FACTORS OF CLASSROOM MANAGEMENT AFFECTING UNDERGRADUATE STUDENTS' INTENTION IN ONLINE CLASS IN CHONGQING, CHINA

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Abstract

This research study on factors affecting undergraduate students' intention in online classes in Chongqing, China, to study the level of factors equipment and signal transmission Teacher availability learning content availability of students, Parental support and online learning intentions of undergraduate students in Chongqing, China, and to study the influence of personal factors, equipment, and transmission Learning Content, Teachers, Parental Support towards Online Learning Intent Undergraduate Students in Chongqing China. The results of the analysis of data from a sample of 394 people, a group of consumers who are undergraduate students in Chongqing, China.

This research aims the following: 1) to study personal factors of undergraduate Students' Intention in online classes in Chongqing, China. 2) to study the level of factors equipment and signal transmission Teacher readiness learning content readiness of student's Parental support and online enrollment of undergraduate Students' Intention in online classes in Chongqing, China. 3) to Study the influence of personal factors, equipment factors, and signal transmission. Learning content, teachers, and parents support towards online enrollment of undergraduate Students in online classes in Chongqing, China

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This study found that different personal factors include gender, age, and monthly income. The School year, field of study, parental status, and Parent's occupation affect the intention to study online among undergraduate students in Chongqing, China. Differently.

Keywords: Online class, intention, undergraduate student

Introduction

The Digital Paradigm: An Emerging Global Framework The advent of the digital era has fundamentally altered our understanding and engagement with the surrounding environment. The rapid and transformational shift from an industrial era characterized by manual labor and analog processes to the digital age has been observed. Individuals are deeply intertwined with technology in contemporary society, assuming active roles within a worldwide digital ecosystem. Digital technology has become ubiquitous and deeply ingrained in several aspects of our lives, including communication, information consumption, employment, learning, and socialization. Globalization refers to the process of merging boundaries on a global scale. (Raksasub, 1991).

Concurrent with our transition into the digital era, there has been a persistent and rapid advancement of globalization. The contemporary world has undergone a significant transformation, resembling a 'global village,' whereby the impact of geographical distances has been mitigated via instantaneous communication and an integrated economy. In contemporary times, it is seen that occurrences in a specific geographical region possess the capacity to generate consequential repercussions that extend beyond the confines of that specific area and impact other continents. The convergence of borders has resulted in a significant amalgamation of races, cultures, and ideas, presenting a range of complexities and prospects—three Impacts of the COVID-19 Pandemic on Global Evolutionary Processes. Against the background of an already dynamic environment, the outbreak of the COVID-19 pandemic presented unparalleled problems. Societies around the globe encountered a health crisis that rapidly evolved into multifaceted challenges, including economic, political, and social dimensions. The global pandemic and its direct impact on public health have

functioned to evaluate the capacity for adaptation, resilience, and innovation. The phenomenon above compelled people and groups to critically reassess their deeply ingrained ideas, modes of existence, and cultural frameworks of the Contemporary Student. Navigating a Dynamic World In today's rapidly changing world, students face several challenges as they strive to succeed academically and adapt to the evolving societal landscape. This article explores the experiences and strategies modern students use to navigate the complexities of a world in flux.

The intricate interaction between digitization, globalization, and the development prompted by the epidemic is particularly apparent in the experiences of present-day students. The conventional educational setting, characterized by chalkboards and textbooks, has transformed into digital platforms, virtual classrooms, and electronic resources. Furthermore, contemporary students are not only passive beneficiaries of knowledge; they actively engage as contributors within a worldwide educational environment, where they encounter various viewpoints and obstacles. Secondary school pupils, specifically, encounter a distinctive intersection in their educational journey. The current stage, which is already burdened with the challenges and difficulties of adolescence, has been further complexified by the digital and global environments. Individuals are faced with making crucial choices from a surplus of information while grappling with the complexities of online education and attempting to understand their place in a highly linked and fractured society. (Phontham, 2002).

The Significance of Strong Life Skills

In light of the dynamic state of the world, it has become evident that the conventional emphasis on academic achievement within education is inadequate. What is becoming more important, maybe even more so, is the recognition of the significance of holistic life skills. These qualities may be considered more than just "soft skills," as they are vital resources that enable students to effectively navigate emotional fluctuations, social demands, and the diverse array of obstacles contemporary society presents. Life skills, such as critical thinking, emotional intelligence, flexibility, and problem-solving, play a crucial role in facilitating the successful transition of pupils from adolescence to adulthood in the pursuit

of a comprehensive educational approach. Given the imminent impact of rapid technological progress and increasing global interconnectivity, it is imperative to reassess current educational paradigms critically. The objective should include more than just academic achievement but the cultivation of persons who possess comprehensive skills, resilience, and adaptability. Individuals with the necessary knowledge and skills to excel in tests and the ability to effectively navigate and overcome the practical problems encountered in the real world beyond the confines of the classroom.

Therefore, within this vast expanse of knowledge, the researcher's inquiry endeavors to comprehend the many elements that shape the current generation of students, the significance of life skills in their process of growth and maturation, and the potential adaptations that educational institutions might undertake to address these modern requirements effectively. This investigation aims to establish a trajectory towards an educational system that effectively aligns with the needs of the contemporary day.

Research question

1. Personal factors of undergraduate Students' Intention in online classes in Chongqing, China

2. The degree of factor equipment and signal transmission Teacher readiness learning content What is the support of parents and the intention of online enrollment among students in online classes in Chongqing, China

Research Objectives

1. To study personal factors of undergraduate Students' Intention in online classes in Chongqing, China

2. To study the level of factors equipment and signal transmission Teacher readiness learning content readiness of students’ Parental support and online enrollment of undergraduate Students' Intention in online class in Chongqing, China

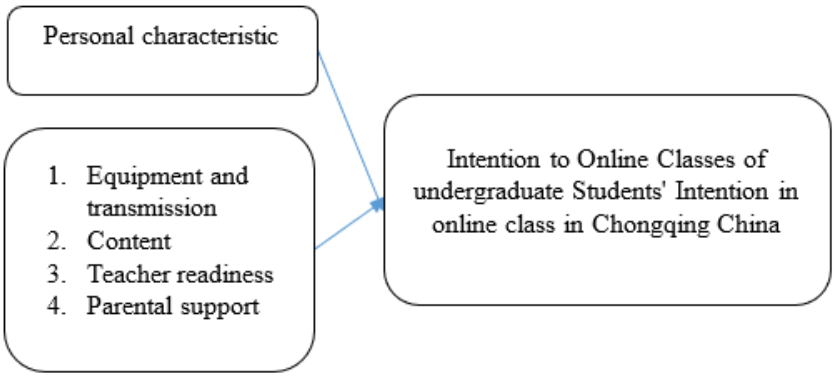
3. To Study the influence of personal factors, equipment and signal transmission, learning content, teachers, and parents' support towards online enrollment of undergraduate Students in online classes in Chongqing, China

Hypothesis and conceptual framework

H1. Different personal factors affected the intention of online enrollment among undergraduate Students in online classes in Chongqing, China.

H2. Factors of equipment and signal transmission learning Content Teacher readiness Parental Support Affects Intention to Online Classes of Undergraduate Students' Intention in Online Class in Chongqing China.

Conceptual Framework



Literature Review

Theoretical concepts of personal characteristics

Gordon Allport's Trait Personality Theory said that personality can be understood. Moreover, identify the fundamental properties that cause human behavior and count on the

components of behavior that demonstrate tolerance, primary and behavioral conditions in various situations, non-experimental research (Non-Experimental Design) (Labelbang, 2016).

Theoretical concepts of equipment s and signal transmission

(Laohacharasang, 2002) Has discussed the meaning of online lessons into two types: general purposes mean learning in any manner in which content is conveyed via electronic equipment s, whether it is a computer Internet network, intranet, signal, television, or satellite. Another meaning is specific learning content or information for teaching or training, which uses a presentation with letters and still images blended with animation, video, and audio. Relying on a network technology to deliver good online lesson content consists of the following key characteristics: (1) everywhere every time means online lessons that can help expand the opportunity to access information and the content. Natural learners' learning includes the learner's ability to browse the content at the learner's convenience. (2) Multimedia means that online lessons must have a combination of different media used for Presenting content using mixed media to assist in learners' information processing for better learning durability. (3) Non-linear means online lessons. For learning in such a way that content should be presented non-linearly, learners can access on-demand content in each online lesson, and flexible linkages must be provided. (4) Interaction (interaction) means that online lessons must provide opportunities for learners. Interact with the content or those who need access to other information; that is, online lessons should be Designed activities where learners can interact with the content. (5) Immediate response means that online lessons should be designed to be tested.

Concept theory on learning content

(GJ., 1992)The approach for organizing content and learning experiences is for learners to learn from textbooks compiled with a teacher as a conveyed (Teacher-centered). Learners will learn from the teacher's transmission. Learning progress is determined by taking the test; Dewey said that the content of teaching always emphasizes conveying good things, skill theory, and good experiences of ancestors in the past for the future generations to have the principles of living as a role model To be a good citizen of society. Principles for ordering

content for teaching in the original concept group 1) Posner (Posner, 1992: 144) said that the content of each subject should be organized into separate individual subjects. Respectively, 2) William Bennett (Posner, 1992, p. 144) should be organized according to the nature of the subject, such as language, math, science, etc. Learn about the excellent culture of the past (Posner, 1992, p. 93), as follows:

1) Learn about good poetry or famous people accepted by society, such as important people of the country. These poems will be able to communicate with other people in society.

2) To live in society, Basic skills for aiming to learn are reading, writing, and arithmetic (Reading, Writing, Arithmetic or 3 R's). And be the basis for further advanced learning

3) Appreciate what is valued by society, ethics accept good people, Honesty to be a good citizen of the society

4) Content used for teaching and learning, most features are The Great Books, which have collected valuable knowledge that has been proven over time.

Research Methodology

Population and sample

The population used in this study consisted of undergraduate Students Interested in online classes in Chongqing, China, totaling 122,200 students. The sample group used in this study consisted of 384 students in Chongqing, China. The size was determined by calculating the Taro Yamane sample size (Taro Yamane, 1967) at a reliability level of 95% and an error of less than 5%.

Create a data collection instrument

A questionnaire created from the study of data, documents, books, theories, and related research by creating tools following the issue and scope of research, divided into three parts as follows:

Part 1 Personal characteristics, which are gender, age, income, number of siblings, and number of families, is a checklist question.

Part 2 Factors of equipment and transmission signal Teacher readiness learning content parental support It is characterized as a 5-level estimation scale, which follows Likert's measurement criteria.

Part 3 The intention of online enrollment among undergraduate Students in online classes in Chongqing, China, is characterized by a 5-level estimation scale, following Likert's measurement criteria.

Data Analysis and Research Result

Table 1 The Characteristics of Participants

Gender	**number (people)**	**percentage**
Male	194	50.5
Female	190	49.5
Total	**384**	**100.0**
Age	**number (people)**	**percentage**
16 years	84	21.9
17 years	110	28.6
18 years	190	49.5
Total	**384**	**100.0**
Average income per week (CNY)	**Number (people)**	**percentage**
under 300	-	-

300-499	70	18.2
500-699	114	29.7
700 or more	200	52.1
Total	**384**	**100.0**

Education Level	**number (people)**	**percentage**
Secondary 4	96	25.0
Secondary 5	110	28.6
Secondary 6	178	46.4
Total	**384**	**100.0**

Field of study	**number (people)**	**percentage**
art-language	128	33.3
Science and Mathematics	151	39.3
other	105	27.3
Total	**384**	**100.0**

Number of siblings (people)	**number (people)**	**percentage**
1	286	74.5
2	90	23.4
3	8	2.1
Total	**384**	**100.0**

Hypothesis 1 Demographic characteristics Influencing the willingness to study online among undergraduate students in Chongqing, China.

Table 2 Regression analysis for predicting different online learning intentions of undergraduate students in Chongqing, China.

variable	b	SE	b	t	p-value
(Constant) constant	1.292	.305		4.233	.000
Demographic characteristics	.164	.031	.659	5.333	.000

constant 1.292 SE = ± .14193

R=.659; R2 =.434 ; F =59.596; p-value = .000

From the table, it was found that Demographic characteristics There was a linear correlation between undergraduate students' intent to study online in Chongqing, China. With a correlation coefficient of 0.659. 4.34 percent, statistically significant at the level 0.00 with a standard error in forecasting equal to ±.14193. When considering the predictor regression coefficient, it was found that demographic characteristics can predict undergraduate students' willingness to attend online classes in Chongqing, China (p-value = 0.00).

Hypothesis 2: Attitude factors towards the marketing mix.

Hypothesis 2 Equipment Data Factors and Transmission Signals Learning content, teachers, parental support Influencing the willingness to study online among undergraduate students in Chongqing, China.

H0: Equipment Data Factor and Transmission Signal do not affect the willingness to study online among undergraduate students in Chongqing, China was different.

H2: Equipment Data Factors and Transmission Signals affect the willingness to study online among undergraduate students in Chongqing, China was different.

Table 3 Regression analysis for predicting different online learning intentions of undergraduate students in Chongqing, China.

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	1.292	.305		4
	learning content	.123	.042	.150	2
	teacher availability	.125	.046	.108	2
	availability of learners	.198	.031	.341	6
	parental support	.148	.023	.264	6
	equipment and transmission signal side	.164	.031	.213	5

constant 1.292 SE = ± .14193

R=.659; R2 =.434; F =59.596; p-value = .000

From Table 3, it was found that the factors of equipment data and transmission signal found a linear relationship with the online learning intention of undergraduate students in Chongqing, China. Overall, the correlation coefficient was 0.758 and could predict the online learning intention of undergraduate students in Chongqing, China. At 57.4 percent with a statistical significance at the 0.000 level with a standard error in forecasting equal to ± 0.52947

Conclusion

1. The results of the analysis of demographic factors

The demographic factors analysis results of the respondents used in this study were 384 people. Most respondents were male, aged 18 years, with an average monthly income of 700 CNY or more. Studying at the level of undergraduate, there is a science-mathematics

course. Moreover, he has one sibling. Results of data analysis of equipment and transmission signal factors, i.e., equipment and transmission signal aspects learning content the readiness of teacher's readiness of students' Parental support which can be classified in order as follows

2. Equipment and signal transmission

The result of data factor analysis on equipment and transmission signal Showed that consumers' overall attitude was at the highest level. When considering each item, it will be found that Consumers had the highest level of attitude, namely your online learning equipment. It is modern and can support use in the system used in learning. Ease of use Applications to submit homework (Google Classroom) System used for learning (Google Meet/zoom /others used) Easy to use, not complicated, the screen of your online learning equipment, such as Cell phones, tablets, and computers, are just the right size. Able to see teaching materials well and clearly

2.1 Learning content

The result of data factor analysis on equipment and transmission signal Showed that consumers' overall attitude was at the highest level. The data factor analysis on equipment and transmission signal Showed that considering each item, consumers' attitudes were at the highest level: the lesson content was modern and exciting, and the amount of content was appropriate. The lesson content is not difficult or easy to understand; it is a new subject that has not been studied before.

2.2 Teacher readiness

The analysis of the equipment data factors and the signal found that consumers' overall attitude was at the highest level. When considering each item, it will be found that at the highest level, consumers' attitudes were experienced teachers. In the content of the lessons taught, Teachers have excellent and exciting activities during class. Teachers have well-planned lessons. Teachers use quality media and equipment.

2.3 Readiness of Learners

The result of data factor analysis on equipment and transmission signal Showed that consumers' overall attitude was at the highest level. Moreover, when considering each item, it will be found that Consumers had the highest attitude, i.e., a positive attitude toward online learning. You prefer online learning over classroom learning. You can exchange ideas well during class. You are skilled in using online learning materials and materials.

2.4 Parental Support

The result of data factor analysis on equipment and transmission signal Was that consumers' overall attitude was at the highest level. Moreover, when considering each item, it will be found that Consumer attitudes at the highest level were: Your parents agree with online learning. Facilitated by your parents while you study online, your parents are willing to pay extra for your online study. Your parents can help you with online learning materials.

Discussion

The study found that Different personal factors include gender, age, and monthly income. The school year, the field of study, parental status, and Parent's occupation affect the intention to study online among undergraduate students in Chongqing, China. Differently, as follows:

Regarding sex, it was found that females were more willing to attend online classes than males. This may be because females are pretty severe. They like being organized and having more precise goals, which is inconsistent with the research of Nattapakan Sae-Eia (2020) that the gender factor There was no effect on online learning behavior during COVID-19.

In terms of age, it was found that people aged 17 were willing to attend online classes. More than those aged 16 and 18, and those aged 18 were more willing to take online classes. Then people aged 16 years, this may be because older people have learned and have more experience. This is in line with the research of Aroon Krasasin. et al. (2021). It was found that different ages impact the online learning management of the Faculty of Business Administration at the Thai-Nichi Institute of Technology.

Regarding monthly income, it was found that people with an average monthly income of 500-699 CNY were more willing to attend online classes. People with an average monthly income of 700 CNY or more and people with a monthly income of 700 CNY or more are more willing to study online. People with an average monthly income of 300-499 CNY may be People with higher incomes being less concerned about survival. Therefore, they have more determination. This is in line with the research of Nuttapakarn Sae-Eia (2020) that the income factor Affects online learning behavior in the COVID-19 situation of undergraduate students in Chongqing, China.

Regarding the academic year, it was found that people studying in Matthayom Suksa 5 intended to study online. More people studying in Mattayom Suksa 4 and Mattayom 6 and people studying in Mattayom 6 are willing to study online more than those studying Mattayom 4, probably because people at a higher level have learned to take on higher responsibilities. This is in line with the research of Aroon Krasasin. et al. (2021). It was found that There are different grade levels of study. The impact on online learning management of the Faculty of Business Administration Thai-Nichi Institute of Technology differs.

In education, it was found that people studying Science-Mathematics intended to study online. More than people who study language, it may be because People who study Science-Mathematics tend to use reasoning skills rather than emotional skills. Thus resulting in a different and more severe thinking style. This is in line with the research of Nattapakan Sae-ei (2020) that factors in discipline affect online learning behavior in COVID-19 undergraduate students in Chongqing, China.

In addition, the study also found that equipment Data Factors and Transmission Signals Learning contents, teachers, and parental support were able to predict the online learning intentions of undergraduate students in Chongqing, China. Most effective followed by Equipment and signal transmission parental support availability of teachers and Learning contents, respectively; if the learners are ready and willing to learn, the learners will provide suitable transmission equipment. This may come from parental support. However, the instructor must be ready and prepared mentally. Lesson planning Content planning evaluation will make online teaching and learning more effective. This aligns with the research

of Maleewan Lertsakornsira and colleagues (2020). Student adjustment variables teacher's teaching behavior and attitude toward online learning can be shared to explain the students' learning behavior. And the study of Thippawan Sukchairungwattana and Teerasak Ounaramlert. (2010). The educational atmosphere and family support can together predict good study behavior

Implication

The research analyzed the role of personal and academic factors—gender, age, monthly income, school year, and field of study—in influencing undergraduate students' willingness to engage in online learning in Chongqing, China, finding distinct tendencies. Females displayed a higher propensity for online classes, potentially due to their more organized and goal-oriented nature, contradicting previous studies that dismissed gender's impact. Age-wise, 17-year-olds showed the highest eagerness, possibly due to increased maturity, with a similar positive correlation observed for students in higher academic years, reflecting greater responsibility assimilation. Interestingly, students from the Science-Mathematics fields were more inclined to online learning due to their logic-driven mindset. Additionally, those with moderate incomes showed more enthusiasm, possibly due to fewer financial stresses. Crucially, the study underscored the predictive power of technical and familial support factors on online learning intentions, aligning with prior research emphasizing environmental and attitudinal influences on learning efficacy, thereby highlighting the multifaceted determinants of successful online education engagement.

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