

Analysis of Factors Influencing Teachers' Participation in Education based on Structural Equation Model

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Abstract

Teachers are generally regarded as teaching-oriented, but teachers are also the main body of education. Teaching and education are separated, and the organizational system is imperfect. Teachers cannot fully play the role of participating in education. This research is based on field theory, demand theory and behavior planning theory, taking teacher participation in education as an independent field study, using questionnaires and constructing structural equation model methods to study the influencing factors of teacher participation in education, and making recommendations. Provide support for schools to improve the quality of education, improve the efficiency and level of school management, expand the school's social influence, and make decisions in the education sector and related schools.

Keywords

college teachers, education, influencing factors.

1. Introduction

In the 21st century, education has developed rapidly, and the division of education has become increasingly detailed. Most teachers mainly focus on professional education and teaching. They do not pay attention to the cultivation of students' personality, thinking and behavior habits, and the problem of the separation of teaching and education still exists. Teachers' participation in educating people is one of teachers' responsibilities, and it is also the key to school management to improve the school's school running level. One of the means.

2. Literature Review and Theoretical Basis

2.1. Literature Review

Most domestic scholars use demographic variables to discuss the influencing factors. Studies have found that age, academic qualifications, and professional titles affect teachers' enthusiasm for participating in education. Teachers' cognition and ability are the main motivations that affect teachers' participation in education. Based on the field theory, it is analyzed from three levels: society, school, and teacher: laws and systems are the guarantee factors for teacher participation; and the smooth information channels are the ways for teacher participation. Related foreign studies have found that the principal's democratic awareness, leadership style, and responsibility risk also have an impact on teachers' participation in educating people. Teachers' personal abilities, personal wishes, etc., and teachers' congresses affect their participation in education.

2.2. Theoretical Basis

2.2.1. Field Theory

French sociologist Pietier proposed the "field theory", "the field is a network or a configuration of the objective relationships that exist between various positions." This research is based on Bourdieu field theory and puts the university Teacher participation in education is regarded as an independent field. Based on existing achievements and its own operating logic, it constructs the influence mechanism of teacher participation in education. It provides a theoretical reference for screening variables and designing interview outlines for this research. Design provides background.

2.2.2. Demand Theory

American psychologist Maslow divides individual needs into five aspects: physiological, safety, social, respect and self-actualization. Demand theory is often used by organizations to motivate employees. This research is to provide a new reference for the research dimension, which is used to study the interactive management of latent variables and model construction.

2.2.3. Planned Behavior Theory

Behavioral attitudes affect behavioral intentions, but possessing attitudes does not necessarily translate into actual actions. If teachers' participation in education is regarded as a behavioral process, attitude and willingness are both factors that affect behavior. With the development of scientific research, the connotation of planned behavior theory has been constantly enriched. Attitude, subjective norms, perceived behavior control, perceived rewards, and incentive measures are all key variables that are often studied, and provide theoretical support for subsequent verification of hypotheses.

3. The Research Hypothesis of the Influencing Factors of Teachers' Participation in Education

The measurement dimension was constructed from existing literature reviews and field interviews. Based on the Bourdieu field theory, the interview questionnaire was designed to conduct in-depth interviews with 107 teachers of different backgrounds from a university in Dongguan, Guangdong Province. Based on the reference of the potential influencing factors summarized in the interview and the potential influencing factors summarized in the existing research, eight factors such as attitude, subjective norms, perceived behavioral control, understanding of the situation, perceived rewards, incentive measures, willingness to participate, and participating behavior were used as variables Build a measurement system for influencing factors of teacher participation in educating people, adopt structural equation model, research hypotheses about influencing factors of teacher participation in educating people:

H1: Teachers' attitude towards participating in educating people is positively affecting their willingness to participate.

H2: Teachers' subjective norms positively affect their willingness to participate.

H3: Teachers' perception behavior control positively affects their willingness to participate

H4: Teachers' understanding of education is positively affecting their willingness to participate

H5: Teachers' perceived rewards for participating in educating work positively affect their willingness to participate

H6: Incentives for teachers to participate in education are positively affecting their willingness to participate

H7: Teachers' perception behavior control positively affects their participation behavior

H8: Teachers' understanding of education is a positive influence on their participation

H9: Teachers' perception of rewards for participating in educating work positively affects their participation behavior

H10: Incentives for teachers' participation in educating people are positively affecting their participation

H11: Teachers' willingness to participate in the work of educating people is positively affecting their participation

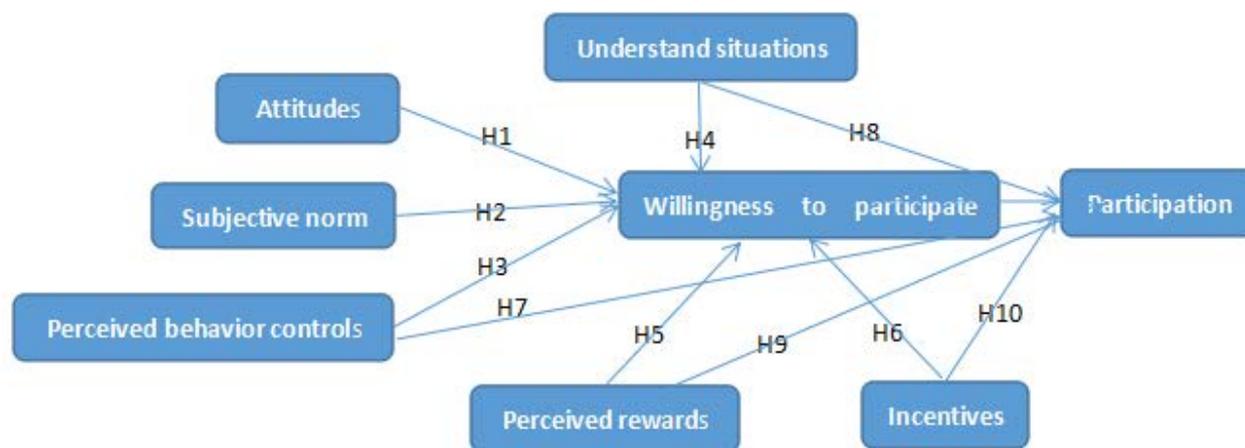


Fig 1: Model framework for teacher participation in education

4. The Construction and Test of the Influencing Factors Model of Teachers' Participation in Education

4.1. Data Collection

4.1.1. Compilation of Questionnaire

The content of the questionnaire includes two parts: basic information and main body. The basic information is based on questions of demographic variables, including issues such as gender, teaching age, education, and title; the main body includes single-choice questions and multiple-choice questions, involving influencing factors and the actual situation of teachers' participation in education. The subjects all use the 5-point Likert scale 1-5 points forward scoring method to measure the degree of approval of the surveyed object to the content described. The higher the score, the greater the impact; for the items that actually participate in each item, The higher the score, the higher the level of participation.

4.1.2. Data Collection

In this study, 107 questionnaires were distributed, 107 questionnaires were withdrawn, and 107 valid questionnaires were returned, with an efficiency of 100%. This study used SPSS statistical software to analyze the reliability and validity of each variable. Mainly through Cronbach's Alpha coefficient between 0.882 and 0.973, and the alpha values are all greater than 0.6, indicating that the internal consistency of the questionnaire is good, suitable for further analysis.

4.1.3. Path Analysis

Table 1: Structural equation path data

Path	Estimate	S.E.	C.R.	P
Willingness to participate<--Attitude	0.173*	0.048	2.43	0.015
Willingness to participate<--Subjective norm	0.315	0.122	1.881	0.06
Willingness to participate<--Perceived behavior control	0.037	0.14	0.433	0.665
Willingness to participate<--Understand the situation	0.464***	0.053	6.064	***
Willingness to participate<--Perceived reward	0.365***	0.052	5.022	***
Willingness to participate<--Incentives	0.212**	0.054	2.916	0.004
Participation<--Perceived behavior control	0.325***	0.099	3.338	***
Participation<--Understand the situation	0.297**	0.086	2.951	0.003
Participation<--Perceived reward	0.333***	0.082	3.588	***
Participation<--Incentives	0.209*	0.077	2.502	0.012
Participation<--Willingness to participate	0.262*	0.146	2.21	0.027

a. On the impact of willingness to participate

It can be derived from Table 1 that the path coefficient of the understanding of participation will be the largest 0.464 ***, the critical ratio (CR = 6.064) is greater than 1.96, *** p <0.001, the understanding of the situation has a significant positive impact on the willingness to participate, indicating that the more teachers understand the relevant situation of participation in education, the stronger the willingness to participate, the research hypothesis H4 is established,

The path coefficient of perceived return to participation willingness is 0.365 ***, the critical ratio (C.R. = 5.022) is greater than 1.96, and *** p <0.001, indicating that if H5 holds, the effect of perceived return is second only to understanding the situation. If teachers can realize the maintenance of interests and improve their ability in participating in education, their willingness to participate will be stronger.

The path coefficient of the incentive measures to the willingness to participate is 0.212 **, the critical ratio (CR = 2.916) is greater than 1.96, and the significance test at the 0.01 level is passed. Assuming that H6 is established, the incentive measures have a positive and significant impact on the participation of teachers in educating people. Sound rules and regulations and incentive mechanisms will enhance teachers' willingness to participate in education.

The path coefficient of attitude to willingness to participate is 0.173 *, and the critical ratio (CR = 2.43) is greater than 1.96. A significance test of 0.05 is passed, indicating that the hypothesis H1 on the influence of attitude and teacher participation in educating work is

established, and the attitude of private teachers is Participation in education has a positive and significant impact.

The path coefficient of subjective norms for participation intention is 0.315, CR value is 1.881 <1.96, and its corresponding P value is 0.06, which is greater than 0.05, which does not reach a significant level. The assumption that subjective norms have a positive effect on participation intention H2 is not established, the surrounding population Whether it supports its participation in educating people has little effect on its willingness to participate.

The influence of perceived behavior control on participation intention is that all path coefficients of 0.037 are the smallest, the C.R. value is 0.433 <1.96, and its corresponding P value is 0.665, which is greater than 0.05. The effect is not significant, assuming that H3 is not true.

b. Test on hypothesis affecting participation behavior

The path coefficient of perceived return on participation behavior is 0.333 ***, the critical ratio (CR = 3.588) is greater than 1.96, and it passes the significance test of 0.001, indicating that if H9 is established, the perceived return is the factor that has the greatest impact on participation behavior, and Significant positive impact.

The path coefficient of perceived behavioral control on participating behavior is 0.325 ***, the critical ratio (CR = 3.338) is greater than 1.96, and it passes the significance test of 0.001 level, which is second only to the perceived reward factor and has a positive impact on participating behavior , Assuming that H7 holds. Teachers themselves have the ability, knowledge and skills to participate in educating people and are more willing to participate.

The path coefficient of understanding situation to participation behavior is 0.297 **, and the critical ratio (CR = 2.951) is greater than 1.96. It passed the significance test of 0.01 level, indicating that the assumption H8 for understanding the situation and the influence of teachers 'participation in educating people is established. It has a positive and significant impact on teachers' participation in education.

The path coefficient of participation willingness to participation behavior is 0.262 *, and the critical ratio (C.R. = 2.21) is greater than 1.96. It passes the significance test at the 0.05 level. Assuming H11 is established, participation willingness has an influence on participation behavior.

The path coefficient of incentive measures for participating behaviors is 0.209 *, the critical ratio (CR = 2.502) is greater than 1.96, and the significance test of 0.05 level is passed. Assuming H10 is established, the incentive measures rank fourth among the factors that affect participating behaviors .

Through the calculation results and path analysis of the influencing factors of teachers' participation in education, the final hypothesis test results are shown in the following table:

Table 2: Hypothesis test results

Suppose	in Conclusion
Teachers' attitude towards participation in educating people positively affects their willingness to participate	Established
Teachers 'subjective norms are positively affecting their willingness to participate in education	invalid
Teachers 'Perceived Behavior Control Positively Affects Their Willingness to Participate in Education	invalid
Teachers' understanding of education is positively affecting their willingness to participate	Established
Teachers' Perceived Rewards for Participating in Educating Work Positively Affects Their Participation Will	Established
Incentives for teachers to participate in educating work are positively affecting teachers 'willingness to participate	Established
Teachers 'Perceived Behavior Control Positively Influences Their Participation	Established
Teachers' understanding of education is a positive influence on their participation	Established
Teachers' Perceived Rewards for Participating in Educating Work Positively Affects Their Participating Behavior	Established
Incentives for teachers 'participation in educating people are positively affecting teachers' participation	Established
Teachers' willingness to participate in the work of educating people has a positive impact on their participation	Established

In summary, the factors that have a positive and significant impact on teachers 'willingness to participate in the education work are arranged from large to small in order to understand the situation, perceived rewards, incentives, and attitudes; factors that have a positive and significant impact on participation The order from large to small is perceived reward, perceived behavioral control, understanding the situation, willingness to participate, and incentives.

5. Analysis of Factors Influencing Teachers' Participation in Education

Teachers' knowledge of participation in educating work, including the dissemination of school-related information, whether there is a collaborative atmosphere, and the atmosphere of participating in educating work all affect teacher participation. The results of the study show that teachers are not familiar with the ways and contents of participating in the education work. On the one hand, they pay great attention to the education work of the school, on the other hand, they struggle to understand the ways and contents.

Whether teachers can properly exercise their teachers' duties and whether they can correctly understand participation in education are the standards for measuring teachers' professional ethics. Teachers have a certain conscious basis for participating in educating people, but to enhance the consciousness of participation, it is also necessary to mobilize teachers' enthusiasm, cultivate teachers' professional ethics and mastery, and increase the promotion of relevant laws and regulations and teachers' responsibilities.

In terms of perceptual behavior control, whether a teacher's ability and knowledge reserve are competent for participating in educating work and whether it can play an active role are the basic qualities of participating in educating work. Teachers have uneven knowledge and abilities, and their qualities are not static. They need training and training. The cultivation of teachers' comprehensive abilities, opportunities and platforms for teachers to participate in educating people are the most direct influencing factors.

In terms of incentive measures, does the school have a sound feedback mechanism and a complete reward mechanism? The study found that the school's existing reward mechanism played a role, but it did not respond to teachers' opinions, and limited interaction with teachers hindered teachers' participation in education. The feedback and response mechanism is the most practical problem to solve the teacher's participation in education.

In terms of perceived rewards, does the school provide a platform for teachers to participate in educating people, does it value teachers' suggestions and feedback, integrates issues related to the vital interests of educators and teachers, and respects teacher participation. Whether it is possible to develop a more extensive and more popular participation platform, and whether it is possible to enhance teachers' participation in educating people from the perspective of their immediate development needs are the key elements of the whole educating people.

6. Suggestions

6.1. Respect the Status of Teachers, Build a Common "Vision" for Teachers and Students, and Establish a Positive Organizational Environment.

Teachers are prone to value attachment to their jobs, and teacher-student interaction is more likely to produce a common "vision". The establishment of a common "vision" requires students to respect teachers, teachers care for students, guide teachers to participate in educating people, let teachers take the main role in educating people, and schools and teachers maintain a high degree of consistency, so that all teachers and staff can actively participate, want to participate, and actively participate. Educate people and build a carrier of "all-person educating, all-round educating, all-process educating".

6.2. Improve Teachers "Ability", Establish an Understanding Mechanism, and Promote the Advancement of Teachers' Administration

Establish a learning and training system, improve the interactive understanding and communication mechanism, enhance the ability of teachers, and build a platform for teachers to participate in educating people. Strengthen learning, learn the laws, policies and

regulations by understanding the contents of administrative management, holding salons, seminars and lectures to enhance the comprehensive understanding of educating people. Relying on propaganda, combined with online communication, improve the spread of education. Improve the teacher-student communication mechanism; establish standardized communication standards.

6.3. Learn to Authorize Decentralization, Improve the Incentive Mechanism, and Mobilize Teachers' Willingness to Participate

Improve the incentive mechanism for teachers to participate in education. From the perspective of the teacher, the initiative and value of the education work are returned to the teacher, so that the role of the teacher can also be played outside the classroom, ensuring that the teacher has the opportunity to exert "positive energy" and form a good educational atmosphere. Teachers can strengthen the value of teachers by participating in educating people, establish a more stimulating incentive system, and increase the enthusiasm of teachers to participate.

6.4. Pay Attention to the Value of Teachers, Safeguard the Interests of Teachers, and Establish an Improved Feedback Mechanism

Pay attention to the factors of perceived reward, mobilize teachers' willingness to participate, and promote participation behavior. Pay attention to the value of teachers and affirm the importance of teachers to the overall growth of students. Attach importance to the relationship between teachers and students and create a harmonious campus atmosphere. Pay attention to two-way communication and meet teachers' wishes appropriately.

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