



INNOVATIVE AFTER-SCHOOL SERVICE: A STUDY BASED ON THE INFLUENCING FACTORS OF BEHAVIORAL INTENTION

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Abstract

With a series of problems in the implementation of after-school service activities in mainland China, this study explores the influencing factors of after-school service behavior intention of primary and secondary school teachers based on behavior planning theory. This research uses quantitative analysis and uses SPSS 25 to analyze the data of 516 returned questionnaires. The study finds that: different genders have no significant impact on behavioral attitudes, subjective norms, behavioral control, behavioral intentions, and actual behaviors; different regions have no significant impact on behavioral attitudes., subjective norm, behavior control, behavior intention, and actual behavior have a significant impact, among which the influence of township teachers is higher than that of urban teachers; teachers have a significant impact on behavioral attitudes and behavioral intentions of after-school services; teachers' subjective norms and behaviors of after-school services Intention has a significant impact; teachers have a significant impact on perceived behavioral control and behavioral intentions of after-school services; teachers have a significant impact on behavioral intentions and actual behaviors of after-school services; teachers have a significant impact on perceived behavioral control and actual behaviors of after-school services influence. This research mainly discusses the influencing factors of primary and second-

dary school teachers' willingness to participate in after-school service behavior, and aims to provide a reference for optimizing after-school service policies and further improving teachers' participation rate in the future.

Key words: behavior planning theory; primary and secondary school teachers; after-school service; behavior intention

Introduction

Research Motivation

With the development of China's education system, parents of students in the compulsory education stage are "anxious" because of their children's schoolwork and the pressure of further education. Therefore, the education of students in the compulsory education stage has also become one of the hot issues of social concern. In order to better solve this problem, the Ministry of Education of China issued the "Guiding Opinions on Doing a Good Job in After-School Services for Primary and Secondary Schools (Trial)" and "On Further Reducing the Compulsory Education Stage" in February 2017 and July 2021. Opinions on Student Homework Burden and Off-Campus Training Burden" and other related documents. Therefore, China's compulsory education stage has set off a "double reduction" fever. In response to the policy of the Ministry of Education of the People's Republic of China, primary and secondary schools in various regions actively carry out after-school service training activities to relieve the academic and academic pressure of students in the compulsory education stage.

After-school service refers to the period after school and before returning home for students in the compulsory education stage. During this period, the school will provide them with

projects such as trusteeship, homework guidance, cultural and sports activities, entertainment games, interest training, and social practice. It is collectively referred to as after-school services. Gu Yanli (2018) and others believe that after-school services can reduce students' extra-curricular academic burden, adhere to the value of narrowing the after-school growth gap and promoting educational equity. Therefore, after-school service can not only meet the reasonable demands of the society and parents, but also promote the safe, happy and healthy growth of students. However, the proposal of after-school service policy has also become one of the research hotspots of scholars.

Among them, many scholars have provided optimization measures for after-school services. For example: David (2022) believes that measures to improve after-school services need to improve the quality of after-school services from four aspects: optimizing the after-school service environment, enhancing teachers' after-school service capabilities, meeting the diverse needs of students, and actively building a parent-home-school cooperation platform. ; Zhao Hongguang (2022) and others improved the quality of after-school services from three aspects: optimizing homework design, developing high-quality courses, and creating brands; Ma Ying (2018) et al. At the level of resource planning, we will discuss how to recommend the establishment of the after-school service

operation mechanism. Some scholars believe that after-school service policies are discussed and researched around existing problems. For example, Liang Meifeng (2018) believes that the difficulty of after-school service policy lies in the organization and implementation of on-campus custody, and a series of issues such as access and supervision of off-campus custody will affect the better implementation of after-school service policies; Cheng Sihui (2018) and others believe that the Unbalanced development of after-school services, unclear nature orientation, unclear subject responsibilities, lack of standards and supporting measures, and inability to guarantee quality have limited the realization of the value of after-school service policies in primary and secondary schools; Li Xingdong (2020) and others believed that after-school services As a new thing, it also faces some problems in supporting policies, teacher work approval, school responsibility boundary and social governance.

Throughout the literature, scholars have studied the policies and systems of after-school service from different perspectives, but there are few relevant studies on the influencing factors of teachers' willingness to participate in after-school service behavior. Teachers are the specific executors and participants of after-school service activities. Teachers' behavioral attitudes, subjective norms, behavioral control, behavioral willingness and other factors will affect teachers' behavioral implementation, which in turn will affect after-school service activities. teaching quality. Therefore, in the process of after-school service, how to improve teachers' attitude towards after-school service, how to establish and

improve the treatment guarantee system for teachers' participation in after-school service, and how to reduce teachers' personal concerns, etc., can help teachers to actively participate in class. After the service activities come.

Research Purpose

This research mainly analyzes the current situation of after-school service behavior intention of primary and secondary school teachers, and applies the theory of planned behavior (T RB) to explore the research on the influencing factors of after-school service behavior intention of primary and secondary school teachers, aiming to further improve after-school service policy optimization in the future. Teacher participation rates are provided for reference.

Research Questions

Are teachers' attitudes towards after-school service behaviors positively related to teachers of different genders and regions?

Are teachers of different genders and regions positively related to the subjective norms of after-school services?

Is there a positive correlation between teachers of different genders and different regions in the control of after-school service behavior?

Are teachers of different genders and regions positively related to their willingness to provide after-school service?

Are teachers' behavioral attitudes toward after-school services positively correlated with behavioral intentions?

Are teachers' subjective norms of after-school service positively correlated with behavioral intentions?

Is there a positive correlation between teachers' perceived behavioral control over after-school service and behavioral intention?

Are teachers' behavioral intentions for after-school services positively correlated with actual behaviors?

Is there a positive correlation between teachers' perceived behavioral control of after-school service and actual behavior?

Basic Theory

The theory of planned behavior.

Theory of Planned Behavior (TRB) is a further extension of the Theory of Reasoned Action TRA (Theory of Reasoned Action TRA) jointly proposed by Fishbein and Ajzen in 1975. It is one of the most influential theories in the field of social psychology for understanding the relationship between individual attitudes and behavior. Theory of Rational Behavior (TRA) was proposed by Fishbein in 1967, and after a long period of experiments and revisions, Ajzen and Ajzen completed the theoretical framework. Ajzen (1985), Thoms (1992) and others believed that in everyday life, people's behavior can be controlled by their own willpower, and they can consciously and rationally carry out certain activities. Therefore, TRA is a theory that explains and predicts personal behavior based on individual will control (Ajzen, 1985; Thomas, Pamela & Icek Ajzen, 1992).

Jiang, Ding, & Liu (2019) believed that although TRA can bring predictable results to behavior, it was later discovered that human behavior is not entirely personal will, and will be affected by the environment and make unintended factors. This makes the application of TRB theory very limited. However, This theory was later widely used in research on environmental protection and business management, such as the research of Chen, et al (Chen and Chen, 2020)(Chen et.al., 2020)(Chen and Chen, 2019)(Chen et.al, 2012) ; in addition to the research on corporate social responsibility, such as Wu and Chen(2020) ; and the research on financial behavior and climate change, such as Zhang et.al.(2019) Chen & Chen(2019), and so on.

Later, Ajzen took the environment into one of the considerations of whether to carry out behavior, and added a new variable Perceived behavioral control (PBC). Become the theory of planned behavior (Theory of Planned Behavior TRB). The emergence of this theory further improves the explanatory power and predictability of behavioral theory on behavioral results. The core of the theory of planned behavior is that individual behavior comes from rational choices and is influenced by behavioral attitudes, subject norms and perceived behavioral control (Ajzen, 1991). Behavioral willingness is a motivational factor that affects actual actions. When an individual has a stronger attitude to execute something, the greater the support from the organization or authority, the stronger the individual's perceived behavioral control, and therefore the stronger the willingness to execute, and vice versa. Xiao (Zhang Jia, 2022). Ajzen's (1985) TRB and T RA theories

share common ground mainly to explain whether an individual's behavioral intention determines the actual behavior of an individual, while behavioral attitudes and subjective norms are factors that directly affect behavioral intentions.

Liker (1997) integrated the two models of the theory of planned behavior (TRB) and technology acceptance (TAM), and found that the results and research hypotheses after the integration of the two models of TRB and TAM were established during the testing process. In the later research process, some scholars combined behavior planning theory and technology acceptance model for research. Theory of planned behavior (TRB) has been widely used in different fields of human life, whether in the West or the East. Although this theory has become one of the most influential theories for understanding the relationship between personal attitudes and behaviors, it still has certain limitations and controversies, so more scholars need to continue to explore and improve.

Research Methods

This research proposes a research framework based on research motivations, objectives, hypotheses and literature review. This research applies the theory of planned behavior (TRB) to explore the after-school service behavior of primary and secondary school teachers through the status quo of primary and secondary school teachers' after-school service behavioral intentions. The research on the influencing factors of service behavior willingness aims to provide a reference for future after-school service policies to improve teaching quality.

According to the above literature discussion, this research will be carried out by means of a questionnaire survey, and the method of "Questionnaire on the Willingness of After-School Teachers to Serve Behavior in Primary and Secondary Schools" will be distributed online. In this questionnaire survey, 516 questionnaires were distributed, 516 questionnaires were returned, and 516 questionnaires were collected. The recovery rate was 100%, and the effective rate was 100%. Afterwards, data analysis of the recovered questionnaires was carried out by using SPSS 22.3 and structural equation modeling (SEM).

Survey Design

In order to ensure the scientific nature of the research, this research draws on the mature scales developed by predecessors, and modifies the expressions of some questions according to the purpose of this research. The questionnaire is divided into 6 parts, the first part is the basic information of the respondents. Such as name, gender, teaching age, unit location, etc.; the second part is the behavioral attitude survey of teachers participating in after-school services; the third part is the subjective norm questionnaire survey of teachers participating in after-school services; the fourth part is teachers' participation in after-school services Questionnaire on behavior control of service; the fifth part is a questionnaire on teachers' behavior intention to participate in after-school service; the sixth part is a questionnaire on actual behavior of teachers participating in after-school service. The scale uses a 5-point Likert scale with five options ranging from strongly disagree to strongly agree.

Data Collection

The data sample of this questionnaire comes from 516 primary and secondary school teachers from all over the country, with a male to female ratio of 1:1. During the investigation, the online questionnaire was used to answer the questions, and the ques-

tionnaires were collected within the specified time. This time, 516 questionnaires were collected, and the questionnaires with incomplete and untrue information were excluded. There were 516 valid questionnaires, and the effective questionnaire recovery rate was 100%.

Research Hypotheses

Research Hypotheses

H 1: Are teachers' attitudes towards after-school service behaviors positively related to teachers of different genders and regions?

H 2: Are teachers of different genders and regions positively related to the subjective norms of after-school services?

H3: Are there positive correlations between teachers of different genders and different regions on

the control of after-school service behavior?

H4: Are teachers of different genders and regions positively related to their willingness to serve after school?

H5: Are teachers' behavioral attitudes toward after-school service positively correlated with behavioral intentions?

H6: Are teachers' subjective norms of after-school service positively correlated with behavioral inten-

- tions? positively correlated with actual behavior?
- H7: Are teachers' perceived behavioral control over after-school service positively correlated with behavioral intentions?
- H8: Are teachers' behavioral intentions toward after-school service positively correlated with actual behaviors?
- H9: Are teachers' perceived behavioral control over after-school service
- Research Results And Analysis*
- 516 questionnaires were distributed and 516 questionnaires were recovered. The reliability, validity and T-test data of the following questionnaires were processed for the recovered questionnaires. The data results are as follows.
- Reliability Analysis*

Table 1. Cronbach reliability analysis

number of items	sample size	Cronbach's alpha coefficient
20	50	0.969

This study conducted a reliability analysis on a total of 20 items of primary and secondary school teachers' willingness to serve after-school service. The analysis results showed that the Cronbach's alpha value was 0.969,

which indicated that the reliability of this questionnaire was quite good, and the questionnaire had acceptable reliability. Spend.

Validity Analysis

Table 2. KMO and Bartlett's test

KMO value		0.985
	approximate chi-square	6552.613
Bartlett's Sphericity test	df	190
	p value	0.000

In this study, a total of 20 items on the influence factors of primary and secondary school teachers' willingness to serve after school were analyzed for validity. The analysis results showed

that the KOM value was 0.985, which indicated that the validity of this questionnaire was quite good and the questionnaire had acceptable validity.

Independent sample t-test

Table 3. Independent sample t-test analysis results

Analysis item	item	sample size	average value	standard deviation	mean difference	Difference 95% CI	t ·	df	p ·
6. I think it is very meaningful to carry out after-school services for primary and secondary school students	1.0	257	3.38	1.10	0.02	-0.175 ~ 0.211	0.187	514.00	0.85
	2.0	259	3.36	1.13					
	total	516	3.37	1.11					
7. I think after-school service is important	1.0	257	3.36	1.18	-0.01	-0.208 ~ 0.191	-0.08	514.00	0.93
	2.0	259	3.37	1.12					
	total	516	3.37	1.15					
8. It is useful for teachers to participate in after-school services	1.0	257	3.25	1.22	-0.03	-0.229 ~ 0.179	-0.24	514.00	0.80
	2.0	259	3.28	1.13					
	total	516	3.27	1.18					
9. Participating in after-school service improves my job performance	1.0	257	3.36	1.16	0.09	-0.104 ~ 0.288	0.918	514.00	0.35
	2.0	259	3.27	1.11					
	total	516	3.31	1.13					
10. After-school services can bring me certain benefits	1.0	257	3.32	1.15	-0.06	-0.253 ~ 0.135	-0.60	514.00	0.54
	2.0	259	3.38	1.09					
	total	516	3.35	1.12					
11. Participating in after-school service is more important in my teaching career development	1.0	257	3.36	1.13	-0.01	-0.207 ~ 0.189	-0.08	514.00	0.93
	2.0	259	3.37	1.16					
	total	516	3.36	1.14					
12. Parents want us to provide after-school services	1.0	257	3.42	1.11	0.08	-0.121 ~ 0.275	0.760	514.00	0.44
	2.0	259	3.35	1.18					
	total	516	3.39	1.14					
13. Students	1.0	257	3.26	1.11	-0.18	-0.376 ~	-1.86	514.00	0.06

Table 3. Independent sample t-test analysis results

Analysis item	item size	sample average value	standard deviation	mean difference	Difference 95% CI	t ·	df	p ·	
want us to provide af-	2.0	259	3.44	1.12	0.010	5	0	3	
ter-school ser-	to-	516	3.35	1.12					
14. Leaders ad-	1.0	257	3.34	1.12					
vocate that we	2.0	259	3.37	1.13					
actively partici-					-0.03	-0.227 ~	-0.32	514.00	0.74
participate in af-	to-	516	3.35	1.12		0.162	5	0	6
ter-school ser-	total								
15. I think af-	1.0	257	3.37	1.15					
ter-school ser-	2.0	259	3.37	1.15					
vice is easy to					0.01	-0.192 ~	0.067	514.00	0.94
achieve	to-	516	3.37	1.15		0.205	0	7	
16. After-school	1.0	257	3.39	1.13					
services can	2.0	259	3.31	1.16					
improve stu-					0.08	-0.118 ~	0.795	514.00	0.42
dents' learning	to-	516	3.35	1.15		0.278	0	7	
effect or enrich	total								
students' af-									
ter-school life									
17. I am confi-	1.0	257	3.31	1.16					
dent to do af-	2.0	259	3.34	1.14					
ter-school ser-					-0.03	-0.231 ~	-0.32	514.00	0.74
services well	to-	516	3.32	1.15		0.167	0	0	9
18. If I have the	1.0	257	3.33	1.15					
corresponding	2.0	259	3.37	1.19					
conditions, I can					-0.04	-0.242 ~	-0.38	514.00	0.69
do after-school	to-	516	3.35	1.17		0.163	7	0	9
services	total								
19. If someone	1.0	257	3.30	1.11					
helps me, I can	2.0	259	3.39	1.13					
do after-school					-0.09	-0.288 ~	-0.95	514.00	0.34
service	to-	516	3.34	1.12		0.100	5	0	0
20. If you pro-	1.0	257	3.35	1.15					
vide me with the	2.0	259	3.36	1.12					
corresponding					-0.01	-0.201 ~	-0.05	514.00	0.96
conditions, I	to-	516	3.35	1.13		0.191	0	0	0
will provide af-	total								
ter-school ser-									

Table 3. Independent sample t-test analysis results

Analysis item	item	sample size	average value	standard deviation	mean difference	Difference 95% CI	t ·	df	p ·
vices									
21. I actively participate in after-school services	1.0	257	3.32	1.14	-0.04	-0.239 ~ 0.151	-0.44	514.00	0.65
	2.0	259	3.36	1.11					
	total	516	3.34	1.13					
22. I help students answer questions or cultivate students' interest in after-school services	1.0	257	3.37	1.21	0.06	-0.148 ~ 0.261	0.547	514.00	0.58
	2.0	259	3.32	1.16					
	total	516	3.34	1.18					
23. I am actively preparing for the assurance of after-school service quality	1.0	257	3.37	1.13	0.06	-0.141 ~ 0.255	0.565	514.00	0.57
	2.0	259	3.31	1.16					
	total	516	3.34	1.14					
24. I am willing to participate in after-school service	1.0	257	3.27	1.17	-0.09	-0.282 ~ 0.109	-0.87	514.00	0.38
	2.0	259	3.36	1.09					
	total	516	3.31	1.13					
25. I am willing to recommend after-school services to teachers around me	1.0	257	3.35	1.06	0.02	-0.167 ~ 0.211	0.229	514.00	0.81
	2.0	259	3.33	1.12					
	total	516	3.34	1.09					

* p < 0.05** p < 0.01 gender is variable

The results of independent sample T test analysis are shown in Table 3. The data Table of factors influencing the after-school behavioral service willingness of teachers of different genders in primary and secondary schools. We provide after-school services, 16. After-school services can improve students' learning effect or enrich students' after-school life. 19. There are significant differences in the

four contents of I am willing to participate in after-school services. The specific data are as follows: Participating in after-school services can improve my job performance: T=. 918, p =. 359; Parents want us to provide after-school services: T=. 760, p =. 447; After-school services can improve students' performance Learning effect or enriching students' after-school life: T =.795, p=.427 ; I would like to

participate in after-school services: $T = -.872, p = .384$.

Table 4. Independent sample t -test analysis results

Analysis item	item	sample size	average value	standard deviation	mean difference	Difference		t ·	df	p ·
						95% CI				
6. I think it is very meaningful to carry out after-school services for primary and secondary school students	1.0	365	3.21	1.08						
	2.0	151	3.74	1.11						
	total	516	3.37	1.11	-0.53	-0.735 ~ -0.321	-5.00	514.00	0.00	0
7. I think after-school service is important	1.0	365	3.22	1.17						
	2.0	151	3.71	1.04						
	total	516	3.37	1.15	-0.48	-0.699 ~ -0.269	-4.41	514.00	0.00	0
8. It is useful for teachers to participate in after-school services	1.0	365	3.11	1.17						
	2.0	151	3.64	1.10						
	total	516	3.27	1.18	-0.52	-0.743 ~ -0.304	-4.68	514.00	0.00	0
9. Participating in after-school service improves my job performance	1.0	365	3.17	1.13						
	2.0	151	3.66	1.08						
	total	516	3.31	1.13	-0.50	-0.706 ~ -0.284	-4.60	514.00	0.00	0
10. After-school services can bring me certain benefits	1.0	365	3.21	1.11						
	2.0	151	3.70	1.06						
	total	516	3.35	1.12	-0.49	-0.699 ~ -0.281	-4.60	514.00	0.00	0
11. Participating in after-school service is more important in my teaching career development	1.0	365	3.23	1.13						
	2.0	151	3.68	1.12						
	total	516	3.36	1.14	-0.44	-0.657 ~ -0.228	-4.06	514.00	0.00	0
12. Parents want us to provide after-school services	1.0	365	3.24	1.11						
	2.0	151	3.74	1.15						
	total	516	3.39	1.14	-0.50	-0.717 ~ -0.290	-4.63	514.00	0.00	0

Table 4. Independent sample t -test analysis results

Analysis item	item	sample size	average value	standard deviation	mean difference	Difference 95% CI		t ·	df	p ·
						lower	upper			
13. Students want us to provide after-school services	1.0	365	3.16	1.11						
	2.0	151	3.79	1.02	-0.63	-0.836 ~ -0.424	-6.01	514.00	0.00	0
	total	516	3.35	1.12			6	0		
14. Leaders advocate that we actively participate in after-school services	1.0	365	3.22	1.10						
	2.0	151	3.67	1.11	-0.44	-0.655 ~ -0.234	-4.15	514.00	0.00	0
	total	516	3.35	1.12			0	0		
15. I think after-school service is easy to achieve	1.0	365	3.23	1.14						
	2.0	151	3.70	1.09	-0.47	-0.683 ~ -0.255	-4.30	514.00	0.00	0
	total	516	3.37	1.15			2	0		
16. After-school services can improve students' learning effect or enrich students' after-school life	1.0	365	3.16	1.14						
	2.0	151	3.83	1.01	-0.67	-0.882 ~ -0.462	-6.28	514.00	0.00	0
	total	516	3.35	1.15			2	0		
17. I am confident to do after-school services well	1.0	365	3.17	1.13						
	2.0	151	3.70	1.12	-0.53	-0.740 ~ -0.311	-4.82	514.00	0.00	0
	total	516	3.32	1.15			4	0		
18. If I have the corresponding conditions, I can do after-school services	1.0	365	3.17	1.15						
	2.0	151	3.81	1.10	-0.64	-0.856 ~ -0.425	-5.84	514.00	0.00	0
	total	516	3.35	1.17			4	0		
19. If someone helps me, I can do after-school service	1.0	365	3.21	1.11						
	2.0	151	3.68	1.07	-0.47	-0.679 ~ -0.261	-4.41	514.00	0.00	0
	total	516	3.34	1.12			3	0		
20. If you provide me with the corresponding conditions, I will provide after-	1.0	365	3.15	1.10						
	2.0	151	3.84	1.05	-0.69	-0.897 ~ -0.484	-6.56	514.00	0.00	0
	total	516	3.35	1.13			6	0		

Table 4. Independent sample t -test analysis results

Analysis item	item	sample size	average value	standard deviation	mean difference	Difference 95% CI	t ·	df	p ·
ter-school services									
21. I actively participate in after-school services	1.0	365	3.19	1.10	-0.50	-0.710 ~ -0.291	-4.69	514.00	0.00
	2.0	151	3.70	1.12					
	total	516	3.34	1.13					
22. I help students answer questions or cultivate students' interest in after-school services	1.0	365	3.20	1.20	-0.50	-0.716 ~ -0.275	-4.41	514.00	0.00
	2.0	151	3.70	1.07					
	total	516	3.34	1.18					
23. I am actively preparing for the assurance of after-school service quality	1.0	365	3.13	1.11	-0.73	-0.934 ~ -0.517	-6.85	514.00	0.00
	2.0	151	3.85	1.07					
	total	516	3.34	1.14					
24. I am willing to participate in after-school service	1.0	365	3.15	1.12	-0.56	-0.770 ~ -0.351	-5.26	514.00	0.00
	2.0	151	3.71	1.06					
	total	516	3.31	1.13					
25. I am willing to recommend after-school services to teachers around me	1.0	365	3.15	1.04	-0.68	-0.875 ~ -0.477	-6.67	514.00	0.00
	2.0	151	3.82	1.06					
	total	516	3.34	1.09					

* p < 0.05 ** p < 0.01 Take the unit's location as a variable

The independent sample T-test analysis results are shown in Table 4. The data Table of the influencing factors of after-school behavioral service willingness of primary and secondary school teachers in the place where the unit belongs. The results show that: the place where different units belong to 6. I think it is very meaningful to carry

out after-school service for primary and secondary school students., 7. I think after-school service is very important, 8. It is useful for teachers to participate in after-school service, 9. Participating in after-school service can improve my work performance, 10. After-school service can bring me certain benefits, 11. Participation in af-

ter-school service is more important in my career development as a teacher. 12. Parents want us to provide after-school service. 13. Students want us to provide after-school service. 14. Leaders advocate that we actively participate in after-school service. 15. I think after-school service is easy to achieve, 16. After-school service can improve students' learning effect or enrich students' after-school life, 17. I am confident to do after-school service well, 18. If I have the corresponding conditions, I will Can do after-school service, 19. If someone helps me, I can do after-school service, 20. If you provide me with corresponding conditions, I will provide after-school service, 21. I actively participate in after-school service, 22. In the after-school service, I provide students with Q&A guidance or cultivate students' interests. 23. I am actively preparing for the quality assurance of after-school services. 24. I am willing to participate in after-school services. 25. I am willing to recommend to teachers around me All after-school services showed significant differences. The specific data are as follows: 6. I think it is very meaningful to carry out after-school services for primary and secondary school students, showing a 0.01 level of significance ($t=-5.008$, $p=0.000$), and the specific comparison shows that the average value of the township (3.21), will Significantly lower than the city average (3.74). 7. I think it is very important to provide after-school services, showing a significant level of 0.01 ($t=-4.418$, $p=0.000$), and the specific comparison difference shows that the average value of the township (3.22) will be significantly lower than the average value of the city (3.22). 3.71). 8. It is useful for teachers to participate in after-school

services, showing a significant level of 0.01 ($t=-4.685$, $p=0.000$), and the specific comparison difference shows that the average value of the township (3.11) will be significantly lower than the average value of the city (3.11). 3.64). 9. Participating in after-school services can improve my work performance, showing a significant level of 0.01 ($t=-4.605$, $p=0.000$), and the specific comparison shows that the average of the township (3.17) will be significantly lower than the average of the city value (3.66). 10. After-school services can bring me certain benefits, showing a 0.01 level of significance ($t=-4.604$, $p=0.000$), and the specific comparison difference shows that the average value of the township (3.21) will be significantly lower than that of the city. Average (3.70). 11. Participation in after-school service is more important in my teacher career development, showing a 0.01 level of significance ($t=-4.061$, $p=0.000$), and the specific comparison shows that the average value of the township (3.23) will be significantly lower than City average (3.68). 12. Parents want us to provide after-school services, which is significant at the 0.01 level ($t=-4.636$, $p=0.000$), and the specific comparison shows that the average of townships (3.24) will be significantly lower than the average of cities (3.74)). 13. Students want us to provide after-school services, which is significant at 0.01 level ($t=-6.016$, $p=0.000$), and the specific comparison shows that the average of the township (3.16) will be significantly lower than the average of the city (3.79).). 14. Leaders advocated that we actively participate in after-school services, showing a significant level of 0.01 ($t=-4.150$, $p=0.000$), and the specific comparison difference shows that the

average of townships (3.22) will be significantly lower than the average of cities (3.22). 3.67).

15. I think after-school service is easy to achieve, showing a 0.01 level of significance ($t=-4.302$, $p=0.000$), and the specific comparison shows that the average value of the township (3.23) will be significantly lower than the average value of the city (3.70).

16. After-school service can improve students' learning effect or enrich students' after-school life, showing a 0.01 level of significance ($t=-6.282$, $p=0.000$), and the specific comparison shows that the average value of the township (3.16), will Significantly lower than the city average (3.83). 17. I am confident that the after-school service will be significant at 0.01 level ($t=-4.824$, $p=0.000$), and the specific comparison shows that the average value of the township (3.17) will be significantly lower than the average value of the city (3.17). 3.70).

18. If I have the corresponding conditions, I can do a good job in after-school service, showing a 0.01 level of significance ($t=-5.844$, $p=0.000$), and the specific comparison difference shows that the average value of the township (3.17) will be significantly Below the city average (3.81).

19. If someone helps me, I can do a good job in after-school service. It is significant at the 0.01 level ($t=-4.413$, $p=0.000$), and the specific comparison shows that the average value of the township (3.21) will be significantly lower than that of the city. average (3.68). 20. If you provide me with the corresponding conditions, I will provide after-school services, showing a

0.01 level of significance ($t=-6.566$, $p=0.000$), and the specific comparison difference shows that the average value of the township (3.15) will be significantly lower. The average in the city (3.84).

21. My active participation in after-school services showed a significant level of 0.01 ($t=-4.693$, $p=0.000$), and the specific comparison shows that the average of the township (3.19) will be significantly lower than the average of the city (3.70).

22. In the after-school service, the question-answering counseling or cultivating students' interest showed a 0.01 level of significance ($t=-4.411$, $p=0.000$), and the specific comparison showed that the average value of the township (3.20) would be significantly Below the city average (3.70). 23. I am actively preparing for the guarantee of after-school service quality, showing a 0.01 level of significance ($t=-6.851$, $p=0.000$), and the specific comparison difference shows that the average value of the township (3.13) will be significantly lower than City average (3.85).

24. My willingness to participate in after-school services showed a significant level of 0.01 ($t=-5.262$, $p=0.000$), and the specific comparison shows that the average value of the township (3.15) will be significantly lower than the average value of the city (3.71). 25. I am willing to recommend after-school services to the surrounding teachers, showing a 0.01 level of significance ($t=-6.673$, $p=0.000$), and the specific comparison difference shows that the average of the township (3.15) will be significantly lower than the average of the city. value (3.82).

Structural Equations

Figure 1. Structural model fit index

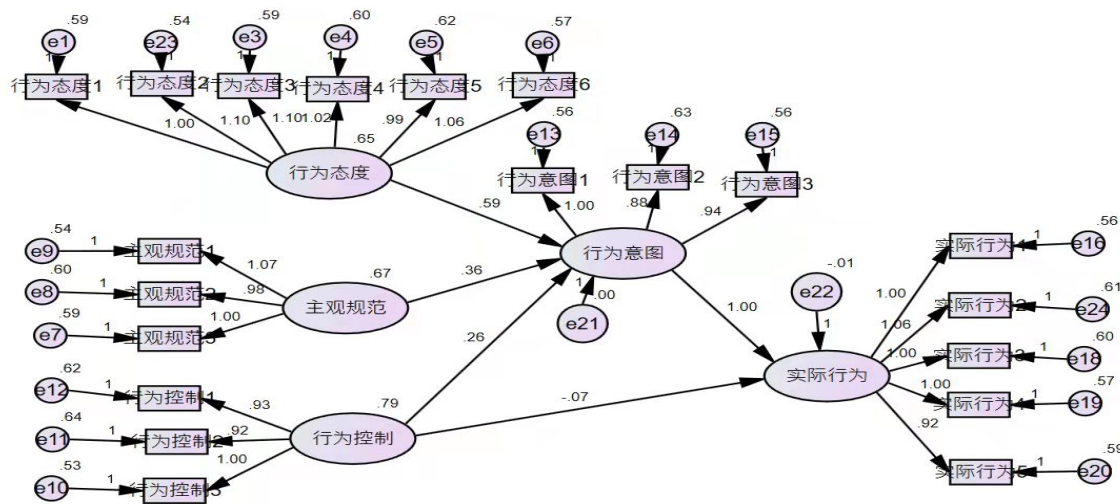


Table 5. Structural model validity

Fit	index	Reference
χ^2 / df (ratio of chi-square degrees of freedom)	2.176	<3
GFI	.930	>0.90
AGFI	.911	>0.90
PGFI	.731	>0.90

It can be seen from the above Table that the χ^2 / df value is 2.176, which is less than 3, and the fit is ideal; the GFI value is 0.930, and the value is greater than 0.9, and the structure is well suited; the AGFI value is 0.911, which is greater than 0.9, and the result is a good fit; The GFI value is 0.731, and the structural fit is general. To sum up, the model of behavioral attitude, subjective norm, behavioral control, behavioral intention and actual behavior as a whole fits well.

Research Conclusions And Recommendations

Conclusions

- (1) Different genders have no significant effect on behavioral attitudes, subjective norms, behavioral control behavioral intentions, and actual behaviors. Therefore, the willingness of primary and secondary school teachers to after-school service behaviors affects the different genders' willingness to after-school service behaviors in the study. constitute influencing factors.
- (2) Geography has a significant impact on behavioral attitudes, subjective norms, behavioral control behavioral intentions, and actual behaviors. Pre-

liminary analysis of the reasons: First, when teachers in townships participate in after-school service activities, the after-school service policies in townships are not guaranteed, resources, teacher conditions, and labor remuneration are not guaranteed, so the willingness of township teachers to participate is not strong. Second, urban teachers believe that after-school service activities take a long time, which has little impact on young single teachers, while for married teachers with families, it takes a lot of time and energy to achieve family and work without delay. Therefore, the willingness of urban teachers to after-school services is mainly lower than that of married teachers.

(3) Teachers' behavioral attitude and behavioral intention to after-school service have a significant impact. According to the structural model, the path coefficient of teachers' behavioral attitude towards after-school service to behavioral intention is 0.59, which means that the higher the behavioral attitude, the stronger the behavioral intention. When implementing after-school service activities, teachers should be given certain support in spiritual, material and policy guarantees from the social level, the school level, the teacher level, and the parent level. Only after teachers obtain certain rights and interests, their intentions will be more obvious.

(4) Teachers have a significant impact on the subjective norms and behavioral intentions of after-school service. According to the structural model, the path coefficient of teachers' behavioral attitude towards after-school service to behavioral intention is 0.36, which means that the stronger the subjective

norm, the stronger the behavioral intention. The teacher's responsibility is to teach and educate people, facing the students. When standing on a three-foot podium, the teacher hopes that the students can learn something. Therefore, when the students' willingness, behavior and school leaders pay more attention, the teacher's lesson will be improved. The stronger the intention of post-service behavior. When implementing after-school service activities, schools should make strategies from top to bottom. For students who want to receive after-school services, teachers should be arranged to guide students, and students who do not want to receive after-school services should be arranged to participate in labor classes. Or send students home safely. Only in this way, teachers who participate in after-school service will be able to continue after-school service after gaining a sense of accomplishment in their participation.

(5) Teachers have significant influence on perceived behavioral control and behavioral intention of after-school service. According to the structural model, the path coefficient of teachers' perceived behavioral control and behavioral intention of after-school service is 0.26. The higher the teachers' awareness of after-school services, the higher their behavioral intentions. In the process of implementation, school leaders should explain the national policies carefully to teachers. In the process of explaining, they should use empathy and empathy so that teachers can attach great importance to and understand the sense of achievement obtained from after-school services. Improve teachers' awareness of after-school service activities, and their behavioral intentions will be stronger.

(6) Teachers have a significant influence on the behavioral intentions and actual behaviors of after-school services. According to the structural model, the path coefficient between teachers' behavioral intentions and actual behaviors for after-school services is 1.0. The teacher's behavioral intention determines the actual behavior. In the implementation of after-school service activities, ensure that participation policies, performance implementation and other aspects are in place, so that teachers can see hope, and teachers can take the initiative to participate in after-school service activities, and teachers can be satisfied in after-school service activities.

(7) Teachers have a significant influence on perceived behavioral control and actual behavior of after-school service. According to the structural model, the path coefficient between teachers' perceived behavioral control of after-school service and actual behavior is 0.07. In the process of after-school service activities, teachers' high sense of professional responsibility and positive understanding of after-school service activities can affect their specific participation in after-school service activities. Therefore, at the level of security policies, schools should provide positive guidance to teachers and solve their worries. Only when teachers have no worries, can teachers truly think about the positive meaning of after-school services and truly participate in after-school services. in service activities.

Recommendations

After-school service activities are a people's livelihood issue in China, a major issue of social concern, and in-

volve the country's education plan. Therefore, in order to enhance the willingness of primary and secondary school teachers to participate in after-school services, measures can be taken from the following aspects: form a linkage mechanism.

Local education bureaus, schools, and parents of students need to widely publicize after-school service activities. From the government to school departments, it is necessary to ensure the relevant policies of after-school services, and to publicize and popularize the implementation of after-school service policies to help teachers and students, and to help teachers in their careers. developmental benefits.

Establish a service system. Combine the teacher service system with professional development and professional title evaluation.

Local departments should formulate policies that are consistent with the actual situation of the local education system to ensure that teachers are included in their work responsibilities when participating in service activities, and at the same time take participation in after-school service activities as one of the content of the evaluation conditions for professional titles or participate in class activities. Those whose post-service hours meet the requirements can apply for policy guarantees such as exceptional promotion, so as to help teachers improve their professional titles while completing after-school service activities.

Offer a rich curriculum to promote the effectiveness of after-school service activities.

In 2021, the Ministry of Education of China requires to strengthen the comprehensive ability and quality development of moral, intellectual, physical, aesthetic and labor in primary and secondary schools. At present, a single after-school service project cannot arouse students' interest in learning, and participation cannot be guaranteed without interest in learning. Therefore, schools should diversify their after-school service activities, give full play to the advantages of teachers, and at the same time allow students to choose after-school service projects according to their own strengths and interests, so as to ensure the continuity and participation of after-school service projects.

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