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Factors Promoting Teaching Behavior of English Teachers in Primary Schools in Chengdu High-Tech Zone, China

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Abstract

Purpose: The study aims to investigate the influence of the teaching behavior of primary school English teachers in Chengdu High-Tech Zone, China. The conceptual framework includes perceived ease of use, perceived usefulness, attitude, subjective norms, behavioral intention, and behavior. **Research design, data, and methodology:** The population and sample size are 500 primary school English teachers who are 21 years old and above in the Chengdu high-tech zone, China. The researchers used three steps to collect target samples: purpose or judgment, convenience, and snowball sampling. Before the data collection, the validity of the research instrument was assessed by the index of item-objective congruence (IOC) and a pilot test by the Cronbach's alpha coefficient reliability test. In addition, confirmatory factor analysis (CFA) and structural equation modeling (SEM) were used to analyze the reliability of study variables and conceptual frameworks. **Results:** The results show that perceived ease of use significantly influences perceived usefulness. Perceived ease of use and perceived usefulness have a significant influence on attitude. Attitude significantly influences behavioral intention. Behavioral intention significantly influences behavior. Nevertheless, subjective norms have no significant influence on behavioral intention. **Conclusions:** Educational institutions can develop strategies that address the specific normative influences prevalent within their unique contexts.

Keywords : Teaching Behavior, Attitude, Subjective Norms, Behavioral Intention, Behavior

JEL Classification Code: E44, F31, F37, G15

1. Introduction

In order to make education satisfactory to the people and improve the quality of education, governments and education departments at all levels attach great importance to the professional development of teachers (Musset, 2010). In 2002, the Concept of "teacher professional development" was first proposed in the Opinions of the Ministry of Education on the Reform and Development of Teacher Education during the tenth Five-year Plan period, and a series of measures to promote teacher professional development were introduced (Coolahan, 2002).

Teacher education is a general term for pre-service training, induction education, and on-the-job training of teachers according to different stages of teacher professional development under the guidance of lifelong education ideology. Accelerating the development of teacher education and improving teacher education is strategically significant to constructing a high-quality teacher team and the solid promotion of quality education. Good education comes with good teachers. The key to the construction of teachers lies in promoting their professional development and improving their quality in all aspects (Niemi, 2015).

In addition to the requirements of teachers' professional competence proposed by the scholars above, in the current international context of informatization and globalization, teachers need to strengthen the training of innovation,

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lifelong learning, cultural judgment, and other abilities. Teachers' professional ability mainly includes classroom teaching, teaching evaluation, education and scientific research, curriculum resource development and utilization, academic communication, and management ability (Manakul et al., 2023).

From the point of view of social demand, people are calling for higher and higher education quality. At the same time, people are increasingly aware that the key to the quality of education lies in the teachers, and the essence of choosing high-quality schools is to choose excellent teachers. Therefore, we aim to continuously improve teachers' professional level and ability through teacher professional development. Most teachers have gradually realized that only through professional development and improvement of their professional level can their work be truly recognized by society and their professional image and social status be established and continuously improved (OECD, 2009).

The existing literature on the influence of teaching behavior of primary school English teachers in Chengdu High-Tech Zone, China, has primarily focused on the factors within the proposed conceptual framework, including perceived ease of use, perceived usefulness, attitude, subjective norms, behavioral intention, and behavior. However, there needs to be more research to understand the potential moderating role of teacher experience and technological proficiency in this context. While the proposed framework provides valuable insights into the psychological factors influencing teaching behavior, it overlooks how they might interact with the varying teacher experience and technological proficiency levels. Exploring this moderating effect could provide a more nuanced understanding of how these psychological factors translate into actual teaching behavior, thereby offering valuable implications for teacher training programs and policy interventions.

2. Literature Review

2.1 Perceived Ease of Use

According to Davis et al. (1989), perceived usefulness Indicates the extent consumers believe using the system will improve their performance. Perceived usefulness is the cognitive determinant of intention, while attitude represents the affective component. Attitude plays a positive mediating role among perceived usefulness, belief, and acceptability. The technology acceptance model, or TAM, is a commonly used framework for understanding an individual's acceptance of a new technology (Toft et al., 2014).

Venkatesh and Davis (2000) conducted a meta-analysis of studies on technology acceptance and found a positive relationship between perceived ease of use and perceived usefulness. The meta-analysis revealed that users who perceive a technology as easy to use are more likely to perceive it as useful (Lee, 2009).

Furthermore, Venkatesh and Davis (2000) conducted a meta-analysis of various studies on technology acceptance and confirmed the positive relationship between perceived ease of use and attitude. Their findings indicated that when individuals perceive technology as easy to use, it positively influences their attitudes. Similarly, a study by Bhattacherjee (2001) examined the relationship between perceived ease of use and attitude in online shopping. Therefore, this study hypothesizes that:

H1: Perceived ease of use has a significant influence on perceived usefulness.

H2: Perceived ease of use has a significant influence on attitude.

2.2 Perceived Usefulness

Davis et al. (1989) defined perceived ease of use as the degree to which consumers perceive that no effort is required to use the system. Perceived ease of use can indicate the technology's easy and effortless (Pipitwanichakarn & Wongtada, 2021). Numerous studies have found that if users perceive a new technology as easy to use, they are more likely to have a positive attitude toward it and see it as beneficial (Hong et al., 2003).

Similarly, Venkatesh and Davis (2000) conducted a meta-analysis synthesizing findings from various studies on technology acceptance. They found a strong positive relationship between perceived usefulness and attitude, indicating that their perceptions influence individuals' positive evaluations of technology. Another study by Moon and Kim (2001) examined the relationship between perceived usefulness and e-commerce attitudes. Therefore, a hypothesis is suggested:

H3: Perceived usefulness has a significant influence on attitude.

2.3 Subjective Norms

Subjective norms are normative beliefs about perceived social pressure from significant others to require or not require participation in a behavior (Mafabi et al., 2017). Subjective norms are "perceived social pressure to perform or not to perform" (Ajzen, 1991). In other words, subjective norms concern people's normative beliefs about what others expect. Individuals' behavioral intentions are influenced by the expectations of the reference group to which they belong (Chatzoglou & Vraimaki, 2009).

When individuals perceive strong social pressure or normative expectations from significant others to engage in a behavior, they are more likely to develop the intention to

perform that behavior. This indicates that subjective norms contribute to the formation of behavioral intention. Furthermore, several studies have provided empirical evidence supporting the positive relationship between subjective norms and behavioral intention (Li & Kitcharoen, 2022). Hence, a hypothesis is proposed:

H4: Subjective norms have a significant influence on behavioral intention.

2.4 Attitude

Attitude is a person's positive or negative evaluation of a given object or behavior. Attitude can also be an individual's overall evaluation of behavioral performance, which affects the user's behavioral intention (Ajzen, 1991). An individual's positive attitude towards knowledge sharing can motivate him/her to share knowledge (Chatzoglou & Vraimaki, 2009). Individuals' willingness to share knowledge is influenced by their evaluation and judgment of the result of knowledge sharing. Positive outcomes can stimulate an individual's willingness to share knowledge (Chennamaneni et al., 2012).

The person's intention to share knowledge is influenced by his or her evaluative judgment of the outcome of sharing the knowledge. Positive outcomes can stimulate an individual's will to share knowledge (Chatzoglou & Vraimaki, 2009). According to Chennamaneni et al. (2012), the more positive one's attitude toward knowledge sharing is, the higher the individual's behavioral intention to share knowledge. Hence, a hypothesis is put forward:

H5: Attitude have a significant influence on behavioral intention.

2.6 Behavioral Intention

Behavioral intention is the degree to which a person is prepared to engage in a particular act. Behavioral intention is an individual's willingness to perform a certain behavior (Keong et al., 2012). An individual's attitude toward a behavior influences a behavior's intention. Attitudes toward behavior are based on behavioral beliefs, which are beliefs about the expected consequences of a particular behavior and the corresponding positive or negative evaluation of those consequences (Chennamaneni et al., 2012).

Several studies have explored the relationship between behavioral intention and behavior in educational contexts. For instance, a study by Balau (2018) found a significant and positive relationship between teachers' behavioral intention to integrate technology into their teaching and their actual use of technology in classrooms. Based on the above assumptions, a hypothesis is indicated:

H6: Behavioral intention has a significant influence on behavior.

2.7 Behavior

Behavior is the life attitude and specific lifestyle that people show in life. It is the basic characteristics of different individuals or groups under certain material conditions, under the influence of social and cultural systems and personal values, and under the stimulation of internal and external environmental factors (Ajzen, 1991). According to Chatzoglou and Vraimaki (2009), teaching or instructional behavior is a critical component of effective teaching and learning. It encompasses educators' strategies, actions, and interactions to facilitate student learning and engagement in educational settings. Numerous studies have explored various aspects of teaching behavior and its impact on student outcomes (Chua et al., 2018; Lee, 2009; Venkatesh & Davis, 2000).

3. Research Methods and Materials

3.1 Research Framework

According to Figure 1, the conceptual framework includes perceived ease of use perceived usefulness, attitude, subjective norms, behavioral intention and behavior. There are three main prior research frameworks used in this stydy which are Lee (2009), Chua et al. (2018), and Mafabi et al. (2017).

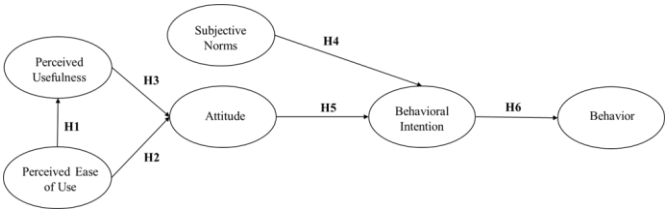

Figure 1: Conceptual Framework

H1: Perceived ease of use has a significant influence on perceived usefulness.

H2: Perceived ease of use has a significant influence on attitude.

H3: Perceived usefulness has a significant influence on attitude.

H4: Subjective norms have a significant influence on behavioral intention.

H5: Attitude have a significant influence on behavioral intention.

H6: Behavioral intention has a significant influence on behavior.

3.2 Research Methodology

The primary objective of this study is to explore the impact of teaching behavior on the professional advancement capabilities of primary school English teachers within the Chengdu High-Tech Zone in China. A research instrument, often in the form of a questionnaire, is a structured tool used to collect data from participants in a systematic and standardized manner. In this research, the questionnaire consists of three parts which are screening questions, measuring items with five-point Likert scale, and demographic information.

Prior to the commencement of data collection, the research instrument underwent a validation process utilizing the index of item-objective congruence (IOC), and its reliability was tested through a pilot study employing the Cronbach alpha coefficient reliability test. The IOC results from three experts in this study show all passed score with 0.67. Cronbach's alpha quantifies the degree to which the items in a measurement instrument are interrelated or correlated. Generally, a Cronbach's alpha above 0.60 is considered acceptable for research purposes, although the threshold might vary based on the context (Nunnally & Bernstein, 1994).

The study's robustness and credibility were further enhanced by applying confirmatory factor analysis (CFA) and structural equation modeling (SEM) techniques to assess the reliability of the study variables and the underlying conceptual framework. These methodological steps collectively establish a rigorous foundation for investigating the intricate relationships between teaching behavior and the professional advancement prospects of primary school English teachers in Chengdu High-Tech Zone, China.

3.3 Population and Sample Size

This study aims to understand the impact of teaching behavior on the professional advancement capabilities of primary school English teachers within the Chengdu High-Tech Zone in China, the target population would be primary school English teachers aged 21 and above, working within the confines of the Chengdu High-Tech Zone. Using the sample size calculator by Soper (2023), the recommended minimum sample size was 403. Therefore, the researchers selected 500 primary school English teachers aged 21 years and above.

3.4 Sampling Technique

Sampling procedures are essential in research design to ensure that the selected sample is representative of the larger population and suitable for addressing the research objectives. Different sampling methods are employed based on research goals, resources, and the accessibility of the target population. Three common sampling methods are judgmental, convenience, and snowball sampling. For judgmental sampling, the researchers selected 500 primary school English teachers aged 21 years and above. Convenience sampling involves selecting individuals who are readily available and accessible for the study. Thus, convenience sampling was used to collect the data by questionnaire distribution. Snowball sampling is used with an initial participant, who then refers other individuals who meet the study's criteria.

4. Results and Discussion

4.1 Demographic Information

In Table 1, the demographic results were collected from 500 primary school English teachers who are 21 years old and above in Chengdu high-tech zone, China. The gender distribution of the participants is male of 243 (48.6%), and female of 257 (51.4%). Most respondents are 31-40 years old of 193 (38.6%). 4-6 years teaching experience acquires the largest percentage of 44.4%. Therefore, these findings provide valuable insights into the composition of the study's participant pool. The gender distribution indicates a near-equal representation of male and female participants. The majority of participants fall within the age range of 31-40 years old, while the distribution of teaching experience shows a substantial number of participants with 4-6 years of experience.

Table 1: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	243	48.6%
	Female	257	51.4%
Age	21-30 years old	86	17.2%
	31-40 years old	193	38.6%
	41-50 years old	175	35.0%
	50 Years Old and above	46	9.2%
Teaching Experience	3 Years or below	159	31.8%
	4-6 Years	222	44.4%
	7 Years or above	119	23.8%

4.2 Confirmatory Factor Analysis (CFA)

Based on the information provided in Table 2, it can be observed that each item's standardized factor load surpasses 0.5. This indicates a robust ability for each item to effectively capture the underlying dimension it represents. An essential criterion for assessing the model's intrinsic quality is the Composite Reliability (CR), which gauges whether the measures within each latent variable consistently account for

the latent variable. As indicated in the table, the Composite Reliability (CR) surpasses the threshold of 0.7, signifying the consistent explanatory power of all measures within each latent variable (Hair et al., 2019). In addition, a Cronbach's alpha above 0.60 is considered acceptable for research purposes (Nunnally & Bernstein, 1994).

Furthermore, the aggregation validity of each dimension is assessed through the Average Variance Extraction (AVE) value. This value is typically employed to gauge the aggregation validity of a scale. A higher AVE value suggests a greater percentage of potential variable variation relative to measurement error, thus indicating better measurement accuracy. Conventionally, an AVE value above 0.5 is considered suitable. In the present table, all AVE values exceed this benchmark, affirming the scale's favorable aggregation validity (Fornell & Larcker, 1981).

Table 2: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
1. Perceived Ease of Use (PEOU)	Sharma et al. (2014)	4	0.803	0.668-0.733	0.804	0.506
2. Perceived Usefulness (PU)	Sharma et al. (2014)	4	0.797	0.630-0.802	0.798	0.499
3. Attitude (ATT)	Ajzen (1991)	3	0.885	0.826-0.882	0.886	0.721
4. Subjective Norms (SN)	Ajzen (1991)	3	0.716	0.652-0.729	0.719	0.461
5. Behavior Intention (BI)	Chua et al. (2018)	4	0.787	0.619-0.789	0.789	0.486
6. Behavior (B)	Chua et al. (2018)	3	0.706	0.577-0.726	0.715	0.458

Various fit indices are used to assess the goodness of fit between the measurement model and the observed data. In Table 3, the measurement model fit was tested in statistical software. The model ensures acceptable fit without adjustment, including CMIN/DF=1.052, GFI= 0.966, AGFI = 0.955, NFI=0.952, CFI=0.998, TLI =0.997, and RMSEA = 0.010.

Table 3: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	182.969/174 = 1.052
GFI	≥ 0.90 (Hair et al., 2006)	0.966
AGFI	≥ 0.90 (Hair et al., 2006)	0.955
NFI	≥ 0.90 (Arbuckle, 1995)	0.952
CFI	≥ 0.90 (Hair et al., 2006)	0.998
TLI	≥ 0.90 (Hair et al., 2006)	0.997
RMSEA	< 0.05 (Browne & Cudeck, 1993)	0.010
Model summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker–Lewis index and RMSEA = Root mean square error of approximation

As per the methodology proposed by Fornell and Larcker (1981), the assessment of discriminant validity involved calculating the square root of each Average Variance Extraction (AVE). The outcomes of this study reveal that the discriminant validity value exceeds all inter-construct/factor correlations. This observation underscores the substantiated presence of discriminant validity. Furthermore, the potential issue of multicollinearity is examined through correlation coefficients. The factor correlations detailed in Table 4 remain below the threshold of 0.80. Consequently, the concern of multicollinearity does not arise in this analysis, aligning with the insights put forth by Studenmund (1992).

Table 4: Discriminant Validity

	ATT	PEOU	PU	B	BI	SN
ATT	**0.849**					
PEOU	0.549	**0.711**				
PU	0.313	0.261	**0.706**			
B	0.586	0.540	0.285	**0.677**		
BI	0.366	0.227	0.161	0.547	**0.697**	
SN	0.088	0.161	0.084	0.027	0.131	**0.679**

Note: The diagonally listed value is the AVE square roots of the variables

Source: Created by the author.

4.3 Structural Equation Model (SEM)

A structural equation model (SEM) SEM employs various fit indices to assess goodness of fit, indicating the extent to which the model reproduces the observed covariance structure. According to the Table 5, the X2 / df value is 1.809, GFI=0.944, AGFI=0.930, NFI=0.913, CFI=0.959, TLI=0.953, and RMSEA is 0.040. Thus, all the goodness of fit indicators meets the general standard, indicating that the structural equation model established in this study is effective.

Table 5: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2006)	330.962/183 = 1.809
GFI	≥ 0.90 (Hair et al., 2006)	0.944
AGFI	≥ 0.90 (Hair et al., 2006)	0.930
NFI	≥ 0.90 (Arbuckle, 1995)	0.913
CFI	≥ 0.90 (Hair et al., 2006)	0.959
TLI	≥ 0.90 (Hair et al., 2006)	0.953
RMSEA	< 0.05 (Browne & Cudeck, 1993)	0.040
Model summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker–Lewis index and RMSEA = Root mean square error of approximation

4.4 Research Hypothesis Testing Result

In this study, the evaluation of the relationship between the independent and dependent variables posited in the hypotheses was conducted through an examination of standardized path coefficients and t-values. The analysis, as detailed in Table 6, regarded p-values below 0.05 as indicators of statistical significance.

The results of the analysis indicate that hypotheses H1, H2, H3, H5, and H6 are supported, as the standardized path coefficients are statistically significant (indicated by asterisks) and the t-values surpass the critical threshold. However, hypothesis H4, concerning the influence of subjective norms on behavioral intention, is not supported, as the standardized path coefficient is not statistically significant based on the t-value.

Table 6: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: PEOU→PU	0.262	4.610*	Supported
H2: PEOU→ATT	0.502	9.237*	Supported
H3: PU→ATT	0.184	3.732*	Supported
H4: SN →ATT	0.087	1.591	Not Supported
H5: ATT →BI	0.434	8.121*	Supported
H6: BI →B	0.605	8.859*	Supported

Note: * p<0.05
Source: Created by the author

The hypotheses under scrutiny can be delineated as follows:

Hypothesis 1 (H1): The influence of perceived ease of use on perceived usefulness is significant. The calculated Standardized Path Coefficient (β) is 0.262. The corresponding t-value stands at 4.610*, indicating a statistically significant relationship. As such, the hypothesis garners empirical support.

Hypothesis 2 (H2): The impact of perceived ease of use on attitude is noteworthy. The Standardized Path Coefficient (β) computes to 0.502. The t-value associated with this relationship is 9.237*, establishing statistical significance. These findings lend credibility to the hypothesis.

Hypothesis 3 (H3): The substantial influence of perceived usefulness on attitude is evident. The Standardized Path Coefficient (β) is 0.184. With a corresponding t-value of 3.732*, statistical significance is apparent. These results corroborate the hypothesis.

Hypothesis 4 (H4): The connection between subjective norms and behavioral intention is examined. The calculated Standardized Path Coefficient (β) is 0.087. Although the t-value is 1.591, the relationship does not attain statistical significance. Hence, this hypothesis does not find empirical support.

Hypothesis 5 (H5): The influence of attitude on behavioral intention is noteworthy. The Standardized Path Coefficient (β) computes to 0.434. The t-value stands at 8.121*, signifying a statistically significant relationship. As such, empirical evidence supports this hypothesis.

Hypothesis 6 (H6): The significant role of behavioral intention on behavior is assessed. The calculated Standardized Path Coefficient (β) is 0.605. With a corresponding t-value of 8.859*, statistical significance is evident. Thus, the hypothesis garners empirical support.

In meticulous analysis, the results offer robust substantiation for hypotheses H1, H2, H3, H5, and H6. These hypotheses boast standardized path coefficients that achieve statistical significance (as indicated by asterisks) and t-values that surpass the critical threshold. This alignment between hypotheses and empirical findings highlights the significance of perceived ease of use, perceived usefulness, attitude, and behavioral intention in influencing behavior.

Conversely, hypothesis H4, postulating the significance of subjective norms on behavioral intention, does not find empirical validation. With a standardized path coefficient that does not achieve statistical significance based on the t-value, the influence of subjective norms on behavioral intention is not supported within the context of this study.

In summation, the adoption of standardized path coefficients and t-values within the framework of SEM presents a robust methodology for the scrutiny of hypothesis validity. This approach provides insights into the intricate interplay of variables and contributes to an enriched understanding of the phenomena under investigation.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The culmination of this study's empirical analysis offers a multifaceted understanding of the intricate dynamics governing the relationships among key variables within educational contexts. The results illuminate both expected and unexpected connections, thereby contributing valuable insights to the field of education and beyond.

The identification of a significant influence of perceived ease of use on perceived usefulness underscores a pivotal foundation for educators and educational technology developers. The notion that the ease with which a particular tool or method can be employed significantly shapes its perceived utility aligns with principles of user experience. It suggests that educators who find certain teaching behaviors easy to implement are more likely to view them as beneficial and relevant to their pedagogical goals.

The revealed substantial influences of both perceived ease of use and perceived usefulness on attitude resonate

with the broader psychological theories of attitude formation. The study underscores how not only the perceived utility of a teaching behavior but also the ease with which it can be adopted can shape educators' overall attitudes toward its adoption. This insight highlights the importance of considering both practicality and perceived value when introducing new teaching methods or strategies.

The significant influence of attitude on behavioral intention signifies a pivotal juncture in the process of integrating innovative teaching behaviors. Positive attitudes cultivated through ease of use and perceived usefulness hold the potential to translate into actual intentions to adopt these behaviors. This transition from attitude to intention underscores the critical role of educators' perceptions in shaping their willingness to embrace change in their instructional approaches.

The robust finding that behavioral intention significantly influences actual behavior echoes established psychological theories. The Theory of Planned Behavior posits that intentions serve as strong predictors of actual behavior. In the context of education, this insight suggests that fostering positive intentions to adopt specific teaching behaviors can potentially lead to their effective implementation in the classroom.

While the study illuminates several significant pathways, the absence of a significant influence of subjective norms on behavioral intention raises intriguing questions. The lack of alignment between social norms and intended behaviors among educators is an unexpected outcome. It prompts further investigation into the role of subjective norms within the specific educational context examined in this study.

The cumulative insights from this study hold profound implications for both educational practice and research. Educators and policymakers can leverage the findings to design interventions that prioritize ease of use and perceived usefulness, while also recognizing the complex interplay between attitudes, intentions, and behavior. The unanticipated finding regarding subjective norms underscores the need for a deeper exploration of the sociocultural factors shaping educators' intentions.

Future research endeavors could delve into the contextual nuances that contribute to the observed absence of subjective norm influence. Additionally, a broader exploration across diverse educational settings and cultural contexts could shed light on the generalizability of these findings. In sum, this study not only expands our understanding of how educators engage with new teaching behaviors but also presents a robust platform for refining pedagogical approaches and fostering positive educational transformations.

5.2 Recommendation

Building on the insights gleaned from this study, a series of recommendations emerge that can guide future research efforts, educational strategies, and policy initiatives aimed at enhancing teaching behaviors and professional development within the realm of education.

Given the unexpected finding that subjective norms do not significantly influence behavioral intention, further research should delve into the contextual and cultural factors that shape educators' perceptions of normative pressures. Comparative studies across different cultural and educational contexts can shed light on the nuanced role of subjective norms.

Future research could explore how the context of professional promotion within specific educational zones, such as Chengdu High-Tech Zone, influences educators' motivations and intentions. Understanding the unique dynamics of professional advancement can inform tailored strategies to align teaching behaviors with career aspirations.

Conducting longitudinal studies that track the adoption and sustainability of teaching behaviors over time can provide insights into the long-term impact of attitudes and intentions. This approach would illuminate how sustained intentions translate into actual classroom practices.

Further research can delve into the multifaceted nature of perceived ease of use. Investigating specific elements that contribute to ease of use, such as user interface design and accessibility, can guide the development of tools and methods that resonate with educators.

Encouraging cross-disciplinary collaboration between educators, technologists, and educational psychologists can foster the design of innovative teaching methods that balance perceived ease of use and usefulness. Collaborative efforts can yield approaches that seamlessly integrate technological tools into pedagogical practices.

Incorporating attitude-building strategies into pedagogical training programs can help educators cultivate positive attitudes toward new teaching behaviors. These programs can offer frameworks for addressing concerns, promoting open dialogue, and sharing success stories.

Educational institutions can develop strategies that address the specific normative influences prevalent within their unique contexts. Recognizing that subjective norms might vary; institutions can foster a supportive culture that aligns with educators' intentions.

Future research can explore how the interplay of teaching behaviors, attitudes, and intentions intersect with considerations of diversity and inclusion. Understanding how these dynamics manifest across diverse student populations can inform equitable teaching practices.

Policymakers can consider offering incentives that promote the adoption of innovative teaching behaviors. These incentives could include professional development opportunities, recognition, or funding support for educators who actively embrace new methods.

Given the increasing integration of technology in education, future research can continue to explore how educators' perceptions of ease of use and usefulness intersect with digital tools. Understanding how these factors impact technology adoption can enhance educational practices.

In summary, these recommendations form a roadmap for continued exploration and enhancement of teaching behaviors, attitudes, and intentions. By addressing the complexities of these interwoven factors, stakeholders can collectively contribute to the evolution of education, fostering an environment that prioritizes effective and innovative pedagogical practices.

5.3 Limitation and Further Study

While this study has provided valuable insights into the interplay of teaching behaviors, attitudes, and intentions among primary school English teachers, several limitations emerge that warrant consideration in future research endeavors. Acknowledging and addressing these limitations can pave the way for more nuanced and comprehensive investigations.

The study focused exclusively on primary school English teachers within Chengdu High-Tech Zone, China. Expanding the geographical and demographic scope to encompass a broader range of educational settings and cultural contexts could enhance the generalizability of findings and unveil potential variations.

This study employed quantitative methods, which provide valuable statistical insights. However, complementing these findings with qualitative research could offer a deeper understanding of the intricate factors that shape educators' perceptions, attitudes, and intentions.

The non-significant influence of subjective norms on behavioral intention was an unexpected outcome. Future research could delve into the specific reasons behind this finding, exploring how cultural, institutional, and interpersonal dynamics interact to shape educators' intentions.

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