural Theory. This approach promises to enhance students' narrative writing skills and equip them with a clear structural framework and an understanding of the importance of social context and interaction in learning. By focusing on the practical application of these theories, the study seeks to contribute valuable insights and practical strategies to the field of language education, particularly in the Chinese educational context.

Based on these considerations, this study aims to address the following research questions:

How can Labov's Narrative Analysis Model be applied to develop instruction design?

How does Labov's Narrative Analysis Model develop Chinese Senior High School students' continuation writing ability?

Research Methodology

Participants

Participants included one class of 50 students as the experimental group students and another class of 50 students as the control group students; both group students have an average age of 15 years old from a senior high school whose English marks range from 85 to 95 in the senior high school entrance examination. They were from two intact classes taught by the same English teacher (the researcher herself). Detailed English marks for both groups are provided in the appendix. Before this study, all the participants were informed of the research purpose, and their identities were kept confidential throughout the research process.

Data Collection and Analysis

The teaching phase involved delivering the continuation writing teaching mode based on Labov's Narrative Analysis Model to the experimental group, while the control group received typical instruction. A pre-test was conducted for the 50 experimental group students to measure complexity, accuracy, and fluency (CAF) using the designed teaching mode. Data were stored for later analysis. Observations were conducted twice, using checklists and recommendations for adjustments in the teaching process. A post-test was administered to the experimental and control groups at the end of the instruction period, with results stored for later analysis. Pre-test and post-test data for the experimental group and final test data for the control group were analyzed using computer statistics software to assess improvements in continuation writing performance.

The collected data were organized categorically and chronologically and reviewed repeatedly to ensure thorough analysis. Transcriptions of interviews, teaching sessions, and assessments were meticulously examined. Quantitative data analysis was facilitated using SPSS version 21, while qualitative analysis was conducted on students' sample writings from pre-tests and post-tests, focusing on text organization and language features.

The mean value comparison between the pre-test and post-test of the experimental group students' scores in terms of CAF to show the changes in the experimental group students' English narrative writing abilities using a paired T-test; further, the mean value comparison was done between the experimental group students' post-test scores and the control group students' final scores to see the changes in terms of CAF, using independent sample T-test, and to see whether the designed continuation writing teaching was significantly better than the usual way.

The researcher carried out the assessments in terms of complexity, accuracy, and fluency, each with different variables contributing to the assessments.

The variables under CAF are shown in the following table:

Table 1: Indices of CAF

Dimension	Indices	Code	Formula
Complexity	Proportion of clauses to sentences	CS	Clauses/Sentences
	The mean length of sentences	MLS	Words/Sentences
Accuracy	Ratio of error-free phrases	EFP	Error-free Phrases /all phrases
	Ratio of error-free clauses	EFC	Error-free Clauses/All clauses
Fluency	Number of words per text	W	Number of words
	Clauses per text	C	Number of clauses
	Sentences per text	S	Number of sentences

Empirical Results and Data Analysis

Findings for Research Question 1: Continuation Writing Instruction Design

The teaching design and lesson plan are presented in terms of objectives, class background, planning, thinking and discussing, and writing. This design aims to help students understand the plot by analyzing and discussing the structure of the passage, to know how to predict and design plots by combing the main context and the two first given sentences, and to summarize the main steps and methods to finish the continuation task, thus improve their narrative writing abilities.

The teaching design was based on Labov's Narrative Analysis Model with the guidance of the Sociocultural Theory and is shown in the following table:

Table 2*:* The Framework of the Instruction Design

<table>
<tr><th colspan="5">Continuation Writing</th></tr>
<tr><th colspan="2">Reading</th><th>Thinking & Discussion</th><th colspan="2">Writing</th></tr>
<tr><td>Skimming</td><td>Analyzing</td><td>Predicting & Planning</td><td>Drafting</td><td>Polishing</td></tr>
<tr><td>Main Idea</td><td>-Plot line (5W1H)
-Emotional Line
-Language features
-Background Context</td><td>-Predictions(character actions, story outcomes)
-Story Mountain (plot developments, solutions to the problems)</td><td>-Ten-sentence Outline</td><td>-Simple words to advanced -Expressions sentence patterns
-Linking words</td></tr>
<tr><td>Abstract</td><td>Orientation</td><td>Complicating, Evaluation</td><td>Resolution</td><td>Coda(optional)</td></tr>
<tr><td colspan="2">Scaffolding</td><td colspan="3">ZPD, Activity Theory, Alignment</td></tr>
</table>

The reading aims to help the students better understand the given passage. The abstract and orientation help the students find the main idea and six narrative elements: who, when, where, what, why, and how. This provides a good foundation for students' writing.

Abstract and orientation reading are often used in narrative comprehension to help the reader understand and engage with the story more effectively. The abstract is a concise summary or overview of the main ideas or events in the narrative. It typically highlights the key elements of the story, such as the main characters, their goals or conflicts, and the major plot points. The abstract provides a bird's-eye view of the narrative, allowing the reader to quickly grasp the overall structure and direction of the story (Mackey, 2019). Orientation reading, on the other hand, involves gathering information about the narrative's setting, characters, and context before delving into the actual story (Cartwright, 2023). This can include reading the title, examining any illustrations or photographs, scanning the introduction or preface, and paying attention to any background information provided. Orientation reading helps the reader establish a mental framework for understanding the narrative by providing essential context and details that facilitate comprehension.

Both abstract and orientation reading serve as powerful tools for enhancing narrative understanding. They enable readers to approach the story with a clearer sense of what to expect and better understand the background and context. By utilizing these strategies, readers can more easily follow the plot, empathize with the characters, and make connections between different story elements.

In narrative reading, scaffolding is used to support and guide readers as they engage with and comprehend narratives (Martin, 2022). It involves providing learners with temporary support structures that assist them in understanding the story, making connections, and developing their reading skills. Scaffolding can take various forms depending on the reader's needs and abilities.

Apart from abstract and orientation, some common examples of scaffolding in narrative reading are Pre-reading activities, including activating prior knowledge, discussing the topic or theme, previewing the text, and setting reading goals, which help to create a foundation for understanding and engage the reader's interest; Vocabulary support, involving pre-teaching or providing definitions of key vocabulary words or using visual aids, such as pictures or diagrams, aid in comprehension; Reading comprehension strategies such as predicting, summarizing, making inferences, and asking questions can help readers develop these skills and apply them to the narrative; Text structure awareness, including the beginning, middle, and end, as well as the key plot points, characters, and conflicts, graphic organizers or story maps can assist in visualizing the narrative's organization and aiding comprehension. Discussion and reflection during or after reading help readers integrate their understanding of the narrative (Heller, 1999).

Scaffolding can involve prompts or guiding questions that encourage learners to think critically about the story, analyze characters and events, and connect to their own experiences (Coulson & Harvey, 2013). The goal of scaffolding in narrative reading is to gradually fade the support as learners become more proficient and independent readers. Through this process, readers develop a deeper understanding of narratives and become more capable of comprehending and analyzing stories independently (Kirchner, (2018).

Complicating and evaluation are two critical aspects of narrative reading that contribute to a deeper understanding and analysis of the text. Complicating refers to introducing conflicts, obstacles, or complexities within the narrative. It involves events, actions, or revelations that create tension, challenge the characters, and drive the plot forward. Complicating elements often disrupt the initial equilibrium of the story and introduce new challenges or dilemmas that the characters must navigate. Complicating events can be major turning points, unexpected twists, or revelations that change the course of the narrative. They add suspense, excitement, and depth to the story, making it more engaging and thought-provoking for the reader. Analyzing and understanding the complicating factors in a narrative allows readers to recognize key moments of conflict, suspense, or character development (Buckland, (2021).

Evaluation involves critically assessing and interpreting the narrative elements, including characters, events, themes, and authorial choices. It encompasses making judgments, analyzing motivations, and reflecting on the significance or meaning behind the narrative.

Evaluation prompts readers to consider the author's intentions, examine the moral or ethical dimensions of the story, and reflect on its implications or messages. Evaluation in narrative reading involves exploring various aspects such as character motivations, authorial style, thematic exploration, and the narrative's cultural or historical context. It encourages readers to ask questions, challenge assumptions, and draw connections between the story and their experiences or knowledge. By engaging in evaluation, readers develop a deeper understanding of the narrative's complexities, themes, and underlying messages (Edge, (2011).

Analyzing the complicating factors and engaging in evaluation during narrative reading enhances the reader’s engagement, critical thinking skills, and ability to interpret and appreciate the text on a deeper level. It encourages readers to go beyond surface-level understanding and delve into the complexities and nuances of the story.

Predicting and problem-solving are two cognitive strategies that readers often employ during narrative reading to enhance comprehension and engagement with the text (Urfali & Ungan, 2023). Predicting involves making educated guesses or hypotheses about what may happen next in the narrative based on prior knowledge, textual clues, and understanding of story elements. Readers use their background knowledge, context clues, foreshadowing, and character traits to predict plot developments, character actions, or story outcomes (León & Escudero, 2017).

Predicting keeps readers actively engaged in the reading process. It encourages them to make connections between different parts of the story and anticipate potential conflicts or resolutions (Olson et al., 2018). Predicting fosters anticipation and suspense, prompting readers to continue reading to confirm or revise their predictions.

Problem-solving: Problem-solving in narrative reading refers to analyzing and resolving the story's obstacles, conflicts, or dilemmas. Readers actively engage with the text to understand the challenges faced by the characters and consider potential solutions or outcomes. Problem-solving may involve considering different perspectives, analyzing character motivations, or evaluating the consequences of different actions (Zimmerman & Campillo, 2003).

Through problem-solving, readers develop critical thinking skills and empathy as they explore alternative paths and evaluate the choices made by characters. It deepens their understanding of the narrative and allows them to evaluate the characters’ decision-making processes or solutions to the problems they encounter.

By incorporating predicting and problem-solving strategies into narrative reading, readers become active participants in the text, developing their inferential thinking skills and enhancing their ability to comprehend and engage with the story.

Findings for Research Question 2: Effects of Lavov's Narrative Analysis Model on Chinese Senior High School students' continuation writing ability.

Mean Value Comparison

Before and after the continuation writing teaching, the designed assessments in terms of CAF were done to test the target students' English continuation writing abilities, which included the Fluency1, Accuracy1, and Complexity1 representing the pre-test; and Fluency2, Accuracy2, and Complexity2 representing for the post-test. The values of each variable under CAF were collected and calculated in terms of paired T-test, and the results are listed in the following tables:

Table 3: Paired Statistics of Post-test and Pre-test

	Dimensions	Mean	N	SD
Pair 1	Complexity2- Complexity1	20.79 26.41	50 50	10.499 11.930
Pair 2	Accuracy2- Accuracy1	1.60 1.07	50 50	.056 .137
Pair 3	Fluency2- Fluency1	144.52 124.24	50 50	2.768 3.160

As illustrated above, the mean value and standard deviation of each pair's complexity, accuracy, and fluency are listed, which serves as the foundation for comparing each pair.

The paired T-test between the pre-test and post-test scores in CAF variables was done and listed in the following table:

Table 4*:* Mean Value Comparison between Post-test and Pre-test

		Mean	SD	T	df	Sig (2- tailed)
1	Complexity2- Complexity1	-5.624	17.252	-2.305	49	.025
2	Accuracy2- Accuracy1	.533	1.150	3.278	49	.002
3	Fluency2- Fluency1	20.280	32.451	4.419	49	.000

We can see that accuracy and fluency are improved, and all the significant values are at the level of .01, which means significant. In the comparison between each pair using Paired T-test, the complexity shows a .025 significance value, the mean value is equivalent to M=-5.624 with the SD=17.252, the accuracy pair shows the mean is equivalent to M=.533, with SD=1.150 and the significance value is .002, the fluency pair shows the mean is M=20.280, with SD=32.451 and the significance value is .000. Based on the results, it indicated that there was improvement statistically in accuracy. Fluency among students, as shown in the test, and complexity did not improve but decreased.

In order to further check the improvement of the experimental group students' Continuation writing abilities in terms of CAF, the mean value comparisons between the experimental group and the control group students were also done using Independent Sample T-test, Fluency2, Accuracy 2 and Complexity 2 representing the experimental group, and Fluency 3, Accuracy 3 and Complexity 3 representing the control group, and the results are shown as the following tables:

Table 5: Paired Statistics of the Experimental Group and Control Group

		Mean	N	SD
Pair 1	Complexity2- Complexity3	12.92 8.95	50 50	2.737 2.514
Pair 2	Accuracy2-Accuracy 3	1.60 .94	50 50	.399 .281
Pair 3	Fluency2-Fluency3	144.52 112.58	50 50	19.570 7.936

As shown above, the mean value and standard deviation of Complexity, Accuracy, and Fluency of each pair are listed, which serves as the foundation for comparing each pair. The Independent Sample T-test between the post-test scores of experimental group students and the final scores of the control group students in terms of CAF variables were done and listed in the following table:

Table 6: Mean Value Comparison between Experimental and Control Group

		Mean	SD	T	df	Sig (2- tailed)
1	Complexity2- Complexity3	3.970	.526	7.533	49	.335
2	Accuracy2- Accuracy3	.666	.069	9.652	49	.014
3	Fluency2- Fluency3	31.940	2.987	10.695	49	.002

As shown in the table, the comparison between each pair using an Independent Sample T-test based on the Mean and the Standard Deviation (SD), the Complexity pair indicated the Mean value, M= 3.970 with SD=.526, with a significance value of .335; the Accuracy pair, the M=.666 and the SD=.069, with the significance value .014; the Fluency pair, the M=31.940 and the SD=2.987, with the significance value .002, therefore, with regards to the comparison between the experimental group and the control group in terms of complexity, accuracy, and fluency, there was significant improvement in accuracy at the level of .05, there was significant improvement in fluency at the level of .01. There was improvement in complexity, but not significantly.

Discussion

Discussion of the findings for Research Question 1:

Research Question 1 sought to explore the application of Labov's Narrative Model in developing the continuation writing ability of Chinese senior high school students, focusing on both reading and writing aspects. From the findings, several insights emerged regarding how Labov's model can be effectively utilized in this context.

Labov's narrative model emphasizes the importance of understanding the structure and components of a narrative (Lambrou, 2015). For Chinese senior high school students, applying this model begins with teaching them to analyze narratives critically. Teachers can deepen their comprehension and appreciation of narrative structures by guiding students to identify narrative elements such as orientation, complicating action, evaluation, resolution, and coda in the texts they read.

Additionally, through close reading and analysis of various narratives, students can develop skills in recognizing narrative techniques, such as foreshadowing, flashback, and characterization (Wolf & Gearhart, 1994). This heightened awareness of narrative devices enhances their reading experience and provides them with tools they can employ in their writing.

In the realm of writing, Labov's Narrative Analysis Model serves as a framework for students to construct compelling and coherent narratives. Teachers can guide students through each stage of Labov's model, starting with establishing the setting and characters (orientation), followed by introducing a problem or conflict (complicating action), evaluating the events or reflecting on their significance (evaluation), resolving the conflict (resolution), and concluding with a reflection or moral (coda) (Sheikh & Sheikh, 2021).

Through explicit instruction and practice, students can learn to structure their compositions effectively using Labov's model. With the help of Story Mountain, Encouraging students to engage in pre-writing activities, such as brainstorming and outlining, can help them plan their narratives and ensure that each component of the model is incorporated thoughtfully.

Furthermore, by providing opportunities for peer feedback and revision, teachers can support students in refining their narrative writing skills. Analyzing exemplary narratives and discussing how they align with Labov's model can deepen students' understanding and guide their writing practice (Labov, 2022).

The designed instruction can also be divided into three stages. In the planning stage, students read the main idea and analyze the reading part by plot line, emotional line, language features, and background context, indicating the scaffolding period in the Sociocultural Theory. In the thinking and discussion stage, students are guided to predict the plot developments, character actions, or story outcomes. They can also solve the conflicts by evaluating the characters' decision-making processes. For the writing stage, the students are guided by the ten-sentence outline to write the draft and further polish the draft to the final, which indicates the periods of ZPD, Activity Theory, and Alignment in Sociocultural Theory.

The researcher also further designed the lesson plan model, purposefully chose eight topics, wrote eight lesson plans, and implemented the teaching practice.

In conclusion, applying Labov's Narrative Analysis Model offers a systematic approach to developing Chinese senior high school students' continuation writing ability. By integrating reading and writing instruction that aligns with the principles of Labov's model, teachers can empower students to craft engaging and well-structured narratives that captivate readers and convey their ideas effectively.

Discussion of the findings for Research Question 2:

Research Question 2 aimed to investigate the effects of utilizing Labov's Narrative Analysis Model on the English writing performance of Chinese senior high school students.

The implementation of Labov's Narrative Analysis Model had a notable impact on the word count and layout of students' English writing. Students could develop more structured and coherent compositions by adhering to the narrative structure of orientation, complication, resolution, and coda. As a result, there was a tendency for students to produce longer and more organized pieces of writing with clear paragraphing and logical progression of ideas (Syahrın et al., 2019).

Utilizing Labov's narrative model encouraged students to establish logical connections within their writing. The narrative structure provided a framework for students to connect the various elements of their stories, ensuring a smooth and coherent flow of ideas. This logical coherence enhanced the readability and comprehension of students' compositions, as readers could more easily follow the progression of events and ideas.

Labov's Narrative Analysis Model facilitated effective text organization among Chinese senior high school students. The model's emphasis on orientation (introducing the setting and characters), complication (introducing conflict or challenge), resolution (providing a solution or conclusion), and coda (reflecting on the significance) guided students in structuring their compositions cohesively. This organized approach helped students convey their ideas more clearly and effectively.

Implementing Labov's Narrative Analysis Model also influenced the language features students utilize in their writing. Students demonstrated improved use of linking and transition words to connect ideas within and between paragraphs. Additionally, there was a noticeable enhancement in the use of descriptive language, dialogues, and metaphorical expressions to add depth and richness to their narratives. These language features enhanced the overall quality of students' writing and contributed to developing their language proficiency and creativity.

In conclusion, Labov's Narrative Analysis Model significantly positively affected the English writing performance of Chinese senior high school students. By providing a structured framework for organizing their compositions and encouraging compelling language features, the model facilitated improvements in students' writing coherence, organization, and linguistic proficiency (Cheung, 2016). As a result, students were able to produce more engaging and well-developed pieces of writing that showcased their narrative skills and creativity.

Suggestion

This study explored the development of Chinese Senior High School students' continuation writing abilities through Labov's Narrative Analysis Model within the framework of Sociocultural Theory. The research revealed several key insights and implications for improving writing instruction and provided a novel contribution to the continuation of the narrative writing field.

The findings indicated that applying Labov's Narrative Analysis Model, underpinned by Sociocultural Theory, provided a structured approach to teaching continuation writing. This approach facilitated the integration of reading and writing, promoting a deeper understanding of narrative structures and encouraging students to engage with texts critically and creatively. The experimental group improved their continuation writing abilities, particularly in complexity, accuracy, and fluency CAF). The structured framework provided by Labov’s model helped students organizes their thoughts more coherently and express their ideas more effectively.

This study introduces a groundbreaking approach by merging Labov's Narrative Analysis Model with Sociocultural Theory to form an instructional framework for continuation writing. This integration highlights the dynamic relationship between individual cognition and social interaction, offering a promising path for narrative writing instruction. The study's findings also indicate that this framework can address the specific needs of Chinese Senior High School students, elevating their continuation writing skills and nurturing their overall language competence.

Future research should prioritize longitudinal studies to track students' writing development over extended periods, providing deeper insights into the long-term effects of instructional interventions. Moreover, broadening the participant sample to encompass diverse cultural backgrounds, regions, and educational contexts will bolster the applicability of the findings. The development and validation of assessment tools specifically tailored to evaluate continuation writing abilities will further hone instructional practices and equip teachers with the means to gauge students' progress effectively.

Lastly, the study underscores the importance of a structured and socioculturally informed approach to teaching continuation writing. Educators can better support students in developing their continuation writing abilities as part of narrative writing, contributing to their academic success and language proficiency. This research lays the groundwork for future studies and practical applications, aiming to enhance the quality and effectiveness of writing instruction in diverse education.

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Behavior of Using Pub, Bar and Night Entertainment in Pattaya Among University Students in Chonburi Province

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Abstract

This research aims to study the behavior of experiencing in nightlife places including pubs, bars in Pattaya among undergraduate students in Chonburi Province. The survey research's main objectives are to understand how Chonburi Province undergraduate students utilize Pattaya's nightlife pubs and bars, to understand the variables that influence this behavior, and to research how psychological and personal aspects affect behavior. 400 undergraduate students from Chonburi province who attend Pattaya's nightclubs and bars were used as the research's sample population. A questionnaire was used as the research technique. Frequency, percentage, mean, and standard deviation were the statistics that were employed in the descriptive statistical analysis. Additionally, inferential statistics like Person's Correlation.

The findings revealed that most of the respondents have heard about entertainment areas in Pattaya, 385 people (96.25%), via Tiktok. The psychological factors affecting university students' choice of Pattaya's nightlife establishments revealed that learning had the highest average, followed by attitude, motivation, and recognition. In a study of the relationship between personal factors influencing the use of pubs, bars, and nightlife entertainment venues in Pattaya, it was discovered that gender, education level in university and monthly income also have an impact on the behavior of visiting pub, bar, and night entertainment in Pattaya, specifically on the frequency and channels of awareness of using the service of pub, bar, and night entertainment. The psychological traits, including reasons for going to bars, have also been found as the impact of the news on bar tourism and how people feel about it.

Keywords: Behavior of Using Night Entertainment, Personal Factors, Physical Factors

Introduction

Pattaya City, a renowned nightlife destination, attracts both Thai and international tourists. In addition to its entertainment venues, Pattaya also boasts numerous natural attractions. Governed as a special administrative zone (City Manager) in Chonburi Province, Pattaya has gained immense popularity, leading to rapid growth and significant contributions to the national economy (Dotproperty, 2022: 1). Nightlife establishments and entertainment venues today cater to societal demands, providing spaces for social gatherings and offering diverse forms of entertainment such as live music and performances. These establishments often combine entertainment with the sale of alcoholic beverages, food, and other intoxicating products (Kantharos Polyeum, 2002). Common examples of such venues include pubs, bars, and karaoke lounges, which primarily focus on food and alcoholic beverage services (Prachachart Turakij, 2022: 2).

Given this environment, consumers seek to unwind, relieve stress, or socialize with friends and colleagues. Entertainment venues leverage online platforms to attract customers by sharing promotional content (Thirawan Sakulwongsirichok and Natthaphan Phaophan, 2020: 126). With the increasing role of technology in Thailand, the country has seen cultural exchanges and technological advancements influenced by Western values. This has significantly shaped Thai society, leading to materialistic lifestyles, extravagant spending, and a heightened desire for social acceptance, especially among youths (Natcha Maneewong, 2007).

A survey of consumer behavior reveals that tourists are drawn to Pattaya for its renowned and modern attractions, diverse natural destinations, and well-organized events. These factors, combined with effective marketing strategies and excellent services, leave visitors with positive impressions. Pattaya’s reputation as a tourist hotspot, particularly due to its proximity to Bangkok and its variety of experiences, encourages repeated visits and provides opportunities for learning, adventure, and new experiences (Sirikanya Aran, 2008).

The Alcoholic Beverage Control Act B.E. 2551 (2008) states that “no person shall sell alcoholic beverages to the following individuals,” including those under 20 years of age. According to the law, 20 years of age is considered the age of majority in Thailand, granting individuals the capacity to engage in legal transactions independently. To protect public interests, the government has enforced this law, penalizing violators with imprisonment of up to one year, a fine of up to 20,000 baht, or both (Bright Today, 2022).

Health-related impacts of alcohol consumption indicate a growing trend of alcohol addiction among consumers, particularly within the 18–24 age group. The increasing accessibility of alcohol, facilitated by the proximity of nightlife venues to university campuses, contributes to this trend. This highlights the need to foster awareness and promote healthy behaviors among Thai youths to mitigate the risks associated with nightlife tourism in Pattaya (Prachachart Turakij, 2022).

Considering the aforementioned challenges, this study focuses on consumer behavior in using pubs, bars, and entertainment venues, particularly among undergraduate students in Chonburi Province. The objective is to examine their service usage behavior and develop preventive measures to address the increasing prevalence of alcohol consumption among adolescents. The study aims to raise awareness among youths, encouraging them to avoid alcohol consumption and mitigate its negative social impacts.

Objective

1. To study the behavior of undergraduate students in Chonburi Province regarding their use of nightlife entertainment venues such as pubs and bars in Pattaya.

2. To examine the personal factors influencing the use of nightlife entertainment venues such as pubs and bars in Pattaya by undergraduate students in Chonburi Province.

3. To investigate the relationship between psychological factors and the behavior of undergraduate students in Chonburi Province regarding their use of nightlife entertainment venues such as pubs and bars in Pattaya.

Research Methodology

1. Population and Sample

This research focuses on the behavior of undergraduate students in Chonburi Province regarding their use of nightlife entertainment venues such as pubs and bars in Pattaya. The population consists of undergraduate students in Chonburi who use such venues, with a sample size of 400 individuals.

2. Research Variables

The variables in this study include:

2.1 Independent Variables: Personal factors 1) Gender 2) Age 3) Education level 4) Monthly income Psychological factors: 1) Motivation 2) Perception 3) Learning 4) Attitude

2.2 Dependent Variable: Behavior related to the use of nightlife entertainment venues such as pubs and bars in Pattaya.

3. Scope of Content

This study investigates psychological factors, including motivation, perception, learning, and attitude, using a rating scale to measure these factors. It also examines the relationship between personal and psychological factors and behavior in using nightlife entertainment venues. Behavioral variables include channels of awareness about the venues (Sompop Channgern, 2015) and frequency of usage (Palita Panyasan et al., 2019).

4. Research Instruments

The research employed an online questionnaire distributed via Google Forms to collect data efficiently and at a low cost. The questionnaire was divided into three sections:

Section 1 : Questions about the respondents' demographics, basic information, and behavior in using nightlife entertainment venues in Pattaya, using close-ended checklist questions.

Section 2: Questions related to psychological factors influencing the choice of nightlife venues, assessed using a close-ended questionnaire with a Likert scale (Rensis Likert, 1967).

Section 3: Open-ended questions for additional suggestions regarding behavior in using nightlife venues in Pattaya.

The questionnaire was tested for content validity using the Item Objective Congruence (IOC) method, yielding IOC values between 0.67 and 1.00. A pilot test was conducted with 30 participants similar to the target sample to calculate reliability using Cronbach's Alpha

Coefficient, resulting in a reliability score of 0.960 for questions related to psychological factors.

5. Data Collection

5.1 Reliability Testing: This survey research employed an online questionnaire distributed via Google Forms to a sample of undergraduate students aged 19 – 23 with experience in using nightlife venues in Pattaya. Data collection was conducted over 60 days. The sample size was determined using Cochran's formula (Cochran, 1973) for unknown populations, with a 95% confidence level and a 5% margin of error, yielding a required sample size of 385. An additional 15 individuals were included to account for incomplete responses, resulting in a total sample of 400 participants.

5.2 Statistical Analysis:

Data collected from the completed questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS) software as follows:

Descriptive Statistics: Frequency, mean, standard deviation, and percentage were used to summarize demographic and behavioral data, such as gender, age, education level, and income.

Inferential Statistics: Pearson's correlation was used to analyze the relationship between two variables and to test the research hypotheses.

Research Finding

1. Summary of Behavior in Using Nightlife Entertainment Venues The study of behavior in using nightlife entertainment venues such as pubs and bars in Pattaya among undergraduate students in Chonburi Province revealed the following The majority of the respondents were female (194 people, 50.4%). Most were 22 years old (105 people, 27.3%). Most were fourth-year students (163 people, 42.3%). The majority had an average monthly income of 5,001–10,000 THB (213 people, 55.3%). Regarding behavior in using nightlife venues: Most respondents had heard about nightlife venues in Pattaya (385 people, 96.25%). The most common channel for awareness was TikTok (251 people, 65.2%), followed by Instagram (236 people, 61.3%) and Facebook (204 people, 53%). The most common frequency of visiting nightlife venues was twice a month (208 people, 54%), followed by once a month (120 people, 31.2%) and three times a month (55 people, 14.3%).

2. Summary of Personal Factors Influencing Behavior The study of personal factors influencing the behavior of undergraduate students in Chonburi Province revealed that personal factors, including gender, academic year, and monthly income, influenced behavior in using nightlife venues in Pattaya. These factors affected both the channels of awareness about nightlife venues and the frequency of visiting such venues.

3. Summary of the Relationship Between Psychological Factors and Behavior The study of psychological factors influencing the behavior of undergraduate students in Chonburi Province regarding nightlife entertainment venues showed that: Overall, psychological factors were rated at a high level ($\bar{x}$ = 3.85, S.D. = 0.578). Among the psychological factors, the highest average was for learning about nightlife venues ($\bar{x}$= 3.97, S.D. = 0.646), followed by attitudes towards nightlife venues ($\bar{x}$= 3.89, S.D. = 0.674), motivation to visit nightlife venues ($\bar{x}$= 3.85, S.D. = 0.648), and awareness of information about nightlife venues ($\bar{x}$ = 3.68, S.D. = 0.793), respectively, as shown in Table 1.

Table 1: Analysis of Opinion Levels on Psychological Factors

Psychological Factors	$\bar{x}$	S.D.	Level of Opinion
1. Motivation	3.85	0.648	Strongly Agree
2. Perception	3.68	0.793	Strongly Agree
3. Learning	3.97	0.646	Strongly Agree
4. Attitude	3.89	0.674	Strongly Agree
Overall	3.85	0.578	Strongly Agree

From hypothesis testing, it was found that psychological factors significantly influence the behavior of undergraduate students in Chonburi Province in using nightlife entertainment venues in Pattaya at a 0.05 statistical significance level, as shown in Table 2.

Table 2 : Relationship Between Psychological Factors and Behavior in Using Nightlife Entertainment Venues (Pubs and Bars) in Pattaya Among Undergraduate Students in Chonburi Province

Psychological Factors		**Behavior in Using Nightlife Entertainment Venues**	
		Channels of Awareness	**Frequency of Usage**
Motivation	Pearson Correlation	.277**	.212**
	Sig. (2-tailed)	.000	.000
Perception	Pearson Correlation	.378**	.222**
	Sig. (2-tailed)	.000	.000
Learning	Pearson Correlation	.252**	.224**
	Sig. (2-tailed)	.000	.000
Attitude	Pearson Correlation	.410**	.258**
	Sig. (2-tailed)	.000	.000

Significant at the .01 level

Discussion

The findings of the study titled "Behavior in Using Nightlife Entertainment Venues (Pubs and Bars) in Pattaya Among University Students in Chonburi Province" can be discussed as follows:

1. Summary of Behavior in Using Nightlife Entertainment Venues The study revealed that most students had heard about nightlife venues in Pattaya, primarily through TikTok, followed by Instagram and Facebook. The majority visited such venues twice a month. This frequency may be attributed to most respondents being fourth-year students, who generally have more free time compared to earlier academic years. However, students still prioritize their academic responsibilities, which limits their visits to nightlife venues to twice a month. This aligns with the research by Sompop Channgern (2015), which found that students typically visited nightlife venues twice a month, suggesting that they manage their time

to balance leisure and academics. However, this finding contrasts with the research by Palita Panyasan (2019), which reported that most respondents visited nightlife venues 2–3 times a week, likely due to differences in lifestyle and leisure preferences.

2. Summary of Personal Factors Influencing Behavior Gender The study found that female students used nightlife venues more frequently than male students. Female students often exhibit better time management and responsibility, aligning with the findings of Palita Panyasan (2019), who reported that female students preferred socializing with friends and managed their schedules more efficiently than their male counterparts. This is consistent with the findings of Sompop Channgern (2015), which showed that the majority of nightlife venue users were female.

Academic Year Fourth-year students were the most frequent users of nightlife venues, visiting twice a month. This may be because fourth-year students are near graduation and often participate in internships, providing more opportunities for social activities after work. This finding aligns with the research by Ueamthip Srithong (2018), which highlighted that higher academic years influence nightlife behavior due to factors such as social environment and peer group dynamics.

Monthly Income Students with an average monthly income of 5,001–10,000 THB exhibited diverse nightlife behaviors. Differences in monthly income influenced spending patterns and financial management, consistent with the research by Jutharat Kiattratsamee (2015), which found that income disparities affect financial planning and spending habits, shaped by individual lifestyles and social contexts.

3. Summary of the Relationship Between Psychological Factors and Behavior Motivation Factors such as modern services, enjoyable music, and a friendly atmosphere were significant motivators, influencing the timing and spending habits of students at nightlife venues. This aligns with the theory by Thitima Thaiwong (2013), which emphasizes that individual motivations stem from unique desires and expectations, driving satisfaction and decision-making in consumption.

Perception Awareness through social media significantly influenced behavior, as online platforms are now widely accepted and popular for nightlife venue marketing. This supports the findings of Thanawat Eksamut (2022), which highlighted the role of social media in influencing consumer decisions through effective promotions and advertisements.

Learning Factors such as learning to protect oneself from strangers and dressing appropriately were found to influence behavior. This aligns with Palita Panyasan (2019), who stated that consumer learning is a process driven by perception and experience, shaping decision-making and correct behavioral practices.

Attitude Positive attitudes, such as viewing nightlife venues as opportunities to socialize, relax, and gain new experiences, significantly influenced behavior. This finding supports the research by Jutatip et al (2018), which found that positive attitudes toward nightlife resulted in more frequent visits, as attitudes shape behavioral patterns.

Suggestion

1. Practical Recommendations

The research findings indicate that motivational factors significantly influence the behavior of students using pubs, bars, and entertainment venues. Business operators in the nightlife industry can utilize these findings to develop marketing plans or advertising campaigns to directly raise consumer awareness.

1.1 Promotional Activities Businesses should organize promotional campaigns on weekends, particularly Fridays and Saturdays, as well as public holidays when students are not attending classes. Promotions could include special deals to encourage students to visit entertainment venues for relaxation. Activities such as Halloween events, Valentine’s Day celebrations, or mini-concerts could be organized to attract students and boost sales.

1.2 Compliance with Legal Regulations Operators must adhere to legal operating hours and age restrictions. The research found that underage individuals (below 20 years) sometimes access nightlife venues. Strict screening should be implemented to ensure compliance with age laws, fostering a culture of legal adherence among students. To enhance sales, businesses can offer promotions during the early hours (7:30 PM–10:00 PM). Operators near educational institutions should consider adjusting closing times to discourage late-night activities among students.

1.3 Guidance for Students The behavior of university students in Chonburi Province reflects a need for socialization with friends to relieve stress after a week of studying. Stakeholders should provide appropriate guidance to students to prevent inappropriate behavior and encourage adherence to established rules.

1.4 Drug and Substance Abuse Prevention Campaigns Educational institutions should campaign against drugs and addictive substances, providing guidance to students on proper conduct. Schools and universities should organize activities and training sessions to educate students on self-protection methods and how to avoid succumbing to negative influences.

1.5 Extracurricular Activities Institutions should create opportunities for student participation in activities such as sports competitions. These events can engage students, foster a positive learning environment, and build a sense of community. Teachers should provide support and guidance to help students address problems effectively.

2. Recommendations for Future Research

2.1 Dynamic Tourist Behavior As tourist behavior evolves rapidly, future research should focus on motivational factors influencing the decision to choose entertainment venues. A case study on Pattaya’s nightlife venues should be conducted regularly to compare how motivational factors change over time.

2.2 Psychological and Marketing Factors Future studies should delve into psychological motivation and marketing factors that influence repeat visits to Pattaya’s entertainment venues. Such findings could provide valuable insights for improving Pattaya’s tourism sector in the long term.

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