

# **THE WILLINGNESS AND ACTUAL BEHAVIOUR OF TEACHERS' PARTICIPATION IN UNIVERSITY GOVERNANCE IN CHINA BASED ON THEORY OF PLANED BEHAVIOUR**

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## **ABSTRACT**

The modernisation of education governance systems and capacities is an integral part of national governance reform. Despite the growing importance of university governance, research on teachers' participation in this domain remains limited. Grounding in the Theory of Planned Behaviour (TPB) and focusing on Chinese universities teachers, the research investigates the impact of attitudes, subjective norms and perceived behavioural control on teachers' willingness to engage in university governance, aims to perform and propose a conceptual model of teacher development policy. Data will be collected through a survey questionnaire from diverse teachers in Hebei Province. The study will include demographic information, attitudes, subjective norms, perceived behavioural control, willingness and actual participation in university governance. The sample size will be no fewer than 400 teachers selected through cluster sampling. Data analysis will involve descriptive analysis, correlation analysis, regression analysis, mediation effect analysis, structural equation modeling (SEM) analysis and effect

size analysis. The significance of this research lies in its implications on various stakeholders. For the government, it contributes to national governance modernisation by encouraging teachers' active participation. For universities, it helps administrators understand teachers' needs and develop tailored governance strategies. Teachers gain a clearer understanding of their roles in governance, and administrators can optimise governance mechanisms and enhance teachers' capacity and willingness to participate. Furthermore, the findings foster a positive campus governance atmosphere, benefiting students. In summary, this study provides valuable insights into teachers' participation in university governance, optimising governance mechanisms and promoting the modernisation of university governance systems and capacities.

**Keywords:** China, Theory of Planned Behaviour (TPB), University Governance, teachers' participation, willingness, actual behaviour

## INTRODUCTION

President Xi said: "All governance activities of the Communist Party of China and all governance activities of the People's Republic of China must respect the dominant position of the people." Educational governance system and modern governance capability are the important components of the governance of the country, which definitely advance the reform of the subject, content and mode of the university governance.

Faced with a series of issues arising from the reform of higher education, the management and leadership of universities will be more subject to the political process of *democracy*, and influenced by teachers, students and other university stakeholders. Teachers and students will gradually have the right to influence the internal governance decisions of universities, and the form and extent of their participation has become a major issue in the counter-process of higher education reform.

This study examines the development of Chinese and foreign universities from a historical perspective, and draws lessons and insights from them. Based on the theory of planned behaviour, a survey study is conducted to analyse the willingness and actual behaviour of Chinese faculty members to participate in university governance. Then, based on governance theory, stakeholder theory and collaborative governance theory, countermeasures for faculty and student participation in university governance are proposed to improve the governance system and provide lessons for domestic university governance.

## **PROBLEM STATEMENT**

The modernisation of educational governance system and governance capacity is an important part of the modernisation of national governance system and governance capacity, and the introduction of this reform goal will certainly promote the change of the subject, content and way of university governance. Since the modern university system in China is still imperfect, the action concept and academic research on university governance started late, and the research on teachers' participation in university governance suffers from more theoretical research, less empirical research, and blurred willingness and boundary of participation. Based on the theory of planned behaviour and the reality of Chinese universities, this study follows the research idea of "historical change-practical investigation-strategic construction", and tries to study to what extent attitudes, subjective norms and perceived behavioural control affect teachers' willingness to participate in university governance, and explore the relationship between teachers' willingness to participate in university governance and their actual behaviors, in order to promote teachers' active participation in university governance.

## **RESEARCH OBJECTIVES**

This study examines teachers' willingness to participate in university governance, their actual involvement, and the

relationship between the two. It focuses on exploring the factors that influence teachers' participation in governance. The research also evaluates the applicability of the theory of planned behavior in explaining both teachers' willingness and their participation behaviors. The goal is to promote and support positive behaviors among teachers in participating in university governance, thereby enhancing its efficacy and quality.

- 1) To study the level of teachers' motivation and willingness to participate in university governance.
- 2) To investigate the actual behaviour of teachers' participation in university governance.
- 3) To explore the relationship between teachers' willingness to participate in university governance and their actual behaviours.
- 4) To analyse the factors affecting teachers' participation in university governance.
- 5) To verify the applicability of the theory of planned behaviour in teachers' participation in university governance.
- 6) To perform and propose a conceptual model of teacher development policy.

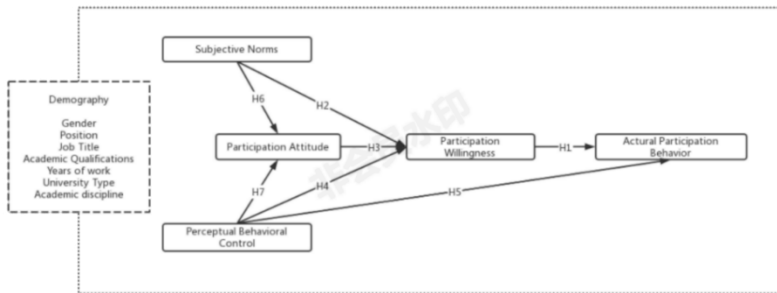
### ***Research Questions***

- 1) What is the level of teachers' motivation and willingness to participate in university governance?
- 2) What is the actual behaviour of teachers participating in university governance?
- 3) What is the relationship between teachers' willingness to participate in university governance and their actual behaviour?
- 4) What are the factors affecting teachers' participation in university governance?
- 5) How applicable is the Theory of Planned Behaviour to explain teachers' willingness to participate in university governance and their actual behaviour?

### ***Research Hypothesis***

Based on the analysis of the problem, this paper puts forward the basic hypothesis of the study: a reasonable and sound mechanism for teachers' subjects to participate in university governance can provide new ideas to solve several problems of university

governance in the current higher education reform, and at the same time cultivate and improve the awareness and ability of university teachers to participate in university management, which can effectively promote the construction and improvement of the university governance structure system. Based on the theory of planned behaviour, this study constructs a theoretical model of teachers' participation in university governance and proposes nine specific hypotheses to test it, which are showed in figure 10.1.



**Rajah 10.1:** Hypotheses overview

- Ho1: Teachers' willingness to participate in university governance has no effect on their actual participation behaviour.
- Ho2: Subjective norms of teachers' participation in university governance has no influence on their willingness to participate.
- Ho3: Teachers' attitudes towards participation in university governance has no influence on their willingness to participate.
- Ho4: The perceived behavioural control of teachers' participation in university governance has no influence on their willingness to participate.
- Ho5: Perceived behavioural control of teachers' participation in university governance has no influence on their actual participation behaviour.
- Ho6: The subjective norms of teachers' participation in university governance has no influence on their attitudes toward participation.
- Ho7: Perceived behavioural control of teachers' participation in university governance has no influence on their attitude toward participation.

Ho8: Years of teaching experience, professional title and education  
have no effect on teachers' willingness to participate in  
university governance.

Ho9: Years of teaching experience, professional title and education  
have no effect on teachers' behaviour to participate in university  
governance.

## **SIGNIFICANCE OF THE STUDY**

University governance is an open research system, which is characterised by the coexistence of theory and practice, openness and adaptability, and internationality and localisation. In the process of constructing China's modern university system and against the background that the university governance system and governance capacity still need to be further improved, the study of teachers' participation in university governance is of great significance to the government, universities and their stakeholders.

### ***Significance to the Government***

This study holds significant implications for the government as it advances the modernisation of the national governance system and capacity. With a focus on the relationship between teachers' willingness and actual behaviour in university governance, the government can gain valuable insights into the factors influencing teachers' participation. By formulating policies and measures that motivate active teacher engagement in governance decision-making and planning, the government can create a conducive environment to modernise and democratise university governance, ultimately enhancing the overall education governance system and capacity.

### ***Significance to Universities***

The study carries essential implications for universities as they play a crucial role in nurturing talents and driving social development. Understanding the relationship between teachers' willingness and actual behaviour in university governance can aid university administrators in comprehending teachers' needs and expectations better. Universities can develop targeted governance

strategies based on the attitudes, subjective norms and perceived behavioural control of teachers, thereby fostering a more active participation of teachers in governance. In turn, this will propel the modernisation and democratisation of university governance, contributing to the overall development and reform of higher education institutions.

### ***Significance to Teachers***

This research directly impacts teachers, who are central actors in university governance. By delving into the connection between teachers' willingness and actual behaviour in governance, the study can provide teachers with a clearer understanding of their role and responsibilities in the governance process. Teachers can adjust their attitudes and actions based on the research findings, becoming more proactive participants in university governance, and contributing their wisdom and efforts to the development and reform of higher education.

### ***Significance to Administrators***

For university administrators, this study carries crucial significance. As key drivers of governance system reform and modernisation, administrators can better leverage teachers' active role in governance by understanding the relationship between their willingness and actual behaviour. Drawing insights from the research, administrators can optimise governance mechanisms, enhance teachers' capacity and willingness to participate in decision making, and establish collaborative governance models. This will foster transparency, effectiveness and democratic practices in university governance, leading to improved governance outcomes.

### ***Significance to Students***

The research also holds positive implications for students, who are vital stakeholders in the university community. University governance directly impacts students' learning environment and experiences. By exploring the factors influencing teachers' participation, the study encourages teachers to prioritise students' needs and interests, and represent them in decision-making and planning processes. As a result, students can benefit from

improved access to high-quality educational resources and services, enabling them to realise their full academic potential. Moreover, the findings inspire and promote student engagement in school affairs, fostering a favourable campus governance atmosphere and jointly advancing the modernisation and development of university governance.

Overall, this research not only enhances our understanding of teachers' participation in university governance but also contributes to the optimisation of governance mechanisms, promoting the modernisation and development of university governance systems and capacities. Furthermore, the findings serve as valuable references for other related fields, driving innovation and progress in educational governance theory and practice.

## **THE SCOPE OF THE STUDY**

Based on the Theory of Planned Behaviour, this study explores the factors affecting teachers' willingness and behaviour to participate in college governance, and probes deeply into the relationship between teachers' willingness to participate in college governance and their actual behaviour. The study will take Chinese colleges and universities as the research object, and adopt the cluster sampling method to take no less than 384 teachers as samples from the colleges and universities in Hebei Province. The focus of the survey will be on attitudes, subjective norms, perceived behavioural control, teachers' willingness to participate in college governance and actual participation behaviour. The research methodology includes survey research method and quantitative research, and data collection will be by means of questionnaires. The purpose of the study is to gain a deeper understanding of the relationship between teachers' willingness to participate in college governance and their behaviours, so as to provide a theoretical basis and practical suggestions for promoting teachers' active participation in college governance.

## **THEORIES RELATED TO THE STUDY**

### ***Theory of Planed Behaviour***

The Theory of Planned Behaviour (TPB) is a widely recognised psychological model that aims to understand and predict human behaviour, particularly in the context of decision-making and goal-directed actions. Proposed by Icek Ajzen in the late 1980s (Ajzen, 1991), TPB builds upon the earlier Theory of Reasoned Action (TRA) and incorporates additional factors such as perceived behavioural control to enhance the model's predictive power.

The TPB explains the general decision-making process of individual behaviour from an information-processing perspective and from the perspective of expected value theory. It contains five elements: attitudes, subjective norms, perceived behavioural control, intentions and actual behaviour (Ajzen, 1991).

In the field of education, the TPB is mainly used to predict teachers' and students' behaviours, such as teachers' professional development activities (Dunn et al., 2018), university teachers' academic entrepreneurship (Yang & Wenhua, 2019), students' independent learning (Ma et al., 2023), students' procrastination (Tahir, 2021) and entrepreneurial willingness (Su et al., 2021).

In the context of the current study, TPB serves as the theoretical foundation to examine the factors influencing teachers' willingness to participate in university governance. By assessing their attitudes, subjective norms and perceived behavioural control towards governance activities, the study seeks to gain insights into the determinants of teachers' intentions and actual engagement in governance behaviours.

### ***University Governance***

The power to govern in governance theory comes from government, but is not controlled by government (Gjaltema et al., 2020). Governance theory affirms that when it comes to collective and public affairs, the subjects of governance must form a web of structures that works together within a specific area of government

participation in governance (Clarke et al., 1994). Governance theory has been extended from the management of society to the management of higher education. The development of governance theory in higher education is characterised by the following features: firstly, the plurality of governance subjects; secondly, the checks and balances of governance power; thirdly, the synergy of governance process; fourthly, the democracy of governance mechanism; and fifthly, the unity of governance goals (Jongbloed et al., 2008).

Governance theory focuses on the power, responsibility, decision making and monitoring mechanisms within an organisation or institution, as well as the relationships and interactions between related subjects. Incorporating governance theory into the study of teachers' participation in university governance helps to analyse the impact of factors such as the internal and external environment of the organisation, power structure, and conflict of interest on teachers' willingness and behaviour to participate in university governance (Adhikari & Shrestha, 2023; Ramos et al., 2015; Secundo et al., 2018)

### ***Stakeholder Theory***

Stakeholder theory focuses on the influence of stakeholders external to an organisation or institution (e.g. faculty, students, administrators etc.) on the decision-making and governance process. Stakeholder theory is generally regarded as a more comprehensive analytical framework to analyse problems in the process of higher education development and reform, and its application in the field of higher education is becoming more and more common (Effeney, 2020; Freeman, 2001; Freeman et al., 2010). Incorporating stakeholder theory into the study can lead to a better understanding of the motivations and influencing factors of teachers' willingness and behaviour to participate in higher education governance by examining stakeholders' attitudes and involvement in governance decisions (Ferrero-Ferrero et al., 2018).

Considering the background of the current higher education reform and the unique characteristics and development laws of the university, an in-depth analysis of stakeholder theory can offer valuable insights. This includes examining the hierarchy, value demands, interest orientation, and the degree of interest-relatedness. By reasonably referencing this theory, new theoretical perspectives can be provided for studying teachers' participation in university governance. Additionally, it can serve as an important foundation for optimizing this participation.

## **METHODOLOGY**

This section discusses the research methodology and procedures adopted to collect data. It starts with a description of the research design, followed by the research method and ends with an outline of the statistical techniques used to address issues of validity and reliability of the instruments used for the collection of data.

### ***Research Design***

The study adopted a descriptive research design using the research method. A descriptive research design aims to describe and summarise the characteristics, states, trends, relationships etc. of a particular problem or phenomenon, and it focuses on describing, counting and summarising data. This study aims to explore the factors affecting teachers' willingness and behaviour to participate in university governance, and to deeply investigate the relationship between teachers' willingness to participate in university governance and their actual behaviour.

The study will be based on the TPB, with the value orientation of safeguarding teachers' rights, and data will be collected through a questionnaire that includes six aspects of teachers' demographic information (e.g. teaching age, title, education etc.), teachers' attitudes toward participation in college governance, subjective norms, perceived behavioural control, willingness and actual behaviour of participation. The data were analysed to describe the current situation of teachers' willingness and behaviour to participate in university governance and the relationship between

the two in order to further understand the motivation and psychological mechanisms of teachers' participation in university governance. The results will provide university administrators and decision makers with policy and practice recommendations regarding teachers' participation in university governance, thereby promoting and supporting teachers' active participation in university governance, and enhancing the effectiveness and quality of university governance.

### ***Population and Sampling***

#### ***Study Population***

The research object of this study is university teachers in Hebei Province, covering teachers with diverse characteristics such as different subject areas, title levels, teaching age and education. Teachers play an important role in university governance, and their willingness to participate and behaviour have an important impact on the effectiveness and quality of university governance. By understanding the current situation of teachers' participation in university governance, the relationship between teachers' willingness to participate in university governance and their behaviour will be studied in depth to provide a basis for the formulation of relevant policies and practices.

#### ***Study Sample***

In order to represent the faculty groups in Hebei province's colleges and universities, this study will use cluster sampling method to select the research samples. The specific steps are as follows: a) List all colleges and universities in Hebei Province, including colleges and universities of different types and sizes, in order to ensure the broad applicability of the research results. b) According to the cluster information of the region where the colleges and universities are located, select a few representative colleges and universities as the clusters, in order to ensure the representativeness of the research results. c) In each cluster, select a certain number of faculty members from each college and university by random sampling as the final sample, which covers teachers with different disciplinary backgrounds, teaching ages, titles and qualifications to ensure the diversity of the research sample. d) In each cluster, a certain number of teachers is selected

from each university by random sampling as the final respondents.

In 2020, the total number of teachers in Hebei Province's colleges and universities is 117,600. According to the scale (Krejcie & Morgan, 1970), no less than 384 teachers were selected as the study sample for the questionnaire survey. By collecting, analysing and interpreting data from the questionnaires of the selected samples, we will be able to describe and analyse the current situation of teachers' willingness and behaviour to participate in university governance and explore the relationship between the two in depth.

### ***Instrumentation***

#### ***Initial Preparation of Research Instrumentation***

To investigate the relationship between willingness and actual behaviour of teachers' participation in university governance, a survey questionnaire will be used as the primary instrument for data collection. The questionnaire will be developed based on the TPB and will consist of six sections to capture relevant variables and constructs.

Section 1 is demographic information, this section will be in the form of multiple-choice questions, and respondents can simply check the corresponding option according to their own situation. Sections 2 to 6 were developed with reference to the requirements and procedures of the general paradigm of questionnaire items of the theory of planned behaviour "Constructing Questionnaires Based On The Theory Of Planned Behaviour" manual prepared by Jilian J Francis(2004), and the items were designed according to the five themes of the TPB: attitudes, subjective norms, perceived behavioural control, willingness and actual behaviour. The questionnaires were designed according to the five themes of the TPB: attitude, subjective norms, perceived behavioural control, willingness and actual behaviour, and the observations were measured on a five-point Likert scale, with scores ranging from 1 to 5, from *very non-compliant* to *very compliant*.

### 1. Demographic Information

This section will gather demographic data about the participants, such as age, gender, job position, professional title, education background, educational qualifications, years of teaching experience, university type and subject type. These demographic variables will provide contextual information and help in analysing the relationship between willingness and actual behaviour, while considering different participant characteristics.

This part will be in the form of multiple-choice questions, and respondents can simply check the corresponding option according to their own situation.

### 2. Attitude of teachers' participation in university governance

This section will explore participants' attitudes towards university governance. It will include statements or items designed to measure their perceptions, evaluations and beliefs about the benefits, value and importance of participating in governance activities. Table 10.1 shows the measurement indicators of attitude.

**Table 10. 1:** Attitude measurement indicators

No.	Operationalised measurement indicators
BA1	I think that teachers are one of the main subjects to participate in university governance.
BA2	I believe that teachers' participation in university governance is important for the development of the university.
BA3	I feel that my self worth has been realised by participating in university affairs.
BA4	I am interested in participating in university affairs.

### 3. Subjective norms of teachers' participation in university governance

This section will assess participants' subjective norms related to university governance. It will include items that measure their perceptions of social pressure, expectations and the influence of significant others (e.g. colleagues, administrators and professional associations) regarding their participation in governance. Table

10.2 shows the measurement indicators of subjective norms.

**Table 10. 2:** Subjective norms measurement indicators

<b>No.</b>	<b>Operationalised measurement indicators</b>
SN1	My colleagues around me are very active in participating in school affairs.
SN2	I think it is honourable to participate in university governance.
SN3	My colleagues' attitudes and behaviours in participating will influence me.
SN4	I generally follow the footsteps of others in participating in university affairs.
SN5	I am a person who cares more about the opinions of others.

#### 4. Perceived behavioural control of teachers' participation in university governance

This section will measure participants' perceived behavioural control over their participation in university governance. It will include items that assess their beliefs about the ease or difficulty of engaging in governance activities, as well as the perceived barriers, facilitators and self-efficacy in performing such tasks. Table 10.3 shows the he measurement indicators of perceived behavioural control.

**Table 10. 3:** Perceived behavioural control measurement indicators

<b>No.</b>	<b>Operationalised measurement indicators</b>
PBC1	I am familiar with the rules and systems related to participation in the internal governance of the university.
PBC2	I have the ability required to participate in university governance.
PBC3	I have the necessary quality to participate in university governance.
PBC4	I have the knowledge and skills that can help my university.
PBC5	I have easy access to information related to participation in university governance.

### 5. Willingness of teachers' participation in university governance

This section will assess participants' willingness to engage in university governance activities. It will include items or statements that measure their intentions, motivations and level of interest in participating in governance-related tasks and responsibilities. Table 10.4 shows the measurement indicators of willingness.

**Table 10. 4:** Willingness measurement indicators

<b>No.</b>	<b>Operationalised measurement indicators</b>
W1	I am willing to participate in matters related to the employment and assessment of teachers.
W2	I am willing to participate in matters related to faculty income and treatment.
W3	I am willing to participate in matters related to the cultivation of talents.
W4	I am willing to participate in matters related to scientific research activities.
W5	I am willing to participate in matters related to the development of the university.
W6	I am able to find solutions to problems encountered in
W7	the process of participation. I am willing to understand the actual situation and make suggestions.

### 6. Actual behaviour of teachers' participation in university governance

This section will capture information about teachers' actual participation in university governance. It will include items that inquire about their involvement in specific governance activities, such as attending meetings, serving on committees or contributing to policy development. Table 10.5 shows the measurement indicators of actual behaviour.

**Table 10. 5:** Actual participation measurement indicators

No.	Operationalised measurement indicators
AP1	I have participated in many matters related to the employment and assessment of teachers.
AP2	I was actually involved in many matters related to faculty income and treatment.
AP3	I have been involved in many matters related to the cultivation of human resources.
AP4	I have actually participated in many matters related to scientific research activities.
AP5	I am actually involved in many matters related to the development of the institution.
AP6	I am constantly informed about the university's affairs through various channels.
AP7	I often discuss school governance issues with others.
AP8	I often encourage my colleagues to participate in school affairs.
AP9	I often make suggestions to the university in the public interest.

***Optimisation of research instrumentation***

In order to optimise the research instrument, the researcher will collect preliminary data to test the reliability and validity of the questionnaire. Fifty questionnaires will be distributed in the selected clusters by random sampling, the structural validity of each latent variable will be tested by validated factor analysis, the internal consistency of each latent variable will be tested by reliability analysis (Cronbach's  $\alpha$ ) and the specific results will be shown in Table 3.6. Wu and Ming-Lung (2010) pointed out that the factor loadings should be between 0.50 and 0.95, and the larger the better; the reliability of each variable should be at least 0.6, and between 0.8 and 0.9 indicates excellent reliability. It should be noted that the latent variable whose factor loading is lower than 0.5 will be deleted from the questionnaire. Then, the final questionnaire will be obtained.

**Table 10.6:** Results of reliability analysis for each variable

variables	Numbers	Factor loading value	Cronbach's $\alpha$
Behaviour	4		
Attitude			
Subjective	5		
Norms			
Perceived	5		
Control			
Behaviour			
Willingness	7		
Actual	9		
behaviour			

### ***Data Collection***

After the preliminary entry construction and pre-testing, the final questionnaire on teachers' willingness and behaviour to participate in college governance based on the theory of planned behaviour is formed. The cluster sampling method is used to divide these colleges and universities into different clusters according to cities, investigate the number of colleges and universities in each city cluster, and calculate the number of teachers that should be sampled from each city cluster according to the ratio. Table 10.7 shows the number of universities and the number of teachers that should be sampled from each city in Hebei Province.

In each city cluster, a corresponding number of teachers was selected as subjects using simple random sampling and questionnaires were distributed to the subjects, excluding invalid questionnaires (answered by school administrators) and lower quality questionnaires (regular response questionnaires and questionnaires with a response time of less than 300 seconds). To ensure that the number of valid questionnaires returned is greater than 384, slightly more questionnaires than the sample size should be distributed in each urban cluster. The final sample should ensure that it covers teachers of different subject backgrounds, teaching ages, titles and qualifications to ensure the diversity of

the study sample. This is done to ensure the adequacy of the data analysis and the generalisability of the findings.

**Table 10. 7:** The number of universities and samples in each city in Hebei Province

No.	Name of City	Number of universities	Effective sample size (At least)
1	Baoding City	11	64
2	Cangzhou City	3	17
3	Chengde City	2	12
4	Handan City	3	17
5	Hengshui City	1	6
6	Langfang City	10	58
7	Qinhuangdao City	6	35
8	Shijiazhuang City	19	111
9	Tangshan City	5	29
10	Tianjin City	2	12
11	Xingtai City	1	6
12	Zhangjiakou City	3	17
	Total	66	384

***Data Analysis***

The data collected in the study allowed for a variety of analytical methods and techniques to answer the research questions, and explore the relationship between faculty willingness and behaviour to participate in college governance. The following are the steps of data analysis.

***Descriptive Statistical Analysis***

The demographic information collected (i.e., gender, position, title, education, years of teaching experience and type of discipline) was analysed with descriptive statistics, including the calculation of frequencies, percentages, means and standard deviations, to understand the basic characteristics and distribution of the sample.

### ***Correlation Analysis***

Correlation analysis methods (e.g. Pearson's correlation coefficient) were used to analyse the relationship between teachers' willingness to participate in university governance and their behaviour. By calculating the correlation coefficient, the degree and direction of correlation between two variables can be understood. At the same time, H1, H8 and H9 in the research hypotheses can be tested.

### ***Regression Analysis***

Regression analysis is used to explore the factors affecting teachers' willingness and behaviour to participate in university governance. A regression model was established to assess the effect of teachers' willingness to participate in university governance as the dependent variable, and subjective norms, attitudes, perceived behavioural control and demographic variables (teaching age, title, education, subject type) as the independent variables in order to test H2, H3 and H4 in the hypotheses by assessing their effects on willingness to participate. Meanwhile, the actual participation behaviours were taken as the dependent variable, and demographic variables (teaching age, title, education, subject type), perceived behavioural control and willingness as independent variables to predict changes in actual behaviour to test H1 and H5 in the research hypotheses.

### ***Analysis of Mediating Effects***

If the results of regression analysis show that subjective norms, attitudes or perceived behavioural control have a significant effect on willingness and behaviour, mediation effect analysis can be conducted to test H6 and H7 in the research hypotheses. Using path analysis or Bootstrap method, the mediating role of attitudes, subjective norms and perceived behavioural control between willingness and behaviour can be tested.

### ***Structural Equation Modeling (SEM) Analysis***

Based on H10 in the research hypothesis, structural equation modeling can be used to verify the applicability of the TPB. The relationship between the questionnaire constructs and the overall model fit was assessed by building the measurement model and

the structural model.

### ***Effect Size Analysis***

For the variables and effects that are significant in the results of regression analysis and mediated effects analysis, their effect sizes, such as Cohen's  $d$  or Eta squared, can be calculated to assess the extent of their actual influence in teachers' willingness to participate in university governance and behaviour.

## **CONCLUSION**

Based on the TPB, this study has designed a questionnaire that includes six aspects of demographic information; teachers' attitudes towards participation in university governance, subjective norms, perceived behavioural control, willingness and actual participation behaviors. Using cluster sampling method for data collection, no less than 400 teachers will be selected as the research sample. Statistical methods such as descriptive analysis, correlation analysis, regression analysis, mediation effect analysis, structural equation modeling (SEM) analysis and effect size analysis will be used to analyse the collected data and to test the research hypotheses, so as to explore the relationship between teachers' willingness to participate in university governance and their behaviours.

Using scales and data analysis methods based on the TPB, this study expects to reveal the relationship between teachers' willingness to participate in university governance and their behaviours, and to understand the factors that influence this relationship. This will provide empirical support and useful suggestions for university management and policymaker to promote and support teachers' positive behaviours in participating in university governance; thus, enhancing the effectiveness and quality of university governance.

## **EXPECTED RESULTS**

### ***Level of Teachers' Motivation and Willingness to Participate in University Governance***

The study is expected to reveal varying levels of motivation and willingness among university teachers to participate in governance activities. Some teachers may show a high level of enthusiasm and interest in governance, while others may exhibit lower levels of motivation.

### ***Actual Behaviour of Teachers' Participation in University Governance***

The research is likely to uncover the actual extent of teachers' participation in university governance activities. This could range from active involvement in committees and decision-making processes to more passive engagement or limited participation.

### ***Relationship between Teachers' Willingness and Actual Behaviour in University Governance***

The study should indicate the extent to which teachers' willingness to participate in governance aligns with their actual behaviour. It will explore whether teachers who express a strong willingness to participate are indeed actively involved in governance activities.

### ***Factors Affecting Teachers' Participation in University Governance***

The research aims to identify key factors that influence teachers' willingness and behaviour in university governance. These factors may include attitudes, subjective norms, perceived behavioural control, and demographic variables such as teaching experience, professional title and education.

### ***Applicability of the TPB in Explaining Teachers' Participation***

The study is expected to validate the applicability of the TPB in the context of teachers' willingness and behaviour in university governance. It will assess whether attitudes, subjective norms and perceived behavioural control have a significant impact on teachers' active engagement in governance.

### ***Conceptual Model of Teacher Development Policy***

Based on the findings, the research aims to propose a conceptual model for teacher development policy, which can guide and support teachers' active participation in university governance. This model may include strategies and recommendations to promote effective governance, and enhance the efficacy and quality of university governance.

Overall, the expected results of the study will contribute to a deeper understanding of teachers' engagement in university governance and provide valuable insights for policymakers and university administrators to enhance teachers' participation, leading to improved governance practices and a positive campus governance atmosphere.

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