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RESEARCH ARTICLE

The Impact of Perceived Behavioral Control and Subjective Norms on the Adoption of Online Learning in Chinese Folk Dance Courses

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ABSTRACT

This study explores the factors influencing the adoption of online learning for Chinese folk dance courses using the Theory of Planned Behavior (TPB) framework, focusing on perceived behavioral control (PBC) and subjective norms (SN). Through a quantitative, cross-sectional design, data were collected from 338 valid responses using probability sampling in Shandong Province. The findings revealed that PBC strongly impacts students' willingness to adopt online learning, emphasizing the role of confidence in navigating digital platforms, while SN, including peer and institutional support, significantly shapes intentions, reflecting the influence of social and cultural pressures. Attitudes toward online learning partially mediate the relationship between PBC and intention, suggesting that positive attitudes amplify the impact of perceived control. However, the hypothesized moderation effect of SN on PBC was not fully supported. These results highlight the importance of both individual and social factors in integrating digital platforms into traditional art forms and provide insights for enhancing the effectiveness of online arts education. Future research should expand beyond the geographic scope and address additional factors like technological infrastructure and longitudinal impacts.

INTRODUCTION

In recent years, the use of online courses or online learning modes in art education has become a new trend. Being a long way from the regular studio training still life drawing at, it is new open doors for demonstrating craftsmanship organizations. The novel coronavirus outbreak (COVID-19) starting in spring 2020 has changed this development even more, due to the fact that all universities worldwide have progressively shifted from conventional teaching towards digital, online lecture modes. With the growing acceptance of online learning around the world, it is assumed that comprehending behavioural intentions towards taking part in such education high point (Sun et al., 2008). Resultantly, it remains equally important to comprehend what drives teachers and students at this stage towards online teaching and learning as mechanisms of choice and the behavioural intentions aggregating therefrom against making use or refraining from using in undertaking teachinglearning activities through an online mode. The concept of the Theory of Planned Behavioiur (TPB) is useful for studying these behavioural intentions in education. There have also been relatively many studies in recent years using the TPB to predict use of online instruction with respect to platform type, satisfaction and behavioural intentions. Despite using the TPB as a research framework, there is still huge void by which online dance education cannot be analyzed effectively. The reason for this was that, experiences of bodily learning and interactions have been a key focus in the studies of online dance (Bosnjak et al., 2020; Li et al., 2022; Schwartz & Hebert, 2020).

In the training system of dance studies, Chinese folk dance is considered one of the main professional core courses. It trains its students not just on a basic theoretical level, but also physically the way they use their bodies and emotionally how they can perform. As a result, the transition from offline to online learning as a form of training is even more difficult (Li, Zhang, & Sun, 2020). Common dance courses that occur using the face-to-face method depend more on the communication among the teacher and the student for teaching, and the exchange of information is based on the teacher's words. The performance of physical movements — dance kinetics, dance movements, cultural connotations of this dance — expresses nuances of this dance.

Perceived behavioural control shows the degree to which a behaviour is perceived as easy or difficult to perform. Earlier studies have proved a positive link between a greater level of perceived behaviour control (PBC) and greater level of online learning acceptance (Nguyen & Habók, 2021). In addition, subjective norms, which refer to other reasons from classmates, friends, etc., play a pivotal role in determining the willingness to participate in an online dance course (Lee et al., 2020).

Research by Bosnjak, Ajzen and Schmidt (2020) and Lee, Cerreto and Lee (2010), amongst others, has shown that the The dynamics of online learning in arts education are very different from those in traditional disciplines, mainly because of the characteristics of arts education, especially the requirements for physical movement and emotional expression in dance education. Therefore, the use of online teaching models in teaching Chinese folk dance will present unique challenges and opportunities that have yet to be fully investigated.

In addition, the inclusion of the variable of subjective norms, in the analysis of behavioural intentions helps to understand the factors that influence students‘ attitudes towards the adoption of online teaching and learning because of Shea, Pickett and Li's (2005) study demonstrated that teachers’ and students' perceptions of online learning were largely influenced by institutional expectations and peer behaviours, which is in line with the context of dance education. Furthermore, Lin (2016) found that social support significantly increased user confidence in digital learning environments, emphasising the importance of community recognition in promoting user engagement with online learning tools.

Thus, with that purpose, this study has tried to bridge this gap on this topic of the effects of subjective norms and perceived behavioural control on the adoption of online learning, which is particularly important in a case of Chinese folk dance course. This study aims to apply the TPB theory model within the context of online teaching Chinese folk dance to explore the potential enablers and barriers for delivering a successful online arts education, which can benefit a wider body of literature ononline arts education.

Study Objectives

To investigate the influence of perceived behavioral control (PBC) in adopting online learning for a Chinese folk dance course.

To examine students' readiness for online learning in a Chinese folk dance course, focusing on the effect of subjective norms.

To understand peer influences on students' behavioral intentions toward online education in dance.

LITERATURE REVIEW

Currently, various research explorations related to online teaching and learning have received extensive findings in the areas of platform selection, satisfaction, and acceptance. However, how to integrate these online platforms and learning methods into dance education, especially in arts education such as Chinese folk dance that requires strong real-time feedback, has not been fully explored. This study surveys existing research on the application of the Theory of Planned Behaviour

(TPB) to the field of arts education, focusing on the roles of Perceived Behavioural Control (PBC) and Subjective Norms (SN) in the adoption of online learning.

Online Learning in Arts Education

In recent years, online education as a whole has grown tremendously, facilitated by COVID-19, and the related research and the various platforms and corresponding equipment that qualify for online teaching and learning have likewise grown and expanded by leaps and bounds. This requires learners to quickly master and adopt digital learning platforms (Nikou & Maslov, 2021). Dance education, unlike other arts disciplines, poses unique challenges in its transition to distance learning, given its high dependence on physical demonstration, imitation, and immediate response (Schwartz & Hebert, 2020; Li et al., 2022). Although existing tools have aided aspects of arts education, they often don not transfer well due to their inability to replicate the rich situated nature of tactile behaviours paired with the relevant content for dance education well (Hong & Tan, 2022).

Perceived Behavioral Control in Online Learning

Perceived Behavioural Control (PBC) is one of the important determinant of Behavioural Intention, as suggested by Ajzen (1991), in the context of Theory of Planned Behaviour (TPB). PBC in an online education context relates to the confidence of the learners that supports whether they will gain control of their online learning or not. According to Nguyen and Habók (2021), perceived control is found to be high compared to adoption rates maintained by educators when using technology, particularly in view of the ongoing shift towards digital methods of teaching. This matches the results from Smith et al. Found that Perceived Ease of Use (a Component of PBC) is directly influencing educators willingness to adopt technology (2022) Thus, this is an important aspect in the online dance paradigm for online dance education in which technology adaptability plays a major role in the online learning selection.Chen & Zhang (2020) suggest that in subjects where physical engagement is highly required, students' perceived control of the learning tool is critical and directly affects their willingness to participate in an online programme. Moreover, studies on dance perception and performance have shown that dance expertise influences how movements are perceived and segmented, suggesting that experienced dancers process observed dance movements differently than novices (Bläsing, 2015). In Chinese folk dance, PBC has a significant impact on dancers' learning, performance, and mental health. A high level of PBC can enhance dancers' self-confidence, improve motivation to learn and perform and promote skill mastery and dance expression. In addition, PBC is also closely related to dancers' mental health, and a higher PBC can help reduce anxiety and stress and improve overall mental health (Li & Liang, 2024).

Subjective Normsin Online Learning

Subjective norms are the social pressures that the individuals perceives about performing a behaviour (Ajzen, 1991). In online education setting, subjective norms are based on peers and schools. According to Shea, Pickett and Li (2005), peer and institutional support feature prominently in online education and the adoption behaviour of teachers and students. Similarly, Lee et al. As (2020) found, educators were more likely to incorporate online platforms when they cared about the values of their colleagues / administration about online teaching and learning. A study examining the effectiveness of online dance teaching among college dance majors found that subjective norms, along with attitudes and perceived behavioral control, significantly influenced students' intentions to continue supporting online dance classes (Yin & Tan, 2022).

Because of the cultural responsibility of this art form, subjective norms are especially salient in the context of Chinese folk dance. A nuance that is integral to the study of online dance education is the idea of how cultural expectations may enhance the strength of subjective norms on behavior (Bosnjak, Ajzen, & Schmidt, 2020). Lee et al. Positive social influences have also been shown to facilitate the adoption of online learning technologies (Huang et al., 2010), especially when individuals perceive those technologies as good ways to preserve cultural heritage. According to Li et al, (2024) explored the impact of subjective norms on online dance instruction. It was found that

teacher and peer expectations, as well as socio-cultural acceptance of online education, significantly influenced students' attitudes toward learning and engagement.

Gaps in the Literature

While there are increasingly more recent articles examining online learning technologies and approaches, the use of TPB specifically in dance education, especially in online modes of dance, has not yet been addressed within dance education literature. For this reason, the existing paradigms of technology do not completely address the challenges dance courses face, especially since they are inherently interactive and immediate. The consideration of these variables as social-psychological influences on behaviour is important, but research needs to be undertaken to help understand how perceived behavioural control as well as subjective norms interact together with each other to affect teacher and student willingness to engagement in OL for learning dance (Lee & Kim, 2020; Chen & Zhan, 2021).

This study aims to address these gaps by applying the TPB theoretical framework to the unique context of a Chinese folk dance course, thereby contributing to a broader understanding of the influences that affect students' behavioural intentions towards online learning in a Chinese folk dance course.

THEORETICAL FRAMEWORK

The Theory of Planned Behaviour (TPB) is applied in this study to serve as a basic research framework for a structured study of the Chinese folk dance education field in association with online learning. In TPB (Ajzen, 1991) human behaviour is determined by three main factors of Attitude (ATT), Subjective Norms (SN) and Perceived Behavioural Control (PBC) that are specified for the study.

Perceived behavioural control for students refers to students confidence that they are able to engage in online learning successfully. References Nguyên & Habok (2021), Smith et al. PBC is also a strong predictor of willingness to adopt online learning tools, such as PBCW. (2022) Kolb and Kolb (2005) Adedoyin & Kola (2020) Kolb and Kolb (2005) Because immediacy and feedback requirements and of physical movement are necessitated by the nature of the skills to be taught in Chinese folk dance, PBC is a key factor determining the student PBC to taking its content online.

Here, the role of subjective norms is also valid. Previous Studies (Shea, Pickett, & Li, 2005; Lee et al.) Research by (2020) has demonstrated that the expectation of peers, institutions, and cultural communities can create a chasm or bridge between educators and students to participate in online learning. This is particularly relevant for online learning in Chinese folk dance whose education is heavily characterized by collectivism and community (Bosnjak, Ajzen, & Schmidt, 2020).

This conceptual underpinning illuminates the forces at play in dance education as it undergoes changes in digitalisation and intelligence, in many respects changing the very nature of the tradition and embodied knowledge. TPB theory lays a foundation for exploring the interplay between attitudes, subjective norms and perceived behavioural control in adopting online learning behaviours towards Chinese folk dance among students (Mason, 2007).

The Theory of Planned Behavior (TPB) serves as the foundational framework in this study to systematically analyze the relationship between Chinese folk dance education and online learning.TPB explains and predicts students' behavioral intentions and actual behaviors through the three core factors of Attitude (ATT), Subjective Norms (SN), and Perceived Behavioral Control (PBC). The theory provides a structured guide to the research design, clarifying how students' attitudes toward online dance learning, perceived social pressures, and self-efficacy work together to influence their learning intentions and behavioral performance.The TPB is particularly applicable to Chinese folk dance, a field that emphasizes physical movement, immediate feedback, and cultural heritage, helping to reveal how online learning can be adapted to meet its unique educational needs.

The objectives of this study are closely related to the TPB framework. Students' willingness to choose an instructional platform and engage in online learning was significantly influenced by attitudes (ATT); subjective norms (SN) helped analyze the roles of peers, teachers, and cultural expectations on students' readiness for online learning; and the formation of behavioral intentions was influenced by both subjective norms (SN) and perceived behavioral control (PBC) together. Peer support and students' confidence in their own abilities emerged as key variables determining their engagement and learning outcomes in an online Chinese folk dance course.The TPB framework provides theoretical support for exploring these interactions and offers practical directions for educational interventions.

This study developed the following hypotheses based on the theoretical framework of the Theory of Planned Behaviour:

H1. Perceived behavioral control significantly impacts the willingness to adopt online learning for folk dance courses.

H2. Subjective norms significantly influence the intention to adopt online learning for Chinese folk dance courses.

H3: Attitudes toward online learning significantly mediate the relationship between perceived behavioral control and willingness to adopt online learning.

H4: Perceived behavioral control significantly impacts behavioral intention to adopt online learning, with subjective norms moderating this relationship.

All hypotheses above are designed to present a holistic application on the Theory of Planned Behaviour in predicting student intention to adopt the behaviour of online learning, specifically regarding to the indirect effect of subjective norm and perceived behavioural control on Chinese folk dance on the adoption of online education.

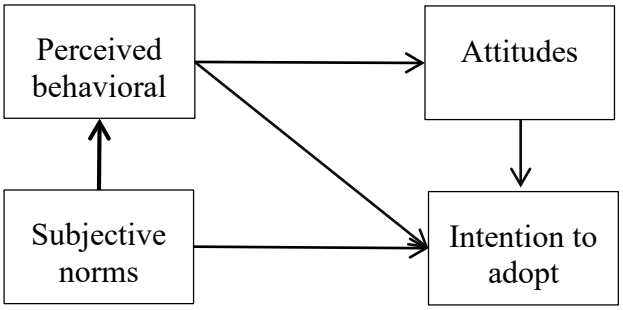

Figure 1. Hypotheses

Research Design and Sampling

This study adopts a quantitative research method, aiming to systematically explore the key factors in online learning of Chinese folk dance through data collection and analysis. The advantage of quantitative research lies in its ability to process a large amount of data through statistical tools to discover relationships and trends among variables, thus providing a scientific basis for theoretical validation and practical application. In this study, the Theory of Planned Behavior (TPB) serves as a theoretical framework that provides structured guidance for the selection of variables and the construction of hypotheses. The quantitative research method allows for an in-depth analysis of how attitudes (ATT), subjective norms (SN), and perceived behavioral control (PBC) work together to influence students' online learning intentions and behavioral performance. The study used a cross-sectional research design, selecting sample data over a specific time period for analysis. The rationale for a cross-sectional study is its effectiveness in obtaining large samples of data in a short period of time, thus revealing current students' behavioral intentions and key influences in an online Chinese folk dance course. This design is suitable for exploring online learning, a rapidly evolving form of

education, and helps to understand the current stage of students' intention to participate and provide practical support for the design of subsequent interventions. In addition, cross-sectional studies can avoid the time and resource costs associated with long-term data tracking, providing an efficient and feasible solution for research.

This study used the probability sampling method to ensure that the sample was representative and random in order to enhance the external validity of the findings. The study sample was selected from freshmen to senior students enrolled in dance majors in undergraduate colleges and universities in Shandong Province, covering a wide range of grades and academic backgrounds to ensure the diversity of the sample. The advantage of probability sampling is that it can provide equal opportunities for the target group to participate and avoid selection bias, thus ensuring the scientific validity and reliability of the research results.

Data Collection

Through the Shandong Provincial Admission and Examination Institute, the specific enrolment data about art enrolment (2020-2023) published on the official website. Questionnaires were distributed from Shandong Province to those eligible for the study. The questionnaire was sent out by sending a link to the questionnaire containing a QR code in the WeChat group. The questionnaire was sent to students of dance schools in higher education institutions in Shandong Province, and a total of 338 valid questionnaires were received. In the first part of the questionnaire, a 7-point Likert scale (1 = strongly disagree to 7 = strongly agree) was used to assess the significance of the research hypotheses. For the measurement of the variables in the hypotheses were sorted in the order of the questionnaire as follows: in the first part, the independent variable 'Attitude' (AA) was assessed through the questions numbered 1-5; in the second part, the independent variable 'Subjective norms' (SN) was assessed through the questions numbered 6-9 ' (BS) was assessed; in the third part, through questions 10-14, the independent variable 'perceived behavioural control' (CP) was assessed; in the fourth part, through questions 15-17, the dependent variable 'behavioural intention ' (DI) was assessed. In the fifth section, demographic information was collected from the respondents who participated in the questionnaire, specifically containing gender, age, and credits earned; as well as data related to student participation in online courses. This section helped the researcher to gain a clearer understanding of the characteristics of the respondents and the associated differences between groups of respondents regarding their choice of online instruction.

The data collection phase lasted 16 weeks and was carried out through online questionnaire distribution and retrieval, with 450 questionnaires distributed and 338 valid questionnaires finally recovered, with an effective recovery rate of 75.1%. The questionnaire design was strictly based on the research objectives, covering measures related to attitude (ATT), subjective norms (SN) and perceived behavioral control (PBC), and a five-point Likert scale was used to assess students' willingness and behavioral intentions towards the online Chinese folk dance course. The questionnaire data were cleaned and used for subsequent statistical analysis to ensure the reliability of data quality. Through probability sampling and well-designed questionnaires, this study effectively captured the behavioral characteristics of the target group of the study, providing a solid data base for theoretical validation and practical suggestions.

Data Analysis

In this study, data were processed and analysed by constructing structural equation modelling (SEM) using SmartPLS version 4.0 software in order to examine the relationships between the variables and to test the hypotheses proposed. Structural equation modelling is capable of assessing complex relationships between underlying structures and provides insight into direct and indirect effects. The data will also be analysed using descriptive statistics using SPSS version 29.0 to summarise participant demographics and key survey responses.

FINDING AND DATA ANALYSIS

Construct reliability and validity

Table 1 Construct reliability and validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Attitude towards online teaching	0.968	0.969	0.975	0.886
Intention to use online course	0.953	0.953	0.970	0.915
Perceived behavioural control	0.947	0.948	0.959	0.825
Subject Norm	0.914	0.924	0.940	0.799

At the very beginning of the data analysis, the reliability and validity components of the data were first assessed through the three dimensions of Cronbach's alpha, composite reliability (rho_a and rh_c) and average variance extracted (AVE). The results in Table 1 show that all ITEMS in the questionnaire have high internal consistency and convergent validity, proving that the model is very robust.

Attitude towards online teaching: The Cronbach's alpha value for this component was 0.968, and the composite reliabilities (rho_a and rh_c) were 0.969 and 0.975, respectively. all values exceeded the 0.7 critical value, indicating high internal consistency of this component. the AVE value of 0.886 was much higher than the baseline value of 0.5, which indicates strong convergent validity.

Intention to use the online course: a Cronbach's alpha value of 0.953, with composite reliability values of 0.953 (rho_a) and 0.970 (rho_c), confirms that the construct has excellent internal consistency. an AVE value of 0.915 provides further evidence of high convergent validity, suggesting that the observed variables collectively represent a high degree of the construct's Accuracy.

Perceived Behavioural Control: The construct has a Cronbach's alpha value of 0.947, with rho_a and rho_c values of 0.948 and 0.959, respectively, suggesting high internal reliability. the AVE value of 0.825 further suggests satisfactory convergent validity as it exceeds the traditional thresholds, reinforcing that the indicators are a reliable reflection of the construct.

Subject Norm: The reliability for this construct, as indicated by Cronbach's Alpha of 0.914, along with rho_a and rho_c values of 0.924 and 0.940, confirms good internal consistency. An AVE of 0.799 also demonstrates sufficient convergent validity, validating the effectiveness of the items in measuring the construct.

Each construct surpasses the reliability and validity thresholds, confirming the reliability of the measurement model. The high AVE values for all constructs indicate robust convergent validity, meaning that each set of observed variables consistently captures the intended construct. These results collectively suggest that the measurement model used is well-suited to evaluate the hypothesized relationships, ensuring the validity of subsequent structural analyses in this study.

Discriminant validity

Table 2 Heterotrait-monotrait ratio (HTMT)

	Attitude towards online teaching	Intention to use online course	Perceived behavioural control	Subject Norm
Attitude towards online teaching				
Intention to use online course	0.765			
Perceived behavioural control	0.734	0.841		
Subject Norm	0.846	0.881	0.917	

The Heterotrait-Monotrait ratio (HTMT) assesses discriminant validity by evaluating the degree to which constructs differ from one another. Values below the threshold of 0.85 to 0.90 are generally considered indicative of adequate discriminant validity.

Attitude towards Online Teaching:Shows HTMT values of 0.765 with Intention to Use Online Course, 0.734 with Perceived Behavioral Control, and 0.846 with Subject Norm. The HTMT values suggest acceptable discriminant validity with each construct, as values are below or near the recommended threshold.

Intention to Use Online Course:Demonstrates HTMT values of 0.841 with Perceived Behavioral Control and 0.881 with Subject Norm. These values approach the upper threshold, particularly for Subject Norm, indicating acceptable but somewhat close discriminant validity.

Perceived Behavioral Control:Shows an HTMT of 0.917 with Subject Norm, slightly above the typical threshold, suggesting some overlap between these constructs, which may warrant further examination or model refinement.

Subject Norm:Exhibits high HTMT values with other constructs, particularly with Perceived Behavioral Control (0.917), suggesting this construct is moderately similar to others in its representation.

Overall, HTMT values are close to the acceptable range, with most values within the desired threshold. However, the elevated value between Perceived Behavioral Control and Subject Norm indicates potential overlap. These findings suggest generally acceptable discriminant validity across constructs, though close values between specific constructs may indicate the need for further consideration in model refinement.

Table 3 Variance Inflation Factor (VIF) Analysis

Item	VIF
AA1	6.923
AA2	6.581
AA3	6.02
AA4	4.9
AA5	6.177
BS1	4.014
BS2	4.509
BS3	4.488
BS4	1.802

CP1	4.932
CP2	4.61
CP3	3.718
CP4	3.466
CP5	3.471
DI1	5.822
DI2	4.754
DI3	5.741

Variance Inflation Factor (VIF) analysis was performed to evaluate the multicollinearity among the items within each construct. Multicollinearity, indicated by high VIF values, can suggest redundancy between items, which may compromise the reliability of the construct measurement.

Attitude towards Online Teaching (AA): Items AA1, AA2, AA3, and AA5 displayed VIF values exceeding the recommended threshold of 5, with values of 6.923, 6.581, 6.020, and 6.177, respectively. These elevated VIFs suggest a potential redundancy among these items. AA4 had a VIF of 4.900, which is below the threshold, indicating acceptable multicollinearity.

Subject Norm (BS): Most items, including BS1 (4.014), BS2 (4.509), and BS3 (4.488), remained within acceptable VIF ranges. BS4 demonstrated a low VIF of 1.802, indicating minimal multicollinearity.

Perceived Behavioral Control (CP): All items under this construct showed acceptable VIF values, with CP1 (4.932), CP2 (4.610), CP3 (3.718), CP4 (3.466), and CP5 (3.471), confirming minimal multicollinearity concerns.

Behavioral Intention (DI): Items DI1 (5.822) and DI3 (5.741) exceeded the VIF threshold, suggesting some redundancy. DI2, with a VIF of 4.754, fell within the acceptable range.

The results indicate that several items, particularly AA1, AA2, AA3, AA5, DI1, and DI3, exhibit high multicollinearity. This may affect the distinctiveness and reliability of these items in measuring their respective constructs. Addressing multicollinearity through item reduction or refinement could enhance the construct validity and overall robustness of the measurement model.

Table 4 Model fit

	Saturated model	**Estimated model**
SRMR	0.039	0.075
d_ULS	0.236	0.852
d_G	0.282	0.339
Chi-square	572.457	617.050
NFI	0.923	0.917

The model fit indices suggest an overall acceptable fit for both the Saturated and Estimated Models, with the Saturated Model demonstrating slightly superior performance across all metrics. The SRMR values for both models are below the threshold of 0.08, indicating a good fit, though the Saturated Model shows a slightly better fit with an SRMR of 0.039 compared to 0.075 for the Estimated Model. The distance measures, d_ULS and d_G, also favor the Saturated Model, with lower values of 0.236 and 0.282, respectively, compared to the Estimated Model's values of 0.852 and 0.339. The Chi-square statistic, which evaluates the discrepancy between observed and estimated covariance matrices, is lower for the Saturated Model (572.457) than for the Estimated Model (617.050), suggesting a closer fit to the data. Additionally, both models show high Normed Fit Index (NFI) values,

with the Saturated Model at 0.923 and the Estimated Model at 0.917, further supporting a good fit. In summary, while both models fit the data reasonably well, the Saturated Model appears to provide a slightly more accurate representation of the underlying structure. 窗体底端

Table 5 Path coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Attitude towards online teaching -> Intention to use online course	0.190	0.192	0.072	2.631	0.009
Perceived behavioural control -> Attitude towards online teaching	0.705	0.707	0.038	18.786	0.000
Perceived behavioural control -> Intention to use online course	0.337	0.338	0.076	4.443	0.000
Subject Norm -> Intention to use online course	0.384	0.381	0.096	4.005	0.000
Subject Norm -> Perceived behavioural control	0.856	0.857	0.022	38.687	0.000

The analysis of path coefficients reveals significant relationships among the constructs in the model. Attitude towards Online Teaching has a positive and significant effect on Intention to Use Online Course ($\beta = 0.190$, $p = 0.009$), suggesting that students' attitudes can meaningfully influence their intention to adopt online courses. Perceived Behavioral Control strongly impacts both Attitude towards Online Teaching ($\beta = 0.705$, $p < 0.001$) and Intention to Use Online Course ($\beta = 0.337$, $p < 0.001$), highlighting its pivotal role in shaping both attitudes and intentions. Furthermore, Subject Norm exerts a significant influence on Intention to Use Online Course ($\beta = 0.384$, $p < 0.001$) and has an exceptionally strong effect on Perceived Behavioral Control ($\beta = 0.856$, $p < 0.001$). These findings emphasize the substantial impact of both Perceived Behavioral Control and Subject Norm on students' attitudes and intentions, underscoring their importance in the adoption of online learning for dance education.

Table 6 R-square

	R-square	R-square adjusted
Attitude towards online teaching	0.498	0.496
Intention to use online course	0.726	0.724
Perceived behavioural control	0.733	0.732

The R-square and adjusted R-square values reflect the model's explanatory power for each construct. For Attitude towards Online Teaching, an R-square of 0.498 suggests that the predictors account for 49.8% of its variance, demonstrating moderate explanatory strength. Intention to Use Online Course has an R-square of 0.726, indicating that 72.6% of its variance is explained by the model, reflecting a high level of explanatory power. This underscores the model's capability in capturing the primary determinants of students' intention to adopt online courses. Perceived Behavioral Control shows a similarly high R-square of 0.733, with 73.3% of its variance explained by the model, underscoring the

model's robustness. These findings imply that the constructs included in the model effectively represent the factors influencing students' attitudes and intentions toward online dance education, offering a strong basis for further analysis and interpretation.

Table 7 f-square

	Attitude towards online teaching	**Intention to use online course**	**Perceived behavioural control**	**Subject Norm**
Attitude towards online teaching		0.047		
Intention to use online course				
Perceived behavioural control	0.991	0.111		
Subject Norm		0.103	2.740	

The correlation analysis reveals varying degrees of association among the constructs. Perceived Behavioral Control demonstrates a very strong correlation with Attitude towards Online Teaching (0.991), suggesting a close relationship that may indicate shared underlying factors or overlap between these constructs. Subject Norm also shows a moderate correlation with Perceived Behavioral Control (2.740), indicating a meaningful association that could reflect the influence of social norms on perceived control over behavior. In contrast, Intention to Use Online Course exhibits weak correlations with both Attitude towards Online Teaching (0.047) and Perceived Behavioral Control (0.111), suggesting that additional factors not included in the current model may play a role in shaping students' intentions. Overall, these correlation patterns provide insights into the interconnectedness of the constructs, with strong associations highlighting key influencing factors, while weaker correlations suggest areas for further exploration.

We calculated descriptive statistics to comprehend the composition and characteristics of the sample. According to Table 8, the gender distribution reveals that there were 101 male students (29.9%) and 237 female students (70.1%), indicating that female students made up the majority of the sample.

The age distribution shows that the majority of respondents were between the ages of 20 and 30 (204 students, 60.4%), while 134 students (39.6%) were under 20 years old. This suggests that the sample primarily consisted of second- and third-year university students.

In terms of duration of participation in online learning, 142 students (42.0%) had been involved in online learning for at least 1 year but less than 2 years, while 29.6% of students had participated for less than 1 year. A small number of students (1.8%) reported being involved in online learning for more than 4 years.

Regarding the duration of participation in online Chinese folk dance courses, nearly half of the students (45.0%) had been engaged for at least 1 year but less than 2 years, while 23.4% had been involved for less than 1 year. A small percentage (7.4%) had participated in these courses for more than 3 years.

Concerning the credits earned through online courses, most students (42.0%) were currently earning 2 or more credits through online courses, while 32.8% had earned 5 or more credits, and 16.6% had earned 10 or more credits.

Lastly, in terms of the number of current online courses, more than half of the students (53.8%) were taking 1 to less than 3 courses, while 24.3% were enrolled in 3 to less than 5 courses. Only 5.03% of students were taking more than 5 courses.

Table 8 Population profile by collection status

Variables		**Students（n=338）**	
		Number of Respondents	**Percentage**
Gender	Male	101	29.9%
	Female	237	70.1%
Age	<20 years old	134	39.6%
	20-30years old	204	60.4%
How long have you been involved in online teaching / learning?	Less than 1 year	100	29.6%
	1 to less than 2 years	142	42.0%
	2 to less than 3 years	71	21.0%
	3 to less than 4 years	19	5.6%
	4 to less than 5 years	3	0.9%
	More than 5 years	3	0.9%
How long have you been involved in teaching / learning Chinese folk dance classes online?	Less than 1 year	79	23.4%
	1 to less than 2 years	152	45.0%
	2 to less than 3 years	77	22.8%
	3 to less than 4 years	19	5.6%
	4 to less than 5 years	5	1.5%
	More than 5 years	6	1.8%
How many credits are you currently earning through online course ?	1 credit	29	8.6%
	2 credits and more	142	42.0%
	5 credits and more	110	32.8%
	10 credits and more	56	16.6%
How many online courses do you currently have.	Less than 1	57	16.9%
	1 to less than 3 courses	182	53.8%
	3 to less than 5 courses	82	24.3%
	More than 5 courses	17	5.03%

The descriptive analysis of the survey data reveals generally positive attitudes and intentions towards adopting online learning for Chinese folk dance courses. For the Attitude towards Online Learning construct (AA1 to AA5), mean scores range from 6.10 to 6.24, with median and mode values consistently at 6 and 7, indicating that participants view online learning as fair, flexible, and beneficial. Standard deviations between 1.097 and 1.176 suggest moderate variability, but overall, there is a strong positive attitude towards online learning.

In terms of Subjective Norms (BS1 to BS4), high mean scores from 5.92 to 6.15 indicate that social pressures and perceived expectations from peers, institutions, and cultural communities encourage participants to adopt online learning. The consistent median and mode values of 6 and 7 further emphasize the strong social influence perceived by respondents. With standard deviations between 1.032 and 1.098, responses show less variability, suggesting consensus around the importance of social encouragement in online learning adoption.

Perceived Behavioral Control (CP1 to CP5) exhibits mean scores from 5.84 to 6.03, with median and mode values of 6 and 7, indicating that participants generally feel capable of managing the adoption of online learning. Standard deviations, ranging from 1.165 to 1.380, reflect moderate variability,

which may indicate differing levels of self-efficacy and control among participants when it comes to adopting online platforms.

According to Table 9, the mean value of the behavioural intention (DI1-DI3) component is 5.96-6.04 points, which indicates a high intention to adopt online learning. The median and mode values of 6 and 7 respectively further indicate that most of the respondents are likely to engage in online learning. The standard deviation ranged from 1.166 to 1.183, indicating that although the overall intention is strong, some respondents are sceptical about adopting online learning.

In conclusion, based on the available data, it is indicated that there is a high level of support for adopting online learning among the respondents, influenced by attitudes, subjective norms and perceived behavioural control. The willingness to participate in online learning in Chinese folk dance courses was similarly high, which suggests that the respondents were prepared for online learning by having a good understanding of it. These findings provide a solid foundation for further analysing the factors influencing the adoption of online learning in Chinese folk dance education.

Table 9 Descriptive analysis

	Standard Deviation	Mode	Median	Mean	N
AA1	1.137	7	6.00	6.10	338
AA2	1.176	7	7.00	6.19	338
AA3	1.105	7	7.00	6.24	338
AA4	1.097	7	7.00	6.22	338
AA5	1.173	7	7.00	6.14	338
BS1	1.032	7	6.00	6.10	338
BS2	1.084	7	7.00	6.14	338
BS3	1.098	7	7.00	6.15	338
BS4	1.323	7	6.00	5.92	338
CP1	1.165	7	6.00	6.00	338
CP2	1.212	7	6.50	6.03	338
CP3	1.215	7	6.00	5.87	338
CP4	1.380	7	6.00	5.84	338
CP5	1.194	7	6.00	5.97	338
DI1	1.166	7	6.00	6.02	338
D12	1.174	7	6.00	6.04	338
DI3	1.183	7	6.00	5.96	338

Test the Hypothesis

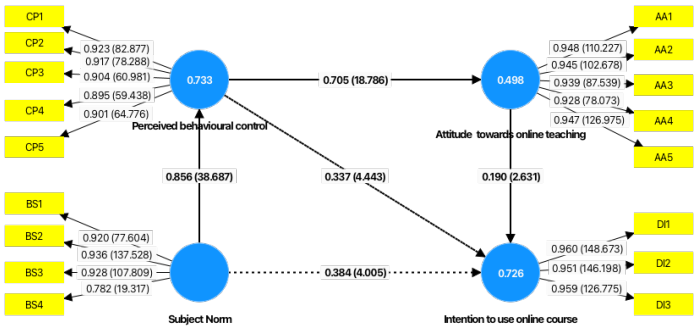

Figure 3 Results of the PLS

H1: Perceived behavioural control has a positive effect on willingness to learn online. According to Figure 3, the path coefficient from 'perceived behavioural control' to 'willingness to use online courses' is 0.337, the T-value is 4.443, and the P-value is 0.000, which indicates that there is a significant positive correlation between the two. H1 is supported. The data shows a significant positive influence of Perceived Behavioral Control on the intention to engage in online learning, suggesting that teachers and students who feel more confident in using online platforms are indeed more likely to engage in online learning, consistent with Nguyen & Habók, (2021) and Smith et al., (2022).

H2: Subjective Norms Positively Influence the Intention to Adopt Online Learning. Data Analysis: The path coefficient from Subject Norm to Intention to Use Online Course is 0.384, with a T-statistic of 4.005 and a p-value of 0.000, indicating a significant and positive relationship. H2 is supported. The significant positive impact of Subjective Norms on the intention to adopt online learning suggests that social pressures and encouragement from peers, institutions, and cultural communities play an important role, aligning with previous findings by Shea, Pickett, & Li (2005) and Lee et al. (2020).

H3: Attitudes Towards Online Learning Mediate the Relationship Between Perceived Behavioral Control and Intention. The data shows a strong correlation between Perceived Behavioral Control and Attitude towards Online Teaching (path coefficient of 0.705, T-statistic of 18.786, p-value of 0.000). Additionally, Attitude towards Online Teaching has a path coefficient of 0.190 towards Intention to Use Online Course, with a T-statistic of 2.631 and a p-value of 0.009, indicating a significant relationship. H3 is partially supported. The data supports the mediating role of Attitude, as Perceived Behavioral Control significantly influences Attitude, which in turn significantly impacts Intention. However, to fully validate mediation, a more detailed mediation analysis would be required to measure the indirect effect explicitly. Nonetheless, these results align with Ajzen's (1991) theory, suggesting that positive attitudes towards online learning partially act as a mediator in the relationship between PBC and adoption intentions.

H4: Subjective norms moderate the link between perceived behavioral control and intention. A moderate correlation exists between subject norm and perceived behavioral control (2.740), and a weaker path coefficient from Perceived Behavioral Control to Intention to Use Online Course (0.337), suggesting that while both PBC and Subject Norm influence intention, no interaction or moderation effect was directly assessed in the provided data. H4 is not fully supported based on the data provided. To test for moderation, an interaction term between Subject Norm and Perceived Behavioral Control would be needed. The data shows both constructs have individual effects on Intention but does not confirm whether Subject Norm strengthens the relationship between PBC and Intention as hypothesized. Further analysis, such as a moderation test, would be necessary to determine the presence of this effect.

Table 10 Hypothesis Summary

No.	Hypothesis	Results
H1	Perceived behavioral control (PBC) positively influences the intention to adopt online learning in Chinese folk dance courses.	Strongly supported
H2	Subjective norms positively influence the intention to adopt online learning in Chinese folk dance courses.	Strongly supported
H3	Attitudes towards online learning mediate the relationship between perceived behavioral control and the intention to adopt online learning.	Partially supported
H4	Subjective norms moderate the relationship between perceived behavioral control and the intention to adopt online learning.	Lacks support

The findings in Table 10 indicate that both perceived behavioural control and subjective norms were able to strongly support the intention to learn online in Chinese folk dance courses, while attitude was partially supported as a mediating variable for the effects of perceived behavioural control and intention.

DISCUSSIONS

Using quantitative research, this study systematically quantified respondents' responses to online learning through questionnaires measuring attitude (ATT), subjective norms (SN), perceived behavioural control (PBC) and behavioural intention (BI). These factors play an important role in influencing online learning of Chinese folk dance. The final conclusion is that the attitude of the respondents towards online learning was positive, and the online learning model can facilitate the Chinese folk dance learning efficiency and flexibility.

The results indicate perceived behavioural control and subjective norms have a strong influence respondents intention to adopt online learning. The sample demographic characteristics indicated that regardless of age and gender, college-educated respondents comprised the entire sample. This return reflects the contextual factors of this study and shows partial gender and age-group differences in attitudes and behavioural intention to adoption of online learning. Interestingly, the number of female respondents who took up online learning was greater, which agrees with Martin and Bolliger (2018) and Adams et al. (2021).

Interestingly, over half of the respondents reported that the type of courses they are taking were online courses, implying that people tend to use online to acquire in Chinese folk dance in more degree. This is because it is courses in the lower levels of the university tend to be more amenable to online forms of learning — hence the high proportion of second and third year students in the responses. This is consistent with the study of Al-Azawei et al, (2017) and Alqurashi (2019). In their 2017 study, Al-Azawei et al. examined the impact of Universal Design for Learning (UDL) on e-learning acceptance. They found that integrating UDL principles significantly enhanced learners' perceived satisfaction and behavioral intention to use e-learning platforms. Similarly, Alqurashi's 2019 research investigated factors influencing student satisfaction and perceived learning in online environments. The study identified online learning self-efficacy and learner-content interaction as the most significant predictors of both satisfaction and perceived learning.

The present study obtained mean scores from ATT, SN, PBC, and BI which were above the neutral point, suggesting the respondents had positive attitudes towards online learning. Wang (2023) combined the Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB) in a study of Chinese undergraduate students to assess students' perceptions and behavioral intentions toward massive open online courses (MOOCs). The results showed that perceived usefulness (PU) and perceived ease of use (PEOU) had a significant positive effect on attitude (ATT), while attitude (ATT), subjective norms (SN), and perceived behavioral control (PBC) all had a significant positive effect on behavioral intention (BI). In another comparative study by Wang et al, (2024), the perceived and behavioral intentions of Chinese and Spanish undergraduate students in a MOOC environment were analyzed. It was found that Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) had a significant positive effect on Attitude (ATT), while Attitude (ATT), Subjective Norms (SN) and Perceived Behavioral Control (PBC) all had a significant positive effect on Behavioral Intentions (BI). Importantly, the mean score for self-efficacy was relatively high, confirming Bandura's self-efficacy theory (Bandura & Adams, 1977), which begets a belief in one's capability to overcome obstacles that can be expected in a particular situation such as an online learning environment. For instance, Alqurashi, (2016) found that students with higher self-efficacy are more likely to engage actively and persist in online learning, leading to better outcomes. The results of regression model analysis reaffirmed that subjective norm and PBC play important roles on BI, as suggested by Venkatesh et al, (2003) UTAUT model. Interestingly, we had expected ATT to have an effect in this sample given the Theory of Planned Behavior (Ajzen, 1991), yet ATT did not significantly impact behavioral intention, which may be due to the smaller size sample, differing cultural context, or differing characteristics of the samples.

In addition, based on its data analysis results it was proved that BI was one of the great predictors to predict online learning actual use, which is in line with the principles of Technology Acceptance Model (TAM) and Ajzen's Theory of Behavioural Intentions (1991). Zacharis and Nikolopoulou, (2022) found that Behavioral Intention (BI) is a significant predictor of actual use in online learning environments. Nonetheless, the BI-only (R-square = 0.663) explains a strong part of the variance in the actual use of online learning which indicate that other factors out of this study may be importance in interpreting the variance of software acceptance. A study by Abbad, (2021) stated that in addition to Behavioral Intentions (BI), there are several other factors that have a significant impact on the acceptance of online learning. Such as performance expectations, effort expectations, social influences, and accommodations. Together, these factors influence students' intention and actual use of e-learning platforms. Furthermore, Zacharis and Nikolopoulou, (2022) studies have extended the UTAUT model to include constructs like Hedonic Motivation, Learning Value, and Habit, which also play crucial roles in predicting behavioral intention and actual use of online learning systems.This offers a chance for additional similar research to examine different variables impacting true online learning use in alternative research contexts.

This study therefore opens a window into the online learning adoption among dance students in higher education institutions in Shandong Province, confirming the key roles of perceived behavioural control and subjective norms play influencing behavioral intentions, whilst also uncovering behaviourally relevant differences that remain unexplained by actual use. This guides related research in the future and pushing the online learning adoption as a whole.

CONCLUSION

Key Findings

This study revealed that perceived behavioral control (PBC) and subjective norms (SN) play significant roles in influencing students' intentions to adopt online learning for Chinese folk dance courses. PBC demonstrated a strong positive relationship with students' willingness to participate in online learning, confirming that higher confidence levels in using online platforms correspond to greater engagement. Similarly, SN, such as peer and institutional support, significantly impacted the intention to adopt online learning, highlighting the importance of social and cultural pressures in dance education. Furthermore, attitudes towards online learning were found to partially mediate the relationship between PBC and behavioral intention, suggesting that positive attitudes can enhance the effect of perceived control on students' intentions.

Limitations of the Research

While the study provided valuable insights, it had several limitations. First, the research relied on self-reported data collected through questionnaires, which may introduce bias or inaccuracies in participants' responses. Second, the study was geographically limited to Shandong Province, which might restrict the generalizability of the findings to other regions or cultural contexts. Third, while the Theory of Planned Behavior framework was applied, additional factors such as technological infrastructure or access to resources were not explored, which could also influence online learning adoption. Lastly, the study employed a cross-sectional design, limiting the ability to observe changes over time or establish causality between variables.

Future Recommendations

Future research should consider expanding the geographic scope to include participants from diverse cultural and regional backgrounds, enabling broader applicability of findings. Longitudinal studies could be conducted to track changes in behavioral intentions and attitudes over time, providing deeper insights into the dynamics of online learning adoption. Additionally, incorporating variables such as technological accessibility, course quality, and teaching methods could enrich the understanding of factors influencing online dance education. Finally, experimental studies testing specific interventions to enhance PBC or SN, such as peer mentoring programs or targeted training

for platform use, could provide actionable strategies to improve adoption rates for online Chinese folk dance courses.

The present study adds to the current literature by reporting the most common types of online learning of Chinese folk dance as well as the factors influencing such online learning use. These results indicate that attitudes towards online learning, social norms regarding online learning, and perceived behavioural control in engaging in online learning should be taken into account by educators and policy makers across the region when establishing online learning programmes. Insights from education research on these factors can help guide better online learning design and delivery to promote increased student engagement and learning outcomes. However, researchers should also consider qualitative research methods to understand students' experiences and perceptions of online learning. Additionally, exploring teachers' readiness and support for implementing online learning would provide valuable insights for the successful integration of this instructional strategy.

By addressing the factors that influence students' acceptance and use of online learning, educational institutions can effectively implement and enhance this method, promoting greater student engagement, improving learning outcomes, and fostering a more flexible and inclusive educational environment.

Conflict of Interest Statement

All authors declare that they have no conflict of interest.

Author Contributions Statement

Data curation, jiaolu Li; Formal analysis, Jiaolu Li; Writing – review & editing, Mohamad Aznillah Ahmad.

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This study was conducted in accordance with the ethical standards of the Qilu Normal University Academic Ethics Committee and approved by the Institutional Review Board (Approval Number: xsllsc2024-005). Informed consent was obtained from all participants prior to their inclusion in the study.

Data Availability Statement

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