THE INFLUENCING FACTORS OF BEHAVIOR INTENTION OF APPLYING EXPERIENTIAL TEACHING METHOD TO PROMOTE LABOR EDUCATION OF VOCATIONAL COLLEGES IN GUANGZHOU, CHINA

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Purpose: The purpose of this study is to examine the main factors that influence the intention and use of experiential teaching methods in the curriculum of labor education in Guangzhou Vocational Colleges.

Research design, data and methodology: Questionnaires and quantitative analysis were used to collect sample data. The validity and reliability of the questionnaire were tested before it was issued. The data were analyzed by confirmatory factor analysis (CFA) and structural equation modeling (SEM) to verify the goodness of fit of the model, to confirm the causality and influence degree among variables, and to test hypotheses.

Results: The study has found that behavioral intention has the greatest influence on the use behavior and use behavior has significantly impacted Students’ Performance. The standardized path coefficient of behavioral intention and use behavior was 0.505 and T-value was 7.657. The standardized path coefficient of use behavior and students’ Performance was 0.476 and t-value at 7.464. Convenience and behavior intention are the two important factors to decide whether to use experiential teaching in the curriculum of labor education.

Conclusions: The promotion condition (0.293) and the behavioral intention (0.563) are two factors that directly affect the use behavior. Usability perception (0.064), usefulness perception (0.156), attitude perception (0.112) and social influence perception (0.085) had
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indirect effects on use behavior. Use behavior (0.471) is a factor that directly affects students' academic performance. Usability perception (0.030), usefulness perception (0.073), attitude perception (0.053) and social influence perception (0.040), promoting condition perception (0.138) and behavior intention perception (0.265) are six factors that indirectly affect students' academic performance.

Keywords: experience teaching; behavior intention; labor education; influencing factors; China

Introduction

Labor education is not only the education of labor itself, but also the education of educators to students' labor ideology, labor knowledge and skills, and labor practice, which embodies the educational nature of labor education. And it is a kind of educational labor, the education of student's labor thought, knowledge and skill, labor practice is obtained through labor, reflecting the labor of work education.

Experiential teaching method is a teaching mode in which teachers creates a purposeful teaching situation according to the teaching content, stimulate students' inner feelings and guide them to perceive and comprehend knowledge, and promote learning with emotion in the experience and practice, for the sake of promoting the integration of knowledge innovation and comprehensive use.

In recent years, all kinds of schools opened labor education courses in different forms. Higher vocational colleges generally carry out experiential teaching methods such as service learning, professional practice and community service, showing the characteristics of integration with community and specialty, offline and online integration, labor education and modern education technology.

Experiential teaching means that teachers create teaching situations and students can learn through experience, avoid negative emotions and wrong understanding, correctly understand positive emotions, and make students fully feel the fun of learning, in order to achieve the goal of promoting the independent development of students.

Experiential teaching emphasizes a kind of teaching mode which is to understand the phenomena around through practice and to perceive, understand, feel and verify the teaching content with personal experience.

The purpose of this study is to explain the relationship between the application of students' behavior and intention in labor education experience and students' satisfaction. This paper tries to explain the reasons and consequences of students' behavior intention and use behavior by combining eight factors and nine dimensions, which are perceived ease of use, perceived usefulness, use attitude, social influence, use intention, convenience, use behavior and students' ability.

Therefore, the students' satisfaction, social influence, perceived value and promotion conditions are tested. This form of conduction was supported by several expert interviews and other methods to assess the relationship.
Literature review

Perceived ease of use

Based on previous research, Perceived ease of use refers to the degree to which people think they can get things done with a particular system without much effort while Perceived usefulness refers to the degree to which people believe that using a particular system will improve their results and performance. Many studies have found that perceived ease of use is a key factor in people's behavioral intentions to use certain information technologies (Davis et al., 1989, 1992; Chen & Chen, 2007).

Perceived ease of use means that one's expectations of new technology are effortless and uncomplicated (Davis, 1989). Perceived ease of use is a major determinant of consumer technology adoption behavior. It refers to the degree to which the application of a technology can release effort to the consumer (Davis, 1989; Davis et al., 1989).

Thus, a pair of assumptions was made:
H1 Perceived ease of use has a significant impact on perceived usefulness.

Perceived usefulness

Perceived usefulness is a subjective perception of the extent to which a user subjectively believes that the performance of a particular system can be improved during use. Perceived usefulness is an important predictor of the intention to use technology in different application scenarios.

Many IT/IS studies (Davis, 1989) actually seeks the effects of a sense of use as well as usefulness on users' views on and plans to adopt technology. A good customer experience can increase the willingness to consume the service (Johnson & Warkenting, 2010).

Previous studies applying these two variables to measure the adoption and application of various technologies have found them to be consistent with the conclusions drawn by the TAM model (Lee, 2009).

Therefore, attitudes towards the use of free volunteerism are susceptible to user perceptions of ease of use and usefulness, and users' perception of usefulness and ease of use will affect users' willingness to use free voluntary services. This phenomenon means that a useful system gives incentive for more participation and exploration in an online learning environment.

Therefore, I have relied on the following assumptions:
H2 Perceived usefulness has a significant impact on attitude.

Attitude

Attitude is thought to be a state of readiness dominated by understanding and influencing one's behavioral interactions with something. Attitude is defined as the individual to perform the action of positive or negative feelings (Fishbein & Ajzen, 1975). Attitude can test one positive or negative evaluation of a particular action, and the expected result can be predicted according to the formation of the view (Lee, 2009). According to Ajzen (1991), attitude is made up of beliefs that affect a person's primary behavioral intentions attitudes are composed of beliefs that affect a person's overall behavioral intentions. Attitude is the psychological tendency of individuals to evaluate certain behavioral advantages.
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Davis's Tam (1989) proposed two indirect effects of usability perception: indirect influence by perceived usefulness and an indirect influence through attitude on behavioral intention.

Therefore, the ease of use of the online examination system will affect students' adaptation intention to the online education system. Therefore, I have relied on the following assumptions:

H3. Perceived ease of use has a significant impact on attitude.

Behavioral intention

Behavioral intention is an important measure of whether technology can be used. Behavioral intention refers to the willingness of individuals to use an e-learning system in the future from the existing learning methods. It indicates the user is willing to carry on one specific task. As mentioned earlier, intent is the degree to which a person plans to perform or not perform a function in the future. Behavioral intent refers to the possibility that a person plans to use a technology. According to TPB (Ajzen, 1991), people find that their attitudes toward behavior, subjective norms, behavioral intentions, and perceived behaviors can control and direct their behavior patterns.

Therefore, I have relied on the following assumptions:

H4. Attitude has significant impact on behavioral intention

Based on a theoretical acceptance model, much IT/IS literature (Davis, 1989) empirically studies the perceived usefulness of users’ attitudes and behavioral intentions to use certain technologies. If consumers believe that online banking is more useful than traditional banking, they are more likely to use online banking for business. Thus, according to these reviews, the PU is an important factor affecting the acceptance of information systems (Davis et al. 1989).

In this scenario, PU is defined as the degree to which a consumer is confident that using an online banking service will improve their productivity and effectiveness. Therefore, I have relied on the following assumptions:

H5. Perceived usefulness has significant impact on behavioral intention

Social influence

Social influence means that people who think it is important for those who should take part in experiential service learning and social service of the virtual simulation education scene based on artificial intelligence technology.

Social influence refers to the degree to which the opinions of others influence an individual's intention to use a particular technology.

Social influence refers to a change in others’ thoughts, feelings, attitudes or behaviors resulting from interaction with another person or group. Social influence has been recognized as an important correlation between the use of technology and the intention to use it.

We find that social influence greatly impacts behavioral intentions, reflecting 64% of the shifts in behavioral intentions. We found that the region moderated the relationship between social influence and behavioral intentions. Previous job, which emphasizes the value of social factors in embracing technology in use, aligns with the beneficial link of social affect and behavior intent. Therefore, I have relied on the following assumptions:

H6. Social influence has significant impact on behavioral intention
**Use behavioral**

Use behavior is defined as the intensity with which the user uses the technology. Usage behavior is defined as a prominent technology acceptance and usage model that supports the relationship between behavioral intent and usage to capture acceptance.

Generally speaking, People's use behavior is the concrete expression and behavior of their behavior intention (Ajzen, 1991). The behavior of ICT use is related to why and when people use ICTs, and it manifests itself in the purpose of use and frequency. The use behavior mainly displays a person's ability to use the information system, it relates to the use of the information system scope, nature and repeatability (Kim & Malhotra, 2007).

Therefore, I have relied on the following assumptions:

H7. Behavior intention has a significant impact on user behavior.

**Facilitating conditions**

Facilitation conditions refer to the provision of support and assistance to users to implement the technology. Facilitation conditions refer to the presence of factors in the surrounding environment that exert an influence on a person's performance of an act.

The researchers have also found a number of barriers to teachers integrating modern information technology into their teaching. Some of these included a lack of adequate infrastructure, lack of personal technology expertise, and inadequate technical support. Therefore, I have relied on the following assumptions:

H8. Facilitating conditions has a significant impact on use behavior

**Students' performance**

Students' Performance refers to the improvement of teaching quality after teaching. Generally, it includes the enhancement and improvement of students' comprehensive quality and professional accomplishment. As far as online learning is concerned, students are more likely to participate in online learning if they believe that the online learning system will help improve their learning efficiency and academic performance, which has a positive impact on user performance.

Performance expectations are defined as the expectations of individual users of technology who believe that using this technology will improve their productivity and productivity. Performance is the planned gain from using this technology.

From the result analysis of the student model, the influence of students' using the behavior of the information system on students' achievement is not significant, but from the result analysis of the teacher model, the influence of using behavior on students' achievement is significant. From this dimension, the hypothesis is accepted by teachers, although it is negated by students. Recent studies have confirmed teachers' views on the problem of use behavior. The behavior of ICT use is related to how and when people use ICT.

It manifests itself in frequency of use and purpose of use (Davis, 1989). Time management issues can also inhibit user behavior. Frequent, successful and habitual use of information and communication technologies can improve students' learning outcomes.

Therefore, I have relied on the following assumptions:

H9. Use behavior has a significant impact on Students' Performance
Research Methodology

Research framework model
The researchers propose a revised conceptual framework model. The purpose of this paper is to probe into some factors of college students' behavior intention and use behavior in the labor education experiential teaching for vocational college students. The researchers created a conceptual framework based on planned behavior theory (TPB), social cognitive theory (SCT), technology acceptance model (TAM), and single-digit use and technology acceptance theory (UTAUT2) to reflect users' objectives in behavior. Since the TAM model was put forth 20 years ago, researchers have improved it and produced a few best models and theories, among which the TAM2 and Utaut theories have been propagated and applied.

The conceptual framework of this study consists of eight variables and nine hypotheses, as shown in Fig. 1 below:

![Conceptual Framework Diagram](image)

Figure 1 - Study the conceptual framework
(made by co-authors)

The purpose of this study is to investigate the influence of experiential teaching on students' behavioral intention and use behavior in Labor education in Guangzhou, China.

Methodology
This study was used mainly in statistics and empirical analysis. A questionnaire was put to use in this study to get samples from the target group. In order to ensure the quality of the questionnaire, a literature survey, provisional questionnaire planning, expert evaluation, questionnaire review, formal questionnaire allocation and use of the questionnaire were carried out in the design of the questionnaire. Based on previous studies, researchers provide a conceptual framework.

The questionnaire has thirty-nine measurements, three demographic questions, and four screening questions. The questionnaire asked about screening, lifestyle, and measurement goals. Before the questionnaire was used to collect data and test the assumptions between
each conceptual framework variable, an IOC test and a Cronbach coefficient (reliability coefficient) were performed to ensure their effectiveness and reliability.

After validity and reliability testing, the questionnaire was drawn up by WJX software and sent online to freshmen, sophomores, and juniors of Guangzhou Panyu polytechnic and Guangdong AIB polytechnic. The interviewee must have prior experience completing experiential labor education.

**Population and sample size**

The subjects for the study were students from two higher vocational institutions in Guangzhou Panyu Polytechnic and Guangdong AIB polytechnic. They have all engaged in experiential labor education, which promotes that recruiters are skilled in experiential methods of teaching and have attended labor education courses.

After the researcher have entered all the necessary information into the calculator, the expected effect size is 0.2, the expected statistical power level is 0.8, the number of latent variables is 8, the number of observed variables is 39, and probability scale is 0.05. The minimum sample size calculated by the calculator is 444 (Tab. 1).

The minimum sample size for model structure is 95, Given the inefficient and incomplete response, the researchers determined the size of 500 samples for the study, as noted in Tab. 1.

Table 1 - Sample size calculator for structural equation modeling

(made by co-authors)

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated effect size</td>
<td>0.2</td>
</tr>
<tr>
<td>Desired statistical power level</td>
<td>0.8</td>
</tr>
<tr>
<td>Number of latent variables</td>
<td>8</td>
</tr>
<tr>
<td>Number of observed variables</td>
<td>39</td>
</tr>
<tr>
<td>Probability level</td>
<td>0.05</td>
</tr>
<tr>
<td>Minimum sample size to detect effect</td>
<td>444</td>
</tr>
<tr>
<td>Minimum sample size for model structure</td>
<td>95</td>
</tr>
<tr>
<td>Recommended minimum sample size</td>
<td>444</td>
</tr>
</tbody>
</table>

**Sampling technique**

Sampling means using a small proportion of the total population to represent the total population and to examine its characteristics.

In this work, choice sampling, stratified random sampling, and quick multi-stage sampling applications are used to screen samples and establish sample size. As noted in Tab. 2.
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Table 2 - Sample allocation per school

<table>
<thead>
<tr>
<th>University</th>
<th>Population Size</th>
<th>Proportional Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guangzhou Panyu polytechnic</td>
<td>11559</td>
<td>186</td>
</tr>
<tr>
<td>Guangdong AIB polytechnic</td>
<td>19751</td>
<td>314</td>
</tr>
<tr>
<td>Total</td>
<td>31310</td>
<td>500</td>
</tr>
</tbody>
</table>

The questionnaire was issued by WJX lasting one month, from February to March 2022. As a result, an easy sample was chosen for any those who responded who agreed to reply to the questionnaire. Screen out respondents using screening questions to ensure they fit the specified criteria with practical labor education experience.

Results and discussion

Demographic Information

Tab. 3 shows the demographic data of 500 respondents. The Guangzhou Group was distributed to students from Guangzhou Panyu Polytechnic and Guangdong AIB polytechnic. The respondents included 181 males and 319 females, accounting for 36.2% and 63.8% respectively. There were 238 freshmen, 241 sophomores and 21 juniors, accounting for 47.6%, 48.2% and 4.2% respectively.

Table 3 - Demographic characteristics of respondents

<table>
<thead>
<tr>
<th>Demographic and General Data in Guangzhou(N=500)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>181</td>
<td>36.2%</td>
</tr>
<tr>
<td>Female</td>
<td>319</td>
<td>63.8%</td>
</tr>
<tr>
<td>Year of Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>238</td>
<td>47.6%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>241</td>
<td>48.2%</td>
</tr>
<tr>
<td>Senior</td>
<td>21</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

Confirmatory Factor Analysis (CFA)

A statistical test called Cronbach's alpha (CA) is used to evaluate the inner consistency of items inside a framework structure. The Greater Cronbach's alpha, the higher the item's reliability. Alpha values range from 0 to 1, which is acceptable if the alpha value is between 0.7 and 0.8.

The value between 0.8 to 0.9 is considered as very good, and the value at 0.9 or higher is considered as excellent (Hair et al., 2003). The cloned Bach α values of all the components in table 3 were greater than 0.9, The lowest figure is 0.868.
Factor load rates above 0.50 are significant (Hair et al., 1998). In this study, factor loads were greater than 0.50 for all individual items and greater than 0.70 for most, ranging from 0.642 to 0.842, as shown in Tab. 3.

One more method to gauge reliability and uniformity of scale items is synthetic or stability (CR) and mean variant extract (Ave).

Tab. 4 shows that CR values are usually over 0.8, with a minimum of 0.734 and a maximum of 0.941. The mean variance (Ave) values were all greater than 0.4, with the vast majority more than 0.5, ranging from 0.48 to 0.665. As such, all figures are significant.

When the square root of AVE is larger than the coefficient of any related structure, the validity of the discriminant is verified, and the higher the roots of AVE, higher power of the the AVE value. In this research, the square root of VE, as shown in Tab. 4, is more than the factor's correlation coefficient, the discrimination validity is great, and all the variables are vital.

Table 4 - Confirmatory factor analysis result, composite reliability (CR) and average variance extracted (AVE) (made by co-authors)

<table>
<thead>
<tr>
<th>Variables</th>
<th>No.of Item</th>
<th>Cronbach’s Alpha</th>
<th>Factors-Loading</th>
<th>CR</th>
<th>AVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>8</td>
<td>0.963</td>
<td>0.792-0.842</td>
<td>0.941</td>
<td>0.665</td>
</tr>
<tr>
<td>PU</td>
<td>6</td>
<td>0.967</td>
<td>0.705-0.764</td>
<td>0.877</td>
<td>0.543</td>
</tr>
<tr>
<td>ATT</td>
<td>3</td>
<td>0.917</td>
<td>0.752-0.793</td>
<td>0.819</td>
<td>0.602</td>
</tr>
<tr>
<td>SI</td>
<td>4</td>
<td>0.868</td>
<td>0.703-0.742</td>
<td>0.815</td>
<td>0.524</td>
</tr>
<tr>
<td>FC</td>
<td>5</td>
<td>0.962</td>
<td>0.661-0.683</td>
<td>0.826</td>
<td>0.487</td>
</tr>
<tr>
<td>BI</td>
<td>4</td>
<td>0.921</td>
<td>0.671-0.736</td>
<td>0.815</td>
<td>0.524</td>
</tr>
<tr>
<td>UB</td>
<td>3</td>
<td>0.932</td>
<td>0.681-0.699</td>
<td>0.734</td>
<td>0.48</td>
</tr>
<tr>
<td>SP</td>
<td>6</td>
<td>0.974</td>
<td>0.642-0.718</td>
<td>0.847</td>
<td>0.48</td>
</tr>
</tbody>
</table>

Table 4 - The discriminant validity (made by co-authors)

<table>
<thead>
<tr>
<th></th>
<th>PE</th>
<th>PU</th>
<th>ATT</th>
<th>SI</th>
<th>FC</th>
<th>BI</th>
<th>UB</th>
<th>SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>0.815</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PU</td>
<td>0.208</td>
<td>0.737</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATT</td>
<td>0.332</td>
<td>0.226</td>
<td>0.776</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SI</td>
<td>0.298</td>
<td>0.248</td>
<td>0.227</td>
<td>0.724</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FC</td>
<td>0.199</td>
<td>0.226</td>
<td>0.288</td>
<td>0.248</td>
<td>0.698</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI</td>
<td>0.210</td>
<td>0.316</td>
<td>0.306</td>
<td>0.233</td>
<td>0.227</td>
<td>0.701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UB</td>
<td>0.358</td>
<td>0.384</td>
<td>0.348</td>
<td>0.357</td>
<td>0.309</td>
<td>0.361</td>
<td>0.693</td>
<td></td>
</tr>
<tr>
<td>SP</td>
<td>0.337</td>
<td>0.267</td>
<td>0.311</td>
<td>0.309</td>
<td>0.269</td>
<td>0.306</td>
<td>0.340</td>
<td>0.693</td>
</tr>
</tbody>
</table>

**Structural Equation Model (SEM)**

The structural model was evaluated by using structural equation modeling to confirm model fitness, causal relationship among variables, and factors impacting behavioral intention to use LMS in higher education.
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The degree of the structural model fitting is verified with the goodness of fit index. The goodness of fit index (GFI), adjusted goodness of fit index (AGFI), normed goodness of fit index (NFI), comparative goodness of fit index (CFI), Tucker-Lewis index (TLI), and estimate root mean square error (RMSEA) are all included in the fitting index.

The evaluation indexes included 8 potential variables: perceived usability, perceived usefulness, attitude, facilitating conditions, social influence, behavioral intention, use behavior and student performance.

In Tab. 5, CMIN/df = 1.334, 5.0, GFI = 0.914, > 0.90; agfi = 0.903, > 0.85; NFI = 0.902, > 0.90; TLI (NNFI) = 0.972, > 0.90; CFI = 0.973, > 0.90; rmsea = 0.026, > 0.90; rmsea = 0.026, Less than 0.10.

The model fitting was evaluated, and the stats of the scores were compared to the legal goodness of fit values, the model's fitting was evaluated, and the mean of the score compared to the legal goodness of fit value, all indices are acceptable.

For such, the model's degree of fit is confirmed.

**Testing of research hypothesis**

The relationship between each of the dependent variables in model assumptions can be weighed with regression coefficients or average path coefficients.

All of the concept model's 9 hypotheses are supported in Tab. 6 and Fig. 2.

The facts are as follows:

<table>
<thead>
<tr>
<th>Index</th>
<th>Acceptable Values</th>
<th>Statistical Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMIN/DF</td>
<td>\leq 5.0</td>
<td>1.334</td>
</tr>
<tr>
<td>GFI</td>
<td>\geq 0.90</td>
<td>0.914</td>
</tr>
<tr>
<td>AGFI</td>
<td>\geq 0.85</td>
<td>0.903</td>
</tr>
<tr>
<td>NFI</td>
<td>\geq 0.90</td>
<td>0.902</td>
</tr>
<tr>
<td>TLI(NNFI)</td>
<td>\geq 0.90</td>
<td>0.972</td>
</tr>
<tr>
<td>CFI</td>
<td>\geq 0.90</td>
<td>0.973</td>
</tr>
<tr>
<td>RMSEA</td>
<td>\leq 0.10</td>
<td>0.026</td>
</tr>
<tr>
<td>Model summary</td>
<td></td>
<td>Acceptable Model Fit</td>
</tr>
</tbody>
</table>
Table 6 - Hypotheses testing result of the structural model
(made by co-authors)

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Standardized path coefficient (β)</th>
<th>t-value</th>
<th>Testing result</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1. Perceived ease of use has a significant impact on perceived usefulness</td>
<td>0.234</td>
<td>4.725</td>
<td>Acceptable</td>
</tr>
<tr>
<td>H2. Perceived usefulness has significant impact on attitude</td>
<td>0.185</td>
<td>3.585</td>
<td>Acceptable</td>
</tr>
<tr>
<td>H3. Perceived ease of use has significant impact on attitude</td>
<td>0.338</td>
<td>6.593</td>
<td>Acceptable</td>
</tr>
<tr>
<td>H4. Attitude has significant impact on behavioral intention</td>
<td>0.301</td>
<td>5.331</td>
<td>Acceptable</td>
</tr>
<tr>
<td>H5. Perceived usefulness has significant impact on behavioral intention</td>
<td>0.300</td>
<td>5.441</td>
<td>Acceptable</td>
</tr>
<tr>
<td>H6. Social influence has significant impact on behavioral intention</td>
<td>0.180</td>
<td>3.457</td>
<td>Acceptable</td>
</tr>
<tr>
<td>H7. Behavioral intention has a significant impact on use behavior</td>
<td>0.505</td>
<td>7.657</td>
<td>Acceptable</td>
</tr>
<tr>
<td>H8. Facilitating conditions has a significant impact on use behaviour</td>
<td>0.299</td>
<td>5.318</td>
<td>Acceptable</td>
</tr>
<tr>
<td>H9. Use behavior has a significant impact on Students' Performancer</td>
<td>0.476</td>
<td>7.464</td>
<td>Acceptable</td>
</tr>
</tbody>
</table>

Behavioral intention has the greatest influence on the use behavior. The standardized path coefficient of behavioral intention and use behavior in H7 was 0.505 and T value was 7.657.

This supports the previous studies of Hubert et al. (2017). This clearly shows the value of behavioral intention in the usage of experiential teaching in the labor education curriculum.
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Use behavior significantly impacted Students' Performance with standardized path coefficient of 0.476 and t-value at 7.464 in H9. This supports the previous studies of Davis (1989). This amply shows the effect of labor training on students' professional quality and ability success.

Perceived ease of use had a significant impact on perceived usefulness with standardized path coefficient of 0.180 and t-value at 4.725 in H1.

This supports the previous studies of Deng & Liu (2017) and Ajzen (1991). This shows that whether the experiential teaching strategy is easily popularized in employment education curriculum has an important effect on if the experienced teaching method is effective or not.

Perceived usefulness was significantly impacted on attitude with standardized path coefficient of 0.185 and t-value at 3.585 in H2. This supports the previous studies of Celik (2016), Lee (2009), Davis (1989), Ajzen (1991). This shows that perceived simplicity of use has significant effects on attitudes for job use of experiential lessons in the labor education curriculum.

Perceived ease of use was significantly impacted on attitude with standardized path coefficient of 0.338 and t-value at 6.593 in H3. This supports the previous studies of Davis (1989), Chen & Lee (2020). This indicates which perceived ease of use has a major impact on attitudes to the usage of experiential lessons in labor education.

Attitude was significantly impacted on behavioral intention with standardized path coefficient of 0.301 and t-value at 3.331 in H4. This proves that attitude has major effects on the intention to use experiential lessons in the labor education curriculum.

Perceived usefulness was significantly impacted on behavioral intention with standardized path coefficient of 0.300 and t-value at 3.441 in H5. This supports the previous studies of Davis (1989), Lee (2009), Celik (2016), Chiu et al. (2009). This shows how perceived value has a major effect on the use of experiential teaching methods in the labor education curriculum.

Social influence had a significant impact on behavioral intention with standardized path coefficient of 0.180 and t-value at 3.457 in H6. This shows that social impact has higher effects on the use of experiential teaching approaches in the labor education curriculum.

Facilitating conditions significantly impact on use behavior with standardized path coefficient of 0.299 and t-value at 5.318 in H8. This shows that convenience has a major effect on the use of experiential teaching methods in the labor education curriculum.

Conclusions and suggestions

Conclusions

The purpose of this study is to study the influencing factors of experience teaching in the labor education program and its promoting influence on the development of students' comprehensive vocational ability.

The researchers proposed nine hypotheses based on eight variables in the conceptual framework; this paper discussed the variables that impact behavior intention and whether experiential labor education may boost the development of students' comprehensive vocational ability.

After getting the questionnaire and evaluation reliability, it is sent online via WJX software to students with expertise-based labor studies from two professional colleges in Guangzhou.
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CFA confirms and tests the conceptual model validity and reliability using the sample data collected. SEM is also used to examine the factors which impact the intention to employ experiential teaching methods in labor education curricula. All nine hypotheses stated in the framework are supported and shown to be able to achieve the research objectives. The study can be summarized as follows:

Firstly, the effect of labor education on the improvement of student performance is considerable.

In our survey, we discovered that learners who believe that taking part in practical labor education have a major effect on their education. As well, the behavior intention and implementation condition have a significant impact on whether teachers and students use the experiential teaching technique during the course of labor education. Therefore, we need to emphasize the ease and utility of applying experiential labor education.

Secondly, perceived usefulness and attitude are the two important variables in experiential teaching methods. The study found that the perceived ease of use has a major impact on attitude and an indirect impact on intention to use. At present, work experience in life is more prevalent in labor education, and creating and simulation of teaching expertise are not developed enough.

Also, students hope for the labor education classes that might be given virtual simulation technology. Therefore, training is needed to boost the literacy and management skills of curriculum developers, administrators, and staff in colleges and universities.

Suggestions

First of all, we should focus on the direct or indirect elements that have an impact on the experiential teaching approach used in the labor education curriculum. The curriculum of practical labor education may be affected directly or indirectly by factors such as perceived utility, perceived ease of use, attitude, social impact, convenience, and behavioral intention. Schools ought to focus on these key elements in order to use the experiential method of learning during labor education.

Secondly, we must emphasize the ease and worth of applying experiential labor education. Results of this study proved that convenience and behavioral intent were the most useful factors of behavioral implementation.

Therefore, to increase the desire of pupils to participate in practical education in jobs, high-quality technical help, adequate training for teachers and service managers, and access to new educational technology tools should be strengthened.

Finally, vocational colleges ought to develop elite courses in labor education. The use of the experiential teaching approach in school needs to receive more focus in colleges. Then, we should enhance convenience, improve the utility of practical instruction in the context of labor education, reinforce teachers’ and students’ intent to use the method, and raise the standard of the course.

Further study

We need to pay more attention to the limitations of this study. Firstly, we created a tiny study with a small sample size, analyzing only 500 students from two professional colleges. In order to further improve the study's validity and reliability, we could expand the survey's scope and raise the sample size in future research.
Secondly, the research is aimed at the students. The use and effect of active learning in the labor education curriculum may be viewed differently by teachers and students. Therefore, in order to enhance output and quality of future research, educators could be added to the survey.

References:


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