

Improving Rate of Competition on Demonstration Lesson among University Lecturers: A literature Review

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Abstract: The development of a country hinges on high-caliber talents, and the cultivation of such talents is contingent upon education. For enhancing the quality of higher education, the teaching competence of university lecturers is of paramount importance. Numerous scholars contend that demonstration lesson competitions can substantially improve the teaching proficiency of lecturers. This study aims to identify the factors influencing the participation rate of university lecturers in demonstration lesson competitions, through a comprehensive literature review. The theoretical framework of this study is underpinned by the Theory of Planned Behavior (TPB), wherein behavioral intention is shaped by three core constructs: attitude, subjective norms, and perceived behavioral control. Finally, based on the findings of the literature review, this paper puts forward targeted recommendations for both researchers and practitioners in the field.

Keywords: Education, Demonstration Lesson, Competition, Theory of Planned Behavior.

1.0 Introduction

In the cultivation of talents, the education sector assumes profound responsibilities. It is widely acknowledged among scholars that education serves as a critical pathway for nurturing talents and constitutes a cornerstone of social development. For instance, Xie and Cai (2020) argued that educational human capital—defined as the skills and competencies fostered through formal education—is the most pivotal component of overall human capital. They emphasized that this form of human capital not only plays an indispensable role in enhancing a society's aggregate human capital stock but also facilitates the sustained and rapid economic growth of nations. Furthermore, Xie and Cai (2020) elaborated that the unique value of high educational human capital lies in its direct linkage to the development of specialized knowledge and practical abilities, which are essential for individual and societal progress. Accordingly, education—particularly higher education—exerts a far-reaching influence on both the development of high-caliber talents and China's comprehensive national advancement. As key stakeholders in China's higher education system, university lecturers' professional teaching competence holds paramount importance for the effective implementation of national talent cultivation strategies and the advancement of higher education quality.

To enhance the teaching competence of university lecturers, numerous scholars have conducted relevant investigations, concluding that demonstration teaching competitions can significantly promote lecturers' instructional skills. He Huanying (2021) argues that such competitions motivate more lecturers to conduct in-depth exploration of teaching methodologies, ultimately elevating the overall quality of teaching. Meanwhile, the insights and experiences gained from the competitions can be translated into classroom practice, thereby fulfilling the objective of "improving teaching through competitions." Furthermore, Du Delin (2018) notes that demonstration teaching competitions are purposeful and organized teaching contests, which are designed to urge teachers to enhance their professional proficiency. As an effective approach and a platform for teachers to showcase their teaching capabilities and practical experiences, such competitions serve as one of the key drivers for advancing educational development and teaching innovation.

In addition, Xiong Zhiyong (2011) further verifies the following key points regarding demonstration teaching competitions: (1) They serve as a platform for young teachers to showcase their professional capabilities, while also functioning as an important mechanism to assess the effectiveness of universities' young teacher training initiatives; (2) competitions on demonstration lesson urge young teachers to rigorously practise their basic teaching skills. From teaching plan designing to repeated teaching practice, every activity helps to polish the quality of courses; (3) They act as a catalyst for young teachers to accelerate the improvement of their teaching techniques; As these competitions present a pivotal opportunity for observation and interaction, they facilitate peer learning and knowledge exchange among educators.

A substantial body of scholars (Xiong Zhiyong, 2011; Du Delin, 2018; Liu Ying, 2020; He Huanying, 2021) have confirmed that demonstration teaching competitions exert a positive effect on enhancing the teaching competence and teaching quality of participating teachers, while also acting as a crucial channel and platform for teachers to engage

in peer learning and self-assessment. Accordingly, improving university lecturers' participation in such competitions is of great significance. However, the participation rate of university lecturers in demonstration teaching competitions remains notably low (Wang Yuanyan, 2025). Consequently, enhancing university lecturers' intention to participate in such competitions has become an urgent and important task. Tang Ying et al. (2025) also have found that issue, and they have investigated that issues with the Theory of Reasoned Action (TRA). However, Comparing with Theory of Planned Behavior (TPB), the factor of non-volitional control is missing in TRA. Thus, it is worth to have literature review on TPB to determine the factors on university lecturers' intention to participate in demonstration teaching competition. Under the theoretical framework of the Theory of Planned Behavior this study intends to identify the key factors influencing university lecturers' intention to participate in demonstration teaching competitions, with the ultimate goal of increasing their participation rate in such competitions.

2.0 Framework on University lecturers' intention to participate in demonstration teaching competition

For developing an in-depth understanding of university lecturers' intention to participate in demonstration teaching competitions, a framework (Figure 1) will be built up based on previous research on intention of rational behavior. The core construct of the framework underpins the theory of planning behavior by Ajzen (1991). Ajzen (1991) holds that TPB is the theory which refers to the intention to predict individual action behavior. There are three elements to affect the intention in TPB, which are attitude, subjective norms and PBC.

Theory of planned behavior (TPB) is extended from theory of reasoned action (TRA) (Ajzen, 1991). TRA holds that when the individual performs a particular behavior, the behavior will be affected by intention, and the intention will be affected by two key factors which are (1) attitude toward the behavior and (2) subjective norm. In TRA, there is the assumption that all the situation under volitional control, which brings many arguments in academic area. Since in the real situation, there is very rare situation, which is fully under volitional control. Therefore, in order to solve these issues, Perceived behavior Control (PBC) is added into the TRA. PBC reflects the actual non-volitional situation and condition in certain level, the more accurately the individual can perceive on the actual situation, the more accurately the actual situation can reflect.

As TPB can have more accurate prediction, Ajzen (1991) also mentioned the TPB is free to apply in different studies, in order to match and explain accurately to the characteristics in different studies. Many studies have been conducted by underpinning TPB in different contexts (Aini et al., 2002; Sidique, Lupi, & Joshi, 2010; Latif & Omar, 2012; Wan et al., 2012; Ramayah et al., 2012; Botetzagias et al., 2014; Echegaray & Hansstein, 2017; Tang Ying & Wu, Zhaohui, 2024). Thus, it is reasonable that this study applies the TPB to examine university lecturers' intention to participate in demonstration teaching competitions.

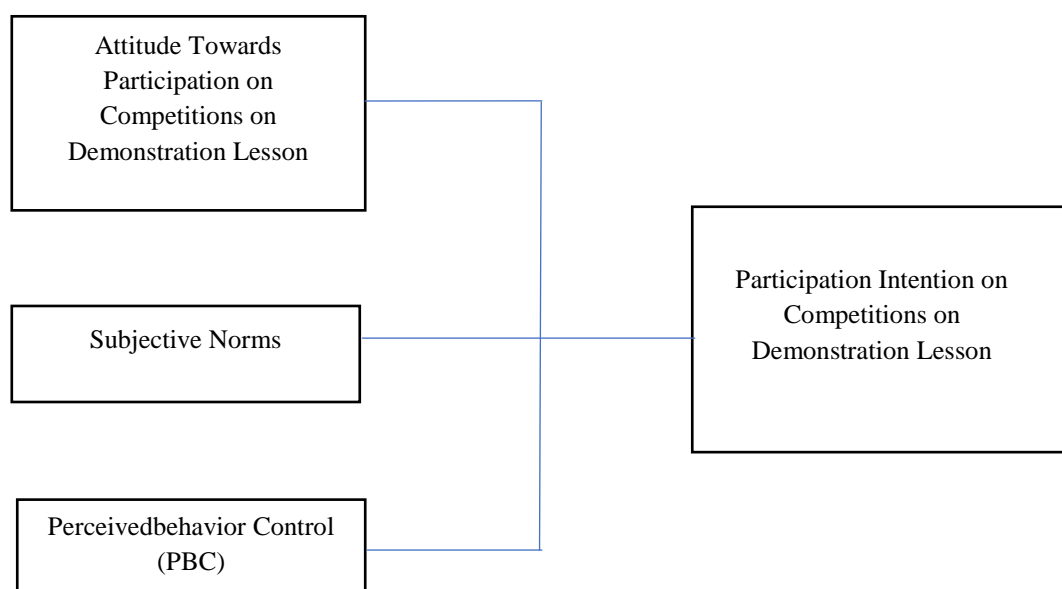


Figure 1: Research Framework

2.1 University Lecturers' Intention to Participate in Demonstration Teaching Competitions

As discussion before, lecturers' intention to participate in demonstration teaching competitions should be considered as self-interested behavior, since it can significantly improve the teaching skill of lecturers and help them achieve self-esteem. Thus, participate in demonstration teaching competitions is in the scope of rational and reasoned activities and can be underpinned on the Theory of Planned Behavior. In detail, it holds that intention is influenced by (1)

individual attitude towards performing a particular behavior, (2) subjective norms the individual perceives and (3) perceived behavioral control. The next three paragraphs will discuss on how these three factors will affect the intention on returning the paper boxes from online shopping.

2.2 Attitude Towards Participation on Competitions on Demonstration Lesson

Attitude can refer to "good", "bad", "positive", "negative", "favorable," and "unfavorable" evaluation on consequences of performing the particular behavior (Chu and Chiu, 2013; Tang, Chen and Luo, 2011). Ajzen believed that an individual attitude toward behavior can be explained as a direct proportional to the sum of the salient belief toward the relevant attribute multiplied by the individual subjective evaluation of these attribute and consequences. So, the proportion of an attitude toward behavior is show in the equation below.

$$A = \sum b_i e_i$$

In the above equation, b_i is the salient belief to perform the behavior which lead to the consequences i , and e_i is an individual subjective evaluation on the attribute and the consequences i . Many studies believed that a positive attitude towards behavior may cause a positive intention towards the behavior in a high possibility level (Sidique, Lupi, & Joshi, 2010; Latif & Omar, 2012; Wan et al., 2012; Ramayah et al., 2012; Botetzagias et al., 2014; Echegaray & Hansstein, 2017, Tang Ying, 2020). Thus, author also hold that attitude towards participation on competitions on demonstration lesson may positively affect lecturers' intention to participate in demonstration teaching competitions.

2.3 Subjective Norms

According to Ajzen (1991), Subjective norm related to social factors and social norms, and referred to the perceived social pressure by the individual to perform or not to perform the specific behavior. An individual subjective norm can be explained as a direct proportional to the sum of the normative belief (n_i) multiplied by the individual motivation (m_i) on following those referents (Ajzen, 1991). The proportion of subjective norm is showed in the below equation.

$$SN = \sum n_i m_i$$

In the above equation, n_i presents the normative belief, which refers to related to likelihood or possibility (perceived by individual) that the other salient social referents or other important referents including individuals or groups such as family, friend, neighbors, etc. approve or disapprove a specific behavior, which will encourage or discourage the particular individual perform that specific behavior; Meanwhile m_i presents an individual motivation to comply with those referents. Lots of studies prove that subjective norms have positive relationship with Intention (Ajzen, 1991; Conner & Armitage, 1998; Z. Tang et al., 2011; Moons & De Pelsmacker, 2015). Thus, author also hold that subjective norms may positively affect lecturers' intention to participate in demonstration teaching competitions.

2.4 Perceived Behavioral Control (PBC)

PBC is an extended variable from TRA due to the issue of non-volitional control. In TPB, PBC reflects the actual non-volitional situation and condition in certain level, the more accurately the individual can perceive on the actual situation, the more accurately the actual situation can reflect. An individual PBC can be explained as a direct proportion on the sum of the control belief multiplied by the perceived power. The proportion of PBC is show in the below equation:

$$PBC = \sum c_i p_i$$

In the above equation, c_i is the control belief which refers to the perceived probability on the situation which will make difficulty or ease for an individual toward performing a particular behavior. p_i is the perceived power, which refers to the extent to which the control belief affects the behavior. many researches hold that PBC has positive relationship with Intention (Ajzen, 1991; Christina Knussen et al., 2004; Z. Tang et al., 2011; Latif et al., 2012). Thus, authors also hold that PBC may positively affect lecturers' intention to participate in demonstration teaching competitions.

3.0 Discussion

3.1 Implication for Researchers

This paper provides a framework that may help scholars understand the psychological factors which will affect lecturers' intention to participate in demonstration teaching competitions. Among those factors, three of them are from TPB which are attitude, subjective norms and PBC. Although TPB claims that attitude, subjective norms and PBC will have positive effect to the intention on different activities, some researches have some inconsistent comments on attitude (Aini et al., 2002; Mahmud and Osman, 2010), subjective norms (Knussen et al., 2004; Rhodes et al., 2015) and PBC (Moons and De Pelsmacker, 2015). Since in different context, they will show different effects to individual intention for specific activities, further research thus should be needed to determine which the factors in this framework have the most significant effect on lecturers' intention to participate in demonstration teaching competitions. Indeed, there should not be a general answer to this question, since those different activities deals with different individuals

from different cultural or economic context. However, an effort could be made to filter out the relatively less significant factors in different situations and to abstract a new conceptual framework.

3.2 Implication for Practitioners

The framework proposed in this article is of relevance to higher education system and governments, since it enables them to assess the features which finally can improve education performance and ultimately national competitiveness due that lecturers' instructional skills can be significantly promoted by encouraging lecturers to attend the demonstration teaching competitions (Xiong Zhiyong, 2011; Du Delin, 2018; Liu Ying, 2020; He Huanying, 2021). Understanding lecturers' intention to participate in demonstration teaching competitions is of major importance in education system and governments on making adequate strategic and marketing decisions to increase rate of lecturers participate in demonstration teaching competitions.

This framework shows that lecturers' intention to participate in demonstration teaching competitions is influenced by attitude, subjective norms and PBC. Therefore, in perspective of attitude, the university should educate the lecturers to have strong belief on the advantages of Participation in Demonstration Teaching Competitions. Meanwhile the ministry on education and the university can design Participation in Demonstration Teaching Competitions as the KPI performance. The lecturers will thus evaluate the importance of the participation on the competition. For the SN part, the university should try to create the atmosphere of participation of those competitions. Ofcourse it will be difficult to ask huge number of lecturers to attend the competitions at first; However, the universities should encourage a little amount lecturersto perform this activity first by giving huge rewards. Then it will affect the other lecturers to Participate in Demonstration Teaching Competitions. Furthermore PBC also should have its function, so the universityalso need to provide the friendly environment to participate in demonstration teaching competitions for the lecturers.

3.3 Limitations

As like any conceptual model, this model also has its limitations. First, authors have set up a conceptual framework that includes psychological factors considered to drivelecturers attendingdemonstration teaching competitions. Although the current framework is on a combination of results from many different studies relating to different activities, there should always be psychological factors, which can affect lecturers' intention to participate in demonstration teaching competitions, and which are not included in the literature to date, or which is addressed in other literature studies the authors may not relate. However, authors are confident that an overview of the most relevant factors in this context has been showed up. A second limitation of current paper is that this framework is the result of a literature review and has never been tested by empirical evidence. This implies that the caution should be considered in applying the findings that derive from this framework. Finally, the number of previous researches, which were discussed in this paper, may be also limited.

4.0 Conclusions

To have better education quality in higher education, teaching skill of lecturers carry heavy weight. Many scholars believes that competition on demonstration lesson can significantly improve the teaching skill of lecturers. However, the rate of participation on competition on demonstration lesson among university lecturers is still low, which may become anobstacle of development of higher education. Then the study on improving the rate of participation on competition on demonstration lesson should be conducted. Therefore, this paper proposes a framework to increase researchers' understanding which psychological factors may increase the rate on participation on competition on demonstration lesson in perspectives of lecturers. The framework uses the constructs of TPB as a basis, and applies it to the education activities' context. The authors believes that and intention to participation on competition on demonstration lesson among university lecturers areaaffected by attitude, subjective norms and PBC.

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