Analysis of Factors Influencing the Willingness to Continue Learning in Latin Dance Extracurricular Education during China's Compulsory Education Stage

Xiaoli Liu and Zhenxin Nie
Krirk University, Thailand
Corresponding Author, E-mail: 55221254@qq.com

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Abstracts

In China, with the comprehensive implementation of quality education and the strong promotion of dance and music variety shows by major media networks, music and dance have become the extracurricular learning and training directions chosen by many parents for their children. The research on the willingness to continue learning in this article is aimed at solving the fundamental problem of institutional survival, which is the source of enrollment; Combining this argument with relevant literature, based on the perspective of parents in China's compulsory education stage, this paper introduces perceived value into the Planned Behavior Theory Model (TPB), constructs a theoretical model and sets hypotheses, with the aim of exploring the influencing factors of parents on their children's sustained out of school Latin dance learning, constructs a behavioral model of their willingness to continue out of school Latin dance learning, and tests the model and hypotheses using SPSS 23.0 and AMOS24. Explore which factors will affect parents' willingness to engage their children in extracurricular learning during the compulsory education stage. The research results indicate that the willingness to continue learning is directly influenced by behavioral attitudes, perceived behavioral control, and perceived value; Behavioral attitudes are directly influenced by perceptual behavioral control. At the end of the article, suggestions are proposed for the healthy and sustainable development of extracurricular children's training institutions for reference.

Keywords: Planned Behavior Theory; Compulsory Education Stage; Latin Dance; Willingness To Continue Learning

Introduction

In China, the compulsory education stage refers to the stage from primary school to junior high school, ranging in age from 6/7 to 14/15 years old. Off campus education refers to the influence and educational activities that students experience in time and space outside of school education. It is carried out by specialized off campus educational institutions, and is a quality expansion education conducted outside of basic education in schools. It provides students with purposeful, planned, and organized diversified educational activities (Hou Huaiyin, Lei Yuerong, 2017 : 5), with the main purpose of acquiring extracurricular knowledge and improving their abilities, A type of extracurricular interest cultivation activity that utilizes extracurricular time to cultivate interests, excluding interest classes such as music, sports, and aesthetics arranged by the school.

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The emergence of extracurricular children's interest and expertise training institutions is an important supplementary growth point in promoting the transformation from exam oriented education to humanistic quality education. In addition to filling the gap in quality education in strengthening quality and civilized compulsory education in Tichang, it plays a positive role in meeting the needs of selective learning, cultivating development interest and expertise, and expanding comprehensive quality. Obviously, the demand is large, However, there are still many out of school children's training institutions that are facing a severe situation of funding shortage and failure due to the shortage and loss of students, resulting in the emergence of numerous "short lived" training institutions. This article mainly focuses on this phenomenon, taking the Latin dance discipline of children in China's compulsory education stage as an example, to explore the influencing factors of parents' willingness to continue learning for their children, and provide a reference for off campus Latin dance training institutions.

Therefore, this article aims to study the willingness to participate in out of school Latin dance training and learning for children in China's compulsory education stage from the perspective of parents. The planned behavior theory model (TPB) is combined with specific contextual factors of out of school Latin dance training for children to construct a theoretical model of its influencing factors. The research focuses on parents aged 6-12 in primary school and 13-15 in junior high school; And obtain sample data through measuring questionnaires to verify the effectiveness of the constructed influencing factor model, in order to explore the relevant factors that affect parents' willingness to involve their children in extracurricular Latin dance training and learning, and provide reference basis for developing practical strategies to enhance their willingness to participate in learning.

Literature Review

The Theory of Planned Behavior was officially proposed by Ajzen in 1991 and is one of the most influential behavior prediction theories in the field of social psychology. It has been widely applied in various research fields and has attracted the attention of scholars in the management field, achieving impressive research results (Ajzen, 1985 : 11-39). The four most important variables of planned behavior theory are behavioral intention, attitude, subjective norms, and perceptual behavior control; The formation of behavioral intention first refers to the individual's attitude towards a certain behavior, which originates from the internal factors of the individual's self; The second is external factors beyond the individual, which are the opinions and suggestions of individuals who believe are important and trusted, namely subjective norms; The third is perceptual behavioral control, which refers to the individual's self-evaluation of various influencing factors that promote or hinder the occurrence of a certain behavior, including economy, time, energy, ability, resources, etc., and the ability to possess resources and control results.

In the field of sociology, Ajzen and Driver (1992 : 24, 207-224) confirmed in their study on the choice of outdoor activities among college students that their perceived behavioral control, attitude, and subjective norms towards outdoor activities have a significant impact on behavioral intention (Ajzen, 1992 : 24, 207-224); The perceptual behavior control of outdoor sports has the greatest impact on intention among the three variables, while subjective norms are the least significant. Scholars at home and abroad have confirmed the applicability of planned behavior theory in predicting behavior research from different fields,

and have also demonstrated that attitudes, subjective norms, and perceptual behavior control have different predictive and influencing effects on behavior intention in different disciplines, such as the study of mobile advertising user motivation [Xiao Shuang, 2010 : 140]; Research on the influencing factors of mobile internet content payment in the context of China [6]; Most scholars believe that due to the unique characteristics of each field, the use of planned behavior theory and the addition of unique variables in that field to form an extended model aims to improve the original minimalist model of TPB and improve the predictive and explanatory ability of behavior in that field. Based on previous research and the characteristics of this study, a new model is constructed and hypotheses are proposed.

Propose assumptions and model construction

1. Proposing Assumptions

(1) Attitude towards the Behavior (AT)

Behavioral attitude refers to an individual's positive or negative attitude towards something. In the theory of planned behavior, if an individual recognizes a certain behavior itself, their intention to implement it will increase (Cheng, 2006 : 95-116). The behavioral attitude of this study refers to parents' attitude towards their children's participation in extracurricular learning, rather than their attitude towards extracurricular learning itself.

H1a: Positive impact of behavioral attitude on willingness to continue learning

(2) Subjective Norm (SN)

Subjective norms refer to the social pressure perceived by individuals when deciding whether to perform a specific behavior, mainly from relatives, friends, colleagues, etc. (Hee, 2000 : 162-175). Social pressure generally comes from the important individuals in the social relationships of the individual, who generally refer to family members, trusted relatives and friends, respected leaders, etc. [9]. Many studies have shown that the higher the subjective norm, the higher the social pressure, i.e. the higher the behavioral intention. The lower the perceived subjective norm, the opposite is true. The lower the social pressure, the lower the behavioral intention (Baker, 2007 : 352-375). In this study, the social pressure of parents on their children's participation in extracurricular learning mainly comes from family, relatives, teachers, and other parents of students.

H2a: Subjective norms positively affect behavioral attitudes

H2b: Positive impact of subjective norms on willingness to continue learning(3) Perceptual behavioral control (PBC)

Ajzen believes that perceptual behavioral control can sometimes directly affect individual behavior. When an individual has full control over behavior execution, such as sufficient financial resources, energy, time, etc., the individual can directly decide whether to take action. If an individual believes that their perceived behavioral control is low, it will increase the difficulty of behavioral implementation (Keeney, 1999). In this study, parents' financial, energy, and time conditions will affect their children's continued participation in extracurricular learning.

H3a: Perceived behavioral control positively affects behavioral attitudes

H3b: Positive impact of perceptual behavior control on willingness to continue learning

(4) Perceived value (PV)

Perceived value is often defined as the comparison of the ratio of perceived benefits to perceived costs (Keeney, 1999). Many scholars believe that perceived value is relative. Monroe pointed out in his research that consumer perceived value refers to a relative

relationship between what consumers give and what they receive (Fishbein, 2010). Zeithaml first proposed that perceived value refers to the weighted comparison of gains and losses, which mainly refers to the overall evaluation of a product by consumers based on their perceived efforts and perceived benefits (Zeithaml, 1988). In this study, learning requires economic, time, and energy expenditure. Parents need to feel the value of their physical or psychological existence after their efforts.

H4: Positive impact of perceived value on willingness to continue learning

(5) Behavior Interition (BI)

Behavioral intention refers to the willingness and inclination of an individual to engage in a certain behavior. The higher the probability of an individual's behavioral intention, the more likely they are to engage in a certain behavior. The occurrence of behavior is largely determined by the magnitude of the subject's behavioral intention. In this study, due to the lack of comprehensive understanding, experience reserve, and self-awareness of children aged 6-15, the majority of decisions in daily life are made by parents or have some intervention. Therefore, whether children continue to participate in extracurricular learning is mostly determined by parents. Therefore, the willingness to continue learning refers to parents' willingness to continue their children's participation in extracurricular learning.

3.2 Model construction

Based on the assumptions proposed in the previous section, the perceived value is introduced into the basic model of planned behavior theory to construct a TPB extension model for continuous learning, as shown in Figure 1

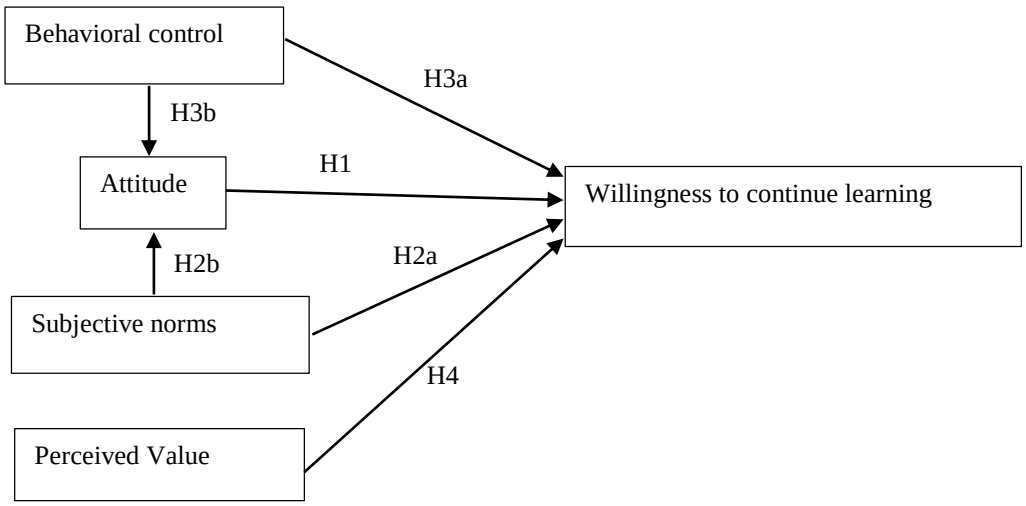

Figure 1 TPB Extended Model of Continuous Learning Intention

Questionnaire Design

The questionnaire measures four potential variables inherent in TPB and one introduced variable. The title is modified or self compiled from scales from similar studies, where the four inherent potential variables of TPB refer to Ajzen's research (Ajzen, 2002), and perceived value refers to Keene's research; Each latent variable has 3 or more items set to ensure the validity of the questionnaire, all measured on the Likert 7 scale;

(1) Behavioral Attitude (AT) Question 5: (AT1) I believe it is worthwhile for children to participate in specialty training; (AT2) I believe that it is necessary for children to participate in specialty training; (AT3) I believe it is correct to allow children to participate in specialty training; (AT4) I think it is beneficial for children to participate in specialty training to enhance their skills; (AT5) I believe that attending specialty training for children is helpful for their healthy growth;

(2) Subjective Norms (SN) Question 4: (SN1) Will the child participate in specialty learning? I will refer to the suggestions of my family and relatives; (SN2) Whether the child participates in specialty learning, I will refer to the advice of the current teaching teacher; (SN3) I will refer to the suggestions of friends around me whether the child participates in specialty learning; (SN4) Whether the child participates in specialty learning, I will refer to the thoughts of their classmates and parents;

(3) Perceptual Behavior Control (PBC) Question 4: (PBC1) I have the resources to allow my child to participate in off campus specialty training; (PBC2) I have the financial resources to allow my children to participate in off campus specialty training; (PBC3) I have the energy to encourage my children to participate in off campus specialty training; (PBC4) I have time for my children to participate in off campus specialty training;

(4) Perceived Value (PV) 7 questions: (PV1) After training, children can master the skill they have learned; (PV2) After training, they can pass the skill assessment; (PV3) Able to participate in professional competitions after training; (PV4) After training, children receive good exercise; (PV5) After training, the child's original personality deficiencies have improved; Participating in training can enrich children's free time; (PV7) Increased effective time for parents to accompany their children

(5) Intention to Continue Learning (BI) Question 3: (BI1) I have the intention to have my child continue to participate in the training courses for their current strengths; (BI2) I am interested in having my child participate in 1-2 specialty training courses; (BI3) If other parents come to me for recommendation, I will recommend my child's training school;

We have made predictions for all the measurement questions mentioned above and distributed 40 predictive questionnaires, of which 38 were qualified. The samples were divided into 27 and 73 digits, and the 7 dimensions were subjected to T-tests for high and low clusters. The results showed that the p-values of the questions were less than 0.5, indicating significant differences between the high and low clusters. This indicates that the test items have a certain level of discrimination and need to be retained. After confirming the retention of the questions, 330 questionnaires were officially distributed, Among They, 312 qualified questionnaires were collected

Verification of measurement models

1. Reliability, Convergence Validity, and Discriminant Validity Testing

As shown in Table 1, previous researchers generally believed that a Std value greater than 0.6 was acceptable, while an SMC value greater than 0.3 indicated that the question had reliability; CR is greater than 0.7 or above, indicating sufficient internal consistency between dimensions. AVE is generally greater than 0.5, indicating good convergence validity between dimensions (The AVE of dimension BI is 0.491, but it is close to 0.5, so it is acceptable) Therefore, the title reliability and inter dimensional convergence validity of this model are good.

Table 1 Reliability and Convergence Validity Test Data Table

Dimension	topic	Factor load	Question reliability	composite reliability	convergent validity
		Std.	SMC	CR	AVE
AT	AT1	.865	.748	.904	.653
	AT2	.742	.551		
	AT3	.845	.714		
	AT4	.767	.588		
	AT5	.816	.666		
SN	SN1	.733	.537	.873	.632
	SN2	.805	.648		
	SN3	.827	.684		
	SN4	.811	.658		
PBC	PBC1	.788	.621	.894	.680
	PBC2	.831	.691		
	PBC3	.827	.684		
	PBC4	.850	.723		
BI	BI1	.819	.671	.854	.660
	BI2	.804	.646		
	BI3	.815	.664		
PV	PV1	.779	.607	.911	.594
	PV2	.748	.560		
	PV3	.779	.607		
	PV4	.798	.637		
	PV5	.764	.584		
	PV6	.755	.570		
	PV7	.772	.596		

As shown in Table 2, the diagonal bold font represents the AVE root values, while the lower triangle represents the Pearson correlation and mean of the dimensions. The standard deviation is shown in the table: the AVE root values of all dimensions are greater than the correlation between dimensions and other dimensions, indicating differential validity between dimensions.

Table 2 Correlation coefficients between the square root of AVE and latent variables

Dimension	Discriminant validity					Descriptive statistics	
	AT	SN	PBC	BI	PV	Average value	Standard deviation
AT	**0.808**					5.49	.969
SN	.476	**0.795**				5.03	1.077
PBC	.690	.558	**0.824**			5.21	1.067
BI	.784	.540	.761	**0.812**		5.36	.982
PV	.767	.525	.757	.790	**0.771**	5.35	.929

2. Analysis of model fitting and hypothesis testing results

This study calculated the model fit using AMOS24.0 version, and Table 3 shows that all the measured fit index values are within the recommended range. Therefore, the model fits the sample data well and has good fit, which can be used for the next step of operation.

Table 3 Results of goodness of fit indicators for structural models

Fit indicators	Acceptable suggestions	Fit value of this model
Chi square value and degree of freedom (Chi square/df)	1—5	1.40
Root Mean Square of Approximate Error (RMSEA)	< 0.05—0.08	0.04
Normative goodness of fit index (NFI)	> 0.9	0.91
Non canonical fit index (NNFI)	> 0.9	0.93
Model Comparison Fit (CFI)	> 0.9	0.96
Value added fit index (IFI)	> 0.9	0.98
Goodness of Fit Index (GFI)	> 0.9	0.92

As shown in Table 4, a VIF value less than 5 indicates no collinearity between dimensions, while a R-squared value of 0.743 indicates a high degree of explanatory power; The confidence intervals of the subjective norm (SN) (-. 009,. 122) range from 0, with a P-value greater than 0.05, so the assumption that H2a is not valid. According to the Bata value, the behavioral attitude (AT) has the greatest impact on continuous learning intention (BI), followed by perceived value (PV) and perceived behavioral control (PBC)

Table 4 Path Analysis Table (BI)

	Unstandardized coefficient		Standardization coefficient	T	P	95.0% of B confidence interval		Collinearity statistics	
	B	standard error	Beta			lower limit	upper limit	VIF	R square
DV : BI	(constant)	.159	.183		.867	.386	-.201	.519		0.743
	AT	.325	.049	.321	6.599	.000	.228	.422	2.816	
	SN	.057	.033	.062	1.696	.091	-.009	.122	1.598	
	PBC	.219	.045	.238	4.822	.000	.129	.308	2.891	
	PV	.266	.058	.251	4.611	.000	.152	.379	3.534	

As shown in Table 5, a VIF value less than 5 indicates no collinearity between dimensions, while a R-squared value of 0.581 indicates moderate explanatory power; The confidence intervals of the subjective norm (SN) (-. 066,. 099) range from 0, with a P-value greater than 0.05, so the assumption that H2b is not valid. According to the Bata value, the most significant influence on behavioral attitude (AT) is perceptual behavioral control (PBC).

Table 5 Path Analysis Table (AT)

	Unstandardized coefficient		Standardization coefficient	T	P	95.0% of B confidence interval		Collinearity statistics	
	B	standard error	Beta			lower limit	upper limit	VIF	R square
DV : AT	(constant)	1.302	.213		6.109	.000	.882	1.721		0.581
	SN	.017	.042	.019	.404	.686	-.066	.099	1.592	
	PBC	.305	.051	.336	5.988	.000	.205	.405	2.306	

Conclusion

Based on the theory of planned behavior, a new variable of perceived value was introduced to construct a relationship model between parents' influence on whether their children continue to participate in extracurricular Latin dance training. The relationship between behavior attitude, subjective norms, perceived behavior control, perceived value, and willingness to continue learning was analyzed, and the role of planned behavior theory in influencing factors of willingness to continue learning was verified. The analysis results show that: (1) due to the assumption that H1, H3a, and H3b are valid, and H2a and H2b are not valid, the conclusion is inconsistent with the behavioral attitude, subjective norms, and perceptual behavioral control proposed by Ajzen and Bamberg, which positively affect

behavioral intention. It is also inconsistent with the subjective norms that positively affect behavioral attitude proposed by BagozziRP (Ajzen, 1985 : 11-39 ; Ajzen1992 24, 207-224), and the standard model representing TBP may have different explanatory powers in different scenarios. In this research field, it is possible that parents pay more attention to their personal cognition and perspectives on whether their children should continue learning their strengths, coupled with their understanding of their children's personality and learning needs, as well as their consideration of their own economic, time, and energy situation, so they do not pay too much attention to the opinions and suggestions of others. Therefore, parents often believe that whether their children participate in learning their strengths, More attention is given to parents' own evaluation of their pros and cons. (2) Assuming the establishment of H4, it means that parents will value the gains obtained through learning. This gain not only comes from the acquisition of knowledge and skills, but also allows children to have a better platform to improve themselves. Using such a platform can also make children healthier, richer, and more meaningful in their leisure life, enabling them to achieve healthy psychological growth.

The analysis results show that the order of impact on the intention to continue learning is: behavioral attitude ($\beta = 0.321$, $P < 0.001$) Perceived Value ($\beta = 0.251$, $P<0.001$) Perceptual Behavior Control ($\beta = 0.238$, $P < 0.001$). The analysis results show that perceptual behavior control has a significant impact on behavioral attitudes ($\beta = 0.336$, $P < 0.001$); Therefore, parents' recognition of their children's continued participation in extracurricular Latin dance learning has a significant impact on their willingness to continue learning. Parents' recognition may come from their understanding of social development needs, and what are the benefits of learning their strengths for their children's development. These two points are likely to come from their own or their own attention to the experiences of those around them who have participated in learning, Whether it is the real progress of knowledge acquisition or the different experiences brought by such an atmosphere, This kind of "experience summary" is undoubtedly an important focus in enhancing the willingness to continue learning. Previous experience summaries come from what parents actually see and what real entities will see, rather than full of gimmicks and unrealistic boasting. The second most influential factor is perceived value, which represents that parents pay more attention to the gains gained by their children's continued learning of their strengths

Recommendations

In summary, training institutions can enhance parents' sense of value and thus enhance their willingness to keep their children learning. This can be achieved through two aspects: institutional service capabilities and curriculum design: 1. institutional service capabilities can be analyzed from the perspectives of teaching service capabilities and market service capabilities. Strengthening teaching service capabilities can help parents better understand the development philosophy and staff management of the institution, thus enabling parents to trust its strength, such as conducting more skill performance activities Teach employees to give lectures on parents' children's learning guides, and keep up with the latest information on social needs; Strengthening market service capabilities can help parents save time, effort, and worry while accompanying their children in learning, thereby reducing the conflicting mentality of parents who hope their children can participate in specialty studies

but do not have time or energy, such as increasing pick-up and drop off services, increasing cooperation between institutions, and increasing the sharing of educational points and platform resources; 2. Reasonable curriculum design can help children easily acquire knowledge and skills without generating resistance. Innovative curriculum design can make children more interested in learning. Curriculum that is suitable for the times and society can cultivate children's diverse thinking methods and comprehensive knowledge construction in response to social needs. At the same time, it is also conducive to cultivating students' innovation awareness, creative spirit, and practical ability, Only when a child's body and mind truly receive tangible and experiential gains can parents' willingness to continue learning their children's strengths be enhanced.

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