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The Impact of Care from Chinese Teachers on the Work-Study Program

Danruo Huang[1]
[1]Ph.D. Student, Chinese Graduate School, Panyapiwat Institute of Management, Nonthaburi, Thailand.
Corresponding Author E-mail: 839924493@qq.com, ORCID ID: https://orcid.org/0000-0003-1267-8364
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Abstract

Background and Aims: According to the theory of comprehensive development of individuals, students' participation in work-study programs is influenced by their environment. Teachers play a crucial role in the interpersonal environment of students' work-study activities. Work-study is an important component of educational funding in China. This study empirically examines the influence of teacher care on work-study.

Materials and Methods: Based on these hypotheses, this study focuses on students participating in work-study programs in universities, with a research scope limited to the Chaoshan area. Data was collected through a questionnaire survey, with a total of 1056 questionnaires distributed. Questionnaires that were incomplete or had the same answer throughout were excluded, resulting in 894 valid questionnaires. The effective response rate was 84.7%.

Results: The research found that policy environment, physical environment, and teacher care have direct and indirect positive effects on work-study activities, and students' self-regulation ability plays a moderating role in this process.

Conclusions: The policy environment, physical environment, and teacher care have direct and indirect positive impacts on work-study activities, and students' self-regulation ability moderates these impacts. These findings have significant implications for schools and teachers in providing support and guidance to work-study students, helping to optimize the implementation of work-study programs.

Keywords: Teacher Care; Education Care; Work-study Program

Introduction

In China, there has always been a tradition of students working hard to pursue education. From ancient times, individuals from poor backgrounds such as Wenshu, Gongyang Hong, Zhumai Chen, and Li Mi continued their studies through diligent work. In the late 19th century, young Chinese intellectuals initiated a wave of studying abroad in search of the truth to save the country. During the May Fourth Movement, the concept of integrating work with study was officially proposed, and the slogan of "diligent work and frugal study" was put forward. As an educational activity, work-study programs should be closely integrated with human production and life. They are practical activities that arise from the need for practical experience in human life. In different historical periods, the work-study program has had distinctive characteristics. Early work-study programs played a role in assisting students financially. With the progress of social and economic development and the continuous improvement of national funding systems, work-study programs for college students are not simply about alleviating poverty as they were in the past, but are more focused on the development of students' abilities through their work-study positions. Today, greater emphasis is placed on the educational function of work-study programs (Bai, 2011; Duanmu, 2009). According to the theory of comprehensive development of individuals, students' participation in work-study programs is influenced by their environment. Teachers play a crucial role in the interpersonal environment of students' work-study activities. According to the theory of care education, teachers should provide care to students during these activities. Therefore, what impact does teacher care have on work-study programs in China? This study, based on the theory of care education, aims to explore the impact of teacher care on work-study programs using quantitative methods (Li, 2011; Qiu, 2010).

Therefore, In China, a rich historical tradition underscores students' unwavering commitment to education, evident through figures like Wenshu and Gongyang Hong. The late 19th century witnessed a surge in Chinese intellectuals pursuing knowledge abroad for national betterment. The May Fourth Movement solidified the concept of integrating work with study, promoting "diligent work and frugal study." Initially serving a financial assistance role, modern work-study programs now focus on developing students' skills and emphasize education. Today, teachers play a pivotal role in these programs, aligning with the theory of care education. This research, rooted in care education theory, seeks to quantitatively explore how teacher care influences work-study programs in China, building upon the comprehensive individual development theory.

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Objectives

This study empirically examines the influence of teacher care on work-study. A questionnaire survey was adopted to collect and analyze the data. The research found that policy environment, physical environment, and teacher care have direct and indirect positive effects on work-study activities, and students' self-regulation ability plays a moderating role in this process.

Literature Review

This study searched the China National Knowledge Infrastructure (CNKI) database using the keywords "care" and "work-study program" and found that there is relatively less research in China that combines educational care with work-study programs. Existing studies mainly focus on the significance and methods of integrating teacher care into work-study programs. Meng Xiangxin et al. (2007) proposed that the ideological and political education for impoverished students should prioritize care, love, and patience. Wang Suqin (2007) emphasized the provision of spiritual care and material assistance from the perspective of libraries, advocating for human care towards students to mobilize their enthusiasm and promote their comprehensive development. Xie Xiaoqing (2009) suggested a shift from a singular focus on economic functions to a balanced approach that considers both economic and educational functions. Liang Jungang et al. (2009) argued for balancing economic support with human care from the perspectives of student's mental health and personality development. Dai Chengyuan et al. (2009) proposed focusing on students' individual needs based on Maslow's hierarchy of needs, striving to achieve both financial aid and human care in work-study programs, and realizing the dual goals of assisting impoverished students and nurturing them through an all-encompassing and comprehensive education. Chen Tingting (2012) regarded college financial aid programs as a vehicle for interpreting educational fairness. The construction of a humanistic system and the creation of a campus atmosphere that respects, trusts, is democratic, harmonious, and. Ling Yuelian (2013) proposed specific measures such as strengthening the unity of material and spiritual support team building, increasing human care, improving work-study programs, and providing more assistance for employment, aiming to establish a relatively comprehensive system for assisting and nurturing impoverished students. Yan Tinghong (2018) argued that the focus of college financial aid programs is primarily on financial assistance for economically disadvantaged students, often neglecting human care and educational support. It was suggested to strengthen values education, gratitude education, inspirational education, and psychological health education. The essence of work-study programs is the emphasis on nurturing rather than just assisting financially. Current research in China mainly focuses on discussing the role of teachers in nurturing students from a theoretical perspective, lacking empirical evidence on the impact of teacher care in work-study programs. Therefore, this study differs from previous research by analyzing and discussing the overall impact of teacher care on work-study programs.

Theoretical Foundation

In the context of "the over-formalized approach to moral education, minimizing the role and responsibility of teachers," Noddings, N. proposed that "teachers should care for students to promote their development." In her book "Caring: A Feminine Approach to Ethics and Moral Education" (Noddings, N., 1986: 34), Noddings pointed out that teachers should wholeheartedly immerse themselves in caring for students, treating the students' needs as if they were their children, momentarily forgetting about themselves. Noddings believes that the relationship between teachers and students should be characterized by "caring-cared for" rather than the more abstract and emotionless "guide-guided" relationship. She once said, "One can only learn to care by being cared for." Teachers have a unique influence as role models, and the level of care they show toward students can affect their sense of self-worth, self-efficacy, moral reflection, and more. In other words, Noddings believes that teachers have a guiding responsibility in the process of student development.

In summary, Noddings'care education theory emphasizes the relationship of care between teachers and students and the proactive care that teachers provide to students. Her care education theory has important theoretical value in studying the relationship between work-study students and responsible teachers and position supervisors, and it can provide insights for optimizing work-study programs in higher education institutions.

Conceptual Framework and Hypothesis

Based on the theory of care education, this study proposes the following research hypotheses:

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H1: The perceived environment of work-study activities affects teacher care. The perceived environment is divided into the policy environment and the physical environment.

H1-1: The policy environment of work-study activities has a direct positive impact on teacher care.

H1-2: The physical environment of work-study activities has a direct positive impact on teacher care.

H2: Teacher care influences work-study activities.

H3: Student self-regulation acts as a mediator between teacher care and work-study activities.

H3-1: With high levels of self-regulation, teacher care has a positive impact on work-study activities.

H3-2: With low levels of self-regulation, teacher care hurts work-study activities.

Methodology

Based on these hypotheses, this study focuses on students participating in work-study programs in universities, with a research scope limited to the Chaoshan area. Data was collected through a questionnaire survey, with a total of 1056 questionnaires distributed. Questionnaires that were incomplete or had the same answer throughout were excluded, resulting in 894 valid questionnaires. The effective response rate was 84.7%.

Result

1. Descriptive analysis of variables

Descriptive analysis of variables refers to the statistical description and summarization of the basic characteristics of one or more variables. Descriptive analysis provides an initial summary and overview of the data. It helps us understand the distribution, central tendency, variability, and correlation of variables, thus enabling us to explore and analyze the data preliminarily. This is done by describing the overall picture of the data through measures such as mean or median.

Table 1: Descriptive Statistics

	cases	Mini Value	Max value	average	Standard deviation	Skewness	Kurtosis
Policy environment	205	1.25	5.00	3.573	1.056	-0.280	-1.189
Physical environment	205	1.00	5.00	3.485	0.980	-0.303	-0.796
Perceive the environment	205	1.70	3.91	2.836	0.473	-0.271	-0.556
Teacher care	205	1.00	5.00	3.552	0.963	-0.432	-0.721
Work-study itself	205	1.25	5.00	3.665	0.932	-0.315	-0.888
Work-study impact	205	1.00	5.00	3.449	1.028	-0.327	-0.779
Work-study activities	205	1.38	5.00	3.557	0.825	-0.089	-0.762
Self-regulation	205	1.00	5.00	3.573	1.049	-0.445	-1.018

Based on the results shown in the table above, it can be observed that there are no outliers in the current research data. Descriptive analysis of the mean values reveals that each variable has a mean ranging from 3.5 to 4, indicating that the scores for each variable are relatively high.

2. Reliability Analysis

To measure the reliability of the questionnaire results, this study conducted a reliability analysis using SPSS 24. The internationally recognized reliability test indicator, Cronbach's α coefficient, was used to assess the reliability of each variable. Generally, the closer the α coefficient is to 1, the better. If the value of Cronbach's α is below 0.6, it indicates poor internal consistency of the scale. The value of Cronbach's α between 0.7-0.8 suggests acceptable reliability, while a value between 0.8-0.9 indicates excellent reliability. The reliability analysis of the scale is shown in Table 2, and the Cronbach's Alpha coefficients for each variable are all above 0.7, indicating excellent reliability of the scale.

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Table 2: Reliability Analysis

Scale	item	Number of items	Cronbach'α	
Perceive the environment	Policy environment	4	0.867	0.815
	Physical environment	3	0.834	
Teacher care		**4**	**0.864**	
Work-study activities	Work-study itself	4	0.852	0.886
	Work-study impact	4	0.897	
Self-regulation		**5**	**0.887**	

From the table above, it can be observed that Cronbach's α for the Perceived Environment is 0.815, for the Policy Environment is 0.867, and for the Physical Environment is 0.834, all of which are greater than 0.7. The Cronbach's α for Teacher Human Care is 0.864, for Work-Study Activities is 0.886, and for Self-Regulation is 0.887, all of which are also higher than 0.7. This indicates that each scale in the questionnaire exhibits good reliability.

3. Validity analysis

The validation of confirmatory factor analysis requires testing the overall fit of the model The fit assessment should follow the absolute fit measurement, incremental fit measurement, and parsimonious fit measurement. Common fit measurements include the chi test value (X^2), NCP, SNCP, GFI, SRMR, RMSEA, NFI, CFI, NNFI, IFI, RFI, PGFI, PNFI, CN, and other indicators.

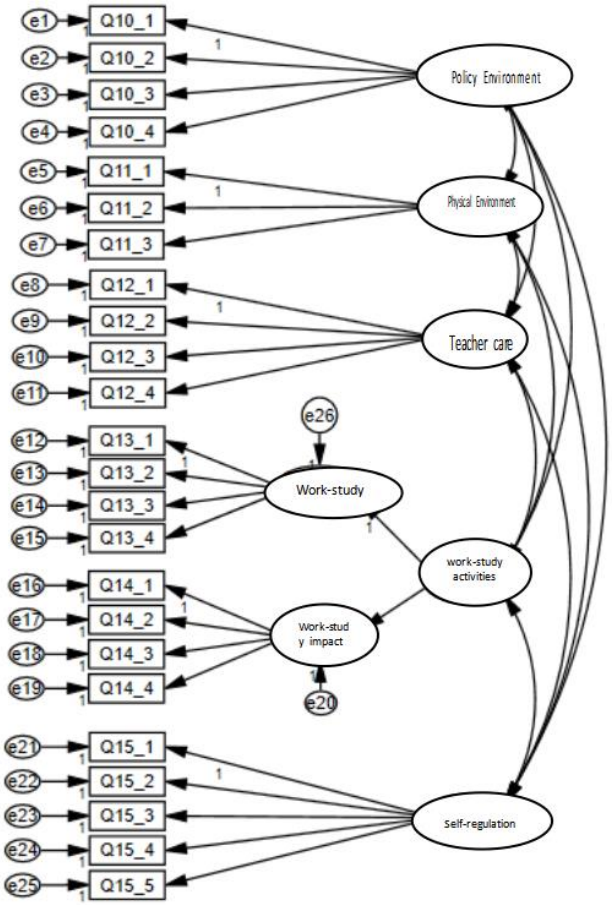

Figure 1: Confirmatory Factor Analysis on Environmental Perception

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From the table below, it can be seen that CMIN/DF is 2.205. GFI, AGFI, NFI, TLI, IFI, and CFI all meet the standard of 0.9 or above. RMSEA is 0.037, which is less than 0.08, and SRMR is 0.031, which is less than 0.05. All fit indices meet the standard for general SEM research. Therefore, it can be concluded that this model is a good fit.

Table 3: Fit Indices of Confirmatory Factor Analysis Model

Fit index	Acceptable range	Side value
CMIN		529.276
DF		240
CMIN/DF	1-5	2.205
GFI	>0.9	0.954
AGFI	>0.9	0.942
RMSEA	<0.08	0.037
IFI	>0.9	0.975
NFI	>0.9	0.955
TLI(NNFI)	>0.9	0.971
CFI	>0.9	0.975
SRMR	<0.05	0.031

From the table below, it can be seen that the standardized factor loadings for each item are all above 0.5, reaching significance at the 0.001 level. The construct reliability (CR) values for each variable are all greater than 0.7, and the average variance extracted (AVE) values are all greater than 0.5. These meet the criteria for convergent validity, and the fit indices are within an acceptable range. Therefore, all items can be retained for further analysis.

Table 4: Model Parameters Table for Confirmatory Factor Analysis

			Estimate	S.E.	C.R.	P	Factor loading	CR	AVE
Work-study itself	<---	Work-study Activities	1.000				0.822	0.768	0.623
Work-study impact	<---	Work-study Activities	0.997	0.089	11.257	***	0.756		
Q10_1	<---	Policy environment	1.000				0.780	0.870	0.627
Q10_2	<---	Policy environment	1.133	0.043	26.367	***	0.879		
Q10_3	<---	Policy environment	0.890	0.040	22.418	***	0.740		
Q10_4	<---	Policy environment	1.033	0.044	23.252	***	0.760		
Q11_1	<---	Physical environment	1.000				0.757	0.840	0.637
Q11_2	<---	Physical environment	0.891	0.042	21.334	***	0.769		
Q11_3	<---	Physical environment	1.028	0.045	22.901	***	0.864		
Q12_1	<---	Teacher care	1.000				0.716	0.868	0.624
Q12_2	<---	Teacher care	1.194	0.056	21.266	***	0.756		
Q12_3	<---	Teacher care	1.304	0.060	21.793	***	0.772		
Q12_4	<---	Teacher care	1.388	0.058	24.109	***	0.904		
Q13_1	<---	Work-study itself	1.000				0.772	0.855	0.596
Q13_2	<---	Work-study itself	1.108	0.045	24.414	***	0.831		
Q13_3	<---	Work-study itself	1.058	0.048	21.881	***	0.740		
Q13_4	<---	Work-study itself	1.106	0.050	22.055	***	0.742		
Q14_1	<---	Work-study impact	1.000				0.776	0.897	0.686
Q14_2	<---	Work-study impact	1.174	0.043	27.307	***	0.854		

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			Estimate	S.E.	C.R.	P	Factor loading	CR	AVE
Q14_3	<---	Work-study impact	1.096	0.043	25.656	***	0.812		
Q14_4	<---	Work-study impact	1.080	0.039	27.490	***	0.868		
Q15_1	<---	Self-regulation	1.000				0.740		
Q15_2	<---	Self-regulation	1.195	0.051	23.568	***	0.799		
Q15_3	<---	Self-regulation	1.076	0.049	21.905	***	0.749	0.888	0.615
Q15_4	<---	Self-regulation	1.076	0.049	22.037	***	0.763		
Q15_5	<---	Self-regulation	1.456	0.058	24.960	***	0.863		

4. Differentiating Validity

This study evaluates discriminant validity using the AVE method. In this method, the square root of AVE for each factor should be greater than the correlation coefficient between each pair of variables, indicating discriminant validity among factors. The diagonal values represent the square root of AVE for each factor, which should be greater than the standardized correlation coefficients outside the diagonal. When the value is above 0.85, it suggests that the items are measuring the same construct, indicating potential item redundancy. Through the analysis of the obtained data, the variables in this study demonstrate discriminant validity. The lower triangle represents the correlation coefficients, and the specific results are shown in the table below.

Table 5 Discriminant Validity

	Average value	Standard deviation	Policy environment	Physical environment	Teacher care	Work-study Activities	Self-regulation
Policy environment	3.657	1.033	0.792				
Physical environment	3.512	0.960	0.279***	0.798			
Teacher care	3.595	0.935	0.325***	0.258***	0.790		
Work-study Activities	3.658	0.833	0.250***	0.248***	0.419***	0.789	
Self-regulation	3.621	0.964	0.158***	0.112***	0.157***	0.156***	0.784
AVE			0.627	0.637	0.624	0.623	0.615

* $p<0.05$ ** $p<0.01$ *** $p<0.001$

5. Analysis of the topic

In this study, the data obtained from the correlation analysis is used to determine the correlation between different dimensions, providing more accurate data interpretation. The range of correlation analysis values is between -1 and 1, with a larger absolute value indicating a stronger correlation between variables. A value of 1 suggests a complete correlation; a value between 0.70 and 0.99 indicates a high level of correlation; a value between 0.40 and 0.69 suggests a moderate level of correlation; a value between 0.10 and 0.39 reflects a low level of correlation; and when the value is less than 0.10, it indicates a weak or no correlation.

Table 6: Pearson Correlation

	Average value	Standard deviation	Policy environment	Physical environment	Perceive the environment	Teacher care	Work-study Activities	Self-regulation
Policy environment	3.657	1.033	1					
Physical environment	3.512	0.960	0.279***	1				

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	Average value	Standard deviation	Policy environment	Physical environment	Perceive the environment	Teacher care	Work-study Activities	Self-regulation
Teacher care	3.595	0.935	0.325***	0.258***	0.369***	1		
Work-study Activities	3.658	0.833	0.250***	0.248***	0.309***	0.419***	1	
Self-regulation	3.621	0.964	0.158***	0.112***	0.172***	0.157***	0.156***	1

* $p<0.05$ ** $p<0.01$ *** $p<0.001$

Based on the data, the correlation coefficients for teachers' humane care with policy environment and physical environment are 0.325 and 0.258 respectively. Both coefficients are greater than 0, indicating a positive correlation between teacher's humane care and the policy environment, as well as the physical environment. The correlation coefficients for work-study activities with teacher's humane care, policy environment, and physical environment are all significant, with values of 0.419, 0.250, and 0.248 respectively. All coefficients are greater than, suggesting a positive correlation between work-study activities and the three aspects of teacher's humane, policy environment, and physical environment.

6. Homoscedasticity test

This study aims to examine whether homoscedasticity exists. The Harman single-factor test method was adopted in this study to conduct a homoscedasticity test on the collected data. All measurement data in this study were input into SPSS for factor analysis without rotation, to examine the degree of variation caused by one factor. The results showed that the variation explained by the first component was 7.130%, which is less than 40%. Therefore, the homoscedasticity issue in this study is not significant.

Table 7: Total Variance Explained by Homogeneity Variance Test

	Initial eigenvalue			Extract the square sum of the loads			The sum of squared rotating loads		
Element	Total	Percent variance	accumulation %	total	Variance percentage	accumulate %	total	Variance Percentage	accumulate %
1	6.580	27.416	27.416	6.580	27.416	27.416	3.479	14.496	14.496
2	3.197	13.321	40.736	3.197	13.321	40.736	3.005	12.521	27.018
3	2.613	10.886	51.622	2.613	10.886	51.622	2.899	12.081	39.099
4	1.840	7.668	59.290	1.840	7.668	59.290	2.864	11.933	51.031
5	1.770	7.374	66.664	1.770	7.374	66.664	2.859	11.910	62.942
6	1.372	5.718	72.383	1.372	5.718	72.383	2.266	9.441	72.383

7. Structural Equation Modeling

This study used the policy environment and physical environment as independent variables, teacher care as a mediating variable, and work-study activities as the dependent variable to conduct a structural equation modeling. Structural equation modeling (SEM) was used as the theoretical model verification. It is necessary to have a good model fit, which refers to the degree of consistency between the hypothesized model and the observed data. The closer the covariance matrix generated in the estimation process is to the sample covariance, the better the model fit. Overall fit indices are mainly divided into three categories: absolute fit measures, incremental fit measures, and parsimonious fit measures. Therefore, this study selected the CMIN test, the ratio of CMIN/DF, the goodness-of-fit index (GFI), the adjusted goodness-of-fit index (AGFI), the root means a square error of approximation (RMSEA), the non-normed fit index (NNFI), the incremental fit index (IFI), and the comparative fit index (CFI) to evaluate the overall model fit. When the majority of these indices meet acceptable values, it indicates a good fit between the model and the data.

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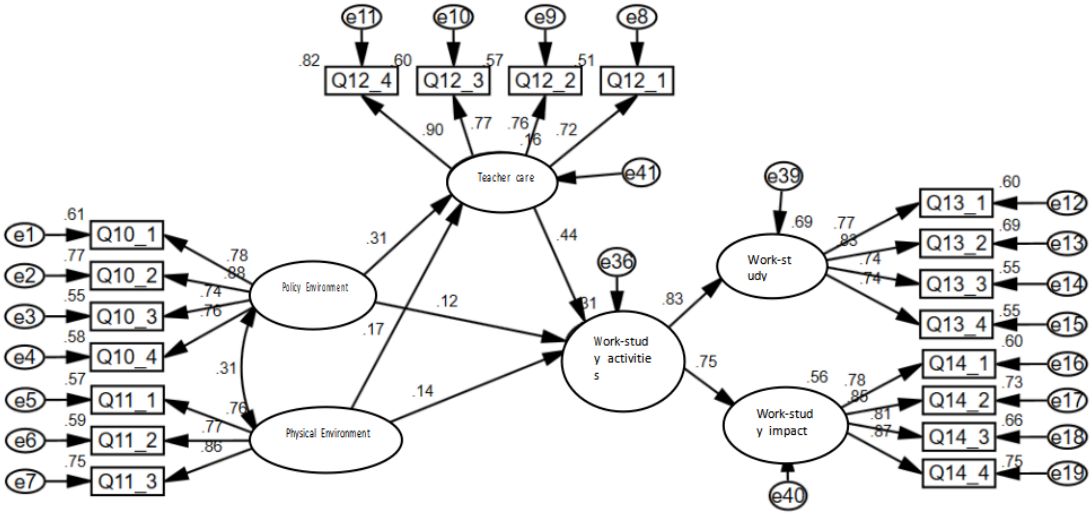

Figure 2: Structural Equation Modeling Analysis

According to the table below, CMIN/DF is 2.817. GFI, AGFI, NFI, TLI, IFI, and CFI all reach the standard of 0.9 or above. RMSEA is 0.045, which is less than 0.08, and SRMR is 0.032, which is less than 0.05. All fit indices meet the standard for general SEM studies. Therefore, it can be considered that this model is a good fit. Please note that I corrected the translation by replacing “can” with “can be considered”. Additionally, there were no spelling errors in the provided text.

Table 8: Goodness of Fit of Structural Equation Model

Composite index	Acceptable range	measurements
CMIN		405.705
DF		144
CMIN/DF	1-5	2.817
GFI	>0.9	0.955
AGFI	>0.9	0.940
RMSEA	<0.08	0.045
IFI	>0.9	0.971
NFI	>0.9	0.956
TLI(NNFI)	>0.9	0.966
CFI	>0.9	0.971
SRMR	<0.05	0.032

Table 9: Path Coefficients of Structural Equation Model

			Estimate	S.E.	C.R.	P	Standardization coefficient	R-squared
Teacher care	<---	Policy environment	0.236	0.030	7.836	***	0.313	0.161
Teacher care	<---	Physical environment	0.137	0.031	4.427	***	0.173	
Work-study Activities	<---	Policy environment	0.080	0.030	2.674	0.007	0.115	0.313
Work-study Activities	<---	Physical environment	0.105	0.031	3.434	***	0.145	
Work-study Activities	<---	Teacher care	0.406	0.045	9.059	***	0.441	

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Based on the table above, it can be observed that the policy environment has a significant positive impact on teachers' humane care (β=0.313, P＜0.001), supporting hypothesis H1-1. Furthermore, the physical environment has a significant positive impact on teachers' humane care (β=0.173, P＜0.001), supporting hypothesis H1-2. The model explains 16.1% of the variance in teachers' humane care.

In addition, the policy environment has a significant positive impact on work-study activities (β=0.115, P＜0.01), and the physical environment also has a significant positive impact on work-study activities (β=0.145, P＜0.001). Moreover, teachers' humane care has a significant positive impact on work-study activities (β=0.441, P＜0.001). Hence, hypothesis H2, which states that teachers' care influences work-study activities, is supported. The model explains 31.3% of the variance in work-study activities.

8. Analysis of Mediation Effects

To further examine whether a teacher's humanistic care plays an intermediary role in the policy and physical environment of work-study programs, Bootstrap mediation analysis was conducted to test the significance of the mediation effect. The method used Bootstrap ML with 5000 bootstrap resampling iterations. The results of the mediation effect analysis showed that the 95% confidence interval of the mediation effect includes 0, indicating no mediation effect. If the confidence interval does not include 0, it suggests the presence of mediation. Please refer to Table 10 for the results.

Table 10: Mediation analysis using BOOTSTRAP

Path	Effect	Effect	SE	Bias Corrected（95%）			Percentile method（95%）			Proportion
				LLCI	ULCI	P	LLCI	ULCI	P	
Policy Environment - Teacher Care - Work-Study Activities	Direct	0.115	0.041	0.038	0.195	0.004	0.038	0.195	0.004	45.5%
	Indirect	0.138	0.021	0.099	0.184	0.000	0.098	0.182	0.000	54.5%
	Overall effect	0.253	0.041	0.168	0.331	0.000	0.171	0.333	0.000	
Physical Environment - Teacher's Humanities Care - Work -Study Activities	Direct	0.145	0.046	0.056	0.236	0.002	0.054	0.235	0.002	65.6%
	Indirect	0.076	0.019	0.042	0.117	0.000	0.040	0.115	0.000	34.4%
	Overall effect	0.221	0.046	0.128	0.311	0.000	0.130	0.312	0.000	

According to the above table, it can be concluded that in this study, the direct effect of the mediator pathway "policy environment - teacher care - work-study activities" is 0.115. The 95% confidence interval does not include 0, indicating a significant direct effect. The indirect effect is 0.138, and the 95% confidence interval does not include 0, indicating a significant indirect effect. It plays a partial mediating role with a mediation ratio of 54.5%.

The direct effect of the mediator pathway "physical environment - teacher care - work-study activities" is 0.145, and the 95% confidence interval does not include 0, indicating a significant direct effect. The indirect effect is 0.076, and the 95% confidence interval does not include 0, indicating a significant indirect effect. It plays a partial mediating role with a mediation ratio of 34.4%.

（9）Analysis of Regulatory Function

To investigate whether self-regulation plays a moderating role in the impact of teacher humanistic care on work-study activities, this study employs hierarchical regression to test the moderating effect. Hierarchical regression is built upon regression analysis. The main purpose of this method is to examine whether the newly introduced variable has an impact on the dependent variable after controlling for the previous independent variables' influence.

Table 11: Analysis of Self-Regulation and Regulatory Effects

	Work-study Activities		
	Model 1	Model 2	Model 3
Gender	0.011	0.015	0.012
Professional	-0.013	-0.008	-0.016

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	Work-study Activities		
	Model 1	**Model 2**	**Model 3**
Political status	0.001	0.005	0.018
Average monthly workload for work-study positions.	-0.070*	-0.061	-0.054*
Teacher care	0.414***	0.401***	0.441***
Self-regulation		0.088**	0.108***
Teacher care*Self-regulation			0.567***
R 2	0.18	0.187	0.507
Adjusting R 2	0.175	0.182	0.503
F-value	38.977***	F34.079***	129.90***
△R 2		0.007	0.319
△F Value		8.042**	573.01***

* p<0.05 ** p<0.01 *** p<0.001

According to the data, the regulatory effect can be divided into three models. Model 1 includes the independent variable (teacher's humanities care), as well as control variables such as gender, major, political status, and monthly workload for part-time jobs. Model 2 adds a moderating variable (self-regulation) based on Model 1, and Model 3 includes an interaction term (product of the independent variable and the moderating variable) based on Model 2.

In regards to Model 1, its purpose is to study the effect of the independent variable (teacher's humanities care) on the dependent variable (part-time work) without considering the interference of the moderating variable (self-regulation). According to the above table, the independent variable (teacher's humanities care) shows significance (β=0.414, p=0.000<0.001), indicating that teacher's humanities care has a significant impact on part-time work.

The moderation effect can be examined in two ways. The first is to observe the significance of the change in F values from Model 2 to Model 3. The second is to examine the significance of the interaction term in Model 3. This analysis focuses on the second approach to analyze the moderation effect.

According to the above table, the interaction between teachers' humanities care and self-regulation shows significance (β=0.567, p=0.000<0.001). This means that when a teacher's humanities care affects part-time work, the moderating variable (self-regulation) has a significant difference in the magnitude of the impact at different levels. This can be further examined through a simple slope plot. This also means that when part-time work affects student development, the moderating variable (self-regulation) has a significant difference in the magnitude of the impact at different levels. Hypothesis 4: Self-regulation plays a moderating role between teacher's care and part-time work. This can be further examined through a simple slope plot.

Table 12. Analysis of the Impact of Teacher Humanistic Care on Self-Regulation in Student Financial Assistance Programs.

Self-regulation	**Effect**	**SE**	**t**	**p**	**LLCI**	**ULCI**
Low level	-0.108	0.032	-3.367	0.001	-0.171	-0.045
Intermediate level	0.445	0.024	18.537	0.000	0.397	0.492
High level	0.997	0.034	28.958	0.000	0.929	1.065

Based on the data presented in the above table, it is evident that in this research, a low level of self-regulation is found to have a significant negative effect on the work-study program when teacher care is introduced (β=-0.108, P<0.001). This supports Hypothesis H3-2, which suggests that when students possess low self-regulation, teacher care is negatively correlated with the work-study program. Conversely, a high level of self-regulation is shown to have a significant positive impact on the work-

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study program when teacher care is present (β=0.997, P<0.001). This finding is in line with Hypothesis H3-1, which proposes that when students exhibit high self-regulation, teacher care positively influences the work-study program.

Conclusions

According to the findings of this research, the following conclusions and implications can be drawn:

Firstly, the policy environment has a significant positive impact on teachers' human care, indicating that policy support and advocacy are crucial for improving teachers' awareness and behavior towards caring. Policies should focus on and promote teachers' ability and willingness to provide emotional support and substantial assistance to work-study students.

Secondly, the physical environment has a significant positive impact on teacher care, suggesting that a comfortable teaching environment and facilities can provide better support and platform for teachers to care for and support work-study students.

Thirdly, the policy environment has a significant positive impact on work-study activities, indicating that policy support and encouragement can improve the development and effectiveness of work-study programs, providing more opportunities and resources.

Fourthly, the physical environment has a significant positive impact on work-study activities, as a reasonable physical environment and facilities can provide better working and learning conditions, helping work-study students to better utilize their abilities and potential.

Fifthly, teachers' human care has a significant positive impact on work-study activities, further confirming the importance and positive influence of teachers' care. Schools and teachers should prioritize improving their level of care and providing better support and assistance to work-study students.

Sixthly, the intermediary path analysis indicates that the policy environment and physical environment exert their influence on work-study activities through teachers' human care, suggesting that teachers' human care plays an intermediary role between policy environment, physical environment, and work-study activities.

Seventhly, students' self-regulation ability moderates the impact of teachers' human care on work-study activities. For students with high self-regulation ability, teachers' human care can have a significant positive impact. However, for students with low self-regulation ability, teachers' human care may have a negative impact. Therefore, schools and teachers need to pay attention to students' self-regulation ability and provide appropriate support and guidance to effectively harness the positive role of teachers' care.

In summary, the policy environment, physical environment, and teacher care have direct and indirect positive impacts on work-study activities, and students' self-regulation ability moderates these impacts. These findings have significant implications for schools and teachers in providing support and guidance to work-study students, helping to optimize the implementation of work-study programs.

Recommendations

The impact of care from Chinese teachers on the work-study program can be significant in shaping students' attitudes, motivation, and overall success in balancing work and study. How teachers can positively influence this program

1. Establish a Supportive and Caring Atmosphere, and create a classroom environment where students feel comfortable discussing their work-study challenges and seeking help when needed. A caring and understanding atmosphere can reduce stress and anxiety.

2. Regular Check-Ins, Schedule regular check-in sessions with students to discuss their work-study experiences. This can provide an opportunity for students to express any difficulties or concerns they may have.

3. Individualized Guidance, recognize that each student's work-study situation is unique. Provide individualized guidance and advice based on a student's specific needs, such as time management or work-related stress.

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4. Offer Time Management Strategies, and teach students effective time management skills, which are crucial for balancing work and study. Provide tips on prioritizing tasks, setting realistic goals, and creating study schedules.

5. Encourage Open Communication, and encourage students to communicate openly with their employers about their academic commitments. This can help prevent scheduling conflicts and ensure employers are aware of the student's priorities.

6. Promote Self-Care, Emphasize the importance of self-care and stress management. Encourage students to take breaks, get enough sleep, and maintain a healthy work-life balance.

7. Provide Academic Support, offer academic support, such as additional tutoring or study groups, for students who may be struggling to keep up with their coursework due to work commitments.

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