

# Empirical Research on the Influencing Factors of Wuhan Teachers' AIGC Teaching Abilities in Vocational Colleges Based on the Integrated Model of TPB-TAM

Xiong Zexiu and Roselan Baki

**Abstract** – With the continuous integration of Artificial Intelligence Generated Content (AIGC) technology and education, AIGC teaching model has become the general trend of modern education reform, and also driven the reform and development of vocational education. Under the condition of AIGC, the vocational college teachers with advanced teaching philosophy and teaching ability are one of the important guarantees to improve the quality of vocational education and the level of talent cultivation. Based on the theoretical framework of Theory of Planned Behaviour (TPB) - Technological Acceptance Model (TAM) and combined with the professional characteristics of vocational college teachers, this study conducted empirical research on the influencing factors of AIGC ability of vocational college teachers, and constructed a model for improving AIGC ability of vocational college teachers. The empirical research shows that teachers' perceived ease of use and perceived usefulness of AIGC teaching have a positive impact on teachers' attitudes, while subjective norms and perceived behavioural control positively affect the willingness of vocational college teachers to teach AIGC, thus affecting their behaviour.

**Keywords** – Vocational college teachers; AIGC teaching ability; TPB; TAM; Empirical research

## I. INTRODUCTION

As the information era has progressed, AIGC instruction has grown in importance as a contemporary educational tool. Vocational colleges must develop highly trained technical personnel and expedite the reform of their teaching methods. The use of AIGC teaching by vocational teachers is imperative due to the increase of blended learning, which combines online and offline approaches, and the emergence of smart classrooms. However, some teachers exhibit cognitive biases in favour of information-based education because of the effect of traditional teaching approaches. Vocational colleges must thus take note of this issue and act, encouraging educators to revise their pedagogical philosophies, encouraging their openness to learning and implementing AIGC teaching techniques, developing their practical skills, and redefining their roles as educators in the modern period.

## II. PROBLEM STATEMENT

A recent survey has found that the AIGC teaching abilities of college teachers demonstrate a development

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process of "from awareness to literacy, to capability, and then to research." With the continuous development of

AIGC technology, most college teachers have already possessed basic AIGC knowledge, but their information-based design abilities still need to be improved (Chen Juntao, Zhan Jinmei, Liu Xia, et al., 2021). Through their research on the AIGC teaching abilities of college teachers, Xie Bin and Deng Yingfeng discovered that AIGC teaching awareness significantly impacts the AIGC teaching literacy of college teachers, and information technology awareness and attitude serve as endogenous variables in the development path of teaching abilities (Xie Bin, Deng Yingfeng, 2020).

## III. LITERATURE REVIEW

### Technological Acceptance Model (TAM)

Davis first proposed the Technology Acceptance Model (TAM) in 1989. This model is primarily applied in the field of information technology and aims to explain users' acceptance of computer technology. The model comprises five key variables, with perceived usefulness and perceived ease of use serving as independent variables, attitude and behavioural intention as mediating variables, and actual behaviour as the dependent variable. The core idea of TAM lies in the fact that users' perception of a product's practicality (perceived usefulness) and ease of use (perceived ease of use) jointly influence their attitude and behavioural intention towards the product.

Subsequently, based on Davis' theory, researchers have conducted a series of extensions to the TAM, resulting in the most widely used version today. With the deepening of research, TAM has often been combined with other theoretical models in recent years and widely applied in various fields such as the internet (Chen & Tan, 2004), education (Motaghian, Hassanzadeh, & Moghadam, 2013), consumer goods (Vahdat, Alizadeh, Quach et al., 2021), and electronic banking (Usman, Projo, Chairy et al., 2021).

Recent studies have found that the development of AIGC teaching capabilities among college teachers has undergone a process from awareness to literacy, and then to ability and research. With the rapid development of AIGC technology, most college teachers already possess basic AIGC knowledge, but their abilities in informatization teaching design still need to be improved (Chen Juntao, Zhan Jinmei, Liu Xia, 2021). Research by Xie Bin and Deng Yingfeng suggests that AIGC teaching awareness has a significant impact on college teachers' AIGC teaching literacy, and informatization awareness and attitude are key endogenous variables in the development path of teachers' teaching capabilities (Xie Bin, Deng Yingfeng, 2020).

Individual perception plays a guiding role in behavioural outcomes. When individuals perceive technology as easy to use, they will increase the frequency of its use; and when they perceive technology as useful, their acceptance of it will also increase accordingly (Li Yi, Wang Qin, 2017). As research progresses, researchers have combined TAM and TPB theories, using behavioural attitude as an independent variable to explore teachers' willingness to transfer their AIGC teaching capabilities. Some studies have found that perceived usefulness and self-efficacy can significantly promote teachers' willingness to participate in training (Li Haojun, Wang Wenjing, Guo Haidong, 2020).

However, some researchers have also put forward different viewpoints. Tang Wubing and Sai Zhengqi conducted a meta-analysis to study the adoption behaviour of MOOC users, finding that the attitude of MOOC users is a key factor determining their adoption behaviour. Perceived usefulness affects users' motivation to use, but the impact of perceived ease of use on adoption behaviour is not significant (Tang Wubing, Sai Zhengqi, 2022). Therefore, the acceptance of AIGC teaching among college teachers is primarily determined by their individual perception and attitude (She Yabin, Huang Jiaohua, Qin Xiuyu, 2022).

In research based on the integrated TPB-TAM model, we can further explore the influencing factors of AIGC teaching capabilities among teachers in higher vocational colleges and reveal the interaction mechanisms among various factors, thereby providing targeted suggestions for enhancing teachers' AIGC teaching capabilities.

Based on TAM, the following research hypotheses are proposed in this study:

- H1: The perceived usefulness of AIGC positively affects the acceptability of AIGC teaching.
- H2: The perceived ease of use of AIGC positively affects the acceptability of AIGC teaching.
- H3: The acceptability of AIGC teaching positively affects the willingness to engage in AIGC teaching.
- H4: The acceptability of AIGC teaching positively affects AIGC teaching capabilities.
- H5: The willingness to engage in AIGC teaching positively affects AIGC teaching capabilities.

### **Theory of Planned Behaviour (TPB)**

In 1985, Ajzen first proposed the Theory of Planned Behaviour (TPB). Since then, this theory has been widely applied in the field of psychology by academics to predict and explain the mechanisms underlying individual behavioural patterns. Its core idea is that an individual's behavioural intention is primarily influenced by both their subjective cognitions and external environmental pressures, ultimately shaping their actual behaviour. The TPB model considers subjective norms and perceived behavioural control as independent variables, behavioural attitude and behavioural intention as mediating variables, and actual behaviour as the dependent variable.

In recent years, the TPB model has been widely used by researchers in various fields, such as online educational

behaviour and transportation behaviour. Some researchers have combined the TPB theoretical framework to deeply explore the impact of informatization on individual behaviour. For instance, Yan Zhudi analyzed the behavioural intention of online teaching among college teachers from the perspective of the Theory of Planned Behaviour. The study found that college teachers' attitudes towards online teaching influenced their intention to engage in it, but subjective norms had a weak impact on behavioural attitude, and perceived behavioural control had no direct influence on behavioural attitude. Wei Yemei and Fan Guorui conducted an empirical analysis of the factors influencing teachers' willingness to participate in school governance based on the TPB framework. Their research revealed that subjective norms significantly affected teachers' willingness to participate in school governance, while behavioural attitude and consciousness were key influencing factors of perceived behavioural control.

Zheng Hong and his colleagues conducted a study with 13,997 college teachers as participants. They discovered that traditional teaching inertia hindered teachers from implementing online teaching, while external environmental factors facilitated the acceptance of online education in colleges and universities. Over three-quarters of college teachers were willing to adopt a blended "online + offline" teaching approach. Therefore, this study believes that teachers' subjective judgments about AIGC and their perceived efforts in organizing and implementing AIGC directly influence their behavioural intentions.

The present study proposes the following research hypotheses:

- H6: Subjective norms can positively influence the willingness to engage in AIGC teaching.
- H7: Perceived behavioural control can positively influence the willingness to engage in AIGC teaching.

### **TPB-TAM Integrated Model**

Based on the TAM theoretical framework, individuals' perception has a significant impact on their attitude and behavioural tendency. However, under the TPB theoretical framework, individuals' attitude and behavioural change are more influenced by external factors. Therefore, this study integrates these two theoretical models and constructs a research model with AIGC attitude and willingness as the mediating variables. When teachers perceive that the use of AIGC is more convenient and its value in teaching is higher, their recognition and acceptance of AIGC will significantly increase. In addition, the use trend of AIGC and the influence of the organizational environment will also affect teachers' subjective judgments, thereby influencing their decision-making on teaching behaviour. Therefore, this study believes that AIGC attitude and willingness play a mediating role between teachers' perception of AIGC and their teaching ability.

Therefore, the following hypotheses are proposed:

- H8: The acceptability of AIGC in teaching plays a mediating role in the relationship between perceived usefulness of AIGC and AIGC teaching ability.
- H9: The acceptability of AIGC in teaching plays a mediating role in the relationship between perceived ease of use of AIGC and AIGC teaching ability.
- H10: The willingness to use AIGC in teaching plays a mediating role in the relationship between subjective norms and AIGC teaching ability.
- H11: The willingness to use AIGC in teaching plays a mediating role in the relationship between perceived behavioural control and information-based teaching ability.
- H12: The acceptability and willingness to use AIGC in teaching jointly play a chain-mediating role in the relationship between perceived usefulness of AIGC and AIGC teaching ability.
- H13: The acceptability and willingness to use AIGC in teaching jointly play a chain-mediating role in the relationship between perceived ease of use of AIGC and AIGC teaching ability.

**Definition of Research Model and Operational Definition**

The research model is based on TAM (Davis, 1989) and TPB (Chen Lidan, Tan Jing, 2004), covering seven research variables including perceived ease of use of AIGC, perceived usefulness of AIGC, subjective norms, perceived behavioural control, attitude to AIGC teaching, willingness to AIGC teaching, and AIGC teaching ability (as shown in Figure 1). These variables jointly constitute the theoretical framework of this study, aiming to deeply explore the relationship among them and their impact on AIGC teaching ability. (See Figure 1)

To ensure the consistency and accuracy of the measurement variables, this study has provided operational definitions for each research variable as follows:

- a) Perceived usefulness: refers to the degree of teachers' personal experience and evaluation of the actual benefits and value of AIGC teaching in the teaching process. This includes their understanding and perception of AIGC teaching in improving teaching effectiveness and promoting student learning.
- b) Perceived ease of use: refers to the degree of simplicity teachers perceive when using AIGC teaching tools or methods. This involves teachers' evaluation of the interface design, functional operation, and learning curve of AIGC teaching tools.
- c) Subjective norms: refer to teachers' perception of implementing AIGC teaching as a professional norm and expectation under the influence of the external environment. This includes the pressure and expectations from peers, school policies, educational development trends, and other aspects that affect

teachers' attitudes and behaviours towards implementing AIGC teaching.

- d) Perceived behavioural control: refers to teachers' perception of their confidence and ability to continue performing AIGC teaching behaviours during the teaching process. This involves teachers' assessment of their own skills, resource support, and teaching environment.
- e) Intention to adopt AIGC teaching: refers to the degree of teachers' intention to continue adopting AIGC teaching methods in the future. This reflects teachers' recognition and willingness to continue using AIGC teaching.
- f) Acceptability of AIGC teaching: refers to teachers' subjective evaluation of their overall acceptance and satisfaction with implementing AIGC teaching. This includes a comprehensive assessment of the effectiveness, ease of operation, and applicability of AIGC teaching.
- g) AIGC teaching practice ability: refers to teachers' ability to apply AIGC teaching concepts and tools to actual teaching. This includes teachers' mastery of AIGC teaching design, integration of teaching resources, and classroom implementation capabilities.

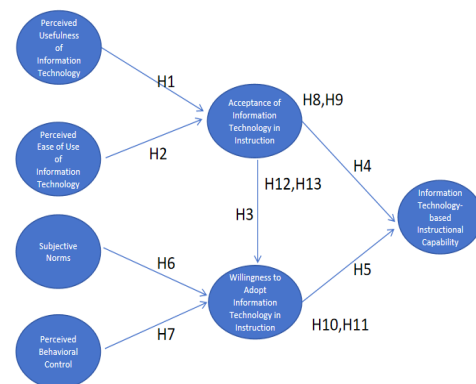


Figure 1: Conceptual Framework Model

**IV. METHOD**

**Measurement tool**

The questionnaire for this study is divided into two major parts. The first part collects basic information from the respondents; while the second part consists of a five-point Likert scale with 30 items. Specifically, the scale is categorized into the following dimensions: perceived usefulness (4 items), perceived ease of use (4 items), subjective norms (4 items), perceived behavioural control (4 items), acceptability of AIGC teaching (4 items), willingness to adopt AIGC teaching (4 items), and AIGC teaching ability (6 items). The design of the scale is referenced from Ajzen's (Ajzen, I. 1985) Theory of Planned Behaviour (TPB) scale and David's (Han, J. H., &

Sa, H. J. 2022) Technology Acceptance Model (TAM) scale. The scale adopts a 1-to-5 scoring system, where 1 represents "strongly disagree" and 5 represents "strongly agree".

**Selection of Samples and Collection of Data**

To ensure the representativeness of the sample, this study specifically selected 10 vocational colleges in Wuhan for sampling. For the sampling method, this study adopted the convenience sampling approach and utilized the platform of Wenjuanxing to distribute and collect questionnaires. To ensure the objectivity and validity of the research data, we strictly screened all the collected questionnaires and considered those with incomplete answers or identical responses as invalid and excluded them accordingly. Through this screening process, this study distributed 500 questionnaires, successfully recovered 450 valid ones, achieving a high effective response rate of 90.0%.

**V. FINDINGS**

**Basic Information of the Samples**

According to Table 1, the total sample size is 450 individuals. In terms of gender distribution, males account for 45.5% while females account for 54.5%. Regarding age distribution, those aged 35 and below account for 35%, those aged 36 to 45 account for 40%, those aged 46 to 55 account for 20%, and those aged 56 and above account for 8%. Analyzing work experience, those with less than 3 years account for 15%, those with 4 to 8 years account for 30%, those with 9 to 15 years account for 35%, and those with over 16 years account for 20%. In terms of educational background, those with associate degree or below account for 5%, those with bachelor's degree account for 30%, those with master's degree account for 50%, and those with doctorate account for 15%. Based on the distribution of the above basic sample characteristics, the sample appears to be reasonably distributed.

**TABLE 1: SAMPLE INFORMATION**

Basic Information	Percentage	Ratio
Gender	Male	45.5%
	Female	54.5%
Age	≤ 35	35%
	36-45	40%
	46-55	20%
	≥ 56	8%
Working Years	≤ 3	15%
	4-8	30%
	9-15	35%
	≥ 16	20%
Education	Associate Degree	5%
	Below Bachelor's Degree	30%
	Master's Degree	50%
	Doctorate	15%
Sample Size	450 people	

**VI. DISCUSSION**

**Descriptive statistical analysis**

This study employed the SPSS software to conduct descriptive statistical analysis. As shown in Table 2, the proposed path model in this study encompasses seven latent variables: perceived ease of use, perceived usefulness, subjective norms, perceived behavioural control, acceptability of AIGC teaching, willingness to adopt AIGC teaching, and AIGC teaching capabilities. All scales used the Likert five-point scale, with a minimum value of 1 and a maximum value of 5. Based on the distribution of mean values, the lowest value is 3.5053, and the highest value is 3.7470, indicating that the scores of each item are reasonably distributed and the data are objective and authentic. Analysis of skewness and kurtosis reveals that the absolute values of both are less than 2, indicating that the sample basically follows a normal distribution and is suitable for subsequent statistical analysis.

**TABLE 2: DESCRIPTIVE STATISTICAL ANALYSIS**

Latent Variables	N	Min   Max	Mean	Skewness	Kurtosis
Perceived Ease of Use	450	1.00   5.00	3.7253	-.166	.116
Perceived Usefulness	450	1.00   5.00	3.5248	-.272	.220
Subjective Norms	450	1.00   5.00	3.6053	-.332	.271
Perceived Behavioral Control	450	1.00   5.00	3.7370	-.372	.448
Acceptability of AIGC Teaching	450	1.00   5.00	3.7348	-.261	.190
Willingness to Adopt AIGC Teaching	450	1.00   5.00	3.5543	-.257	.360
AIGC Teaching Capability	450	1.00   5.00	3.7040	-.007	.026

**Analysis of Reliability and Validity**

**Reliability Analysis**

This article utilizes SPSS software to conduct detailed calculations of the reliability coefficients, CITC values, and reliability coefficients after item deletion for each dimension, to ensure that the empirical data for each latent variable satisfies the requirement of internal consistency. According to the data results in Table 3, the Cronbach's Alpha values for all latent variables are greater than 0.7, which fully demonstrates the high reliability of the scale. In addition, the CITC values between the observed variables and their latent variables are distributed within the range of 0.759 to 0.912, which fully meets the criterion of being greater than 0.5, further indicating that the latent variable settings for each question item are appropriate and the overall reliability of the questionnaire is good. More importantly, after deleting any item, the

Cronbach's Alpha value did not increase, which fully proves that the measurement items for this variable have good reliability.

TABLE 3: RELIABILITY ANALYSIS

Latent variable	After deleting the item	Delete the item	Total after deleting the item
	Of the scale	After the scale	CITC Cronbach's Cronbach's
	Average value	Mean value	Alpha Alpha
Perceived Ease of Use	21.6602	20.070	.759.958
Perceived Usefulness	21.7707	18.874	.889.948
Subjective Norms	21.7801	18.996	.829.953
Perceived Behavioral Control	21.5384	19.836	.858.9500.958
Teaching Acceptability	21.6507	19.072	.912.946
Willingness to Teach with AIGC	21.6312	18.961	.910.946
AIGC Teaching Capability	21.6814	19.801	.815.954

Validity Analysis

Based on the data analysis in Table 4, the KMO value is 0.976, the Bartlett's test of sphericity is 12501.478, and the P-value is less than 0.05, indicating that the structural validity of the scale is excellent. Additionally, all latent variables have AVE values greater than 0.5 and CR values greater than 0.8. The square roots of the AVE for each latent variable are all greater than their corresponding correlation values, suggesting good discriminant validity for the scale.

Further examination reveals that the KMO test value for the survey data is 0.976, significantly higher than the threshold of 0.70, indicating that the questionnaire is highly suitable for factor analysis. The results of the Bartlett's test of sphericity also show that the approximate chi-square value is 12501.478, which is greater than zero, with a significance probability of 0.000 (P<0.01). Therefore, we can reject the null hypothesis of the Bartlett's test of sphericity and conclude that the scale is suitable for factor analysis, thus demonstrating its good validity structure.

**VII. CONCLUSION**

This study established a structural equation model under the framework of TPB-TAM theory, and through empirical analysis, it was found that perceived usefulness and perceived ease of use significantly influenced the acceptability of AIGC, while subjective norms and perceived behavioural control had a positive impact on behavioural intention, further affecting the teaching ability of AIGC. Therefore, the informatization teaching ability of teachers in higher vocational colleges is influenced by both individual perception and the external environment.

This research result validates the core viewpoints of TAM and TPB.

In addition, the study also found that the acceptability of AIGC among teachers in higher vocational colleges did not significantly affect their teaching ability in AIGC. This may be due to insufficient support from higher vocational colleges in the implementation of AIGC teaching, such as outdated equipment and imperfect policies, leading to a situation where teachers have attitudes but lack actions. This phenomenon suggests that when promoting AIGC teaching, we should not only focus on teachers' attitudes but also strengthen relevant support and safeguard measures to ensure that teachers can translate their positive attitudes into practical teaching abilities.

Based on the above research conclusions, this study has constructed a model specifically designed to enhance the AIGC capabilities of teachers in higher vocational colleges. The model is divided into four levels from bottom to top: cognition and attitude, AIGC teaching willingness and literacy, AIGC teaching practice, and AIGC teaching innovation (see Figure 3 for details). Based on this model, this study proposes the following four suggestions from the four operational perspectives of guidance, cultivation, motivation, and competition.

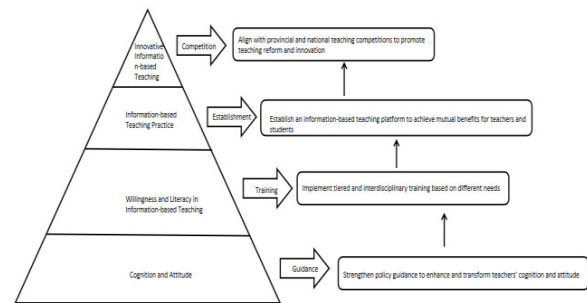


Figure 3: AIGC Capability Enhancement Model for Vocational College Teachers

First, strengthen policy guidance and clarify the value of AIGC teaching. Some teachers hold a reserved attitude towards AIGC teaching due to insufficient cognition or confined by traditional concepts. Universities should introduce relevant policies, such as incorporating it into performance evaluation and teaching ability certification, to change teachers' perspectives and encourage them to integrate information technology into teaching.

Second, improve the training system and implement hierarchical and interdisciplinary training. AIGC technical knowledge is new to vocational teachers and needs to be enhanced through training. Universities should conduct layered training, focusing on technology and pedagogy training for young teachers, and emphasizing basic AIGC knowledge training for older teachers. At the same time, strengthen interdisciplinary exchanges to create a favourable teaching atmosphere.

Third, increase investment in software and hardware and connect with smart platforms. To ensure the smooth implementation of AIGC teaching, vocational colleges should increase investment in software and hardware facilities, actively connect with the national vocational education smart platform, and establish a public service

platform for AIGC teaching to achieve resource sharing and build smart classrooms.

Fourth, promote teaching innovation through competitions. Vocational colleges should actively participate in provincial and national teaching ability competitions, select outstanding teachers to participate, and stimulate their innovation enthusiasm. Internal teaching ability competitions can also be conducted, incorporating AIGC teaching ability into the evaluation indicators to promote teaching innovation.

### ACKNOWLEDGEMENT

As I complete this empirical study on the influencing factors of AIGC teaching capabilities among teachers in higher vocational colleges based on the integrated TPB-TAM model, I would like to express my sincere gratitude to all those who have contributed to this research.

First and foremost, I am deeply indebted to my supervisor for his invaluable guidance and insightful suggestions throughout the entire research process. His/her rigorous academic attitude and profound expertise have been crucial in shaping this paper and ensuring its quality.

Furthermore, I am grateful to the teachers from higher vocational colleges who participated in this survey. Their candid feedback and opinions have provided valuable insights and have been crucial in ensuring the accuracy and reliability of our findings.

Additionally, I would like to acknowledge the support and assistance from the school and college leadership, who have provided necessary resources and conditions for the smooth conduct of this research.

Last but not least, I am grateful to my family and friends for their continuous encouragement and support during this challenging period. Their love and understanding have been my constant source of motivation.

In conclusion, I extend my heartfelt thanks to all those who have contributed to this study. Without their support and assistance, this paper would not have been possible. I also want to acknowledge the contributions of scholars and experts in the field of AIGC teaching capabilities in higher vocational education, whose research has been instrumental in guiding this study.

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